

# The Small Countries Financial Management Programme



## Second Independent Evaluation

July 2020

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## TABLE OF CONTENTS

<b>ABBREVIATIONS AND ACRONYMS</b>	<b>III</b>
<b>EXECUTIVE SUMMARY</b>	<b>IV</b>
<b>BOARD RESPONSE</b>	<b>VIII</b>
<b>I. INTRODUCTION</b>	<b>1</b>
A. Background	1
B. Objectives of the Small Countries Financial Management Centre	3
C. Description of the Small Countries Financial Management Programme	4
<b>II. OBJECTIVES AND SCOPE OF THE EVALUATION</b>	<b>6</b>
A. Purpose and Objectives of the Evaluation	6
B. Evaluation Approach and Methodology	6
C. Sources of Data and Information	7
D. Scoring and Rating System	8
E. Evaluation Team	8
<b>III. RELEVANCE OF THE SMALL COUNTRIES FINANCIAL MANAGEMENT PROGRAMME</b>	<b>9</b>
A. Views of Key Informants on the SCFMP's Relevance	9
B. Designing a Programme to Fill a Niche	12
C. Careful Participant Selection	16
D. Relevance of the Technical Components of the SCFMP	21
E. Assessment of the SCFMP's Relevance	23
<b>IV. EFFECTIVENESS OF THE SMALL COUNTRIES FINANCIAL MANAGEMENT PROGRAMME</b>	<b>24</b>
A. Effectiveness of the Quality, Design and Delivery	24
B. Use of the Skills and Knowledge Learned	26
C. Effectiveness of Networking Opportunities	31
D. Assessment of the SCFMP's Effectiveness	33
<b>V. EFFICIENCY OF THE SMALL COUNTRIES FINANCIAL MANAGEMENT PROGRAMME</b>	<b>34</b>
A. Governance Structure, Board and Staffing	34
B. Efficient Use of Available Resources	36
C. Administration and Organisation	39
D. Assessment of the SCFMP's Efficiency	40





## TABLE OF CONTENTS continued

<b>VI.</b>	<b>SUSTAINABILITY OF THE SMALL COUNTRIES FINANCIAL MANAGEMENT PROGRAMME</b>	<b>41</b>
A.	Financial Sustainability	41
B.	Sustainability of the Demand	42
C.	Sustainability of Benefits	44
D.	Assessment of the SCFMP's Sustainability	50
<b>VII.</b>	<b>IMPACT OF THE SMALL COUNTRIES FINANCIAL MANAGEMENT PROGRAMME</b>	<b>52</b>
A.	Impact on Participants' Performance and Career Path	52
B.	Impact on the Organisations	55
C.	Assessment of the SCFMP's Impact	64
<b>VIII.</b>	<b>REGIONAL PROGRAMMES</b>	<b>66</b>
A.	Introduction	66
B.	Cook Islands' Negotiation Programme	67
C.	High-Level Forum on Governance and Strategy	76
D.	Conclusions About Regional Programmes	78
<b>IX.</b>	<b>OVERALL ASSESSMENT AND RECOMMENDATIONS</b>	<b>80</b>
A.	Overall Assessment of the SCFMC	80
B.	Answers to the Key Evaluation Questions	81
C.	Lessons and Recommendations	84

## ABBREVIATIONS AND ACRONYMS

<b>ADB</b>	Asian Development Bank
<b>AFRITACs</b>	African Technical Assistance Centres
<b>ALM</b>	Anti-Money Laundering
<b>BASEL</b>	Basel Committee on Bank Supervision
<b>CARTAC</b>	Caribbean Regional Technical Assistance Centre
<b>DFID</b>	Department for International Development
<b>DMC</b>	Developing Member Country
<b>ECCB</b>	Eastern Caribbean Central Bank
<b>FATF</b>	Financial Action Task Force
<b>FINTECH</b>	Financial Technology
<b>IMF</b>	International Monetary Fund
<b>ODA</b>	Official Development Assistance
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>PDIA</b>	Problem Driven Interactive Analysis
<b>PFM</b>	Public Financial Management
<b>PFTAC</b>	Pacific Financial Technical Assistance Centre
<b>SADC</b>	South Africa Development Community
<b>SCFMC</b>	Small Countries Financial Management Centre
<b>SCFMP</b>	Small Countries Financial Management Programme
<b>SDGs</b>	Sustainable Development Goals
<b>SHRM</b>	Society for Human Resource Management
<b>SOE</b>	State Owned Enterprise
<b>SSNED</b>	Small States Network for Economic Development

## EXECUTIVE SUMMARY

The SCFMC was established in 2009 “with the objective of reducing poverty and improving financial governance through the promotion of education relating to the government financial sector in small countries or countries whose economy or infrastructure has been adversely affected by wars or conflicts.” Its main activity is putting on the annual Small Country Financial Management Programme (SCFMP), an executive training programme targeted at senior officials working in ministries of finance, central banks and financial regulatory bodies in small developing countries, at the Isle of Man and Oxford University. The SCFMC was also associated with two customised regional programmes: (i) the Cook Islands' Negotiation Programme, financed by the Cook Islands' government; and (ii) High-Level Forum on Governance and Strategy, financed by the IMF's AFRITAC West 2 in Ghana.

Both McKinsey's and the IMF's Institute for Capacity Development recognize the challenges of evaluating training programmes. There are few independent evaluations of such courses in terms of how the skills and knowledge learned are applied on-the-job, the impact on job performance and career progression and sustainable organisational impacts.

This is the second independent evaluation of the SCFMC focusses on the 2013 to 2019 period. The purpose of the evaluation is to enable the Board to assess the performance and impact of the SCFMC, especially the SCFMP, identifying strengths and weaknesses and providing a robust evidence base for determining future strategic, policy and funding decisions. The evaluation approach and methodology were anchored in OECD's five dimensions of evaluation: (i) relevance; (ii) effectiveness; (iii) efficiency; (iv) sustainability and (vi) impact.

Based on the evaluation evidence, the work and activities of the SCFMC were rated as **Good** bordering on **Excellent**. The SCFMP, the Cook Islands' Negotiation Programme and the High-Level Forum on Governance and Strategy were all rated in the **Good to Excellent** range. The evaluation was designed to answer one overarching question and seven specific evaluation questions.

**I Overarching evaluation question:** “Has the SCFMP delivered an identifiable and sustained improvement in the capacity and performance of individual participants and organisations?”

Regardless of the metrics used, it is clear that the SCFMP delivered identifiable, sustained improvements in the capacity and performance of both participants and organisations. Nearly two-thirds of the organisations reported receiving a **Good Benefit** (i.e., clear improvement in the on-the-job performance in technical, management and/or leadership areas) from their staff attending the SCFMP and nearly a further one third received an **Exceptional Benefit** (i.e., the participant contributed to important organisational, policy or procedural changes). All nine country studies and the special study of the Eastern Caribbean Central Bank found that both participants and organisations benefitted from the SCFMP. The Relevance, Effectiveness (i.e., quality and use) and Efficiency of the SCFMP were all rated as **Excellent** and Sustainability and Impact were rated as **Good**. The sustainability of the benefits of the SCFMP to the participants and organisations was rated as **Good**. Participants use what they learned on-the-job. While the use of technical skills may diminish if a participant changes jobs, the management skills are portable across jobs. When viewed over the decade from 2009 to 2019, the erosion of the benefits to countries, organisations and participants because of staff turnover or migration is low and within an acceptable range. Most of the targeted organisations have sent multiple participants to the SCFMP over the years. There is some evidence that building up a trained cadre of senior officials in an organisation contributes to strengthening the cumulative organisational benefits of the SCFMP. Attending the SCFMP contributes to improved on-the-job performance, preparing participants to handle high profile, complex tasks and making them better managers. These factors increase the likelihood of promotion. Organisational changes related to implementing the challenges are further evidence of sustainable organisational impacts. All country studies found multiple examples of new/improved policies and procedures and some examples of organisational change or improved legal/regulatory frameworks.

**Question 1:** *Are the objectives of the SCFMC clear, consistent with the purpose/objectives of the SCFMC, and relevant to the goals of the participants, institutions, and countries?* The SCFMC's over-arching goal provided a clear focus on its activities. The evidence is compelling that all training provided by the SCFMC is highly relevant for the target audiences and countries. The course content was rated highly in terms of topics covered and addressing the needs of small countries and senior officials working in the fiscal and financial regulatory areas. The programmes fill a niche and do not duplicate courses put on by other agencies. Overall, the relevance of SCFMC's programmes was rated as **Excellent**. Factors contributing to the relevance and uniqueness of the programmes are the focus on small countries, careful participant selection, covering both management and technical issues, the challenge and the Oxford/Isle of Man branding. The excellent speakers and pedagogical techniques contribute to the high quality of the programmes. Consistent with the SCFMC's objectives, the course content is unbiased by any particular regime, draws on the practical experience in small countries and elsewhere and reflects an understanding of global regulators and good industry practices. The SCFMC is a small organisation with limited staff and budget. It did not allocate any resources to undertaking and publishing research. In the opinion of the Evaluation Team, it was a wise strategic decision to focus limited resources on putting relevant, first-class executive training programmes rather than financing research.

**Question 2:** *How did SCFMP perform in relation to its stated objectives?* The work and activities of the SCFMC were rated as **Good** on the border of **Excellent**. The SCFMC fulfilled its mandate of providing relevant training for senior officials in small countries. Feedback was overwhelmingly positive about the relevance, content, quality, practicality and delivery of all training programmes. The participants frequently use the knowledge and skills acquired on-the-job.

**Question 3:** *What was the impact of the Programme on the growth and development of: (a) participating individuals; and (b) their ability to deliver improvements in their respective organisations and countries?* The SCFMC's flagship programme, the SCFMP, had a **Good** impact on both the performance and career progression of participants and at the organisational

level. The Cook Islands' Negotiation Programme also contributed positively to career progression. There is robust evidence that attending the SCFMP contributes to career progression and promotion by improving on-the-job performance and equipping participants with managerial skills. The challenge was a key element of the programme design that helped the SCFMP to contribute to organisational impact (e.g., organisational changes; introducing new, or making changes to, laws, policies, procedures or regulations). During the evaluation period, the SCFMC improved the way that the challenges were formulated and improved during the course. Many, but not all, participants succeeded in implementing their challenges. The country studies identified significant numbers of challenges that were implemented and resulted in organisational impacts.

**Question 4:** *What was the quality, relevance and usefulness of what was taught during the SCFMP?* The effectiveness of the SCFMP was **Excellent** in terms of: (i) the quality, design and delivery of the SCFMP; and (ii) use of the knowledge and skills. The content, speakers and pedagogical techniques were all **Excellent** for the SCFMP, the Cook Islands' Negotiation Programme and the High-Level Forum on Governance and Strategy. Participants frequently use the skills and knowledge learned on-the-job.

**Question 5:** *How adequate are the SCFMC's governance and management arrangements?* The governance and management arrangements for the SCFMC are fit for purpose.

**Question 6:** *What lessons were learned, including gaps and areas for improvement that require particular attention from the SCFMC in the future?* The evaluation did not find major problems that seriously detracted from the relevance, effectiveness, efficiency, sustainability and impact of the SCFMC. However, some issues should be addressed to improve an already good level of performance: (i) finding mechanisms to allow more small country representation and diversity on the Board; (ii) fine-tuning the list of eligible countries; (iii) diversifying the SCFMC's sources of financing; (iv) taking more vigorous steps to promote networking among participants; (v) making further efforts to encourage the implementation of challenges; (vi) actively encouraging participants to formally share SCFMP materials and what was learned in their organisations; and,

(vii) monitoring the demand for the SCFMP to ensure that the pool of prospective candidates remains adequate in very small countries.

**Question 7:** *To what extent is there an appetite and support of participating organisations and countries for the SCFMC to develop activities in the areas of: (a) ongoing engagement with past participants; (b) online learning; and (c) regional and second-generation programmes?* There is clear evidence that there is interest in all regions for the SCFMC to have ongoing engagement with the alumni. One of the benefits of the SCFMP is engaging during the programme with participants from other small countries who are working on similar issues and are facing similar challenges. The networking opportunities were valued, but the SCFMC has not taken active measures to promote post-SCFMP engagement. There is a demand for regional niche programmes that the SCFMC provides, especially for “soft skills” type training, assuming that the SCFMC maintains the excellent quality and unique features of current programmes. The Cook Islands' Negotiation Programme and the High-Level Forum on Governance and Strategy demonstrate that the SCFMC can successfully deliver customised training at the local level, either in partnership with a government or with the IMF regional technical assistance centres.

The overall conclusion of the evaluation is that the SCFMC has developed and delivered very good products. It is having the desired effect of improving the on-the-job performance of participants and contributing to building the capacity of ministries of finance and financial regulators in small countries. The main lessons and associated recommendations are more in the way of fine-tuning an already good product rather than strategic recommendations that would have a major impact on the SCFMC. The evaluation identified four lessons and corresponding recommendations.

**Strengthening Governance:** The SCFMC's governance system is appropriate for a small, lean organisation. The Board is functioning appropriately, and the Executive Director and staff ensure that the SCFMC functions effectively and efficiently. Every effort

is made to minimise costs and the cost per participant was kept nearly constant over the decade. Despite this, the SCFMC has been able to organise and deliver a world-class executive training programme for the target audience. Over the years, small country representation on the Board has fallen. Initially, there were three representatives from small countries on the Board, one from each region. Now, there is only one small country representative. Also, the Board lacks gender and ethnic diversity.

**Recommendation 1:** The Board should be strengthened to give a greater voice to small countries, by having one person from each region, and to have more ethnic and gender diversity.

**Providing Customized Regional Programmes:** The Cook Islands' Negotiation Programme and the High-Level Forum on Governance and Strategy demonstrate that the SCFMC can successfully deliver high quality, customised regional programmes. Those programmes can either be for one country in partnership with the government and focus on management skills or be delivered in partnership with the IMF's regional technical assistance centres and includes both technical and management modules. The demand for customized programs is subject to the proviso that the unique features and quality of the SCFMP are maintained. There is also a demand for regional refresher programmes for alumni. A local partner must be involved to gain support for a regional programme, market the programme, help select participants and look after local administrative and logistical issues. While the need for such training is clear, considerable work would be needed to develop a workable model to mobilise the necessary financing. Identifying a source of financing will be the key to making regional programmes a reality. The Evaluation Team believes that the sources of funding with the best potential are the World Bank and the regional development banks. It will be easier to mobilise such funding if there is a written request from one or more regional ministers of finance or central bank governors. By increasing the Board representation from small countries, the SCFMC would be better placed to mobilise support for such funding. Making a concerted effort to mobilise funding for customised regional programmes would



have an added benefit of diversifying the SCFMC's sources of funding, thus multiplying the value of, and reducing its reliance on, the Isle of Man government financing. Should the idea of putting on customized regional training programmes gain traction, the SCFMC would have to develop a suite of executive training programme covering various elements of leadership and management. The SCFMC is a small organisation with no permanent staff, and the speakers have other jobs. These factors, together with the need to mobilise funding on a case-by-case basis, limit the number of customised regional training programmes that the SCFMC will be able to put on. Thus, going forward, the SCFMC will need to be opportunistic to respond to opportunities to offer such programmes rather than attempt to significantly scale up this activity.

**Recommendation 2:** The SCFMC should continue to test the market for customised regional training programmes, ensuring the quality of the SCFMC brand is maintained, and seek to orchestrate a joint approach from senior regional officials to potential sources of financing.

**Strengthening the Likelihood That the SCFMP Benefits Will Be Sustainable:** The benefits of the SCFMP for both the participants and the organisations are **Sustainable**. There are, however, steps that the SCFMC should take to strengthen sustainability including: (i) engaging more with supervisors to determine what the organisation wants to get out of the challenge; (ii) developing formal, monitorable action plans to implement the challenges; (iii) taking more proactive measures to follow-up on the implementation of the challenges, including providing virtual post-SCFMP mentoring and nudges to encourage and support implementation and asking for a formal report, in a virtual meeting with the participant's supervisor, on the status of implementation of the challenge one year after completion of the SCFMP; (iv) using low-cost technologies to video record the views of participants and supervisors on the status of the implementation of their challenge for monitoring purposes and teaching material; (v) engaging more actively to encourage participants to take steps to share what was learned at the SCFMP in their organisations; and (vi) pro-actively nurturing networks among alumni to share experiences and lessons learned.

**Recommendation 3:** The SCFMC should develop a strategy to further strengthen the sustainability of the SCFMP's benefits.

**Fine-Tuning the List of Eligible Countries:** The list of countries eligible to send participants to attend the SCFMP are disclosed on the SCFMC's website. After a decade of operation, the SCFMC should fine-tune and update the list of eligible countries. The SCFMC should also consider drawing up criteria or a list of regional organisations that are eligible to nominate candidates to attend its courses.

**Recommendation 4:** The SCFMC should review and fine-tune the list of eligible countries and organisations.

## BOARD RESPONSE

Response of the Board of the Small Countries Financial Management Centre to the Second Independent Evaluation of the Centre's activities.



## Second Independent Evaluation

July 2020

1. The Board of the Small Countries Financial Management Centre (SCFMC) welcomes the second independent evaluation of the Centre's activities covering the period 2013 -2020. The Board wishes to express its sincere appreciation to Bruce Murray, the lead evaluator, and his team for the thoroughness, rigour and professionalism with which they conducted their assessment. While the directors and management co-operated fully with the evaluators in answering their questions and providing clarification where sought, they did not seek to influence in any way the findings and recommendations of the evaluation.
2. The information and evidence presented in the report, and the suggestions it makes, will greatly assist the Board as it reviews its strategy and develops its activities to further enhance the value the Centre provides to participants, the organisations they represent, and public sector management generally in small countries around the world.
3. The Board fully accepts all the findings of the evaluation and agrees with its recommendations.

The flagship activity of the Centre over the past decade has been a two-week executive education Programme held in the Isle of Man and Oxford. The Board is pleased to note that the Evaluation concluded that the overall relevance of this Small Countries Financial Management Programme (SCFMP) was rated as **Excellent** and that the work and activities of the SCFMC were rated as Good bordering on **Excellent**. The evidence presented in the report highlights the unique aspects of the Programme, in particular the combination of technical advice and executive training, and the opportunity for participants to present and develop approaches to meet challenges that they currently face in their work. The report notes participants' views that the Programme fills a unique niche and confirms that it does not duplicate courses provided by other agencies. The Board notes the near universal appreciation of the high quality of the SCFMP and the positive views expressed by participants, their supervisors and heads of organisations, including that it is the "equivalent of Ivy League programmes".

The Board is particularly pleased with the Evaluation's overall conclusion that the SCFMC has developed and delivered very good products, is contributing very positively to building the capacity of central banks, finance ministries and financial regulators in small countries, and is improving the on-the-job performance of individual participants.

To help reach these conclusions, the Evaluation breaks new ground in assessing the effectiveness of executive education programmes and their long-term impact, and the Board believes the methodology it has employed will be valuable for the Centre (and could potentially be adopted by other institutions). By tracking the career paths of programme alumni, the high rates of retention within government service and the transferability of acquired skills, and by documenting examples of impact even several years after attending the SCFMP, the evaluation will help the Centre to calibrate its programmes to maximise long-term impact.

The Board is also pleased that the Evaluation confirms that the SCFMC's governance and management arrangements are fit for purpose.

4. The Board notes and accepts fully the four recommendations of the Evaluation Team and will implement steps to achieve the objectives underpinning each recommendation.

**a) Recommendation 1:** The board should be strengthened to give a greater voice to small countries, by having one person from each region, and to have more ethnic and gender diversity.

As the evaluation notes, the Centre has successfully achieved high female participation in the Programme from across the Caribbean, Pacific and Africa /Indian Ocean.

The Directors also fully support the objective of strengthening the Board by delivering greater regional, ethnic and gender diversity. This is an issue the Board has previously identified and on which it has already been working to achieve improvement.

It commits itself to intensifying its actions in this regard, including finding ways to facilitate participation of non-British citizens.

**b) Recommendation 2:** The SCFMC should continue to test the market for customised regional training programmes, ensuring the quality of the SCFMC brand is maintained, and seek to orchestrate a joint approach from senior regional officials to potential sources of financing.

The Board remains committed to developing customised regional programmes, based on specific regional needs and priorities. The Board agrees with the need to continue to test the market for such programmes, seeking appropriate partnerships with relevant international organisations and support from senior regional officials.

The Centre will also renew its efforts to acquire new additional funding and partners with which to develop and deliver such regional programmes. It will do so by utilising existing Board and management contacts with key regional and other decision makers to seek their support in assisting in the further development of the SCFMC's activities, whilst always maintaining the quality and reputation of the SCFMC's brand.

The Board will task management with devising and implementing a structured outreach programme and the Board will review both that programme and its relative success on a regular basis, at least annually.

**c) Recommendation 3:** The SCFMC should develop a strategy to further strengthen the sustainability of the SCFMP's benefits.

The Board is very mindful of the necessity to maintain and strengthen the sustainability of the SCFMP's benefits and will continue to review (and where appropriate revise) our strategy for the delivery of this important recommendation. This will be achieved by maintaining and developing positive relationships with existing donor organisations and by seeking financial and other resource support from appropriate prospective new donors.

The Board has already initiated a series of online Alumni Engagement events during the summer of 2020, on a range of relevant and varied topics. These have utilised existing faculty as presenters and have proved popular with attending alumni. The Centre intends to continue to develop its online offering and consider additional means of enhancing further engagement with and between alumni.

The Board was pleased that the evaluation report found the challenge to be a unique feature of the SCFMP and that it has been successful in translating the learning gained on the SCFMP into action and impact when participants returned to their work. The Board noted that the evaluation found that the challenges had been strengthened since the first evaluation. The Board intends that additional improvement be achieved by continued engagement with participants and their supervisors to monitor the actual implementation of the challenge to further strengthen effectiveness, sustainability and impact.

The Centre will also adopt a more pro-active approach to communicating with relevant international organisations, Heads of participating organisations and potential donors. The management will report at each Annual General Meeting on actions taken and results achieved, both in terms of strengthening the SCFMC's financial sustainability and the sustainability of the benefits the SCFMC provides to participating organisations and individuals.

In relation to financial sustainability, the Board noted that the evaluation report acknowledged that Official Development Assistance (ODA) budgets are under increasing pressure in all OECD countries. The Board considers that the general ODA environment will become increasingly difficult and add to the challenges the Board faces in continued development of the SCFMC and its capacity building activities.

**d) Recommendation 4:** The SCFMC should review and fine-tune the list of eligible countries and organisations.

The Board agrees the need to ensure the list of eligible countries and organisations remains relevant and appropriate, both in terms of the objectives of the



SCFMC and those of our funding bodies, and will formally review the list annually at its Annual General Meeting, prior to seeking participants for each annual SCFMP.

5. The Evaluation will be posted on the SCFMC website in keeping with our commitment to transparency.
6. Finally, the Board would like to take this opportunity to reiterate its thanks to the government of the Isle of Man for its foresight in recognising the need for the SCFMP programme and for generously funding and hosting it for the past eleven years. We also remain very appreciative of the wide-ranging support the SCFMC receives from across the Isle of Man's private and non-governmental sectors.

The Board also pays tribute to the work of Tim Cullen MBE (the Centre's first Executive Director); Mark Shimmin (the current Executive Director); and Alison McQuater (Programme Director from 2011 to 2019). Their commitment to the development and continuous improvement of the annual SCFMP has been fundamental to the Programme's success. The Board looks forward to working with the new Programme Director, Paul Fisher, to develop upon the firm foundations laid by his predecessor.

**S. J. Pickford**



**Chairman**

**7th August 2020**





# The Small Countries Financial Management Programme



**Second Independent  
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July 2020

Main Report

# I. INTRODUCTION

## A. Background

1. Small states face many challenges to economic growth and the achievement of their Sustainable Development Goals (SDGs). There is no official definition of what constitutes a small state. Various definitions are based on land area, population size, gross national product and physical/geographic characteristics. The most commonly used definition is the World Bank's: states with populations of 1.5 million or less. However, the 50 members of the IMF/World Bank Small States Forum<sup>1</sup> include eight states with populations greater than 1.5 million that share similar challenges<sup>2</sup>. Also, some small states are not included because they are not members of the World Bank (e.g., Cook Islands) or are not members of the United Nations. The Commonwealth classifies Papua New Guinea as a small state, but the World Bank does not. Various organisations have been established to support the small states including regional organisations such as the Caribbean Community, the Pacific Islands Forum, the Indian Ocean Commission and the Alliance of Small Island States that give members a consolidated voice on various issues.

2. Although they face similar challenges, small states are not homogeneous<sup>3</sup>:

**Population:** Many small states are micro states (i.e., with populations of 200,000 or less) while others have populations that exceed 1.5 million. Related development challenges include small domestic markets, small private sectors and limited opportunities to create economies of scale.

**Geography:** Small states are found in all regions, and about two-thirds are island states, particularly in

the Caribbean, Pacific and Indian oceans. However, there are also some small landlocked states.

**Remoteness:** While many small states are remote (i.e., long distances from international markets), others are not. Related development challenges include high transport, energy and communication costs.

**Land area:** While many small island states have very small land areas, other small states are larger (e.g., Bhutan; Lesotho).

**Environmental challenges:** Many small states have fragile environments and are adversely affected by global warming (e.g., rising sea levels; vulnerability to natural disasters and typhoons) and dwindling fish stocks. Natural disasters pose special challenges for fiscal management and financial sector regulation. This is made more challenging because most small states have budgetary constraints, limited financial resources, borrowing constraints and often weak policy and regulatory environments. Governments need pre-arranged funding when disasters strike, but no single financial instrument can address all risks. Rather a combination of market-based instruments like insurance, financing (e.g., loans; credits) and budgetary instruments (e.g., budget reserves/reallocations) are required but the optimal mix depends on a country's risk profile<sup>4</sup>.

3. Small states accounted for 11 of the 36 states/territories on the 2019 Harmonized List of Fragile Situations. The Asian Development Bank (ADB) came to a similar conclusion in a 2015 evaluation<sup>5</sup> that found that ADB's Pacific portfolio contained the highest number of countries affected by fragile and conflict-affected situations among ADB's regional departments.

<sup>1</sup> The Small States Forum is a group of finance ministers and central bank governors that convenes each year on the sidelines of the World Bank Group/IMF Annual Meetings. In 2018 the Small States Forum provided a platform to discuss: (i) disaster risk management and debt management in the face of shocks; and (ii) technology, innovation and connectivity, which included the use of FINTECH, to deepen financial markets, enhance responsible access to financial services, facilitate cross-border payments, strengthen remittance systems and better manage risks associated with the use of these technologies. In 2019 the topics discussed were: (i) debt vulnerabilities in small states; and (ii) financial resilience to disaster shocks.

<sup>2</sup> Botswana; Gabon; The Gambia; Guinea Bissau; Jamaica; Lesotho; Namibia; Qatar.

<sup>3</sup> This material draws on World Bank Group. Support to Small States. October 2019.

<sup>4</sup> IMF/World Bank Group. Small States Forum. Boosting Financial Resilience to Disaster Shocks. 2019

<sup>5</sup> During the evaluation period, the Federated States of Micronesia, Kiribati, Nauru, the Republic of the Marshall Islands and Tuvalu were all classified as fragile states. Vanuatu and Palau moved in and out of the fragility classification during the evaluation period. Asian Development Bank. Independent Evaluation Department. ADB Support to Small Pacific Island Countries. Corporate Evaluation, March 2015.

4. Small countries are sovereign states with governments with a head of state and/or parliament, a set of laws and policies, economic ministries, regulatory bodies and ministries or departments that provide physical and social infrastructure and services. Small countries face challenges in adopting and implementing policies and practices that are consistent with the increasingly complex frameworks of rules and conventions for the financial and fiscal sectors. Small states typically have limited capacity to effectively absorb development assistance, which is often large relative to the size of the economy and the budget.
5. Because thin institutional capacity<sup>6</sup> is recognized as a constraint, many donors provide small states with support for capacity building, policy/regulatory development and implementation and institutional reform. For example, public sector management operations, which combine policy-based grants/loans and technical assistance grants, dominate ADB assistance to Pacific Island countries. This assistance focuses on core government functions, including public financial management (PFM) and the reform of public sector institutions, including state-owned enterprises. ADB concluded that it takes many years to achieve a transformative impact on the capacity of state institutions<sup>7</sup>.
6. Relative to the size of their GDPs, small states generally have larger governments and public sector wage bills than do larger states. Small countries face many economic management and fiscal challenges related to a disproportionately high cost of public administration, limited fiscal revenue, overstretched civil services and exposure to external economic shocks such as the Global Financial Crises and changes in exchange rates and resource prices, especially oil.
7. Managing small economies is a challenge even for the most skilled policymakers. Despite their small institutions and limited human resources, these countries must manage their economies, adopt laws and implement policies to deal with the full range of governance activities. The financial sector and fiscal management are particular challenges in the increasingly globalised world and related economic volatility and risks. Successfully managing those risks and volatility requires strong institutions. Because small countries are more open and vulnerable, the quality of their institutions matters even more than it does in large countries<sup>8</sup>.
8. The donor community has a strong interest in good governance, particularly in the areas of financial regulation and public financial management because of: (i) the increasing use of direct budget support, large, quick disbursing policy-based loans and results-based lending to scale-up aid to help achieve the Sustainable Development Goals (SDGs);<sup>9</sup> (ii) a recognition that well-functioning financial regulation and public finance management systems are essential for sustainable economic development; and (iii) transparency and accountability in these areas reduce opportunities for corruption. Typically, the World Bank and the IMF lead the efforts to make transformative improvements in the areas of financial sector supervision and public financial management. The regional development banks and bilateral donors support these efforts.
9. The Isle of Man shares common characteristics with small countries (e.g., small population; small institutions; limited resources). While the United Kingdom is responsible for foreign affairs and defence, the Isle of Man has a parliament, the Tynwald, and its own laws, courts, government, a treasury and a financial services authority encompassing both banking and insurance.<sup>10</sup> The Isle of Man faces many of the issues confronting small countries and has considerable expertise and experience in dealing with financial sector and fiscal challenges.

<sup>6</sup> 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.

<sup>7</sup> Asian Development Bank. Independent Evaluation Department. ADB Support to Small Pacific Island Countries. Corporate Evaluation, March 2015.

<sup>8</sup> United Nations University. World Institute for World Development Economic Research. Discussion Paper No. 2001/37. Small States in a Global Economy. The Role of Institutions in Managing Vulnerability and Opportunity in Small Developing Countries. Deborah Bräutigam and Michael Woolcock. July 2001

<sup>9</sup> The proceeds of these large loans are managed and disbursed using country public financial management systems and anti-corruption safeguards.

<sup>10</sup> Although the Isle of Man prints its own currency for local use, its formal currency is the British Pound and the Bank of England sets monetary policy, interest rates, etc.



10. The distinctive nature of managing small economies is largely unrecognised by institutions that provide conventional leadership training programmes. While the IMF does provide courses and training that are tailored to the Caribbean and Pacific island states and African countries that cover fiscal affairs, the financial sector and statistics, those courses are technical in nature and do not focus on management issues. The world's leading universities provide executive training programmes. However, those programmes are expensive and are typically designed for senior corporate managers and government officials from OECD countries rather than for officials from developing countries, especially from small developing countries.

## B. Objectives of the Small Countries Financial Management Centre

11. The Isle of Man established the Small Countries Financial Management Centre (SCFMC) in June 2009 to fill a gap in the leadership and management training for senior officials working on fiscal management and the financial regulation in small countries. The SCFMC was *“established with the objective of reducing poverty and improving financial governance through the promotion of education relating to the government financial sector in small countries or countries whose economy or infrastructure has been adversely affected by wars or conflicts by:*

*(a) the organisation and provision of targeted executive education and technical training courses and material conducted by practitioners and academics to provide improved skills, deeper understanding and general best practice around financial regulation, risk management, and broader management of government financial activities;*

*(b) the provision of an international forum for sharing knowledge, encouraging debate and discussion, and driving innovation by the advancement of education and training by hosting conferences, seminars, working groups and networking events for global regulators and industry practitioners from small countries;*

*(c) the establishment of an international research and training centre for developing, facilitating, promoting and carrying out research and training into global regulatory issues concerning the international financial services markets in small countries in order to obtain a better understanding of such issues and to publicise, disseminate and publish the useful results of such research and provide a forum for their discussion;*

*(d) the development of ideas and best practice which are unbiased by any particular regime and are based on rational, scientific bases, drawing on and reflecting the practical experience in small countries and elsewhere, and understanding of global regulators and industry practices and thereby the achievement of international regulation.”*<sup>11</sup>

12. The focus on the financial regulatory and fiscal areas reflects the SCFMC's belief that improving the leadership and management skills of senior officials working in these areas results in systemic improvements in managing the economies of small countries. The SCFMC's main activity is putting on the Small Countries Financial Management Programme (SCFMP), an executive training programme. In technical areas, the SCFMP covers best practices for financial regulation, risk management, anti-money laundering, public financial management and the broader management of government financial and fiscal activities. The SCFMP also covers a range of management topics (e.g., leadership, strategic management, negotiation, influencing, organisational change, stakeholder consultation). The two-week course is targeted at senior public sector officials from small developing countries and has been run annually since 2009. It is designed and run by the SCFMC and Associate Fellows of the Saïd Business School at Oxford University, one of the world's leading academic centres of excellence, in their personal capacities.

13. The SCFMC put on its first customized regional programme in 2018, the Cook Islands' Negotiation Programme. While not formally undertaken by

<sup>11</sup> Memorandum and Articles of Association of the Small Countries Financial Centre. 17 June 2009. Page 1.

the SCFMC, two of its faculty members and the SCFMC Executive Director, working as consultants, presented a four day High-Level Forum on Governance and Strategy in Accra, Ghana in March 2018. The workshop, which was designed for central bank deputy governors, was organised and funded by one of the IMF's Regional Technical Assistance Centres (AFRITAC West 2).

## C. Description of the Small Countries Financial Management Programme

14. The objective of the SCFMP is to address the leadership and management needs of senior officials working in the financial regulatory and fiscal areas in small developing countries. One week of the programme is held in the Isle of Man and the other at Oxford. The faculty is a mix of presenters and academics from some of the world's leading business schools and universities and experienced practitioners.
15. Box B.1 in Appendix B compares the topics and focus of the 2013 and 2019 SCFMPs. The structure of the SCFMP has remained broadly consistent over time covering management issues (e.g., negotiation; leadership; stakeholder consultation; change management), financial regulatory issues including anti-money laundering and risk management and fiscal issues including cash and debt management and taxation. The focus on small countries and sharing information on the Isle of Man's economic journey have been consistent features of the SCFMP. While remaining broadly consistent in terms of coverage, based on feedback from each session,<sup>12</sup> the SCFMP has evolved and has been refreshed to update content, case studies and to add a few new topics.<sup>13</sup> There was also an increasing emphasis on, and an improvement in the presentation of, the challenges over the years. In addition to the common sessions, the SCFMP also includes sessions on technical topics. For those modules, participants are separated into two groups – those involved in financial regulation and those working in the fiscal area. The SCFMP is designed to be a practical executive training programme. Interactive teaching methods are used with participants raising questions and role-playing. Real world experience, simulations and case studies are included in the programme. Extensive use is made of group discussions. Participants from different regions are distributed across groups to ensure a cross-fertilisation of ideas and experiences.
16. The challenge is a unique feature of the SCFMP. It is designed to strengthen the relationship between the SCFMP and the day-to-day jobs of the participants, thereby increasing the likelihood that the skills and knowledge learned will be used on-the-job. As part of the application process, participants are required to prepare a challenge related to their work, and their supervisors are required to sign off on it. During the programme, the challenges are refined and strengthened based on what is being learned during the SCFMP and with input provided by the speakers and other participants. The participants are encouraged to consider new ways of thinking about their challenges, how to reframe them and how to provide leadership in tackling the challenges in practical ways, given the realities of working in small developing countries.
17. A total of 267 people have attended the SCFMP since it was first offered in 2009 – 98 between 2009 and 2012 and 169 during the evaluation period (2013-19). There was a good distribution between participants involved in financial sector regulation (177) and fiscal management (121).<sup>14</sup> There was also reasonable representation from the three regions – the Caribbean (102), East Asia and the Pacific (83) and Africa, the Indian Ocean and Rest of the World (82) (see map).
18. The participants from the Caribbean include those from the Eastern Caribbean Central Bank, which is located in St. Kitts and Nevis.

<sup>12</sup> The SCFMC follows good practice and solicits feedback from participants on the quality of the training. This is now done at the end of each day, when before it was done at the end of the course. This strengthens the accuracy of the self-evaluation since the sessions are fresh in the minds of the participants, and less recall is needed.

<sup>13</sup> For example, a module on FINTECH was added in 2019, which participants found provided good exposure to a new issue. Financial technology (FINTECH) "is used to describe new technology that seeks to improve and automate the delivery and use of financial services. At its core, FINTECH is utilized to help companies, business owners and consumers better manage their financial operations, processes, and lives by utilizing specialised software and algorithms that are used on computers and, increasingly, smartphones." (Source: Investopedia).

<sup>14</sup> In addition, 9 participants were from other organisations that were broadly related to economic management.

## SCFMP's Participating Countries



## II. OBJECTIVES AND SCOPE OF THE EVALUATION

### A. Purpose and Objectives of the Evaluation

19. This is the second independent evaluation of the SCFMC focussing on the 2013 to 2019 period. The purpose of the evaluation is to enable the Board to assess the performance and impact of the SCFMC, especially the SCFMP, identifying strengths and weaknesses and providing a robust evidence base for determining future strategic, policy and funding decisions. This evaluation primarily focussed on the SCFMP but also covers the Cook Islands' Negotiation Programme and High-Level Forum on Governance and Strategy. The preliminary findings were discussed with the SCFMC executive director. Although the evaluators were contracted by the SCFMC, they had complete freedom to form their own opinions and to reach conclusions based on their analysis. If there were differences of opinion between the evaluators and the SCFMC, the views in the report are those of the evaluators.

#### I Key Evaluation Questions

20. The evaluation was designed to answer one overarching question *“Has the SCFMP delivered an identifiable and sustained improvement in the capacity and performance of individual participants and organisations?”* To help answer this overarching question, the evaluation answered seven more detailed evaluation questions:
- (i) *Are the objectives of the SCFMC clear, consistent with the purpose/objectives of the SCFMC, and relevant to the goals of the participants, institutions, and countries?*
  - (ii) *How did SCFMP perform in relation to its stated objectives?*
  - (iii) *What was the impact of the Programme on the growth and development of:*
    - (a) *participating individuals; and (b) their ability to deliver improvements in their respective organisations and countries?*
  - (iv) *What was the quality, relevance and usefulness of what was taught during the SCFMP?*

- (v) *How adequate are the SCFMC's governance and management arrangements?*
- (vi) *What lessons were learned, including gaps and areas for improvement that require particular attention from the SCFMC in the future?*
- (vii) *To what extent is there an appetite and support of participating organisations and countries for the SCFMC to develop activities in the areas of: (a) ongoing engagement with past participants; (b) online learning; and (c) regional and second-generation programmes?*

### B. Evaluation Approach and Methodology

#### I Challenges of Evaluating Executive Training Programmes

21. McKinsey & Company estimates that 70% of learning takes place on-the-job, 20% through interaction and collaboration and 10% in the classroom. While leaders agree that learning and development should be aligned with the priorities of their organisations, that is not always the case. McKinsey's research found that in 60% of the cases studied there was no explicit connection between learning and an organisation's strategic objectives. 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 tradition impact metrics such as learning-programme satisfaction and completion scores. But high performing organisations focus on out-comes based metrics such as the impact on individual performance, employee engagement, team effectiveness, and business-process improvement.”*<sup>15</sup>
22. The IMF's Institute for Capacity Development also recognizes the challenges related to evaluating training programmes. While information is available on the “league tables” ranking the world's business schools and from forms completed by participants

<sup>15</sup> 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)



at the end of the courses, there is little in the way of independent evaluation of such courses in terms of how the skills and knowledge learned are applied on-the-job, the impact on job performance, career progression and promotion, organisational improvements and impacts and the degree that benefits erode with time or because employees find new jobs or retire.<sup>16</sup>

## I Evaluation Methodology

23. The evaluation approach and methodology are detailed in Appendix A, which includes the theory of change used in this evaluation. It illustrates 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 (e.g., changes in the participants' organisations; influence on career paths). Many factors other than the training provided by the SCFMC contribute to the achievements at the outcome and impact levels (e.g., institutional receptiveness to change; support of supervisors; financial and human resources) (Figure A.1). The evaluation methodology was anchored in OECD's<sup>17</sup> five dimensions of evaluation: (i) relevance; (ii) effectiveness; (iii) efficiency; (iv) sustainability and (vi) impact. Kirkpatrick's Four-Level Training Evaluation Model,<sup>18</sup> which is used by the IMF's Institute for Capacity Development, was used as a broad framework to benchmark the evaluation approach and methodology against the assessments used by the IMF and business schools (Table A.1).

## C. Sources of Data and Information

24. The Evaluation Team drew on different sources of information: (i) participant lists, course material and SCFMC administrative and financial data; (ii) online surveys for the SCFMP and the Cook Islands'

Negotiation Programme; (iii) country studies; and (iii) 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 the IMF staff in the Institute for Capacity Development and AFRITAC West 2. In reaching its conclusions, the Evaluation Team validated conclusions through triangulation using evidence from all sources.

## I Electronic Surveys

25. The ESurvey population for the SCFMP survey had three components: (i) all 169 people who attended the SCFMP from 2013 to 2019; (ii) all 98 participants who attended the SCFMP from 2009 to 2012; (iii) the current heads of organisations; and (iv) supervisors for the 2013 to 2019 alumni. The SCFMP was sent to 318 people — 247 participants, of whom 24 were also supervisors, and 71 other supervisors. A total of 209 responses were received, equivalent to a gross response rate of 66% (Table B.1). These survey results are statistically robust (+/- 5% with a 99% confidence level) and the profile of respondents was not statistically different from the universe of participants in terms of gender, type of employer and position level (Table B.3). The 69 responding supervisors together supervised 176 of the 267 participants (i.e. 66%).

26. The survey population the Cook Islands' Negotiation Programme ESurvey was the 30 people who attended the programme. Their supervisors were not covered 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. There were 18 respondents, equivalent to 60% response rate. The survey results are reasonably robust, given the small population (+/- 15% with a 95% confidence level). The

<sup>16</sup> Paul Melly. The Value of Evaluation. In Developing Leaders Executive Education in Practice. Issue 11-2013

<sup>17</sup> 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 added a sixth dimension of evaluation (coherence) and fine-tuned some definitions. However, by then the second SCFMC evaluation was underway so the methodology could not be changed to assess coherence.

<sup>18</sup> Donald Kirkpatrick first published his Four-Level Training Evaluation Model in 1959. It was updated and published in 1993 as Evaluating Training Programs. The four levels are: (i) reaction; (ii) learning; (iii) behaviour; and (iv) results.

characteristics of the survey respondents were not statistically different from the survey population in terms of gender, type of employer and position level (Table H.1).

## I Country Studies

27. The evaluation design included country studies that involved a combination of face-to-face and telephone/video interviews with participants, supervisors and heads/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 ESURVEYS. Face-to-face interviews were undertaken in 5 countries (i.e., Cook Islands; Maldives; Samoa; St Vincent and the Grenadines; Tonga) and the rest were remote interviews. A total of 68 interviews were undertaken, covering participants from the 2013 to 2019 programmes, supervisors and heads of organisations. Some of the people were interviewed in more than one capacity: (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 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).

## D. Scoring and Rating System

28. The scoring and rating system used a quantitative approach to assess each evaluation dimension. Consistent with the SCFMC's participant assessment tool, a 5-point rating scale was used. Sub-criteria for each of the five dimensions of evaluation were 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 SCFMC. Considerable judgement was applied, and an iterative approach was used in which the initial scores were considered

and revised to reflect consideration of all information and the balance and consistency across the five dimensions of evaluation. The use of quantitative rating systems improves transparency by forcing evaluators to be clear on how they reached their conclusions.

## E. Evaluation Team

29. The Evaluation Team consisted of:

- I **Bruce Murray** team leader, had overall responsibility for preparing the evaluation approach and methodology, designing the online tracer surveys and preparing the report;
- I **Ms. Laura Anthony Browne** former Director of Planning/National Authorising Officer of the government of St. Vincent and the Grenadines, former head of the Debt Management Unit in the Eastern Caribbean Central Bank and an SCFMP alumnus (2010) prepared the Caribbean report;
- I **Ms. Hilary Leslie Gorman** independent researcher, adviser and development practitioner, prepared the Cook Islands' report;
- I **Ms. Siosi Joyce Mafi** former governor of the Reserve Bank of Tonga, prepared the Tonga report;
- I **Dr. Mariyam Shahuneeza Naseer** Education and Research Consultant and Founding President of ConVEYE Maldives, prepared the Indian Ocean/African report;
- I **Kolone Vaai** former Financial Secretary for Government of Samoa and now Managing Director of KVAConsult Ltd, was involved in the 2012 SCFMC evaluation and prepared the Samoa report; and,
- I **Ms. Emma Murray** was the survey administrator and undertook the statistical analysis.

### III. RELEVANCE OF THE SMALL COUNTRIES FINANCIAL MANAGEMENT PROGRAMME

30. The SCFMP's relevance was assessed using four elements: (i) the views of key informants; (ii) filling a niche in available programmes; (iii) participant selection; and (iv) relevance of the technical components. Normally the relevance of development assistance programmes would be evaluated in the context of the 17 Sustainable Development Goals (SDGs). The SDGs were adopted by the United Nations General Assembly in 2015,<sup>19</sup> well after the SCFMC began operations. The SCFMC was not designed to make a major impact on achieving the SDGs. Thus, it is not appropriate to retroactively assess the relevance of the SCFMC in the context of the SDGs. However, it is appropriate to examine the broad consistency between the SCFMC's goals and objectives and the SDGs. The underpinning objectives of the SCFMP is to build capacity in key central agencies by providing training in both soft skills and technical skills in an *"international forum for sharing knowledge and driving innovation and a catalyst for change on financial integrity, prudent regulation, and economic management within small countries."*<sup>20</sup> The activities of the SCFMC are related to 3 of the SDGs.

31. **SDG17** (Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development) covers international support for targeted capacity-building, including strengthening domestic resource mobilization, sustainable debt management and macroeconomic stability. The importance of building stronger institutions involved in core macroeconomic functions, including public financial management and financial regulation, is widely recognized. The SCFMP syllabus includes modules that are directly related to SDG17 (Box C.1).

32. **SDG16** (Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective,

accountable and inclusive institutions at all levels) covers anti-corruption efforts (e.g., reducing illicit financial flows; reducing corruption; promoting accountable and transparent institutions). Improving public financial management, strengthening financial regulation and improving transparency are recognized as tools to reduce corruption.<sup>21</sup> The SCFMP curriculum covers revenue and public expenditure management, taxation, anti-money laundering and financing terrorism that help to reduce corruption (Box C.2).

33. **SDG8** (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all) covers economic management. Two SDG8 targets recognize that access to finance and a strong, well-regulated financial sector are essential to achieving this SDG. The SCFMP modules on financial regulation support these targets (Box C.2).

#### A. Views of Key Informants on the SCFMP's Relevance

34. ESurvey replies of heads of organisations, supervisors and participants show that the substantial majority **Strongly Agreed** with positive statements about various indicators of relevance. In particular, 92% of the 197 people expressing an opinion either **Agreed** (18%) or **Strongly Agreed** (74%) that the SCFMP was relevant for its target audience, i.e., people working in the financial and/or fiscal areas in small countries (Table C.1). Large majorities of respondents **Strongly Agreed** that the SCFMP was relevant because: (i) there is a continuing need for this type of programme for their organisation; (ii) a unique part of the programme is covering both management issues (e.g., leadership; negotiation; change management; stakeholder consultation) and technical areas in both the financial and fiscal areas; and, (iii) the SCFMP improves communication, negotiation,

<sup>19</sup> About the Sustainable Development Goals. United Nations Sustainable Development Goals webpage.

<sup>20</sup> SCFMP Programme Mission on the SCFMC website.

<sup>21</sup> 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.

management and leadership skills (Table C.1). The technical modules also contributed to the relevance of the SCFMP, although that view was not held quite as strongly as for the previously listed factors. Respondents **Agreed** that: (i) technical areas were a useful part of the SCFMP; and (ii) the SCFMP improves technical skills and knowledge.

35. Responses to open-ended questions broadly confirmed the quantitative results from the SCFMP ESurvey. When asked to identify three things that should be improved, most of the written responses (86 out of 112 answers) said “No opinion.” The remaining suggestions did not cluster in any one area. This suggests that the structure and topics covered in the SCFMP are relevant. This is further confirmed by the following quotes offered by respondents:

■ *“This Programme has served our small countries with distinction. I found it to be profoundly useful, and it gave me the well-needed momentum to implement difficult but well needed changes upon my return to work. It was one of the most useful and relevant training that I ever attended in my professional life.”*

■ *“Contents of the Programme (both management and technical aspects) were excellent and directly relevant. Topics and materials were very good. Lecturers, presenters/resource people were people with excellent academic and professional qualifications and experience. We had a rare opportunity to learn from these academic professors from reputable universities.”*

■ *“The inclusion of both the technical and management issues really brought balance to the program as it is targeted at senior officers who need both the soft skills and technical skills to do their jobs.”*

36. The country studies provided more context and details about the relevance of the SCFMP. The interviews provided collaborative evidence that the SCFMP is **Very Relevant**, the highest possible rating, for the needs of officials working in the financial regulatory and fiscal areas in small countries. Regardless of the metrics of assessment, there was overwhelming agreement among those interviewed in all three regions that the relevancy of the SCFMP was **Excellent** relative to the needs

of the participants, their organisations and small countries (Box C.3). This view was expressed in separate interviews with heads of departments, supervisors and participants. The positive rating of relevance reflected their views of the high quality, content, depth and usefulness of the programme that remains **Highly Relevant** for both past and more current participants in facilitating career progression and managing challenges in their respective fields. Those interviewed gave SCFMP high scores because of the focus on small country contexts and the content which included a good mix of theory and practice, complemented by case studies and practical exercises. Other positive features included the exposure to the equivalent of an Ivy League university, learning about the Isle of Man experience, networking and learning from other participants, the challenge component and the overall application to the work in financial regulatory agencies and ministries of finance. Combining both the technical and management skills in one programme added to the SCFMP's relevance and was viewed as being unique. Many of the participants indicated that the programme was particularly appealing because it was “*solutions-based*” and provided participants with “*practical recommendations for addressing the everyday problems*” that they encountered in their jobs.

37. **View from the Caribbean:** The broad consensus of people interviewed in the Caribbean was that the SCFMP was **Very Relevant** for the needs of small countries and their organisations because of its design, structure and, most importantly, its content. None of the Caribbean participants interviewed had any serious concerns about the programme in terms of its relevance, content or structure. While most participants emphasised the value of the softer skills, there were no suggestions that the SCFMP's technical components should be de-emphasised. Respondents felt that if other areas were to be included, this would come at the tremendous sacrifice of other components that would need to be deleted, or perhaps extending the length of the programme. Extending the length was not appealing to senior staff.

■ *“What we have received from this course in those two (2) weeks, is more useful and far more relevant to my work in terms of what we are trying to achieve*



*in small countries... I can compare the programme to an MBA... an MBA is academic... this programme is professional and practical".* A SCFMP participant from a Caribbean central bank.

### Box III.1: Relevance of the SCFMP for Financial Sector Supervision

A Caribbean financial sector regulator reported that her challenge was based on strengthening the Financial Services Regulatory Commission's risk-based supervisory framework through offsite/onsite monitoring. This was important to help determine the appropriate level of controls to be applied for the various sectors. Her challenge was substantially improved during the SCFMP, providing her "with the ability to dig deeper to ascertain the various elements involved and the key stakeholders that may be impacted." After she returned home, she had the support of her supervisor who encouraged her to implement the challenge. Efforts to implement the challenge were achieved to a certain degree by the participant being a member of the National Financial Action Task Force established to address Money Laundering and Terrorist Financing risks for the country and also to her being on the Working Group involved in compiling and assessing data for the National Risk Assessment.

Source: SCFMC Evaluation

38. **View from the Pacific:** Combining both the technical and management skills in one programme added to the SCFMP's relevance and was viewed as being unique. The following technical modules were singled out as adding to the relevance: cash and debt management; financial regulation; the linkages between banking supervision and public funds management; and anti-money laundering. The soft skills identified adding to the SCFMP's relevance included: leadership; change management; frameworks for delivering change in the public sector; negotiations; and stakeholder consultation. All the participants indicated that the SCFMP was not duplicating other available programmes. Rather, the SCFMP fills a unique niche.

*"There is not much out there that practically addresses small countries needs in terms of public financial management."* He compared the programme to other training *"No one else offers*

*it. It is a charitable organisation focused on small countries, that offers training that no one else does. It is easy to access and highly relevant."* A Senior government official in the Pacific.

*"The Course is Highly Relevant given the needs of the central bank as a regulatory arm of government. It is very useful to have both technical and softer skills for the course. Any system is as good as the people that operate it"* Assistant Governor of a Pacific Central Bank.

*"The SCFMP was Highly Relevant for five reasons "One, the length of tenure (was ideal) as it allowed attendees to develop close relationships with others who work in similar areas and to develop a new pool of contacts. All the staff that have attended have done that – short workshops don't make it possible to develop deeper relationships. Two, the prestige of being hosted at Oxford is significant along with the high calibre of presenters. Three, the Challenge was well articulated and they have improved on how they implement that each year. The process to prepare means that participants reap a lot of benefit from it. Four, for our alumni, when they hosted training here, they also met with alumni and there is a nice alumni formed in the country. Five, the calibre of the presenters and quality of sessions is very high. When the participants return, they are genuinely buzzing. They have taken on learning and criticisms of the challenge. It is one of the best professional opportunities available for my staff."* Pacific Supervisor of two SCFMP participants, who attended the course in 2011.

### Box III.2: Relevance of the SCFMP for a Pacific Island Central Bank

The deputy governor of a central bank in the Pacific, who is an SCFMP alumnus, stated that SCFMP is Very Relevant to the needs of their organisation as the regulator of the financial system. This is consistent with the views of the three participants from the central bank who were interviewed. All three found the SCFMP to be very relevant to their role, and all gave the relevance of SCFMP a rating of 5, Very Relevant.

Source: SCFMC Evaluation

39. **View from Africa and the Indian Ocean:**

Participants, their supervisors and heads of the

organisations all found the SCFMP to be Very Relevant to the needs of their organisations. The leadership, negotiation and communication skills were particularly relevant as the participants were senior staff heading areas, departments or units and had many staff reporting to them.

“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 a central bank in the Africa/Indian Ocean Region.

“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 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 are now in leadership positions.” Governor of a central bank in the Africa/Indian Ocean Region.

“The programme was Excellent. It covered a number of issues like management, leadership, negotiation as well as some technical issues. I think for the financial sector we need both management skills like soft skills and technical skills. It was Very Relevant. I deal with anti-money laundering and combating the financing of terrorism. So, the programme was Very Relevant and useful.” A 2015 participant from an African/Indian Ocean Ministry of Finance and Development Planning.

“This programme is unique. I have attended the IMF, World Bank and other international programmes but I have never attended such a well-rounded programme as this [the SCFMP]” A 2018 Participant from a Central Bank.

### Box III.3: Relevance of the SCFMP to Prepare Leaders to Manage People

A participant from an African/Indian Ocean Monetary Authority said that at some point in time he and his colleagues will become leaders and will manage people. That means that a very important part of their jobs will be to inspire, manage and coach people. Often, they forget the importance of things like dealing with people, relationships and communications because they are so technically engrossed in their work. When reaching leadership/management positions, it is good to have such training which focuses on soft skills because we started in junior positions and rose

through the ranks because of our technical skills. In the past, we received technical training but never on the necessary people skills, which are essential when one is promoted to a leadership position. One day you become a supervisor for so many staff, different types of staff... this comes with the job but we have not been trained on how to deal with different types of people. The soft skills covered by the SCFMP are very relevant to being a leader.

Source: SCFMC Evaluation

40. Taken together, the evaluation evidence demonstrates that heads of organisation, supervisors and participants all believe that the SCFMP is **Highly Relevant**, both to the needs of the participants and those of their organisations.

## B. Designing a Programme to Fill a Niche

41. Filling a niche in the universe of competing programmes contributes to the SCFMP's relevance. Those interviewed identified factors that made the SCFMP unique and particularly relevant to their needs: (i) focus on small countries; (ii) covering both management and technical issues; (iii) the challenge; and (iv) the Oxford and Isle of Man branding.

### I Focus on Small Countries

42. The focus on small countries contributed to the high relevancy ratings of the programme. The participants found that many of the issues that they faced were similar to those faced by the other participants. The programme's focus on small states made it particularly relevant for participants and their organisations. For courses designed for worldwide audiences, most of the participants come from larger countries and most of the course material and examples are drawn from larger countries. That reduces the relevance of such courses for officials from small countries. The participants particularly valued the fact that at the SCFMP they could easily share experiences with their peers who were working on similar issues in similar contexts. Several of those interviewed for the country studies and ESURVEY respondents felt that there was scope to further improve the already

excellent SCFMP relevancy if there were more small country case studies and more speakers from small countries, including inviting alumni back to speak on about how they implemented their challenges and applied the knowledge and skills gained at the SCFMP.

## I Covering Both Management and Technical Issues

43. A unique feature of the SCFMP is that it has modules covering both management and technical issues related to financial sector regulation and public finances. This is unusual as programmes typically cover one or the other. Unlike most courses available to the participants, the SCFMP was designed to give the participants the skills and knowledge needed to successfully address management and leadership challenges. That usually involves people management skills and working with/negotiating with/persuading other people to change their opinions or do things differently, be it designing and implementing a new fiscal policy or financial regulation or restructuring an institution. Such skills become increasingly important as people move through the ranks from officer-level positions where people mostly apply technical skills to management and leadership positions in which people management and leadership skills become increasingly important. Senior ministry of finance officials and financial regulators are involved in negotiations virtually every day, be it with ministers, other agencies, other departments in their ministries, their staff, clients, international financial institutions, donors or international agencies. Leadership, negotiations and stakeholder consultation are important tools for change management and problem-solving. Most organisations do not adequately equip people with such skills – often they are learned on the job after promotion by “*trial and error*.” The fact that people are excellent performers at the technical level does not necessarily mean that they have good people management skills. While the world’s leading universities put on executive programmes to develop such skills, those programmes are typically

designed for private sector audiences and senior government officials in OECD countries rather than for small countries. Those programmes are put on for a profit so they are expensive and are often beyond the affordable price range of small countries. Also, such courses do not cover technical issues relevant for officials working in the public finance and financial regulation as they are designed for broader audiences.

44. Best practices are constantly being introduced by the international community in the public financial management and financial regulatory areas. The SCFMP structure (e.g., core modules on management issues and at other times participants choose either public financial management or financial regulatory sessions) increased the SCFMP’s relevance for participants with diverse backgrounds. Because new practices and standards apply to small countries as well as large countries, there is a need for specialised, high-level training and refreshment in these areas.

45. Although there are some differences, the IMF offers training to broadly similar target groups as does the SCFMC. The IMF’s training and capacity building activities reflect its mandate and cover macroeconomic and financial sector issues that bear on global stability. The IMF does not put on executive programmes focused on management topics. Rather, the IMF’s capacity building and training programmes are technical in nature. The IMF’s capacity development and training programmes focus on four broad areas,<sup>22</sup> some of which overlap with the technical areas covered by the SCFMP: (i) public finances; (ii) monetary and financial sector; (iii) legal frameworks; and (iv) statistics. Capacity development has become increasingly important in the IMF over the years.<sup>23</sup> Although the IMF’s Institute for Capacity Development is located in Washington, about 90 per cent of the IMF’s training takes place in the regions through its global network of regional capacity development centres, including the technical assistance centres in the Pacific,<sup>24</sup> the Caribbean,<sup>25</sup> and Africa.<sup>26</sup> The IMF’s courses are valued by those who attend. In addition to

<sup>22</sup> The IMF. Capacity Development Fact Sheet. March 2019.

<sup>23</sup> The IMF. The IMF Policy Paper. 2018 Review of the Fund’s Capacity Development Strategy—Overview Paper.

<sup>24</sup> The Pacific Financial Technical Assistance Centre (PFTAC)

<sup>25</sup> The Caribbean Regional Technical Assistance Centre (CARTAC)

<sup>26</sup> The five African Technical Assistance Centres (AFRITACs)

providing sound training in many technical areas, the region-based IMF courses also provide a venue for networking, sharing experiences and discussing common problems with other participants.

However, participants attending those programmes do not bring anything akin to the SCFMP challenge.

## I The Challenge

46. The challenge is a unique feature of the SCFMP that is designed to: (i) increase relevance by strengthening the linkage between the programme and the work of the participants; and (ii) increase the likelihood that the skills and knowledge learned will be used on-the-job, thus contributing to sustainable organisational impacts. Prior to their arrival at SCFMC, participants are required to describe in writing a challenge related to an issue that the participant was directly involved with and something that they would work on after returning to their jobs. This required the participants to do some work prior to their arrival and to think about how they would use the skills and knowledge learned at the SCFMP. Most people interviewed felt that being required to prepare a written challenge statement during the application phase and then reviewing and improving it during the programme was a key distinguishing feature of the SCFMP that helped to ensure its relevance for their jobs and the priorities of their organisations. By 2019 supervisors were required to sign off on the challenge, something that was designed to increase the organisational commitment to the challenge, and participants were required to report back to the SCFMC one year after completing the programme on the implementation status of the challenge. During the SCFMP, the challenges are reframed and improved based on the course material and feedback from the speakers and other participants.

47. While the quality and rigour of the challenges improved over time, there is still scope for improvement. Some are still not good enough and, when required, the Programme Director works with the participant to improve the challenge. Continued efforts are needed to strengthen the challenges during the application process. This could require more engagement with the supervisors to better

understand what the organisation seeks to achieve when the supervisor signs off on the challenge. The application process would be strengthened if it were a requirement to submit detailed, monitorable action plans to implement the challenges as part of the application process. Those implementation plans could be strengthened during the SCFMP and would provide a tool to monitor implementation after completion of the SCFMP.

## I Oxford and Isle of Man Branding

48. The evaluation methodology was not designed to explicitly assess the importance of the Oxford and Isle of Man branding in contributing to the relevance of the SCFMP. However, participants commented that Oxford's involvement enhanced the relevance and prestige of the SCFMP. The following selected responses to open-ended questions on the ESurvey when respondents were asked to identify the best aspects of the SCFMP indicate that the Oxford and Isle of Man branding are important (more such quotes are shown in Box C.4):

I *"The week training at Oxford is an experience of a lifetime."*

I *"The focus on small countries and in particular the Isle of Man economic journey gave participants the hope and determination to know that their challenges may be unique but it is possible to change."*

I *"The two venues where the programme is held is a very good idea. Isle of Man emphasises the small countries success factors and Oxford brings in the leadership factor. Brilliant."*

49. The country studies provided additional evidence to support the notion that the Oxford/ Isle of Man branding contributed to the excellent rating of the SCFMP. Although not specifically asked, several people interviewed spontaneously volunteered that the branding was an important element of the relevance of the SCFMP:

I **View from the Caribbean:** Several Caribbean participants commented that the Isle of Man and Oxford location was ideal to support dedicated, focussed learning. One participant said that it was like *"when you are learning a foreign language and you are immersed for some time... well, we were*

*being immersed in leadership training, listening to other facilitators immersed in another setting, and that allowed us to focus on what we were required to do.”*

**I View from the Pacific:** A major attraction of the SCFMP was the linkage to the Isle of Man and Oxford. The chance to go to Oxford was viewed as a key opportunity and participants said that the Oxford brand contributed to the prestige of the programme. One supervisor and previous participant mentioned that participants from small countries were very fortunate to have experienced the Isle of Man and being in a prestigious setting such as Oxford, which provided credibility and exposure.

**I View from Africa/Indian Ocean:** Interviewees said that their positive assessment of the SCFMP reflected the content, the networking with other participants and the experience at Oxford University and the high quality of the speakers from Oxford. Taking participants to Oxford was seen as a privilege and an eye-opener which, in turn, was considered a “*plus point*” of the programme.

50. The ESurvey replies provide evidence that the SCFMP is filling a niche in the universe of programmes that officials from small countries can access. Respondents were asked to compare the scope and coverage of the SCFMP to courses offered at the IMF’s Headquarters by the Institute for Capacity Development, the IMF’s regional technical assistance centres, the World Bank, the regional development banks, executive training courses offered by universities and training provided by other institutions and agencies. Many participants, ranging from 30% to 70%, either felt that there was no comparable programme or could not offer an opinion. On average, the respondents who could offer an opinion felt that the scope and coverage of the SCFMP was **Broader/Significantly Broader** than the training courses offered by other institutions: (i) 69% for the IMF’s Institute for Capacity Development; (ii) 67% for the IMF’s regional technical assistance centres; (iii) 66% for the World Bank; (iv) 75% for the regional development banks; and, (v) 58% for executive training courses offered by universities and other organisations (Table C.2). Selected replies

on the ESurvey to open-ended questions provide further evidence of the niche filled by the SCFMP (additional quotes are given in Box C.5):

**I** “SCFMP is unique (and particularly relevant) in its focus on SMALL countries.”

**I** “The training offered by the IMF and ADB that I am aware of are very specific oriented in terms of topics covered per training course, for example, a course on balance of payments or exchange rates. Compare that to the SCFMP where it covers an extensive and wide range of related or inter-connected topics in just one course.”

**I** “Most programmes attended focused on only one aspect either technical or leadership. This is the first of its kind for me.”

**I** “Mix of participants from other (small) countries.”

**I** The modules are better tailored to address everyday practical issues.”

51. The feedback obtained during the country studies collaborated the ESurvey findings that the SCFMP is filling a niche and is not duplicating other programmes. The strong consensus of those interviewed was that the SCFMP was excellent and cannot be compared to other programmes. The participants who had attended other courses generally rated the SCFMP as better.<sup>27</sup> The SCFMP was viewed as being well rounded because it was broader in scope in that it covered both management and technical issues while the others tended to be narrow, technical courses. The soft skills covered in the SCFMP helped to prepare participants for leadership roles, which was valued by small countries that have few funds to spend on capacity development.
- I** “It is absolutely a niche training. I have told numerous people here that it is the best professional development course that I have ever done.” A Pacific supervisor who also attended the SCFMP.
- I** “The programme is better than others because of the broad scope. I have attended other trainings but not like this. The other trainings tended to be very specific.” A Pacific participant.
- I** “This course does not compare to any other course. I have attended the IMF courses. They are very technical. The SCFMP covers leadership

<sup>27</sup> Some Pacific interviewees viewed the SCFMP as being on par with programmes put on by the Australian National University and the National Attorneys General Training and Research Institute in the United States of America. This was viewed as a compliment to the SCFMP as those institutions have “*massive resourcing*.”



*and negotiation skills... and the up and coming new issues. Other courses I attended are more theoretical and technical”* A 2018 participant from a central bank in the Africa/Indian Ocean Region who is a supervisor of two other participants.

■ *“The SCFMP is very well suited for us. Other international programmes either focus on technical aspects or soft skills. So, people need to be sent to many programmes before they are equipped with all the skills this programme covered. So, in one programme all essential skills were covered.”*

A supervisor from a Ministry of Finance and Development Planning in the Africa/Indian Ocean Region.

52. The evaluation evidence shows the SCFMP is **Highly Relevant** and is filling a niche in the universe of available programmes. Four factors, i.e., the focus on small countries, the inclusion of both soft and technical modules, the challenge and the Oxford/ Isle of Man branding, distinguish it from other programmes.

## C. Careful Participant Selection

53. Executive training programmes are only relevant if the right participants are selected who can benefit from, and apply, the skills and knowledge learned. Because the SCFMC pays all of the costs (e.g., travel; accommodation; meals) and because it is associated with one of the world's leading universities, great care must be taken to ensure that the right participants are selected. The SCFMC uses a rigorous participant selection process because there is no market-based test for its relevance. The selection criteria, which are posted on the SCFMC's website<sup>28</sup> and reflected on the application form, include: (i) country of residence; (ii) type of job; (iii) government endorsement; (iv) English language proficiency; and (v) the quality of the challenge.
54. Participant selection starts in mid-January when the forthcoming SCFMP is announced on SCFMC website. Also, the Executive Director Emails the details of the forthcoming programme to: (i) heads of relevant organisations in eligible countries requesting them to share details with appropriate senior colleagues and, if they consider it appropriate,

to nominate specific senior officers; (ii) alumni to ask them to share the information with their colleagues; and (iii) selected international organisations (e.g., ADB, CARTAC) to ask for names of senior officers they think may benefit from attending the programme. The application forms and closing date are available on the SCFMC website.

55. The applications are first reviewed by the Executive Director, who evaluates them taking into account seniority, role and responsibilities, number of staff managed, the quality of the challenge and the head of the organisation's endorsement. This initial screening filters out any clearly unsuitable applications. The initial screening results in a provisional list of participants, balancing the cohort by geography, type of organisation and gender. If there is more than one suitable candidate from an organisation, the Executive Director may informally discuss which the head of the organisation prefers. Although the maximum of two qualified applicants can be accepted from any one country, the second place will not normally be allocated if the programme is fully subscribed. The provisional list of participants is shared with Programme Director and the Academic Director for comment and suggested changes. Eventually joint agreement is reached and the successful and unsuccessful applicants are notified accordingly. Rejected well-qualified candidates are encouraged to apply the following year.

## ■ Application of the country selection criteria

56. Candidates must be a national of a developing country that meets three conditions: (a) has a population of less than 1.5 million – countries with a larger population must be a member of the Small States Network for Economic Development (SSNED) (or can demonstrate small country characteristics in the financial sector); (b) is a member country of the World Bank or ADB or is a dependent territory of a member country of the World Bank or the ADB; or (c) is eligible to borrow from the IBRD or IDA (or has secured such funding as part of a regional program to facilitate global public goods). In the case of an ADB member country, the country must be eligible to obtain OCR or ADF loans.

<sup>28</sup> <http://www.scfmc.im/>

57. The 43 eligible countries are disclosed on the SCFMC website. These include 14 countries in the Africa/Indian Ocean region, 12 in the Caribbean/Latin America region, 14 in the Pacific/East Asia region and two in other areas (i.e., Bhutan and Montenegro). Of the 43 countries, 39 are small countries and five are defined as having small country characteristics (i.e., Botswana; Lesotho; Jamaica; Namibia; Papua New Guinea). From 2013 to 2019, 169 participants attended the SCFMP (Table B.5). All of the participants were from eligible countries or regional institutions. There was a good balance from the three regions – 40% from Caribbean/Latin America, 30% from the Pacific/East Asia and 30% from Africa, Indian Ocean and the Rest of the World. A good balance of countries was represented – 31 out of the 43 eligible countries plus participants from the Eastern Caribbean Central Bank (ECCB). A broadly similar regional geographic distribution was reported in the 2012 evaluation (Table B.6)
58. There are 50 members of the World Bank's Small States Forum, of which 42 have fewer than 1.5 million people and eight other Small States Forum members have populations greater than 1.5 million but share similar challenges (i.e., Botswana, Gabon, The Gambia, Guinea Bissau, Jamaica, Lesotho, Namibia and Qatar). There is a high degree of consistency between the countries listed on the SCFMC website as eligible to send participants to the SCFMP and the World Bank's list of 50 small states — 41 of 43 countries are classified by the World Bank as small states. The exceptions are: (i) the Cook Islands, which is a member of ADB but not the World Bank and is classified by the Commonwealth as a small state; and (ii) Papua New Guinea, which is classified by the Commonwealth as a small state, and has small state-like characteristics, although its population is 8.5 million.
59. There are eight states<sup>29</sup> on the World Bank's list of small states that are not eligible to send officials to attend the SCFMP. Most of these countries can afford to pay for executive training courses. In addition to the 50 countries/territories identified by the World Bank as small states, there are other small island states. Those are mostly non-UN members or associate members of regional commissions,<sup>30</sup> many of which are not eligible to borrow from the World Bank or ADB.
60. Since English is the language of instruction at the SCFMP, language was the reason not to invite applicants from eight eligible countries – Cape Verde; Comoros; Djibouti; Equatorial Guinea; Gabon; Guinea-Bissau; Sao Tome and Principe. English is the dominant language in 5 other countries from which no participants were selected during the evaluation period (i.e., Guyana; Federated States of Micronesia; Nauru; Palau; Trinidad and Tobago). For Trinidad and Tobago, the SCFMC decided that the country was sufficiently wealthy to be able to pay for the type of training provided by the SCFMP. Given the fixed number of participants that could be accepted based on pedagogical grounds, the SCFMC did not want to be open to criticism for using Government development funds for relatively wealthy countries at the expense of financing candidates from poorer countries. The SCFMC has written to Guyana and Micronesia in the past, but those contacts did not elicit interest in any candidates applying to attend the SCFMP. Similarly, applications have not been received from Nauru and Palau.
61. Overall, the SCFMC has done a good job of defining countries that are eligible to nominate officials to attend the SCFMP and selecting candidates from those states. Based on the experience gained during the last decade, an analysis of the countries from which applicants have attended from the SCFMP and the demise of SSNED, it would be timely for the SCFMC to review the related criteria and list of eligible countries. In doing so, consideration could be given to whether: (i) countries should be dropped<sup>31</sup> because of language or from which participants have not

<sup>29</sup> Bahrain; Barbados; Brunei; Cyprus; Estonia; Iceland; Malta; Qatar.

<sup>30</sup> Examples include Anguilla; Aruba; American Samoa; Bahrain; Bermuda; British Virgin Islands; Cayman Islands; Commonwealth of Northern Marianas; Curacao; French Polynesia; Guadeloupe; Guam; Haiti; Martinique; Montserrat; New Caledonia; Niue; Puerto Rico; Saint Maarten; Singapore; Turks and Caicos Islands; U.S. Virgin Islands.

<sup>31</sup> Montenegro is a special case. It is not a developing country, is a member of NATO and has applied for membership in the European Union. Although its application for membership in the European Union has been a long, drawn-out process because of issues with Greece, in its 2016 assessment the European Commission said that Montenegro had the highest level of preparation for membership among the negotiating states. The SCFMC should carefully re-assess whether there is a continuing need to provide training for officials from Montenegro or whether it would be better to assign the available slot to a poorer, developing country.

applied and are unlikely to do so in the future; (ii) new countries should be added; and (iii) whether slots in the SCFMP should be offered to participants from relatively well-off countries or international organisations on a full or partial cost-recovery basis.

## I Application of the type of job selection criteria

62. Candidates must be a public sector official at a senior or middle management level from financial regulatory bodies, central banks or ministries of finance, treasuries or equivalent bodies. The selection criteria explicitly stated that officials from other government departments whose work is directly related to the finance sector could be considered. Over the years the application form has required increasing amounts of information on the position of the applicants. The 2020 application form required the applicants to set out, or attach an organisational chart showing their position in the agency, including the title of the person to whom the applicant reported and how many people report to the applicant.
63. During the evaluation period officials from the ECCB began attending the SCFMP. It is not clear the ECCB employees would be considered to be “*public sector officials*” in the strict sense of the term. The decision to accept applicants from the ECCB is well-founded and does not appear to be inconsistent with anything in the SCFMC’s Articles of Association. The SCFMC should consider whether the eligibility criteria on the SCFMC homepage are broad enough to explicitly include participants from the ECCB and other similar organisations.
64. The data shows that the 2013 to 2019 participants came from the targeted organisations — 57% were from the financial sector, 39% worked in the fiscal sector and 4% worked in other organisations.<sup>32</sup> The small number of participants from other organisations worked in agencies related to the ministries or finance or financial regulators (e.g., planning agencies; prime ministers offices; sub-national agencies). There were some differences in the mix of participants across the regions. While

4% of the participants from each region were from other agencies, financial regulators dominated (67%) the participants from both Africa, the Indian Ocean and the Rest of the World region and the Caribbean (61%). The fiscal sector dominated participants from East Asia and the Pacific (55%) (Tables A.9 and A.10).

65. The data shows that the 2013 to 2019 participants are from the target professional levels (Tables A.11 and A.12) — senior and middle management level public officials. Again, there were differences across the regions:
- I 14% were heads or deputy heads of organisations (e.g., permanent secretaries, central bank governors, chief executive officers, managing directors or their deputies): 10% in the Caribbean; 25% in East Asia and the Pacific and 8% in Africa, the Indian Ocean and the Rest of the World.
  - I 40% were departmental director generals/directors or deputies: 46% in the Caribbean; 27% in East Asia and the Pacific and 43% in Africa, the Indian Ocean and the Rest of the World.
  - I 19% were managers, unit heads or deputies: 10% in the Caribbean; 20% in East Asia and the Pacific and 29% in Africa, the Indian Ocean and the Rest of the World.
  - I 27% were principle/senior officers/advisors or officers/advisors: 33% in the Caribbean; 27% in East Asia and the Pacific and 20% in Africa/the Indian Ocean/Rest of the World.
  - I The evaluation did not identify junior officers attending the SCFMP from 2013 to 2019.
66. Benchmarked against the 2009 to 2012 period, there were proportionately fewer participants in the head of organisation and director general groups in the 2017 to 2019 period. The difference was weakly statistically significant.<sup>33</sup> This suggests that going forward the SCFMC should place more emphasis on the seniority of applicants during the selection process.

## I Application of the government endorsement criteria

67. The 2020 application form required the head of the organisation to endorse the application

<sup>32</sup> Proportionately, there were more participants from the fiscal sector (55%) and fewer from financial regulatory agencies (41%) during the 2009 to 2012 period.

<sup>33</sup> The p value for the Chi Square difference in the distributions of types of positions for the two periods was 0.1409.

and explicitly stated that the SCFMC reserved the right to seek written confirmation from heads of organisations. By 2020 an increasing number of heads of organisation were nominating a specific officer, rather than allowing multiple applications from their organisation. This is a positive development as it indicates heads of organisations are giving increased attention to participant selection and the needs of their organisations. The SCFMC more rigorously enforced this selection criteria in 2020 than it did in 2015 when the application form simply asked the applicant to name the “Government entity that has nominated me and endorsed my application.”

### **I Application of the language selection criteria**

68. Fluency in English is essential because all modules of the SCFMP are given in English. Participants are expected to interact with the speakers and participants from other countries in English and to read course material. The SCFMP application form asks applicants to certify that they are proficient in both spoken and written English and the application and supporting material must be submitted in English. Fluency in English has not been a major problem.

### **I Application of the challenge selection criteria**

69. The challenge is an important feature of the design of the SCFMP and an important factor in participant selection. The 2020 application form states “Applicants are instructed to clearly describe the challenge/problem that they wish to work on during the programme. *“The challenges are reviewed during the selection process to see the degree to which they are appropriate and how participation in the course might serve to strengthen the challenge and make it more implementable.”*

70. By 2020 candidates were required to describe their challenge in considerable detail on the application form.<sup>34</sup> The application form included

an illustrative challenge poster to be used during the SCFMP to further develop the challenges. The poster format was designed to help participants focus on the nature and objectives of their challenge. Candidates were asked to define a work-related challenge that they were facing, the key stakeholders involved, the main obstacles and what success would look like in a year’s time. The challenges are refined during the SCFMP, encouraging creative and innovative thinking and the sharing of knowledge and expertise from the speakers and other participants. The intent is to provide participants with the skills and strategic understanding to implement their challenges when they return to their jobs. Thus, the challenge is a tool that helps to transfer knowledge from the classroom to the practical realities of the workplace. This element is missing from most executive training programmes and training funded by the donor community.

71. The challenge element of the application process evolved over time. The 2020 application form included specific criteria to assess the challenges: (i) the challenge needed to have clearly defined, measurable and deliverable outcomes, which can be assessed and identified at a later date; (ii) applicants were advised not to be too general or abstract in presenting their challenge; (iii) challenges must have a significant positive impact on the financial sector and must be linked to the participant’s organisation rather than being just a personal challenge; (iv) challenges should be something specific that will make a real difference to the success of the organisation and deliverable within 12-24 months; (v) the objectives and outcomes of the challenge must be directly related to the participant’s job – the participant must have direct responsibility and the authority to deliver the desired outcome; and (vi) the participant’s supervisor must sign off on the challenge confirming that it is relevant, realistic and deliverable. These criteria are much more specific and detailed than in 2015 when the application form simply asked that the challenge be briefly described and noted that it was a key factor in the selection process. Both the applicant and the supervisor must agree on the 2020 application form

<sup>34</sup> The Executive Director, Programme Director and Academic Director reviewed the challenges as part of the process of selecting applicants. If the challenges of accepted candidates require more development, prior to her retirement, the Academic Director worked with applicants to strengthen their challenge. In the future this role will be undertaken by the Programme Director.

to review implementation of the challenge one year after the completion of the SCFMP and to provide feedback to the SCFMC. This was not required in 2015. The SCFMC could strengthen its procedures to systematically follow-up to ensure that such feedback is received. The Executive Director's plan to provide "nudges" to ensure that the challenges are implemented is endorsed. Compared to the findings of the 2012 evaluation, the evaluation evidence shows that the SCFMC has now adopted a more rigorous approach to making it clear to applicants what a suitable challenge would be, ensuring that it is endorsed by the supervisors and to weed out applicants who submit unsuitable challenges.

**Table III.1:**  
**Record of SCFMP Applications and Acceptances**

Year	Applications	Acceptances
2013	NA	24
2014	NA	24
2015	48	24
2016	60	23a/
2017	73	24
2018	68	24
2019	46 b/	26
2020	52 b/	24

**Notes** NA = Not Available

a/ = 24 applicants were accepted but there was one late withdrawal.  
b/ = The lower number of applications in 2019 and 2020 may reflect more identification of preferred candidates by heads of organisations. An increasing number of heads of organisations are only nominating one person to attend rather than endorsing multiple candidates as was the case in the past.

**Source:** SCFMC

## I Conclusions on participant selection

72. The participant selection process became more rigorous during the evaluation period but there is still scope for improvement (e.g., modify the application form to ask for more information on the number of people supervised; more interaction with supervisors on the challenge as part of the application process; requiring the preparation of a detailed, monitorable plan to implement the challenge). Overall, the participant screening and selection process is generally functioning well. The participants are from the target countries, from the target types of organisations and generally at an appropriate level of seniority. The evaluation evidence indicates that the quality of the challenge is an important factor that is seriously considered in the participant selection process. The figures in Table III.1 show that there is competition for the available slots and that many applicants are turned down. If there were instances of some not well qualified or senior enough participants or had weak language and communication skills, it does not appear to have been a systemic issue and can be corrected by a more rigorous application of the participant selection criteria for individual cases.

73. The country studies found that participants viewed the application and selection process as being highly competitive and the candidates were happy to be selected. Participants expressed satisfaction with the selection process, with one Caribbean participant saying *"There is a great deal*

*in this programme. They assume that you are already proficient, but the framing of the material is designed to enhance the work in a small island jurisdiction, so the participants were more or less on the same level, and can benefit from the leadership and negotiations training, supporting each other and enriching the learning experiences."*

Cases were identified during the evaluation where heads of organisations were directly involved in the selection process because of the importance that the institution placed on the SCFMP as a capacity-building initiative.

74. The lack of a fee presents a potential risk to the SCFMC as it may mean that organisations can nominate anyone, rather than their best people that might be more likely to be the case if a substantial fee were charged. Over the years the SCFMC has mitigated that risk by the fact that SCFMC can choose participants, as the SCFMP is oversubscribed by a factor of 2 to 3 times and the increasing emphasis placed on the assessment of the challenge and position of the applicant in the organisation during the participant selection process. These measures have largely mitigated this risk and overall the participants fit the desired profile. Overall, the SCFMC has done an **Excellent** job of applying its criteria to select appropriate applicants to attend the SCFMP.



75. Although gender is not identified as an official criterion, the SCFMC aims for two-thirds of the participants to be female. Having such a target is consistent with good practice in the development community and SDG5. The data shows that 62% of the 2013 to 2019 participants were female and 38% were male.<sup>35</sup> Thus, the SCFMC came close to achieving its goal of having two-thirds of its participants women. There were marked differences by region. Over three quarters (76%) of the Caribbean participants were women. However, the gender mix was closer to 50/50 in the other regions (Tables A.7 and A.8). The SCFMC can, and should, do more to encourage applications from women in those regions and from countries that score low on the Gender Inequality Index (Table C.5). Consideration should be given to including phrases on the SCFMC web page and the application form that women are particularly encouraged to apply. This could be re-iterated in the Emails to heads of organisations and alumni seeking nominations for the SCFMP. Other ways to integrate gender equality into the programme could include having a session that focuses on the challenges of women working in male-dominated fields, fostering a network of women alumni to share experiences of working in male-dominated fields, covering financial products that disproportionately benefit women (e.g., microcredit) or identifying factors that restrict women's access to credit. The SCFMC could also do more to promote gender diversity on its Board and faculty (Chapter V).

## D. Relevance of the Technical Components of the SCFMP

76. The ESurvey asked 2013 to 2019 participants to rank elements of the programme from most (1) to least (7) useful. Since these replies were received between 1 and 7 years after completing the programme, the answers provide a broad gauge of the relative importance of the various items. The average ranking ranged from 2.3 to 4.7 on a scale of 7 indicating that all of the niche areas are broadly relevant. The rankings order from the

best to the worst were: (i) sessions on leadership, negotiation, stakeholder, consultation and change management (2.3); (ii) covering both technical and management issues (3.3); (iii) focus on small countries (3.5); (iv) technical sessions on financial regulation or fiscal issues (4.2); (v) opportunity to interact with colleagues from other small countries (4.4); (vi) developing the challenges prepared by participants (4.7); and (vii) introducing new ideas (4.7) (Table C.4). These results, plus the feedback received during the country studies and the analysis in Chapter IV on Effectiveness suggest while all of the niche elements of the SCFMP are relevant, the most valued components relate to the soft skills. That being said, the evaluation evidence also shows that the technical components are relevant for the target audience. To complement feedback received from the ESurvey and country interviews, the broad relevance of the technical components was also assessed by examining the focus of the small country programmes of the World Bank, ADB and the IMF.

77. Many small states face challenges related to fiscal management and financial regulation. Small states are vulnerable to external shocks because their open economies that are a part of the increasingly globalized world and because of natural disasters. Many of these shocks are transmitted through the financial sector. Small states typically face fiscal risks that need to be better monitored and managed, including debt sustainability and management.<sup>36</sup> Although the following was written about Pacific Island states, it applies to small states more broadly and summarizes the need for support in the areas of PFM and financial sector regulation:

**I** *"Shortfalls in capacity and gaps in regulatory frameworks, systems, and processes continue to undermine sound macroeconomic management; PFM; revenue administration; financial sector management ... in Pacific DMCs. ... These challenges also undermine quality education and training of civil servants. As a result, public administrations in Pacific DMCs often face issues of weak and highly volatile capacity in policymaking, management,*

<sup>35</sup> The proportion for female participants during the evaluation period was higher than the 53% recorded for 2009-2012 (Table B.3).

<sup>36</sup> The IMF/World Bank Small States 2019 Forum. Addressing Debt Vulnerabilities in Small States. Most small countries were assessed as moderate risk (one third) or at high risk or in debt distress (two thirds). This general conclusion was confirmed by a 2015 ADB evaluation which found that most Pacific Island countries had limited capacity to service debt, which could become unmanageable. Independent Evaluation Department. ADB Support to Small Pacific Island Countries. Corporate Evaluation, March 2015.

*and in administrative and technical functions. Particularly affected are technical functions that are not routinely used and require specific expertise, but high staff turnover and lack of adequate skills can also affect basic capabilities. Subsequently, weak and volatile capacity negatively affects the application, maintenance, and regular review and updating of regulatory frameworks, systems, and processes.*

*■ In the public sector, this contributes to weaknesses in economic governance, and inefficient and ineffective public service delivery, as evidenced by little change in country performance assessment scores across core government functions since 2006. ... In view of the constraints, Pacific DMCs will require assistance in the development, supplementation, and substitution of public administration capacity, and TA to address specific problems, in the long term.”<sup>37</sup>*

78. Macroeconomic (particularly fiscal) resilience is a major focus of the World Bank Group and regional development banks support for small states and addresses many aspects of fiscal and debt sustainability. The World Bank Group provides a broad range of assistance to small states designed to improve public revenue and expenditure policies and management, fiscal and debt management, establish debt units and debt monitoring systems and training. In the Caribbean, support of the World Bank Group was part of a larger effort that involved the IMF and other partners to strengthen ECCB's capacity and that of individual countries for debt management assessments, medium-term strategies, and sustainability analysis. The IMF provides considerable assistance to small countries in the fiscal and financial regulatory areas, especially through its regional technical assistance centres. The evaluation of the World Bank's work in small states concluded that there is a continuing need to strengthen policy and regulatory frameworks in these areas.<sup>38</sup>

79. Corruption is the enemy of development as it undermines the capacity of countries to deliver

sustainable, inclusive growth that is necessary to lift people out of poverty. The IMF has identified ways in which corruption can affect public financial management and the financial sector.<sup>39</sup> In the fiscal sector that corruption: (i) can lower revenue collection by weakening a country's capacity to tax and tax collection effort; (ii) create disincentives for taxpayers to pay taxes; and (iii) undermine sound public financial management. Corruption undermines sound public financial management by distorting budget allocations, weakening expenditure controls, providing for off-budget transactions and limited financial oversight, resulting in financial integrity failures. The combined effects of wasteful public spending and lower revenue result in large fiscal deficits and substantial debt accumulation. Strong fiscal institutions combat corruption.

80. To avoid sanctions and blacklisting small states must adopt and enforce policies and procedures that are consistent with the principles of global financial sector regulation and best practice (e.g., addressing concerns about money laundering, financing terrorism and avoiding taxation through offshore financial structures). Small states must implement the standards related to financial sector supervision and regulation. The IMF experience shows that the anti-money laundering (AML) framework is an increasingly important tool for fighting corruption and reducing funds used to finance terrorism.

81. The Panama and Paradise Papers demonstrated the scope of global financial secrecy and the potential it creates for tax evasion, money laundering and other criminal activities and the role that transparency can play in fighting corruption in offshore tax havens. When it becomes public, such information can damage the reputation of the countries concerned. Small states are vulnerable to the de-risking practices of global financial institutions terminating or restricting correspondent banking relationships with clients or categories of clients to avoid risk. Inadequate implementation of

<sup>37</sup> Since 1994 ADB has provided \$7.2 million to support PFTAC. Asian Development Bank. Technical Assistance Report. Pacific Financial Technical Assistance Centre, 2016—2022. October 2016. Pages 1 to 2.

<sup>38</sup> 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.

<sup>39</sup> The IMF. Corruption: Costs and Mitigating Strategies. Staff Discussion Note. 2016

anti-money laundering standards can lead to de-risking. The AML framework of the Financial Action Task Force (FATF) sets international standards that require minimum levels of transparency. A 2016 assessment by the Council of Europe's MONEYVAL watchdog made 40 recommendations to strengthen policies, procedures and implementation of the Isle of Man related to anti-money laundering and the financing of terrorism. Since then the Isle of Man has made significant progress in addressing these weaknesses.

82. The IMF believes that the “*long-run performance of economies depends on the quality of their institutions and human capacity.*”<sup>40</sup> There is a vast literature on the importance of sound institutions. The fact that the IMF, the World Bank and ADB all recognize the importance of strong ministries of finance and financial regulators underscores the **Relevance** of the technical components of the SCFMP.

## E. Assessment of the SCFMP's Relevance

83. Applying the rating and scoring system described in Chapter II, the Evaluation Team assessed the relevance of the SCFMP to the needs of officials working in the financial sector and the

fiscal area in small countries as **Excellent** (Table III.2). The analysis of the responses to the ESurvey and the feedback received during the interviews undertaken for the country studies in all three regions are consistent with an **Excellent** rating. The Evaluation Team assigned the highest weight to that element of the relevancy assessment since it reflects the opinions of head of departments, participants and supervisors several years after the participants returned to their jobs. The **Excellent** rating for filling a niche reflects the fact that the SCFMP is unique and does not duplicate courses put on by other agencies. This rating also reflects the relevance of the factors that make the SCFMP unique — focusing on small countries, covering both management and technical topics, the challenge and the Oxford/Isle of Man branding. Careful participant selection and the rigorous application of the selection criteria resulted in the desired participants, which was rated as **Excellent**. A lower weight was assigned to technical relevance because the assessment relies on secondary evidence and because some elements of this were also covered in the analysis of the ESurvey and country studies. In general, participants and their supervisors rated the soft skills more relevant than the technical skills to which many of them already had exposure.

**Table III.2: Rating the Relevance of the Small Country Financial Management Programme**

	Weight (%)	Rating <sup>a</sup>	Weighted Score <sup>b</sup>
ESurvey Results and Country Studies Assessment of Relevance	40%	5	2.00
Filling a Niche	25%	5	1.25
Appropriate Participant Selection	25%	5	1.25
Technical Relevance	10%	4	0.40
Total	100%		4.90 <sup>c</sup>
a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent b Weighted Score = Weight*Rating c Cut off points: Poor≤1.5; 1.5<Modest≤2.5; 2.5<Average≤3.5; 3.5<Good≤4.5; 4.5<Excellent			
<b>Source: SCFMC Evaluation</b>			

<sup>40</sup> The IMF. The IMF Policy Paper. 2018 Review of the Fund's Capacity Development Strategy—Overview Paper.

## IV. EFFECTIVENESS OF THE SMALL COUNTRIES FINANCIAL MANAGEMENT PROGRAMME

84. Because it did not observe the conduct of the SCFMP first hand nor the subsequent on-the-job performance of the participants, the Evaluation Team's assessment of its effectiveness is based on feedback from participants, supervisors and heads of organisations on the ESurvey and during interviews undertaken for the country studies. For most executive training courses, follow-up assessments are not done to determine whether or not the trainees actually apply what was learned. This evaluation adds value in this area. Three dimensions are used to assess effectiveness: (i) the design and delivery of the SCFMP; (ii) the use of the skills and knowledge; and (iii) the effectiveness of the networking made possible by the SCFMP.

### A. Effectiveness of the Quality, Design and Delivery

85. If a training programme does not cover the right topics and is not delivered effectively, the participants will not learn the desired knowledge and skills. The ESurvey provides strong evidence that the quality and delivery of the SCFMP were **Excellent**. Participants who attended the SCFMP between 2013 and 2019 rated the following dimensions of quality as **Very Good**, the highest possible rating: (i) topics covered; (ii) time to interact with other participants; (iii) balance between management and technical issues; and (iv) balance between management and technical issues (Table D.2). The one exception to these glowing ratings was the amount of post-programme support from the SCFMC, which was rated at below the mid-point of the **Good** range. Given other evaluation evidence related to the use of the SCFMC webpage and post-course interaction with other participants and speakers, the latter rating appears to be generous.

86. Participants in the 2013-19 cohort rated all of the following elements of SCFMP design, content, pedagogical techniques and the faculty as **Very Good**: (i) programme design and management; (ii) programme content; (iii) speakers; (iv) teaching

methods and materials; (v) use of case studies and role-playing; (vi) amount of participation and interaction; (vi) use of real examples from small countries; (vii) the practicality and use of the knowledge and skills gained; and, (viii) the usefulness for the participants' day-to-day activities (Table D.3). Responses to open-ended questions on the ESurvey reinforced this positive numerical assessment. Selected quotes from among the many similar responses include:

■ *"The relevance to small states. Top class lecturers."*

■ *"A good range of very relevant useful topics."*

■ *"Lecturers were outstanding. Topics covered very relevant. Focus of course on a challenge made the course meaningful."*

■ *"There is value added in focusing on transformational leadership and management skills because the technical side is addressed by other free courses offered by other institutions."*

87. The feedback received during country studies provided strong evidence to validate the high quality of all aspects of the design, the delivery of the SCFMP in the classroom and the Excellent rating of this dimension of effectiveness. Despite the passage of a number of years since the participants attended the SCFMP, they still retain a very high opinion of the quality of its design and delivery and its usefulness for small countries and their institutions. Those interviewed viewed the speakers as being excellent and practical and were a key factor contributing to the high quality of the programme. Those interviewed said that the speakers knew the subject matter very well, were dynamic, engaging and skilled at delivering the key messages. The lectures were highly interactive, practical and of high quality. Using case studies to better understand the subject matter was highlighted as an effective learning method. Participants interviewed for the country studies appreciated the fact that they were divided into groups that focused on regulatory and non-regulatory issues. Participants found the challenge to be Very Useful as a way of gaining knowledge and advice from their peers. Nearly all interviewees

felt that the programme should remain as it is, especially the coverage of both management and technical issues (Box D.1).

**88. View from the Caribbean:** The following modules were highlighted as the most useful aspects of the SCFMP: (i) negotiations; (ii) presentations on cash and debt management; (iii) reshaping the challenges; (iv) leadership; (v) approach to change management; (vi) the ability to network; (vii) anti-money laundering and crime-fighting; (viii) public sector reform; and (ix) the Isle of Man economic journey. Participants said that the SCFMP was the best course in terms of content, delivery mode, organisation and scope that they had attended. Illustrative quotes include:

■ *“What we have received from this course in those two (2) weeks, is more useful and far more relevant to my work in terms of what we are trying to achieve in small countries... I can compare the programme to an MBA... an MBA is academic... this programme is professional and practical”.* A Participant

■ *“The sessions on leadership were instructive in helping me to understand how I lead and manage my team”.* A Participant.

**89. View from the Pacific:** The programme has increased the confidence and improved the performance of participants who, according to supervisors, became better managers after attending the SCFMP. The SCFMP provided useful suggestions from both the speakers and other participants to reframe and improve the challenges in ways that facilitated their implementation and avoided mistakes. That was appreciated because small Pacific countries cannot afford “a trial and error process”, given their limited resources. Participants from financial regulators learned about central banking policy issues, their linkages to other areas and the overall objectives of central banks. Participants from ministries of finance found the technical modules like cash and debt management of high quality and reinforced their understanding of the importance of managing financial risks in their daily work. The setting and organisation of the programme contributed to the overall high quality of the programme. Selected illustrative quotes include:

■ *“The inclusion of real-life stories and case studies, makes you retain the knowledge and learning more. It is a good way to teach and it resonates with people.”* A Supervisor.

■ *“The quality is very high. They screen people and so they select quality participants too.”* A Participant

■ *“The quality of the programme contents and speakers were very high and cover relevant topics for my job (e.g., cash management, leadership, negotiation and management skills). It was also a great opportunity to be with high-level participants with similar responsibilities enabling sharing of common issues and challenges”* A Deputy Head of a Ministry of Finance.

**90. View from Africa/Indian Ocean:** Heads of organisations, supervisors, and participants said that the programme was **Very Good** and the only way to improve it would be to assign more slots to their organisations. One of the participants highlighted that having simulations was a good thing. There were a small number of suggestions to add more technical modules (e.g., capital markets; insurance; pension; banking supervision; FINTECH; new emerging problems). The overall impression was the participants felt that the speakers were excellent in terms of experience, pedagogical practices used in delivering the lectures and association with Oxford. These factors contributed to their overall rating of the **Excellent** quality of the SCFMP.

■ *“The overall quality was excellent in my view. It covered both the technical aspects of supervision and regulation and also some management and leadership issues. So, I found the SCFMP to be very useful. Anti-Money Laundering and Prosecuting Financial Crime Module offered at the SCFMP was useful since I had just joined the Finance and Banking Section and it was an eye-opener. The course exposed me to money laundering activities undertaken by criminals, which I was not aware of, and how to deal with them. The information helped me as I prepared for the first meeting of the Eastern and Southern Africa Anti Money Laundering Group.”* A 2015 participant from a Ministry of Finance and Development Planning.

■ *“This is a very good course. Everyone is talking about how useful it is. This course prepares staff for leadership. I really want to attend the programme.”* Central Bank Deputy Governor.



“I haven’t attended the programme but I know about the programme from my staff. My staff said that the tutors were top quality and the content covered is what they need once they come to leadership positions, particularly the negotiation module. All my staff said the negotiation modules were really good. After returning my staff have definitely gained self-confidence and participate more in discussions.” Governor of a Central Bank.

91. ESurvey respondents were asked to assess the SCFMP relative to other courses. Many ESurvey respondents either felt that there was no comparable course or had no opinion.<sup>41</sup> Between 60% and 73% of the ESurvey respondents offering an opinion replied that the SCFMP was **More Effective/Significantly More Effective** than courses put on by the IMF’s Institute for Capacity Development, the IMF’s regional technical assistance centres, the World Bank, the regional development banks, executive training courses offered by universities and training provided by other institutions and agencies (Table C.3).

“The covering of both technical and leadership aspects in one workshop away from my office causes less disruption on my workflow.”

“It is effective because persons from developing states might not otherwise have access to such training.”

“The programme was very effective in giving the participants a blend of the technical know-how as well as the soft skills (leadership skills) which are often lacking in the other programmes.”

“From for my point of view this programme was more effective because it was more related to our real case, more representative of our problems and the solution provide by the trainers were very appropriate.”

“This Programme offered a broader scope and the diversity of the presenters was more evident.”

## B. Use of the Skills and Knowledge Learned

92. If what was learned during executive training programmes is not used on-the-job to improve

employee performance or to make organisational changes, then the course is an academic exercise and organisations do not benefit from the time and resources for their staff to attend the course.

93. The frequency that participants reported using the knowledge and skills gained on-the-job is an important indicator of the effectiveness of the SCFMP (Table D.4). Participants most frequently used what they learned at the SCFMP to improve their interactions with their supervisors, colleagues and staff in their organisations. For these categories, about 80% of the participants indicated that they used what they learned Frequently (an average of once a week) or a Great Deal (on a daily basis). The next area with the highest reported frequency of use involved improving interactions with officials in other government organisations or the private sector – 69% reported **Frequent** or a **Great Deal** of use in this area. This reflects the central role that ministries of finance and financial regulators play in all governments and the senior level of the participants. Frequent use, but with a larger number of respondents reporting **Occasional** use (once a month or a few times a year), was reported for using what was learned to improve policies and procedures, improve technical issues and processes, improve interactions with international organisations and other countries and to contribute to making organisational or strategic changes. For the latter two categories the frequency of use bordered on **Occasional**. This is to be expected because for many participants working on such assignments would not be a daily occurrence.

94. Many factors can influence whether or not participants apply what was learned on-the-job. The evaluation attempted to identify factors that were **Strongly Positive** or **Strongly Negative** in terms of applying what was learned. No one factor stood out. All of the following factors were rated as **Positive Factors**, with more respondents rating them as **Strongly Positive** than the sum of **Strongly Negative/Negative/Neither Negative** or **Positive** factors (Table D.5): (i) job responsibility/work assignment; (ii) knowledge and skills gained

<sup>41</sup> The percentages ranged from a low of 27% for IMF’s regional technical assistance centres to a high of 51% for other institutions.

compared with those relevant for the job; (iii) political, policy or organisational circumstances (opportunities/constraints) within the organisation; (iv) availability of follow-up advice and support from the SCFMC; and, (v) availability of follow-up support and advice from other people.

95. In separate interviews, participants, supervisors and heads of organisations confirmed that participants used the knowledge and skills learned in the SCFMP on-the-job with varying degrees of frequency. The broad consensus was that the softer skill training was very relevant and useful for participants with management responsibilities and were used on a **Daily Basis**. The technical issues were useful as refresher and updates, but the softer skill training was more useful as such training is often not available for financial managers in small countries. The participant's better negotiation, change management, stakeholder consultation, communication and organisation skills were evident to the supervisors and heads of agencies. Those skills were used to produce better win-win outcomes within their organisations, domestically and internationally. While some participants had changed jobs, they found that the management skills were portable and could be used in their new positions. After the SCFMP, participants became more confident and were better able to deal with directives from above, were more open-minded to consider all options (including practices in other countries) and showed better appreciation of their clients' situations. The requirement to bring a challenge to SCFMP was viewed as a practical and useful element as it linked the SCFMP to the participants' work. Challenges were discussed and improved during the SCFMP and the participants were on the whole motivated to implement their challenges upon their return to their jobs. While many were able to do so, not all could because of limited staff and financial resources or job transfers. Participants also used the technical skills (e.g. finance modules, capital market; banking and non-banking modules; debt management; anti-money laundering; topics on public policy). The following

summaries by region, selective quotes, Boxes IV.1 to IV.7 with illustrative examples of how the knowledge and skills were used on-the-job and material in Boxes D.2 to D.4 provide additional evidence supporting the broad conclusions about the use of what was learned at the SCFMP.

96. **View from the Caribbean:** Specific examples cited during the interviews of use are summarized below followed by Boxes IV.1 to IV.3 and D.2 that provide some details and context showing how some Caribbean participants used what was learned:

■ *"The SCFMP was the best training programme that I have attended. I learned a lot of the things and use them daily, seamlessly. The content was relevant to me and to my organisation. My challenge related to my involvement with policy assessment and follow-up and monitoring of the capital budget. The sessions on negotiations, which help me to this day as I navigate my way in contract management issues, were particularly relevant."*

A 2017 participant from a Ministry of Finance and Economy.

■ *"I relied heavily on those skills, particularly the leadership and negotiation skills, in my new job which helped me to navigate the transition into a new organisation, especially as I was coming in as an outsider, when there were many seasoned and mature staff members already in place".*

The Chairman of the Board confirmed that the Board was "very satisfied" with how she handled the transition, and this helped to "stabilise" the organisation following the departure of the previous head. A Participant who was promoted to be the Head of a Financial Services Authority.

■ *A supervisor was pleased with the transformation which the SCFMP had on her staff who attended the programme in 2018. The supervisor, who had attended the 2011 SCFMP, confirmed that the programme helped her to become a better technical officer, that she still (nearly ten years later) refers to her notes from the programme and she still regularly uses the negotiation and leadership skills. A Supervisor and Participant.*

### Box IV.1: Improving the Climate for, and the Enforcement of, Pension Fund Regulations in a Caribbean Country

When a participant attended the programme, she was responsible for enforcing pension fund regulations. She said the *“culture was generally lenient and permissive of breaches of the regulations, and natural tensions developed between the enforcement department and collections”*. Her challenge was to better relate to the department while enforcing the regulations. Her challenge was reshaped and she left the programme with a better understanding of the problem. On return to her job, she set about using her new skill set to establish structured channels of communication between her department and the pension collections department. That required extensive communications and a series of meetings between stakeholders. While the problem has not been completely resolved at the point of her departure from the department, she felt that there had been significant changes and that the relationship between the departments was *“visibly improved”*. Her supervisor concurred with that assessment.

**Source: SCFMC Evaluation**

had several meetings with all the stakeholders and developed guidelines. The new cash management system was implemented from January 2020. It took a while to get the approvals because others were also involved. Because of the importance of this issue, I persevered”. She believes that the new cash management system will be a significant improvement going forward.

**Source: SCFMC Evaluation**

### Box IV.3: Attending the SCFMP Helped to Identify the Real Problem

“Very often in trying to advance the process of economic and social development, we actually focus on the wrong problem”. This was one of the lessons learned by Director of Statistics of a Caribbean Central Bank when she attended the programme. Her challenge was to resolve differences of how users viewed statistics in the region. While attending the programme, the questions posed by her peers and facilitators made her realise that she was identifying the wrong problem. Thus, during the SCFMP her challenge was reshaped. As a result, she realised that her original approach called for “a change in mindset. This new approach definitely helped me.”

**Source: SCFMC Evaluation**

### Box IV.2: Improving Cash Management in a Caribbean Country

An Accountant General said she did not have negotiation skills before attending the programme. She now uses the negotiation skills learned at the SCFMP every day in her work. Her challenge was related to improving her country's cash management system. The skills and knowledge acquired helped her to change the cash management system in her country. “Before attending the programme, there was no formal cash management system in place. We simply juggled the payment of bills from day to day. There was a Cabinet decision giving approval for a committee to look into the cash management system but nothing was ever done. I returned from the programme full of ideas learned from the various presentations and the help provided reshaping my challenge.” “Since then, we have made tremendous strides in improving our cash management system. We

97. **View from the Pacific:** The level of confidence of participants in approaching the reforms to be developed and rolled out improved. In a few cases changes in government and the minister exposed ministries to uncertainties, which makes it difficult to maintain continuity and may affect budget and work priorities. These factors sometimes pose challenges to effectively use what was learned at the SCFMP and to implement the challenges. In some cases, participants already had some of the skills and the SCFMP gave them an opportunity to hone those skills. In a few cases, mostly related to technical modules, participants found the material interesting but did not use those skills in their job. Specific examples cited during the interviews of usage are summarized below followed by Boxes IV.4, IV.5 and D.3 that provide some details and context showing how some Pacific participants used what was learned at the SCFMP.

“One of the key areas in negotiations is having good listening skills. This means ensuring that the people are given the opportunity to provide their views and facilitate it in a more inclusive way. At the end of the day, they are the ones who operationalize these plans so it is very important to facilitate ownership. We have found that this approach makes things easier for both the ministry and the sector partners”. Ministry of Finance Official.

“When changes are introduced, there is always resistance to change. The course and the skills gained helped tremendously in facilitating consultations, meetings with the chief executive officers of public enterprises and various stakeholders in driving the reforms and the work expected of us as a new ministry.” Chief Executive Officer, Ministry of Public Enterprises.

I already had much of the knowledge and skills and had been applying them. The programme meant that I was able to hone my existing skills.” Head of a Ministry.

#### Box IV.4: The SCFMP Provided Useful Skills for Senior Officials in the Ministry of Finance in the Pacific Island Country

The three participants from a ministry of finance found the SCFMP very useful to them in carrying out their day to day duties. As senior financial managers, they found that the skills learned from the technical topics enhanced much of what they knew already, which was refreshing and encouraging. It raised their confidence in carrying out their financial management roles. They used the knowledge and skills gained on leadership, change management, consultation, and negotiation to initiate change and to better explain changes to treasury and procurement guidelines and processes. They used these skills to liaise better with line ministries and other stakeholders and they were able to improve the working relationships and the efficiency of their service deliveries. Revised procurement regulations and treasury instructions provided clear accountabilities and improved internal controls. The three participants have all used the leadership knowledge and skills to make better decisions. The skills learned help them when they must step up and take on the role of their supervisor like the chief executive officer for the ministry of finance,

reporting to the minister and managing the functions of the ministry. The supervisor of these participants, the chief executive officer, finance, strongly agreed that including both technical and soft skills in the SCFMP was very relevant and useful for the ministry of finance. She was not aware of any other training available for this level of senior management like deputy chief executive officers.

**Source: SCFMC Evaluation**

#### Box IV.5: Usefulness of the SCFMP for Long-term Economic Planning

The head of the Ministry of Finance and Economic Management attended the 2018 SCFMP. His challenge aimed to create an enabling environment for economic growth. He has built a programme to improve the ease of doing business in his country. One of the key outputs of his challenge was the formulation of an economic development strategy. “I already had ideas about what I wanted to do. Attending the training affirmed the path that was taken.” “The strategy aims to send a strong message to agencies and stakeholders involved in creating growth, about the importance of working in coordination.” The draft strategy will be released for public consultation and then finalised. “Progress has been made with stakeholder engagement, we had a public sector leaders conference and I am working with the other heads of ministries to integrate this work into their business plans. This involves creating growth and having heads of ministries understand and be committed to this strategy and somewhere at the end we will see business, entrepreneurship and economic growth.... It is a work in progress that is aiming to change the way in which government plans and functions.” The opportunity to reflect and affirm with tutors and peers from other small countries was relevant and useful to this head of a government agency.

**Source: Interview for the SCFMC Evaluation**

98. **View from Africa/Indian Ocean:** Participants rated networking, country experiences, practical applications, the challenge and negotiation skills as the things that were most useful while supervisors and heads of organisations ranked the challenge,

negotiation skills, leadership and communication skills as most useful for the organisations. All interviewees rated the challenge as one of the most useful elements of the SCFMP. One of the participants noted that time could be saved and learning enriched if there were more commonality among the challenges as it would then be possible to combine and discuss common issues. Participants were able to apply the knowledge and skills gained, in part, because they learned from other small countries. The SCFMP improved the way participants manage their staff, do their jobs and consult with stakeholders. Examples of use cited during the interviews are summarized below followed by Boxes IV.6, IV.7 and D.4 that provide some details and context showing how some participants applied the knowledge and skills gained by attending the SCFMP.

■ *“Those who attended the training come home with a very positive change. I see the impact that made on our staff. The content is very relevant and those who attended are using and applying what they learned every day.”* Governor of a Central Bank.

■ *“We have a very young team at the Central Bank. Getting the exposure from other countries helped the staff in performing their job. I hope this programme continues for a long time. The management and leadership components are very useful as are the negotiation skills and the general supervisory issues, especially in the light of the young workforce.”* Governor of a Central Bank.

■ *“Apart from the technical components, people skills are critical. Staff have technical skills. It's the leadership, negotiation and self-confidence that they lacked. Now they have higher esteem and confidence”* Head of a Ministry of Finance, Trade Investment and Economic Planning.

■ *“Some modules on Cash and Debt Management and Tax Information Exchange and International Tax issues were also useful since I need to be abreast of the issues relating to ministries of finance.”* A 2015 participant from the Ministry of Finance and Development Planning.

#### **Box IV.6: A Central Bank in the Africa/Indian Ocean Region Negotiating with a Major Bilateral Donor**

Central banks are involved in sensitive negotiations with many international organisations (e.g., the IMF; World Bank; bilateral donors; international regulatory experts). Thus, good negotiation skills are essential. A 2015 SCFMP participant from a central bank was assigned to lead the negotiations with a major bilateral donor. The SCFMP's soft skills sessions helped the participant to effectively lead and manage those negotiations. During the SCFMP the participant learned about how to deal with different cultures during negotiations. The bilateral donor requested that the details for the agenda, the meeting and the provision of documents be organised in a certain way. The bilateral donor's preference was to have all the documents and information before the meeting. The participant ensured that all of the material was emailed well in advance. The bilateral donor was pleased so the negotiations started on good terms. During the meeting the participant used the negotiation and communication skills learned from the SCFMP. For example, the participant was specific and clear in his communications. The negotiations went well. The participant became more confident in leading negotiations with international organisations after attending the SCFMP. The participant's supervisor independently confirmed that he was impressed with the way that he handled the whole negotiation process.

**Source: SCFMC Evaluation**

#### **Box IV.7: Daily Use of Negotiation Skills in the Africa/Indian Ocean Region**

A 2015 participant who was the Director of Finance and Banking in a Ministry of Finance and Development Planning uses the negotiation skills on a daily basis. The Southern African Development Community (SADC) is designed to promote regional integration in southern Africa. Her country has ratified the SADC Protocol on Trade in Services. The section that she is working involves negotiating with other member states and private stakeholders to develop the regional financial services market.



Financial services will be negotiated under the SADC with the European Union. Support needed to be negotiated with the stakeholders in the banking and the non-bank sectors during the drafting of the country's position on the sectors to be liberalised. The Trade in Services negotiations at the SADC level were successfully completed in 2018. The participant succeeded in getting the financial services sector on board — meetings were held with the bankers' association, central bank and the ministry of trade and industry. The participant used the negotiation skills learned at the SCFMP in international meetings, internal meetings and contract negotiations with consultants. She has also been appointed as a member of the two Boards, including chairing one, and chaired the Task Team on the AML Strategy. She used the leadership and negotiation skills learned during the programme on a daily basis in these positions.

**Source: SCFMC Evaluation**

## C. Effectiveness of Networking Opportunities

99. One of the potential benefits of the SCFMP is to develop networks among officials working in the financial regulatory and fiscal areas in small countries. Those officials are often facing similar problems. Sharing approaches and experiences could, potentially, lead to better solutions or avoid mistakes. Despite these positive views on the benefits of networking, developing a strong network remains a work in process. The ESurvey results indicate that, on average, there is relatively little contact among the speakers and the alumni after they return to their jobs (Table D.6):
  - I About one third contacted other participants from their region related to applying the knowledge and skills gained either **A Fair Amount** or **Regularly**.
  - I About one quarter contacted participants from other regions related to applying the knowledge and skills gained either **A Fair Amount** or **Regularly**.
  - I There was little contact between the participants and the speakers after the SCFMP was completed – 60% reported **No Contact** and 20% reported contacting the speakers **Once or Twice**.
- I The SCFMC website was not an effective tool to promote networking – 74% had **Never** visited it and 11% had visited the webpage **Once or Twice**.
- I Social media appears to have more potential to communicate with the network of SCFMP alumni and speakers. While 39% of the participants reported that they **Did Not** use social media to network, 30% reported using it using social media to communicate on professional issues **Once or Twice** or **A Few Times** and 28% reported communicating on social media to network **A Fair Amount** or **Regularly**.
100. There is considerable evidence that during the SCFMP many participants appreciated the insights offered by other participants that helped to improve their challenges. These networking opportunities will only be truly effective if they endure after programme completion and participants continue to use the network after returning to their jobs. The country studies found some examples of networking among participants.
101. **View from the Caribbean:** Some of those interviewed explicitly mentioned that they valued the networking opportunities afforded by the SCFMP. A central bank governor's views of value of networking are summarized in Box IV.8. Other examples of networking from the Caribbean country studies included:
  - I *"The high calibre participants that attended the SCFMP enhances the learning experiences in that one feels as though one was among peers, globally. This was impressive for me, for the quality of the engagement was rich".* A Participant.
  - I *A participant emphasised the value of the programme within the context of her very small country and the exposure to new countries and colleagues working in the same field. The SCFMP facilitated their ability to network with people working on the same issues in similar environments and contexts. She has seen improvement in knowledge transfer and also noted that confidence levels increased as a result of the group having attended the SCFMP.* A Participant.

### Box IV.8: The Value of Networking Opportunities Facilitated by the SCFMP

A Governor of a Central Bank stated that in addition to all of the very positive technical skills that he took away from the programme, one of its values to him in his new role as Governor of a Central Bank was the networking that the programme facilitated. “A programme of this nature lends itself to networking. At our Central Bank, senior staff are now encouraged to seize opportunities for networking when attending conferences”. He said that “you come away with a sense of holistic development, you get technical skills which you are able to immediately apply to your work, and you get to build a network which is indispensable”.

**Source: SCFMC Evaluation**

102. **View from the Pacific:** Another positive aspect of the programme was that it provided an opportunity to meet, network with and develop relationships with people from other small countries. The participants appreciated the SCFMC’s stringent, competitive process to select the best candidates. This provided a broader learning experience through sharing of best practise and experiences by the selected participants. The duration and the structure of the SCFMP meant that there were ample opportunities to get to know fellow participants, develop relationships and share knowledge and experiences, thus learning from peer countries. The network that the SCFMP helped to develop was perceived as being useful as after the programme. Some SCFMP participants have created networks through chat groups, emails and other electronic mediums. Some contact other alumni to for views on issues of mutual concern.

■ *“It was a very useful chance for reflection with a mix of colleagues and experienced tutors from other small countries. What was interesting was meeting different nationals, most are junior but there were a few experienced practitioners.” “Discussing with participants, knowledge sharing with junior and senior colleagues and experienced tutors learning from other countries lessons were the most useful aspects of the programme.” A Pacific Participant*

■ *“It is a great course and the ongoing fostering of*

*the network is a distinguishing factor.” Participant from a Pacific Financial Supervisory Commission.*

■ *“Getting to meet people from other parts of the world and developing a network of colleagues from around the world was one of the most useful aspects.” A Pacific Participant.*

■ *“Networking with Pacific contacts is very useful. My staff are able to inquire with contacts in other countries, they can utilise those contacts to seek information. They are very practical networks.” A Pacific Supervisor.*

### Box IV.9: Learning from the Experience of SCFMP Colleagues and Other Countries

A 2019 participant from a Pacific Financial Supervisory Commission said that her challenge was to consider the role of the Financial Supervisory Commission in regulating the first credit bureau being established in her country. She was able to advance that initiative upon returning to her office. “I got advice from other participants and wrote a proposal that was reviewed by a senior staff member. Next it will be reviewed by legal advisers and then presented to the Board. Following that, it will require the development of an Act to be passed in parliament.” “Having the chance to discuss the situation with other participants definitely helped to improve my understanding of the role of financial regulators.”

**Source: SCFMC Evaluation**

103. **View from Africa/Indian Ocean:** Developing networks with colleagues working on similar issues in similar contexts in small countries was identified as a benefit of attending the SCFMP. Some participants, even from the 2013 SCFMP, noted that issues continue to be discussed among the SCFMP classmates as they do keep in touch. This networking was identified as one of the three things that participants found most useful about the SCFMP.
- *“I learned the approaches other countries used in similar situations. This really helped me to successfully implement the challenge.” A 2015 Participant from a Central Bank.*

## D. Assessment of the SCFMP's Effectiveness

104. The Evaluation Team assessed the effectiveness of the SCFMP as **Excellent** (Table IV.2). The largest weight was placed on the use of the knowledge and skills on the job. In the evaluation team's view, this is the most important measure of effectiveness. Use was rated **Excellent**, based on the ESURVEY replies and the country studies that shows that participants use what was learned frequently on-the-job, particularly the management skills. The second highest weight was assigned to the quality, design and delivery of the SCFMP. If the knowledge

and skills are not relevant and communicated effectively, learning will not occur or be used on-the-job. Because the strong consensus among key informants was the content, speakers and pedagogical techniques were all **Excellent**, that was the rating assigned to this dimension of effectiveness. Networking among participants was a desirable outcome of the SCFMP. While there is evidence that occurred during the SCFMP, post-course communication among participants has been sporadic. Further, the SCFMC has not nurtured the development of networking opportunities. These factors resulted in a **Modest** rating.

**Table IV.1: Rating the Effectiveness of the Small Country Financial Management Programme**

	Weight (%)	Rating <sup>a</sup>	Weighted Score <sup>b</sup>
Quality, Design and Delivery	30%	5	1.50
Use of Knowledge and Skills	60%	5	3.00
Effectiveness of Networking	10%	2	0.20
Total	100%		4.70 <sup>c</sup>
a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent b Weighted Score = Weight*Rating c Cut off points: Poor≤1.5; 1.5<Modest≤2.5; 2.5<Average≤3.5; 3.5<Good≤4.5; 4.5<Excellent			
<b>Source: SCFMC Evaluation</b>			

## V. EFFICIENCY OF THE SMALL COUNTRIES FINANCIAL MANAGEMENT PROGRAMME

105. The assessment of the efficiency is based on an analysis of three factors: (i) governance structure, Board and staffing; (ii) efficient use of available resources; and (iii) efficient organisation and administration of the SCFMP. The assessment drew on a mix of objective and subjective data — available documents, financial data, ESurvey responses and the country studies.

### A. Governance Structure, Board and Staffing

106. The SCFMC was incorporated as a private company limited by guarantee and not having share capital on 17 June 2009 and received its charity registration on 4 August 2009.<sup>42</sup> The Board acts as a sounding board for, and provides advice and guidance to, the executive director. The names and qualifications of the Board members and the management team are disclosed on the SCFMC web page. The company secretary is an official from the Isle of Man government.

107. The SCFMC is legally required to have its accounts audited once a year by a recognized accountant and report its financial statements within six months of the close of its fiscal year. The SCFMC complies with both of these legal requirements. The SCFMC also follows good practice by disclosing its audited financial statements on its website as well as other material (e.g., eligible countries; application process; participant selection criteria; programme content).

108. During the evaluation period there were no major changes in the governance structure. However, the SCFMC took steps to respond appropriately to, and ensure compliance with, additional governance-related issues such the Charities Registration and Regulation Act 2019, the General Data Protection Regulation and its safeguarding requirements for charities. Three steps were taken during the evaluation period:

(i) **Privacy Policy:** SCFMC adopted a privacy policy in 2018 to be compliant with EU Regulation 2016/679, the General Data Protection Regulation that protects people's right to privacy. This applies to all personal data collected by the SCFMC and covers the rights of people providing the data, the reasons personal data is collected and how it is collected, how the data will be used, prohibitions on sharing with third parties, data storage and protection and confirming people's right to request a copy of their personal data.

(ii) **Directors formally become members of the SCFMC charity:** The SCFMC's Memorandum and Articles of Association refer to both members and directors. The Isle of Man Beneficial Ownership Act 2017 had legal implications for the SCFMC. The 4 October 2017 Annual General Meeting discussed the issues involved, taking into account the views of the Isle of Man Treasury and noting that becoming members did not increase the responsibilities of directors. Consistent with Section 3a of the Articles of Association, the Board agreed that directors would formally become members. That decision ensured that no member had more than 25% of the beneficial ownership of the SCFMC.

(iii) **Increased disclosure of information:** In 2019 the SCFMC published its first formal annual report, which is available on the website. Previously the SCFMC had submitted reports to the Isle of Man Government. While there were no annual reports as such for 2013, 2014 and 2015 there were meetings with the Isle of Man Government funding bodies at which the SCFMP was discussed. In 2016 the SCFMC was asked to prepare a contribution to be included within the International Development Committee's Annual Report. Subsequently the Cabinet Office Political Group became the relevant funding body within the Isle of Man Government and the SCFMC submitted reports in 2017, 2018 and 2019 to that body.

109. The eight-member Board has an appropriate mix of skills, experience and longevity that

<sup>42</sup> Charity number 1044.

enhances institutional memory. The long serving Board chair is independent of any official body or government. The Board, which includes the current and former executive directors, has a mix of people who have been involved with the SCFMC from the beginning and others who became involved more recently. Board members have a mix of experience including working with the Isle of Man Government, the IMF, the World Bank, the Bank of England, the UK Treasury and Oxford University. Relationships with the Isle of Man Government, the World Bank and the IMF are particularly important for the SCFMC. The mix of professional experience includes experience in the financial regulatory and fiscal areas, finance and accounting, teaching, legal and evaluation. Small developing countries have been represented on the Board by former senior government officials who attended the SCFMC at some point in the past. Board members contribute their services on a pro-bono basis, although their travel costs may be paid by the SCFMC.

110. The Articles of Association state “Unless otherwise determined by ordinary resolution, the number of directors (other than alternate directors) shall not be subject to any maximum. The directors may include, but not be limited to, the following persons:
- (i) a representative of the Treasury of the Isle of Man Government;
  - (ii) a representative of the World Bank;
  - (iii) the Chair of the Small States Network for Economic Development;
  - (iv) a representative of a small country in Africa;
  - (v) a representative of a small country in the Caribbean;
  - (vi) a representative of a small country in the Pacific;
  - (vii) representatives of international bodies and other World Bank member countries, provided that the number of such directors shall not exceed five; and
  - (viii) a representative of the Commonwealth Secretariat.”
111. In practice, this list has been treated as illustrative and is no longer functional as a practical matter.

While in the past there were Board members representing the World Bank, the Chair of the SSNED and the Commonwealth Secretariat, no Board members have represented those constituencies for several years. Staff turnover at the World Bank and a focus on thematic areas rather than regions contributed to weaker World Bank/SCFMC relationships, SSNED became largely dormant and the SCFMC was not successful in mobilizing funding from the World Bank, the Commonwealth Secretariat or other international organisations after 2012.

112. Two issues arise regarding the Board:
- (i) lack of diversity: The Board has consistently lacked gender and ethnic diversity – six of the eight current Board members are white males. The small states representative and one other well-qualified Board member bring both gender and ethnic diversity. Although some past boards have included more diversity, since its founding the SCFMC Board has lacked diversity; and (ii) limited representation from small countries: Currently there is only one director from the Caribbean who represents all small countries. The Articles of Association suggest that there should be greater representation from small countries and regional representation on the Board — one director from each region. In 2013 and 2014 all three regions were represented on the Board. In 2015 the woman representing the small countries in Africa and the Indian Ocean resigned because of work commitments. She was not replaced. In 2017 the representative from the Pacific left the Board and was not replaced.<sup>43</sup> The Board is aware of these issues and tries to identify potential, well-qualified candidates that will increase its gender and ethnic diversity. Consideration is being given to establishing an Advisory Group to provide a more flexible mechanism<sup>44</sup> to add diversity and small country representation. A second alternative would be to seek more gender and ethnic diversity for new directors from the Isle of Man and/or the United Kingdom with appropriate skills, experience and empathy to the work with the SCFMC.

<sup>43</sup> During the 2013 to 2017 period, this director did not participate actively in Board activities or provide the perspective of small countries.

<sup>44</sup> Because of concerns about money laundering, terrorism financing and customer risk management, regulatory authorities are placing increasing emphasis on issues like “*know your client*” and “*politically exposed persons*”. There are increasingly stringent procedures for appointing Board directors that require more due diligence and disclosure of personal financial information. Organisations are increasingly risk-averse to appointing non-UK directors.



113. The Board met annually during the 2013 to 2019 evaluation period. During the early part of the period efforts were made to hold the annual meeting on the sidelines of the World Bank/IMF spring or fall meetings. That helped to raise the profile of the SCFMC with senior officials from small countries, who typically attend those meetings, and with the World Bank and the IMF. However, over time the relationship between the SCFMC and the World Bank and the IMF weakened. During the latter part of the evaluation period, the Board meetings were held in the Isle of Man, Oxford or London to minimize travel costs. A review of the minutes of the meetings indicates that the Board is functioning appropriately. Attendance meets the quorum requirements. Some directors attend in person and some attend virtually. There were also some “no shows”. Meetings address topics like appointing new Board members, staffing and succession planning, reviewing reports on the SCFMP, the process for selecting participants, finances and auditing, evaluation, strategic issues and administrative matters. During the first part of the evaluation period, the Board considered many options to diversify its sources of funding. However, those efforts were not successful and gradually the Board placed less emphasis on that topic.

114. As part of the strategy to minimize overheads, the SCFMC has a small management team consisting of the executive director, programme director and programme manager. All of these positions are part-time and the incumbents receive a stipend depending on the hours worked. The members of the management team have good contacts with the two main partner organisations, the Isle of Man Government and Oxford University.

115. Although the Articles of Association mention undertaking research and dissemination activities, providing an international forum for sharing knowledge and developing best ideas and practices, and regional workshops, in practice the SCFMC has focused on the first activity specified in the Articles – providing targeted executive training programmes. This is largely through the annual SCFMP but also included the first regional programme, the Cook Islands' Negotiation

Programme. This reflects the SCFMC's limited budget, the small, part-time staff and a strategic decision taken at the Board's first meeting in October 2009.

116. The programme director runs the teaching side of the SCFMP. This includes defining and fine tuning the curriculum, based on feedback received through observation and the self-evaluation process, and selecting the participants and faculty. The two programme directors that filled the position during the evaluation period were both Associate Fellows of the Saïd Business School at Oxford. The close relationship with Oxford is a strength of the SCFMP and facilitates faculty recruitment. They are contracted for an indeterminate number of days at the rates they would be paid if the SCFMP were a Saïd Business School programme.

## B. Efficient Use of Available Resources

117. The Isle of Man Government has consistently provided funding for the SCFMC, most recently through a November 2016 5-year commitment to provide £300,000 annually, and in-kind support. Examples for the latter include the use of the facilities at the Nunnery under a University College of the Isle of Man lease and staff support. Pro bono teaching services have been provided by successive Assessors of Income Tax, the Chief Executive of the Financial Supervision Commission until his retirement and current and former Ministers and officers' time as panellists discussing the Isle of Man's economic journey. The Treasury's Chief Financial Officer sits as an ex officio member of the SCFMC Board and a Treasury officer has served as the SCFMC Secretary since inception. In addition, their Excellencies, Lieutenant Governors Adam Wood and Sir Richard Gozney KCMG CVO, have hosted annual receptions at Government House. Presidents of the Tynwald, Mrs. Christian O.B.E. and The Honourable Stephen Rodan O.B.E., M.L.C., have provided support and hosted annual receptions for participants, the business community and government representatives in the Parliamentary Buildings. The Isle of Man business community also supports the SCFMC (Box E.1). Examples include

pro bono services for auditing, accounting and banking, free telephone sim cards, use of facilities, support for the SCFMC webpage, support for travel and accommodation arrangements and sponsoring receptions.

118. The 2012 evaluation highlighted the need to follow best practice and have separate companies handle the SCFMC's accounting and auditing functions. This issue has been addressed and different internationally recognized companies performed these functions. The firm providing accounting services, due to international policy changes, ceased to provide them after 31 March 2018. After that date, the accounting functions were undertaken in-house. The firm providing audit services did so on a pro bono basis up until 2018 but now charge for their services. The SCFMC was unsuccessful in finding internationally recognized firms that would provide these services on a pro bono basis. The SCFMC does not have a policy of periodically changing its auditors but the Board recognizes that it is preferable to periodically change auditors. Each year the Board reviews whether to continue with the existing auditors. In practice, few firms are interested in providing services to small charities on a pro bono basis or even on commercial terms. The financial statements of the SCFMC are audited annually and, in accordance with good practice, are disclosed on the SCFMC website (Table E.1). All audits were clean, i.e., there were no qualified opinions or matters on which auditors were required to report exceptions. The audits state that the financial statements represent a true and fair view of the SCFMC's affairs and were prepared in accordance with the United Kingdom's Generally Accepted Accounting Practice and the Isle of Man's Company Act.
119. The SCFMC is a lean organisation and every effort is made to keep overheads low and to live within the budget. Revenues reflect donations from the Isle of Man government. Between 2013 and 2017 revenues were nearly constant in the £300,000<sup>45</sup> range, with no increase to reflect inflationary cost increases. In 2018 revenues rose to £350,000, with a one-off additional grant of £50,000 being

received. Expenditures exhibited a similar pattern, remaining relatively constant in the £275,000 range before increasing to £294,000. Each year, expenditures were less than the available revenue and the resulting surpluses were transferred to the member's account. During the evaluation period, the cumulative surplus was £184,300.

120. Although this issue has been addressed in more recent audited financial statements, the audited financial statements during the initial years of the evaluation period did not provide a detailed breakdown of expenditures. Such historic, unaudited information is available from the SCFMC (Table E.2), which indicates that:
- During the evaluation period expenditures ranged between £253.3 thousand (2016) and £308.2 thousand (2014) with no clear upward trend to offset inflation.
  - The number of participants is the major driver of costs. Typically, there are 24 participants. During the years where there were fewer (23 in 2016) or more (26 in 2019), there was a corresponding impact on total expenditures.
  - The expenditure per participant was relatively constant, averaging about £11,700 during the evaluation period, ranging from a low of £11,000 in 2016 and to a high of £12,800 in 2014. The evaluation team could not obtain data to benchmark the SCFMP's cost per participant against similar programmes. The corresponding costs were £10,800 in 2010 and £12,205 in 2011. Expenditure per participant remained nearly constant for a decade which illustrates the SCFMC's efforts to contain costs.
121. The SCFMC's major costs are directly related to putting on the SCFMP — transportation (21% of total expenditures incurred during the evaluation period), accommodation, food and daily living expenses (24%) and professional fees for the speakers (34%). A more detailed analysis of the data in Table E.2 illustrates major expenditure drivers and some cost-containment measures:
- Year to year variations in transport costs reflect the number of participants, the mix of participants and available market pricing for airline tickets. The

<sup>45</sup> All costs incurred by the SCFMC for the Cook Islands' Negotiation Programme were charged to the Cook Islands Government with a residual balance of £6,812 for labour costs of SCFMC staff included as income in 2017.

SCFMC pays for economy class tickets<sup>46</sup> and the travel agent looks for the best deals possible.

■ Year to year variations in accommodation, food and daily living expenses reflect differences in the number of participants and length of the programme.<sup>47</sup> While there was an increase in the costs at Oxford, hotel costs on the Isle of Man have been held constant for a number of years. There was also a reduction in the number of college dinners included within the programme. The SCFMC pays participants a per diem of £25 per day, which has not increased since the 2012 evaluation. The £25 per day covers meals not provided as part of the SCFMP, which covers all breakfasts and lunches and several dinners, and incidentals.

■ One area that is directly related to the quality of the SCFMP is the quality of the speakers. To ensure that the quality of the SCFMP is comparable to the leading business schools, the SCFMC uses world-class resource persons from leading universities or leading practitioners. The world-class faculty is a major reason for the good quality of the SCFMP. The SCFMC seeks to attract the most appropriate speakers and, as required, pays fees broadly comparable with those paid by the market-based fee structures of leading business schools. There are trade-offs involved in the quality of the faculty and their costs on the one hand and the quality of the programme and results achieved on the other. Finding the right balance in the context of severe resource constraints is a challenge for the SCFMC.

■ Year to year variations in the speaker fees reflects a number of factors. The SCFMC attempts to attract speakers with a reputation for excellence in their field. The SCFMC's fee structure is applied flexibly depending on the presenter and their market established fee. Although the fee structure is broadly equivalent to those paid by business schools, there are some variations among speakers. As a cost-containment effort, the SCFMC has held faculty fees nearly constant, with only one increase (5%) in 2017 over many years. Also, the SCFMC has maximized the use of pro bono teaching, where

possible while still offering teaching and subject matter excellence, and has negotiated some fee reductions.

■ Overhead costs accounted for 21% of total expenditures.<sup>48</sup> Overhead costs have increased relative to the findings of the 2012 evaluation because SCFMC now pays the executive director and the programme manager a fee for hours worked – the previous executive director provided his time on a pro bono basis.<sup>49</sup> Also, the pro bono provision of accounting and auditing services ended in 2018. The evaluation team could not obtain data to bench-mark the SCFMC's overhead costs against similar programmes. Insurance costs have increased, both for event cancellation and Directors' and Officers' Liability Insurance. The SCFMC website has been updated, with associated one-off costs, but this is expected to reduce recurrent maintenance and hosting costs. As a cost-containment measure, the contract for the AidImpact Management Information System was terminated.

122. Overall, it is clear that the SCFMC makes efforts to economize on expenditures and control costs, regularly reviews faculty, accommodation and administrative costs and identifies possible savings that would not diminish programme quality. Minutes show that the Board is concerned about expenditure management and efforts to contain costs. The evidence indicates that the SCFMC carefully manages its scarce resources to limit overheads and maximize the proportion of its funds used directly to put on the SCFMP.

123. During the evaluation period the cost per participant ranged between £11,000 (2016) and £12,800 (2014) with no clear upward or downward trend (Table E.2). These cost per participant figures cannot be compared with internal cost data for courses put on by the IMF and the World Bank as those cost figures do not include the salaries of their staff who act as instructors or the

<sup>46</sup> If their organisations allow their participants to travel business class, their organisation pays the difference between economy and business class fares.

<sup>47</sup> The 2016 and 2017 programmes were 11 days in duration while the 2018 and 2019 programmes were 12 days.

<sup>48</sup> Consisting of administrative costs (18%) and miscellaneous costs (3%).

<sup>49</sup> The Articles of Association allow the SCFMC to pay "reasonable and proper remuneration for any member, officer or employee." The post of executive director was advertised at a salary of £40,000 per year for one and a half days per week. As a cost-containment measure the executive director suggested that he be paid on an hours worked basis and that the hourly rate be further discounted by about one third. Further, he does not claim any holiday pay, although he is entitled to do so under the contract.

use of their facilities. For comparative purposes, the cost of attending various executive training programmes, which are put on for a profit, was examined. The fee for attending a 14 day Executive Public Leaders Programme offered by the Oxford Blavatnik School of Government was £18,000, which covered accommodation, meals, tuition, programme materials, executive coaching and extracurricular activities but not air travel. The tuition costs for four to six day executive training programmes covering things like management, leadership and negotiation offered by the Saïd Business School and the London Business School ranged between £7,000 and £8,900. In addition, participants had to cover their accommodation, travel and per diem costs. These comparisons show that executive training programmes offered by leading business schools are expensive and that the direct costs incurred by the SCFMC, which include accommodation, travel and per diem, are reasonable compared to the tuitions levied by business schools.

124. Unlike executive training programme put on by universities, all participants are fully sponsored by the SCFMC. There is no cost for the participants or their organisations. This is similar to the practice of the World Bank, the IMF, the regional development banks and bilateral donors when they sponsor seminars and training programmes. It is also consistent with the premise on which SCFMC was founded – government officials from small island countries should have access to a world-class course without regard to the cost of attending the course. Periodically the Board has discussed the possibility of levying a fee to attend the SCFMP but has rejected that approach.

125. ESurvey respondents were asked if they would continue to recommend that colleagues attend the SCFMP if various types of user fees were levied [e.g., participants pay for their airfares, accommodation or various levels of course fees (i.e., £5,000; £1,000) (Table E.3)]. The responses were mixed. For all types of user fees, a significant proportion of respondents did not give a clear opinion, stating that their recommendation would depend on the circumstances. Participants paying for their airfares was the only option for which more respondents

would **Recommend/Strongly Recommend** (42%) that others attend the SCFMP than **Would Not/Would Strongly Not Recommend** attendance (31%). Respondents were approximately evenly divided about recommending future attendance if participants were required to pay for their accommodation. There was strong opposition to the SCFMC charging a fee to attend the SCFMP – 55% **Would Not/Would Strongly Not** recommend attendance if there was a £5,000 fee and only a quarter of respondents would recommend that others attend the SCFMP. While opposition to a £1,000 course fee was more muted, a substantial 41% of the respondents would not recommend that people attend the SCFMP under those circumstances. In identifying the best elements of the SCFMP, one respondent commented “Full sponsorship (travel, accommodation and allowance) for participants”, thus underlining the point about the importance of participants not having to pay to attend the SCFMP. In supporting this view another respondent stated *“For continued effectiveness, program should continue to be offered without fees. Also, in line with public-private partnership, the program should be extended to the private sector, probably at their own expense i.e., travel cost.”*

126. The ESurvey responses indicate that future attendance would be sensitive to cost recovery policies, with many respondents stating that they would not recommend attendance to the SCFMP. However, a sizable number would recommend attendance depending on the circumstances and a few would recommend or strongly recommend attendance even if the participants had to pay for their airfares or accommodation. Given the results in Table E.3 and the prevailing practice in international development circles, the Evaluation Team is of the view that the SCFMC should continue its practice of sponsoring the full cost of participants.

## C. Administration and Organisation

127. The ESurvey results reflect near-unanimous praise for the efficient administration and organisation of the SCFMP. The 2013 to 2019 participants rated all of the following dimensions of organisation and administration as **Very Good**, the

highest possible rating: (i) overall process and administration efficiency; (ii) pre-programme communication; (iii) programme administration; (iv) venue; (v) meeting facilities; (vi) accommodation; and (vii) travel arrangements. Participants rated the food as **Good** (Table E.4). This positive assessment several years after attending the SCFMP is consistent with the feedback from participants on their post-programme assessments at the end of the SCFMP. Overall, the participants viewed the SCFMP as well organised, well managed and well-coordinated. This is reflected in some of the responses to the open-ended questions on the ESurvey. When asked to identify the three best things about the SCFMP several ESurvey respondents mentioned the venue, accommodation and food with one stating *“The travel arrangements, venue, food, and the experience at Isle of Man and Oxford is an experience of a lifetime to me. Very grateful to the SCFMP Team for their professionalism, hospitality and friendliness during our time at the programme.”*

128. The two-week length for the SCFMP is appropriate. Several of the participants reported that the programme was very intense and a small number suggested that it should be extended by a week to allow other topics to be covered. However, some heads/deputy heads of organisations and supervisors stated that if SCFMC could design a shorter period training focusing on soft-skills for senior staff, they would be more likely to be able to attend. Very senior staff cannot be away from the office to attend a two-week course.

129. The two-week period to hold the SCFMP varied slightly during the evaluation period from mid-June to the end of July. No general problems were identified with that timing. However, participants from Muslim countries did request that the SCFMP did not coincide with Ramadan (the fasting month Muslims observe).

## D. Assessment of the SCFMP's Efficiency

130. Efficiency was rated as **Excellent** (Table V.1). The governance structure is working as intended, and was rated as **Good**, although there is scope to improve diversity and representation from small countries. The Board, part-time executive director, part-time programme manager and part-time programme director are playing their roles. **Excellent** use has been made of the available resources, the dimension of efficiency that was assigned the highest weight. Efforts have been made to contain costs and the cost per participant has remained broadly constant for a decade. Feedback from the ESurvey is consistent with an Excellent rating for SCFMP's administration and organisation.

**Table V.1: Rating the Efficiency of the Small Country Financial Management Programme**

	Weight (%)	Rating <sup>a</sup>	Weighted Score <sup>b</sup>
Governance Structure, Board and Staffing	20%	4	0.80
Use of Available Resources	60%	5	3.00
Administration and Organisation	20%	5	1.00
Total	100%		4.80 <sup>c</sup>

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

b Weighted Score = Weight\*Rating

c Cut off points:

Poor≤1.5; 1.5<Modest≤2.5; 2.5<Average≤3.5; 3.5<Good≤4.5; 4.5<Excellent

Source: SCFMC Evaluation



## VI. SUSTAINABILITY OF THE SMALL COUNTRIES FINANCIAL MANAGEMENT PROGRAMME

131. There is more uncertainty associated with sustainability ratings than with the ratings of the relevance, efficiency and effectiveness. The reasons are twofold: (i) rating sustainability requires looking into the future, always a difficult and uncertain exercise; and (ii) many external factors determine whether or not the SCFMP benefits will be sustainable. The assessment of sustainability is based on three factors: (i) financial sustainability; (ii) sustainability of the demand for the SCFMP; and (iii) sustainability of the benefits.

### A. Financial Sustainability

132. The Government of the Isle of Man has been a consistent and generous financial supporter of the SCFMC. During the evaluation period it was the only source of financial support. The Isle of Man Government sits for a fixed 5-year period. To reduce funding uncertainty, the current administration gave a 5-year commitment of £300,000 per year, thus securing the SCFMC's funding until 2021. No administration can, or will, commit future administrations to funding a particular programme. Therefore, the SCFMC will have to await the appointment of a new administration after the September 2021 general election to formally seek funding beyond 2021 in the February 2022 budget. Informally, the SCFMC maintains close relationships with both officers and politicians in the Cabinet Office, who are responsible for funding recommendations. This independent evaluation will form part of the case being made by the SCFMC for such funding to continue.

133. Although the Isle of Man government has been a strong supporter, relying on one source of financing represents a potential strategic risk for the SCFMC's long term financial sustainability. The fiscal budgets of OECD countries, the source of most official development assistance, are under

increasing pressures because of several factors including the implications of ageing populations (e.g., more retired people as a proportion of the population as baby boomers age; an increasing ratio of non-working to working people; the increased health, social assistance and pension needs of an ageing population), the cost of coping with a large influx of refugees, trade frictions and pressures to increase defence spending. The COVID19 pandemic has resulted in large increases in expenditures, a sharp fall in revenues and has exposed weaknesses in most countries' health and social protection systems that will require substantial funding to address. There is added uncertainty in the United Kingdom and the European Union about the fiscal impact of Brexit. In some countries there is a growing public scepticism about international institutions and the effectiveness of development assistance.<sup>50</sup> Governments must make hard budget choices and in many countries the development budget is under threat. Increasing demands are competing for a slice of shrinking aid budgets. New governments can, and do, change the priority given to international development assistance. For example, in February 2020 the UK government launched the largest foreign policy review since the end of the Cold War and there are concerns about the future of the Department for International Development.<sup>51</sup>

134. As documented in the 2012 evaluation, the SCFMC made major efforts to mobilise funds from international bodies and donors during the 2010 to 2012 period. This topic continued to feature in the minutes of Board meetings in 2013 and 2014. Those efforts paid off when £169 thousand in funding was provided from the World Bank during the fiscal year ending 31 March 2013. World Bank funding accounted for 78% of the donations that year and only £45 thousand was provided by the Isle of Man government. A further £47 thousand

<sup>50</sup> A recent OECD report stated that there is growing alarm about the future of international development cooperation and the global community's willingness and ability to deliver on its promises to help achieve the SDGs. Official development assistance fell by 2.7% in 2018, with a declining share going to the neediest countries. OECD (2019). Development Co-operation Report 2019: A Fairer, Greener, Safer Tomorrow.

<sup>51</sup> The previous development agencies of Australia and Canada have ceased to be independent agencies and have been folded into their ministries of foreign affairs.

was provided from the SCFMC's reserves to cover the expenditures that exceeded donations. To strengthen its relationship with potential donors, representatives from the World Bank, SSNED and the Commonwealth Secretariat were invited to join the Board. The former SCFMC executive director had established good relations with a World Bank Vice President, who had worked in small countries and was interested in the work of the SCFMC. The Vice President provided some money from his office's budget to support the SCFMC, encouraged some of the regional departments to support the SCFMC and additional financing was provided from a technical assistance fund. A new World Bank President assumed office in 2012, who introduced a new corporate strategy, changed some policies and priorities and made organisational changes that introduced 14 global practices focused on policy areas as opposed to the previous geographical matrix. There were personnel changes at the vice president and staff levels. The World Bank's support for the SSNED waned, SSNED withered and the key World Bank staff moved on. The World Bank and SSNED logos appeared on the SCFMP brochures until 2017 but were removed for the 2018 SCFMP and Board members from those organisations gradually resigned. The upshot was that there was less interest in, and support for, the SCFMC in the World Bank. Because of these factors the SCFMC was not able to continue mobilizing financial support from the World Bank.

135. During this period the SCFMC also made efforts to mobilise funding from other sources. The Canadian IMF Executive Director invited all constituencies with small countries to a presentation by the former SCFMC Executive Director. While there was general interest and conceptual support, this effort did not mobilise additional financing. The SCFMC also explored the possibility of mobilizing financial support from commercial banks active in small countries. To avoid conflicts of interest, that money was to be placed in a fund. There was insufficient support to operationalize this concept.
136. Efforts to mobilise other sources of funding did not feature prominently in the minutes of

Board meetings after 2015. In 2013 the Isle of Man pledged an additional £900,000 to cover three years of operations. That was followed by a 5-year commitment for the same annual amount. Since 2013 the SCFMC has been 100% dependant on the government of the Isle of Man for funding. While the Isle of Man has been generous in its continuous support, this financial dependence represents a potential risk to the SCFMC's long-term financial sustainability. The fiscal priorities of all government are subject to change depending on election results, local needs, priorities and socio-economic circumstances and external economic shocks. Although there is no evidence to suggest that the Isle of Man government will not continue its support for the SCFMC, financial sustainability is rated as **Average** because of the dependence on one source of financing and the general uncertainty with forecasting all government budgets.

## B. Sustainability of the Demand

137. As discussed in Chapter III, there has been a strong historical demand for the SCFMP and the programmes were over subscribed (Table III.1). This reflects the high quality of the programme, its relevance to the needs of small countries and the usefulness of the skills and techniques learned for on-the-job application (Chapters III and IV). The heads of organisations, supervisors and participants responding to the ESurvey would **Strongly Recommend** that their staff and colleagues attend future SCFMPs. Of the 186 people answering that question, 88% would **Strongly Recommend** future attendance and another 10% would **Recommend** future attendance. Virtually none of the respondents were ambiguous about their recommendation or would recommend against attending (Table F.1). These views did not erode with the passage of time. Large majorities of participants from the 2009-12, 2013-16 and 2017-19 cohorts would **Strongly Recommend** that their colleagues attend future SCFMPs. These very positive responses suggest that there is a sustainable underlying demand for the SCFMP.
138. Another indicator of whether or not the demand for the SCFMP is sustainable are the views of

ESurvey respondents about the future need for, and coverage of, the SCFMP. Respondents **Strongly Agreed** that the SCFMP should continue to cover both technical and management issues. There was also **Agreement** that the SCFMP should increase its focus on management issues and target a mix of senior and junior participants. Opinions were more mixed as to whether the SCFMP should increase its focus on technical issues or target junior participants (Table F.2). These responses provide evidence that there is a future demand for the SCFMP in its current form, with any changes being relatively modest. The country studies also underlined the continuing demand for the SCFMP, broadly in its current form, including assuming that there is no charge for attending the programme (Box F.1).

139. **View from the Caribbean:** There is continuing demand for the SCFMP in the Caribbean. This reflects several factors. All of the supervisors were strongly positive about the impact of the programme on their employees (i.e., more confident; better leaders) implying that they felt that there was a **Very Good** return to their organisations for sending senior staff to attend the programme. Participants stated that the programme brought a unique perspective to addressing the issues faced by small countries and said that the quality of the programme was high because of the content, speakers, the challenge and quality of participants. While the technical modules were appreciated, the management modules were truly valued with those interviewed commenting that the combination of these two aspects in one training programme is not something that is available in other courses. Another indicator of the sustainability of demand is how strongly the alumni feel about recommending that colleagues attend the SCFMP. Because the programme is viewed as being very valuable, participants, supervisors and heads of organisations would **Strongly** recommend that their colleagues and staff attend the SCFMP. Several interviewees stressed the importance of the SCFMC finding ways to ensure the sustainability and continuity of the SCFMP because “*this programme is so important.*”

140. **View from the Pacific:** The heads and deputy heads of organisations stressed that there is ongoing demand for the SCFMP because it was a unique training opportunity for senior officials that combined both management and technical training. In their view, participants became better, more confident managers, learned a lot not only the technical issues but more so the soft skills on leadership, financial management, stakeholder consultation and negotiations. Because of these factors, despite the time away from office and the long distance travelled to get to the Isle of Man, the heads/deputy heads of organisations believed that their institutions are getting an **Exceptional** return on the time invested by sending senior staff to the SCFMP. This high return was viewed as being beneficial to the financial systems and the countries as a whole. Similarly, all participants would **Strongly** recommend that their colleagues attend the SCFMP because it was very relevant and useful for both themselves and their organisations. Everyone interviewed supported the continuation of the SCFMP because of its high quality, equivalent of Ivy League programmes, and because it was very relevant and useful for small countries. Those interviewed would **Strongly** recommend that their colleagues and staff attend the SCFMP, which is consistent with the following statements that the SCFMP is ‘*still the best*’, ‘*an eye-opener*’, ‘*a confidence booster*’, ‘*changing mindsets using the change management framework*’, ‘*achieving of outcomes*’, ‘*improving working relationships*’, ‘*strengthening compliance*’, ‘*very rare*’, ‘*leading to the review of sector manuals*’ and ‘*new policies and strengthened reforms*’.

■ “*The SCFMP enabled my staff to see the bigger picture and has raised awareness on the latest trends and developments on important central bank and government issues. It has significantly improved their confidence and performance. Given the limited training opportunities available, the SCFMP has become the central bank’s programme for training and professional development for its senior managers. SCFMP has contributed to staff retention and they are better managers after attending the SCFMP.*” Deputy Governor, Pacific Central Bank.

“There are no other programs available to high-level managers like the SCFMP. These managers mostly attend meetings. Technical training from other organisations is received mostly by lower-level staff and no specific training is available on soft skills like leadership, negotiation and change management for high-level staff.” A senior Pacific official.

One Pacific supervisor said “challenge may be that for very small countries like ours, they may run out of pool of resource of people to send. I suggest two ways to address this. One, widen the scope of the program and make it less about finance. Two, do follow-up with those who have previously attended, this could be a regional training. For example, three or four days in a Pacific country. For small jurisdictions with high staff retention the pool of people may become limited.” A further suggestion was to “widen the pool of people who could attend. In our country this could include Office of the Prime Minister and our Investment Corporation.”

#### 141. **View from Africa and the Indian Ocean:**

Everyone interviewed for the country studies **Highly Recommended** that the programme should be continued, especially for senior staff. The strong consensus was that attendance benefited both the participants and their organisations and all interviewees would recommend that their colleagues and staff attend the SCFMP. Interviewees said that they wished SCFMC would increase the number of participants from their organisations.

“We can only build capacity through courses like this. If we can get two slots per year it will be really good.” Governor of a central bank.

“I have been an advocate of the course. In fact, all who have attended have been telling others how good this programme is.” A 2014 participant from a central bank.

“I would highly recommend this programme and I hope you get the funding. This programme contributes to us economically even. We do not have much funds. We need this programme to be continued.” A supervisor from a Ministry of Finance and Development Planning.

142. It is clear from the country studies and ESurvey responses that there is a continuing demand for

the SCFMP. The SCFMP is suitable for officials from ministries of finance, central banks and financial regulators. Although some countries have quite large ministries of finance and central banks, the Evaluation Team considered the fact that the number of officials in the appropriate target group for the SCFMP in some countries may be limited, i.e., the future demand may not be sustainable in very small countries. The pool of appropriate candidates changes over time as officials retire, leave to seek new opportunities or because of changes in governments. For each SCFMP, there is a fairly similar mix of levels of officials attending. There are a few very senior officials (e.g., permanent secretaries of finance; deputy governors of central banks; heads of regulatory agencies). The largest group of participants comprises the people who report to these senior officials. Some officers also accepted for the SCFMP — their applications and feedback during the country studies suggest that they have the potential for future career progression. There are sometimes more applicants than can be accepted and the SCFMC requests countries to limit the number of applicants that they will endorse and only nominate officers if they are very competent and are on the fast track to promotion. Based on these considerations, the demand for the SCFMP is assessed to be **Sustainable** for the next five years. Further evidence of sustainability is that people interviewed as supervisors during the country studies who attended the SCFMP between 2009 and 2012 indicated that, even after the passage of nearly a decade, they continue using what was learned, spoke fondly of the SCFMP and still recommend that their staff attend.

## C. Sustainability of Benefits

143. Chapter IV showed that participants are using what they learned on-the-job. This section assesses the likelihood that the benefits associated with using what was learned will continue in the future. One of the indicators of whether or not the benefits of attending the SCFMP are organisationally sustainable is whether the SCFMP could plausibly contribute to organisational changes or the adoption of new or modified laws, policies or procedures. If implemented, such changes are likely to endure for a significant period of time. Such

changes are also indicators of institutional impact. To avoid double counting, the discussion of those issues is consolidated in Chapter VII. This section focuses on factors that may result in an erosion of the benefits and what actions that the SCFMC might do to strengthen the likely sustainability of benefits.

144. There are potential risks that the benefits associated with the SCFMP will erode over time. The views of the ESURVEY respondents on some of these risks are shown in Table F.3:

**Staff Turnover and Loss of Trained Staff:** This was the highest risk identified by the ESURVEY respondents. On average, the views of heads of organisations, supervisors and participants were on the borderline between **Likely** and **Very Likely** that staff turnover and loss of trained staff could erode the organisational benefits of staff attending the SCFMP. This issue is examined in more detail below.

**Lack of ongoing support from the SCFMC:** The ESURVEY respondents were on the borderline between **Likely** and **Very Likely** that a lack of ongoing post-course support could erode the benefits of sending staff to attend the SCFMP. The views of the respondents on possible actions that the SCFMC could take in this area are summarized below.

**Other Factors:** ESURVEY respondents were Not sure whether four other factors could erode the sustainability of institutional benefits — changes in work assignments, organisational constraints or policy changes, budget and resource constraints and political or policy changes outside the organisation. Respondents did not believe that it was **Likely** or **Unlikely** that these factors could undermine sustainability. While such things happen from time to time it is not possible to forecast them with certainty.

145. The data in Table F.3 indicates that there are risks that the sustainability of the SCFMP benefits may erode over time because of a combination of factors. In practice, sustainability depends on the particular circumstances prevailing in countries and institutions. Because the potential erosion of benefits due to staff turnover/loss of trained staff was identified as the highest risk, it was examined in detail. A comprehensive database was built

of the career progression of the alumni using administrative information available the SCFMC, updated information available from the country studies and the ESURVEY and the results of Google searches for participants for which there was incomplete information. Of the 267 alumni, 37% were in the same position as when they attended the SCFMP and 63% were in new positions. As expected, the likelihood of staff movement increased with the passage of time. While 80% of the 2009-12 cohort had new jobs, 72% of the 2017-19 cohort were still in the same position as when they attended the SCFMP (Table F.4).

146. On the surface the data in Table F.4 implies substantial staff turnover that would erode the institutional benefits of the SCFMP. However, a deeper analysis suggests that erosion of the sustainability of the benefits is not as serious as implied by this finding. The large majority of the participants (71%) are still working for the same organisation that sent them to the SCFMP (Table F.5). While many of them have changed jobs or have been promoted since attending the SCFMP, it is likely that the organisation is still benefiting from their attendance. As would be expected the likelihood changing organisations increases with time. While 99% of the 2017-19 cohort still worked for the same organisation, the corresponding figure for the 2009-12 cohort was 56%. The management skills learned at the SCFMP are generally portable from one job to another, even if there is a change in organisation.

147. Nearly a third (77 of 267 or 29%) of the alumni no longer work for the same organisation. Of these, 57% work for another government agency or a regional organisation. Thus, the benefits have not been lost to the country or the region. A further 12% are working in the private sector in their home countries. While the sustainability of benefits from attending the technical session may have eroded, it is plausible that there has been less erosion of the management skills learned at the SCFMP. The countries have lost the benefits of 12% of the alumni through retirement, emigration to another country or for other reasons (Table F.6). Given that the database covers all participants, starting from the 2009 class (i.e., the analysis covered a decade), a 12%



erosion rate is not excessive and suggests that the organisational benefits and the benefits to countries is sustainable over time (Boxes VI.1 and VI.2).

### Box VI.1: Positive Views of the SCFMP Endures over Time in the Pacific

The deputy chief executive officer, operations of a ministry of finance attended the 2011 SCFMP when he was an assistant chief executive officer. He felt that what was learned in the SCFMP in general, and successfully implementing his challenge in particular, strengthened the linkages between the different sectors for the national development plan and had lasting, positive effects on his career progression. He believes that the negotiation, consultation, the change framework and financial risks management skills learned at the SCFMP resulted in a more effective and efficient process and a better outcome for the development of the national planning framework and managing the sectors. The processes became clearer, grey areas in dealing with the sectors were clarified and the dynamics that had to be addressed were better managed. Since completion in 2011, the national plan, which was cleared with 14 key sectors, has remained the government's key planning document. Additionally, a planning manual was developed to provide guidance for developing sector plans as a direct outcome of learning both the financial and softer skills in the SCFMP. In addition, *"we were on the same page with the chief executive officer, finance then and continue to be."* The return for the ministry of finance for sending people to the SCFMP has been high because the SCFMP helped to improve effectiveness and efficiency by introducing ideas and procedures that saved time and effort and brought a lot of positive results. He maintains that the SCFMP is still one of the best opportunities he has had in his professional career and would like to one day be invited to share his story and how the programme has impacted immensely on the ministry of finance. He continues to provide his full support to the SCFMP by ensuring that more participants from their ministry attend through the application process as he understands the programme benefits them both professionally and personally.

**Source: SCFMC Evaluation**

### BoxVI.2: The SCFMP Makes a Sustained Contribution to Institutional Strengthening in the Pacific

A 2012 participant attended as the assistant chief executive officer for the state-owned enterprise (SOE) division in the ministry of finance. At the time the ministry of finance was implementing SOE financial management reforms. Because the financial reporting needed to be updated for all SOEs, the invitation to attend the programme came at an opportune time. The division transitioned to become the ministry for public enterprises in 2015 and she became the chief executive officer. The SCFMP was one of the most intensive courses that she has attended and the financial and softer skills modules expanded her insights and approaches. That helped to facilitate the implementation of challenges and reforms they were facing as a division and to meet the outcomes and indicators set out in the government's national planning framework. On return, she shared the skills gained with her middle management team through ministry briefings and team meetings. Subsequently, all staff who have travelled overseas for meetings, training and workshops were required to share what they learned with other staff in the ministry. All participants from the ministry have presented and have encouraged their teams to apply the techniques learned from the SCFMP. Like any other new entity, and being a young team, she and her management team were well aware of the cultural context of the generation gap relative to others working in the area of SOE management, particularly those with many years of experience and expertise in their respective fields. The ministry had to work with a total of 27 SOEs. This was done collaboratively by drawing on the knowledge and skills learned at the SCFMP. She saw the value of the programme in engaging their sector, not only the financial components, but particularly the skills related to negotiations and consultations with stakeholders that they used continuously. Because the SCFMP is unique in combining technical and soft skills, with a focus on small countries, her ministry looks for every opportunity to nominate staff when the SCFMC invites applications. Three of the five senior members of her management team have attended the SCFMP. Another manager was accepted to attend the 2020 programme which,

unfortunately, was deferred to 2021 because of the COVID19 pandemic. There is now an extensive network of lecturers, facilitators and participants from other small island countries whom the interviewee and her team continue to liaise with to share experiences. The privilege of attending SCFMP has provided an exposure that has had lasting effects on her ministry. Regular discussions of the skills and knowledge acquired through the SCFMP and applying them successfully on a daily basis has become an entrenched and established process in the ministry.

**Source: SCFMC Evaluation**

148. The participants' ESurvey replies show that their ratings of the relevance and its various dimensions were sustained over time. There was broad agreement in the ratings of the 2009-12, 2013-16 and 2017-19 cohorts. Although the ratings for the 2009-2012 cohort were marginally lower than the ratings for the other cohorts, the average ratings were consistently close for all indicators with no indication of a significant decline over time. There was broad consistency in the ratings across the cohorts that: (i) the SCFMP was relevant for people working in the financial and/or fiscal areas in small countries; (ii) there was a continuing need for this type of programme; (iii) a unique part of the SCFMP was covering both management and technical areas; (iv) the knowledge and skills are used on the job; (v) the management modules were a useful part of the SCFMP; (vi) the SCFMP improves communication, negotiation, management and leadership skills; (vii) the technical areas are a useful part of the SCFMP; and (viii) the SCFMP improves technical skills and knowledge (Table F7). All three cohorts rated the usefulness of the SCFMP for people in their organisations as **Very Good**, the highest rating. That rating was sustainable and did not erode over time.

149. Actions taken by participants to disseminate the information gained at the SCFMP within their organisation promotes the long-term sustainability of the SCFMP-related organisational benefits. The SCFMP ESurvey responses indicate that 2013-19 programme participants made some efforts to

disseminate course material (Table F.8):

- 90% referred to the course material while doing their jobs;
- 84% made the SCFMP material available to colleagues;
- 72% formally reported to their supervisor in writing what had been learned at the SCFMP;
- 46% held a seminar to brief colleagues on key points learned;
- 47% incorporated parts of the material into regular training courses put on by their organisations; and,
- 48% took other measures to disseminate the SCFMP material.

150. Selected comments on the ESurvey illustrate the measures taken by the 2013-19 cohort to share what was learned at the SCFMP included day-to-day coaching and mentoring junior staff, presenting what was learned in meetings with staff, storing presentations and notes on an office shared drive with access by all management staff, presentations at weekly management capacity building sessions, discussions with other local alumni and using part of the financial regulation material during teaching programmes and events.

151. Although participants took some steps to disseminate course material within their organisations, more can and should be done to formally disseminate the SCFMP material in ways that may have a greater longer-term institutional impact (e.g., formally reporting to supervisors what was learned at the SCFMP; holding seminars to brief colleagues on key points learned; incorporating parts of the SCFMP material into regular training courses put on by their organisations).<sup>52</sup> Given that there have been multiple participants for all of the target institutions, the alumni for the organisation could work together to hold joint seminars and to incorporate parts of SCFMP syllabus into the institutional training put on by the organisations. The SCFMC should take action to encourage participants to take more effective actions to share the course material upon their return to their jobs.

152. The foregoing analysis suggests that the organisational benefits are **Sustainable** for the organisations that sponsored the participants and

<sup>52</sup> Similar findings were reported in the 2012 SCFMC evaluation.

are **Strongly Sustainable** at the country level. Going forward, in addition to encouraging participants to more actively share what was learned at the SCFMP, the SCFMC should consider what actions it could take to increase the likelihood that the benefits of attending the SCFMP are sustainable over time from the point of view of the governments of the small countries. The ESurvey asked respondents for their views on actions that could be taken to further improve the sustainability of the SCFMP benefits (Table F.9). On average respondents **Agreed** with the following measures with more **Strongly Agreeing** than **Neither Agreeing nor Disagreeing**:

- (i) offering online courses on specialised topics;
- (ii) putting on webinars on specialised topics; (iii) provide post-course support/mentoring through the internet or using WhatsApp or the SCFMC website; and (iv) working more closely with the IMF, the World Bank and other organisations to put on customised regional training courses through the AFRITACs, CARTAC and PFTAC (Table F.9). Similar suggestions emerged in responses to an open-ended question on the ESurvey asking for suggestions for what could be done to strengthen the sustainability of the SCFMP benefits. Suggestions included putting the presentations online, establishing a help desk to provide follow-up support, establishing alumni associations or offering regional programmes (Box F.2).

153. The 2018 cohort formed a WhatsApp<sup>53</sup> group to promote post-course contact among participants. Participants in the 2019 SCFMP also use WhatsApp to share information. However, usage is low, perhaps four or five out of a cohort of 24 actively use the group to share information or ask for advice and assistance.<sup>54</sup> One Caribbean participant commented that she appreciated the course while attending the SCFMP, *“the applicability of the skills that I have learned on that course are so much more obvious to me now. We have a WhatsApp group chat which we maintain contact and offer each other advice and provide support in our daily work”*. Information considered of interest to

the groups is periodically posted by the Executive Director. Some participants also use WhatsApp for social purposes (e.g., informing the group that two participants met at another event). Hopefully this is a first step in building and strengthening post-course relationships that eventually leads to professional exchanges and sharing of information.

154. The SCFMC enhanced its web page in 2019.<sup>55</sup> A review of the SCFMC website indicates that it: (i) discloses the member of the Board and management; (ii) includes information on the past and current SCFMP, including eligibility criteria, application process, faculty and syllabus; (iii) discloses pertinent policies and information (e.g., SCFMC annual report; the privacy policy; profiles and testimonies of a small number of alumni); and (iv) is not actively used to disseminate professional material to alumni or to provide mentoring and support.<sup>56</sup>

155. The advancement of technology is providing an increasing array of potentially low-cost options for the SCFMC to provide advice, support and monitoring to alumni that should help to sustain the organisational benefits of the SCFMP. The evidence indicates that during nearly the entire evaluation period the SCFMC did not aggressively pursue those opportunities, in part because of a desire to keep overheads low and the fact that the Executive Director, the Programme Director and the Programme Manager are part-time staff and work limited hours outside of preparing for, administering and holding the annual SCFMPs. The challenge faced by the SCFMC staff is having the time and resources to maintain any form of post-programme engagement, whether through WhatsApp, a password-protected members area on the SCFMC homepage or some other webtool, with regularly refreshed interesting and relevant content. Going forward, the SCFMC should increase the post-programme support provided to alumni.

156. With the cancellation of the 2020 SCFMP because of the COVID19 pandemic, the SCFMC took the

<sup>53</sup> WhatsApp from Facebook is a widely used free messaging application available for Android and other smartphones. WhatsApp can be used for messaging, calling, group chats and to send or receive photos, videos, documents and voice messages.

<sup>54</sup> Anecdotal information indicates that some networks have been formed within cohorts, countries and organisations.

<sup>55</sup> [www.scfmc.im](http://www.scfmc.im)

<sup>56</sup> For the years 2018 and 2019, only four articles appear on the news section related to the Cook Islands' Negotiation Programme, faculty members putting on a four day workshop with AFRITAC West 2, the appointment of a new programme director and disclosure of the SCFMC 2019 Annual Report.

opportunity to initiate and test the alumni's appetite for online engagement using webinars delivered via Zoom to strengthen the alumni network, provide post-programme support and provide relevant material. The first session, held on 28 April 2020 was billed as an "Alumni Reunion." Issues discussed included: (i) What are the main challenges and priorities for COVID19? (ii) What are the priorities for information, advice and assistance provided through virtual sessions? (iii) What information would be most helpful? (iv) How has the current situation affected your challenges? and (v) If the SCFMC puts on a series of online seminars and teaching sessions, what subjects would be of interest? The second session, held on 26 May 2020, addressed Business Continuity and Financial Stability in the Current Uncertain Environment. Both sessions were put on twice to accommodate time differences around the globe, used the SCFMC faculty as speakers and the PowerPoints from the second session were circulated to all alumni. The first session was attended by 49 people and the second by 29. Most of the participants were from the Caribbean and Africa/Indian Ocean. Attendance from the Pacific was disappointing, partly because of the early start time in the Pacific. The feedback from participants was positive and the SCFMC Executives Director developed a programme of 8 additional sessions. This is a promising beginning and has provided the SCFMC with useful experience in planning, organizing and delivering webinars. This is a good step in the right direction to promote and nurture a functioning network among SCFMP alumni and to provide post-SCFMP support. This initiative is consistent with the views expressed in the ESurvey, i.e., respondents Agreed the SCFMC should put on webcasts or webinars on specialised topics (Table F.9).

157. Rapid advances in technology, virtual inter-connectedness and cloud-based applications are revolutionizing the training industry (e.g., virtual classrooms; mobile-learning apps; learning video platforms; learning assessment and measurement platforms; public or private online courses).<sup>57</sup> The world's leading universities, including Oxford, are

offering many courses online. The IMF's Institute for Capacity Development has implemented a major initiative to develop online training courses. This initiative began in 2013 and has involved the expenditure of millions of dollars. Developing the online courses required considerable effort, expertise and budget over a period of years. Extensive interaction was required between subject matter experts, course designers and the software people. Investment was required in the infrastructure and software. The IMF developed these courses with a specialised firm, EDEX. The online technical courses are open to government officials and the public. The online courses have multiple modules, interactive components, quizzes and pre- and post-training testing to measure learning. There are also blogs to receive feedback from participants. Developing online courses is not just a question of putting PowerPoints online. Considerable specialised expertise, software, infrastructure and funding is needed. There are now 16 online IMF courses and more are in the pipeline. Like the IMF, the Saïd Business School employed a specialised company to help put courses online.

158. ESurvey respondents **Agreed** that the SCFMC should offer online courses on specialised topics (Table F.9). While it would, of course, be ideal for the SCFMC to offer online courses, the reality is that the SCFMC is a small organisation with very limited staff and budget. It would be a major initiative for the SCFMC to put courses online, one that would involve substantial budgetary allocations. Before doing so, the SCFMC would have to clarify intellectual property ownership issues (i.e., whether the speaker or the SCFMC owned the course material).<sup>58</sup> On balance, it appears premature for the SCFMC to mobilise and invest the necessary time and resources that would be needed to offer online courses. Should the SCFMC wish, at some point, to consider offering online courses, it may wish to examine the experience of the Centre for Financial Excellence. It is a small, agile, flexible and efficient organisation in which two people have developed their online training courses and webinars.

<sup>57</sup> There are an estimated 14,000 online courses offered on LinkedIn and many of the world's leading universities offer online courses. The use of online learning by schools and universities accelerated during the COVID19 pandemic.

<sup>58</sup> In the case of consultants working for the IMF, the World Bank, the regional development banks and UN agencies, this issue is clear – ownership of everything produced by consultants for the contract belongs to the organisation.

## D. Assessment of the SCFMP's Sustainability

159. The Evaluation Team assigned a **Good** rating for sustainability bordering on **Average** (Table VI.1). Steps have been taken since the completion of the 2012 evaluation to strengthen sustainability. Of the 3 dimensions of sustainability, the highest weight, 40%, was assigned to financial sustainability. The financial sustainability of the SCFMC was at risk when the 2012 evaluation was completed. This issue was satisfactorily addressed during the evaluation period by the Isle of Man government providing multi-year financial commitments. Financial sustainability was not a problem during the evaluation period. However, governments cannot commit to providing financing in perpetuity and government priorities can, and do, change. Because of this factor, and the fact that the SCFMC relies on one source of financing, financial sustainability was rated as **Average** to reflect the fact that there may potential risks going forward. The SCFMC is working diligently to maintain good relations with the Isle of Man government to mitigate potential risks in this area. However, there is a risk that such efforts will not be successful, in which case the SCFMC would, in all likelihood, cease to function. Given the benefits that have been demonstrated by this evaluation, that would be a huge loss for small countries.
160. The sustainability of the future demand for the SCFMP was rated as **Good**. Each year the number of applicants substantially exceeds the number of slots available and ESURVEY replies and the case studies provided further evidence of the sustainability of the demand. However, a small number of key informants worried about a diminishing pool of qualified candidates in very small countries. That suggests that the SCFMC should carefully monitor the sustainability of demand on a country-by-country basis going forward. If there is a gradual fall off in the number of well qualified applicants, then the SCFMC would be faced with a strategic choice about the type of training to offer. One option would be to focus on the management issues and open

the training to senior officials from small countries beyond ministries of finance and financial regulators. The experience of the Cook Islands' Negotiation Programme and other evaluation evidence indicate that the management skills are not sector-specific and would be valuable for senior officials in all ministries and agencies. A second alternative is to redesign the programme to focus more on junior officers. That would likely involve more emphasis on technical issues, which might result in competition with IMF courses, less focus on the management modules and less organisational impacts.

161. The sustainability of the SCFMP benefits to participants, organisations and small countries was rated as **Good**. The evaluation evidence demonstrates that participants use what they learned on-the-job, something that does not erode substantially with time. When viewed over the decade from 2009 to 2019, the risk that the benefits to countries, organisations and participants will substantially erode because of staff turnover is limited and within an acceptable range. While the sustainability of benefits from attending the technical session may erode with a change in job, there is less erosion of the management skills because those skills are portable from job to job. Most of the targeted organisations have sent multiple participants to the SCFMP over the years. There is some evidence that building up a trained cadre of senior officials in an organisation contributes to strengthening the benefits of the SCFMP. The SCFMC can, and should, take steps to increase the likelihood that the benefits will be sustainable in the long term. That would include providing better post-course mentoring and support using virtual technology and more systematically encouraging participants to disseminate the training material and what was learned when they return to their organisations.



**Table VI.1: Rating the Sustainability of the Small Country Financial Management Programme**

	Weight (%)	Rating <sup>a</sup>	Weighted Score <sup>b</sup>
Financial Sustainability of the SCFMC	40%	3	1.20
Sustainability of the Demand for the SCFMP	30%	4	1.20
Sustainability of the SCFMP Benefits	30%	4	1.20
Total	100%		3.60 <sup>c</sup>

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

b Weighted Score = Weight\*Rating

c Cut off points:

Poor≤1.5; 1.5<Modest≤2.5; 2.5<Average≤3.5; 3.5<Good≤4.5; 4.5<Excellent

**Source: SCFMC Evaluation**

## VII. IMPACT OF THE SMALL COUNTRIES FINANCIAL MANAGEMENT PROGRAMME

162. Assessing the impact of executive training programmes is challenging and is not often done. Indicators and examples of impact cannot be solely attributed to the SCFMP. There are many factors other than the training provided by the SCFMP that influence whether or not impact takes place. At most, it is only possible to conclude that the SCFMP contributed in some way to changes that led to impact. Two indicators were used to assess impact: (i) impact on participants' on-the-job performance and career progression; and (ii) organisational impacts such as organisational changes or changes in policies and procedures.

### A. Impact on Participants' Performance and Career Path

163. One indicator of impact is whether supervisors believe that their organisations benefitted from staff attending executive training programmes (i.e., the benefits outweighed the cost of staff being away from the office for a prolonged period). On average, the supervisors believed that their organisations received a **Good Benefit** (i.e., a clear improvement in job performance in technical, management and/or leadership areas), with 62% replying that this was the case. A further 31% felt that their organisation received an **Exceptional Benefit** (i.e., the participant contributed to important organisational, policy or procedural changes in the organisation). Only 6% of the supervisors could not offer an opinion or felt that there was a **Modest Benefit** (i.e., a modest improvement of on-the-job performance) (Table G.1). Thus, there is a consensus among supervisors that the SCFMP helped to improve the on-the-job performance of participants. Supervisors felt that participants **Frequently** used the skills and knowledge to improve the technical aspects

of their performance and their interactions/communications/negotiations with superiors, other staff, other government organisations and the private sector. The soft skills were **Occasionally** used to improve interactions/communications/negotiations with international organisations or other countries (Table G.2).<sup>59</sup>

164. Assuming that the probability of promotion is partly related to on-the-job performance, the rate of promotion of participants provides an objective measure to validate the feedback received from supervisors. About half of the participants have been promoted since attending the SCFMP. The passage of time, seniority, a vacancy in a higher-level position and the level of the participant (e.g., heads of agencies cannot be promoted as they are already at the apex of the organisation) also factor into the promotional data. Not unexpectedly, the promotion rate varied over time: (i) 59% for the 2009-12 cohort; (ii) 61% for the 2013-16 cohort; and (iii) 23% for the 2017-19 cohort (Table G.3<sup>60</sup>).

165. Of the 74 participants from the 2017-19 cohort, 73 were still working in the same organisation. A total of 17 (23%) were promoted over a three year period, equivalent to an annual promotion rate of 7.7% per year. Another four people made lateral transfers, implying an annual transfer rate of 1.8%. Together the promotions and lateral transfers imply a career path ratio<sup>61</sup> of 81% over the three year period. It was not possible to develop a true comparator against which to benchmark the promotion and lateral transfer rates. However, data for the 2016 fiscal year is available from the Society for Human Resource Management.<sup>62</sup> The annual promotion rate, based on replies from over 1,000 companies, was 6%, the transfer rate was 3% and the career path ratio was 0.70. Although the comparison

<sup>59</sup> The data in Table G.2 broadly confirms the responses of participants on frequency of use given in Table D.4.

<sup>60</sup> The data used to analyse whether or not participants were promoted was an amalgam of the SCFMC administrative data, ESurvey responses and follow-ups if Emails bounced to find current Email addresses, information collected during the country studies and the results of Google searches.

<sup>61</sup> The career path ratio is defined as the ratio of promotions in an organisation to total movement (promotions and transfers). This ratio expresses the amount of upward mobility in an organisation. The larger the ratio, the more promotions occurred during the fiscal year.

<sup>62</sup> The Society for Human Resource Management (SHRM) is the world's largest human resource management professional society with 285,000 members in 165 countries. SHRM Customized Human Capital Benchmarking Report. Page 12.

is imperfect, this data is consistent with the hypothesis that attending the SCFMP enhances career prospects and increases the likelihood of promotion, thus confirming the feedback received during country studies and from the ESurvey.

166. The country studies provided strong, collaborative evidence that the SCFMP helped to improve the performance of participants. Many supervisors gave examples of how the SCFMP increased the capacity of their staff and made a difference by making them more flexible in terms of accepting new ideas and more willing to look at things differently. The supervisors cited examples of their staff acquiring new skills, particularly in the areas of management, leadership, negotiation, communications and stakeholder consultation. Supervisors also reported seeing increased levels of confidence, including more confidently dealing with senior officials. Supervisors said that many things factored into promotion decisions such as on-the-job performance, seniority and the availability of a suitable vacancy. However, by contributing to better performance and equipping participants with management skills, attending the SCFMP increased the likelihood that participants would be promoted (Box G.1).

167. **View from the Caribbean:** The supervisors, particularly those who had attended the SCFMP, identified specific areas of improvement in the professionalism and competencies of participants. Areas that were frequently mentioned included improved levels of confidence, which was assessed based on participation in, and contributions to, decision-making processes and improved leadership styles. Supervisors went on to say that while attending the SCFMP did not guarantee a promotion, it certainly “helps rather than hurts” participants’ chances of being promoted because it contributes to improved performance on-the-job.

“This programme is exceptional in the way in which it provides thought leadership and in grooming public sector leaders to take on responsibilities that they have to assume in a few years.” The SCFMP was “an executive grooming and leadership programme.”

A Participant.

“The SCFMP heightened/enhanced leadership skills, particularly in being a change agent. For example, one of my staff had to restructure the entire department. She applied elements from the SCFMP to manage that organisational change. The programme was critical in helping her because she, as the head, and the rest of her team engage with OECD and other global forum and used the negotiation skills and training regularly when doing so. A Supervisor of 4 participants

“While my staff was always technically competent and efficient with her work, what is different since her return from the programme are her leadership and management competencies. She has taken control and not in an offensive way. I attribute this to her participation in the programme.”

A Supervisor.

168. **View from the Pacific:** The SCFMP impacted positively on staff performance and the likelihood of promotion. Many participants who have not been promoted since attending the SCFMP have been assigned more responsibility and are being considered for promotion. According to the heads of organisations the SCFMP contributed **A Great Deal** towards improved performance. Participants felt that they had a higher chances of getting a promotion when the opportunity arises because they attended the SCFMP.

“The SCFMP enabled my staff to see the bigger picture and has raised awareness on the latest trends and developments on important central bank and government issues. It has significantly boosted their confidence and improved their performance. Given the limited training opportunities available, the SCFMP has become our programme for training and professional development for our senior managers. SCFMP has contributed to staff retention and they are better managers after the SCFMP.” Deputy Governor of a Central Bank.

“My deputy chief executive officers who attended SCFMP became better financial managers, more open-minded to consider all options and better able to deal with issues on hand and directives from the Minister” Chief Executive Officer, Finance

“The programme helped to some degree in preparing staff for a promotion. All of our staff have attended the training except for administrative

and new staff. Of the five staff who have attended the program, two have been promoted and three remain in the same role. Staff attrition has not been an issue.” A Supervisor.

### Box VII.1: Improved Staff Performance in a Pacific Central Bank

A deputy governor, who attended the SCFMP, confirmed that the performance of her staff improved significantly after they attended SCFMP. The deputy governor said that one participant was motivated to implement her challenge upon returning to her job. Her leadership and negotiation skills improved a lot as is evident from the outcome of the renewals of staff and building insurance policies, new building projects, etc. The assistant governor, who attended the SCFMP, stated *“Because both myself and one of my senior managers attended SCFMP, we could work together better and more effectively. What we learned from the SCFMP has contributed a lot to how we address and manage operational matters from the perspective of the central bank as a whole. We learned a lot from the technical programs but much more from the softer skills of leadership and negotiation. We are both better managers, better able to consider and incorporate issues from the policy areas of the central bank and we can negotiate things more professionally and effectively, like building maintenance projects, IT projects and the building and staff insurance policies.”* He explained that the SCFMP helped them to be better prepared to present and convince the executive management and the Board of directors. According to the deputy governor, an assistance governor became a better manager after attending the SCFMP. He gives better financial statements and human resource management advice. She stated that she *“could trust him more to manage operational issues. His preparation of the financial statements and annual budgets are clearer, more effective and very timely because he now appreciates the bigger picture and the overall functions of the central bank. After attending the SCFMP, he better appreciated the cost of monetary policy measures, anti-money laundering related measures, financial supervision issues and their linkages to the operation of the central bank.”*

**Source: SCFMC Evaluation**

### Box VII.2: Improved Confidence and Performance of Staff in a Pacific Central Bank

An assistant governor has seen improved levels of performance among his staff who have attended the programme. There have been noticeable changes in terms of attitude and confidence to facilitate issues with both financial and non-financial institutions. The participants are from the middle management level in the central bank. It is clear to the assistant governor this resulted from attending the SCFMP. There has been a lot of sharing and re-visiting approaches by those staff in managing the issues and challenges that the central bank encounters. The Assistant Governor believes that the *“world is bigger than their Pacific Island”* so opportunities to be further exposed and to contextualise the knowledge and skills gained to their own unique issues are welcome. The challenge component of the SCFMP provides a realistic opportunity for countries, through their participants, to strategize in a team environment, receiving input from both the speakers and other participants facing similar issues. Those who have not attended and but are under the leadership of those managers appreciated the knowledge gained from the programme and imparted to them by their managers. That is evident from the processes being used to negotiate and consult with the central bank’s clients. The SCFMC should continue to provide this opportunity. The assistant governor rated the return on the time invested in staff attending the SCFMP as an **Exceptional Return**.

**Source: SCFMC Evaluation**

169. **View from Africa/Indian Ocean:** Those interviewed stated that their organisations got a **Good Return** on the time invested in staff attending the SCFMP. Improvements were seen in the performance of participants although *“it cannot be quantified”*. Heads of organisations, supervisors and participants all agreed that the SCFMP gave participants the skills and knowledge to improve their on-the-job performance and take on greater responsibilities and more challenging assignments (e.g., being assigned more challenging and complex tasks, being appointed to committees to represent the organisation at various levels, including at national and regional levels; being able

to handle difficult situations and difficult people). Thus, attending the SCFMP contributed positively to career progression and most of the participants have been promoted.

“I notice that those who attend the SCFMP have been promoted easily. The programme has given me confidence and improved the way I work. That resulted in me being assigned more complex, high profile tasks. I consider that to be good because as soon as a slot is available, I will more likely to be promoted. I am a member of regional committees. Before I was on my organisation’s committees but after I attended the SCFMP I improved my communication skills and knowledge about finance modules. I contribute more and now I am on more committees at the national and regional levels.” A 2018 participant from a Non-Bank Financial Institutions Regulator.

“One of the four has been promoted. Others have been assigned more responsibilities. One participant is considered to have the potential to be a deputy governor. The others are likely to get promoted to heads of section. We are assessing them. For example, one who attended is very much into technology. I think that in the year he attended there was a module on technology and a lot of aspects are covered. He is on the way to promotion.” Governor of a central bank.

“The course has made them more confident, they are more active and they have taken on more responsibility. They are in line for promotion. This course has brought out their potential and they are more confident.” Head of a ministry of finance, trade, investment and economic planning.

170. Taken together the responses to the ESurvey, feedback from the country studies in all three regions and an analysis of career progression data present consistent evidence that attending the SCFMP contributed to: (i) improved professional performance; and (ii) increased the likelihood of promotion. The evaluation evidence demonstrates that the SCFMP made a Good contribution to improving on-the-job performance and enhancing career development.

## B. Impact on the Organisations

171. In assessing organisational impact, the evaluation was looking for things that would have

a lasting, strategic or operational impact on the organisation as opposed to day-to-day activities. Two categories of impactful change were identified: (i) contributing to introducing legal, organisational and structural changes; and (ii) contributing to developing new, or refining existing policies and procedures. The evaluation evidence does not allow for firm, quantitative estimates to be developed that aggregates indicators of organisational impacts. These examples were validated during separate interviews with the participants and their supervisors and sometimes with heads of organisations.

172. Supervisors responded on the ESurvey that their staff **Occasionally** used what was learned at the SCFMP to contribute to introducing organisational and structural changes and used the skills on the border between **Occasionally** and **Frequently** to contribute to developing new, or refining existing, policies and procedures (Table G.4). The challenge, a unique feature of the SCFMP, was designed to tighten the linkage between what was taught in the classroom and the real world that participants face on-the-job. Challenges are the major mechanism that transmit the knowledge and skills learned into contributions that have organisational impacts. The ESurvey results demonstrate strong, positive feedback about including the challenge in the SCFMP. Participants **Neither Agreed nor Disagreed** that more time should have been spent on challenges during the SCFMP. This indicates that in terms of time allocation, the SCFMP design allocates about the right amount of time to the challenges. The ESurvey respondents from the 2017-19 cohort **Agreed** that:

“The challenge helped to prepare them for the SCFMP.”

“Practical ideas gained during the programme improved the way challenges were addressed, something that bordered on the cut-off point for **Strongly Agreed**.”

“After returning to their jobs, they successfully implemented their challenge.”

“They needed more post-course monitoring and support to take the action necessary to effectively address their challenges, something that bordered on the cut-off point **Neither Agreed nor Disagreed** (Table G.5).”



173. ESurvey responses confirm that the challenges reinforced the practical, results-focused orientation of the SCFMP and contributed to its relevance by raising the probability that the knowledge and skills learned would be used to help solve real problems when the participants returned to their jobs. That increased the likelihood of the SCFMP contributing to organisational changes. The interviewees were impressed with the way that the challenges were digested and incorporated into the programme. Gaining practical ideas during the programme of new ways to address their challenges enhanced the SCFMP's relevance, usefulness, impact and sustainability of benefits. These views were broadly confirmed during the country studies. Heads of organisations, supervisors and participants all rated the challenge as **Very Useful** as it helped to make the SCFMP relevant to the work of participants. That helped to move the SCFMP from a theoretical classroom approach to something that was “hands-on” and related to the real world.

174. Not all participants were able to successfully implement their challenge – 70% of the participants attending the SCFMP between 2013 and 2019 **Agreed** (39%)/**Strongly Agreed** (31%) on the ESurvey that they were able to successfully implement their challenge (Table G.5). This implies that about 30% failed to implement their challenges. This figure appears to be the upper bound of the proportion of participants that contributed to an organisational impact after attending the SCFMP. The majority (55%) of participants reported on the ESurvey that they used what was learned **Frequently** (29%)/**A Great Deal** (26%) to contribute to organisational changes or structural improvements. Marginally more (61%) said that they used the skills and knowledge learned **Frequently** (28%)/**A Great Deal** (33%) to contribute to improving policies or procedures in their department or organisation (Table D.4). Supervisors were more conservative in their estimates of the frequency that participants used their skills for something that would have an organisational impact. The corresponding figures for supervisors were that 40% [**Frequently** (21%)/**A Great Deal** (19%)] to contribute to organisational changes or structural improvements and 54% [**Frequently** (37%)/**A Great Deal** (17%)] to

contribute to improving policies or procedures in their department or organisation (Table G.4). Although the estimate is not precise, it appears that about half of the participants implemented challenges that had an organisational impact. Based on the experience of the Evaluation Team this is an impressive result for an executive training programme that is not custom designed for a particular organisation and is attended by only 1 or 2 people in an organisation per year.

175. The country studies found that while the majority of participants implemented their challenges, not all were able to do so because of a lack of resources, a change of jobs, changes in governments or organisational priorities or other reasons. Boxes VII.3 and VII.4 illustrate why some challenges could not be implemented. In some cases there were staff shortages (Box VII.3) and in others the challenge was too complex and required support for organisations like the IMF or the World Bank (Box VII.4). Because of the strategic importance of these issues, the organisations still hope to implement the challenges when sufficient resources and support are available. These experiences, as well as the experience of some of the challenges that were (or are being) successfully implemented, indicate that it may take several years before a challenge is fully implemented. It further underlines the point that initiatives that lead to organisational impacts cannot be solely attributed to the SCFMP as many other factors are involved.

■ *“It took me two or three years to start the implementation of the challenge due to an initial lack of resources. Once I started, unfortunately, a decision was taken at the national level that the challenge would be implemented by another division under the guidance of a national committee so I was not involved in the implementation. But sometimes, I got reports and they asked for my perspectives.”*  
A 2013 participant from a Ministry of Finance and Development Planning in the Africa/Indian Ocean Region.

■ *In one Caribbean country two of the three participants interviewed either did not remember the challenge at all, or the details about the challenge.*

### Box VII.3: Legislation to Strengthen Financial Stability in the Africa/Indian Ocean Region

Legislation provides the legal framework for financial sector regulation. Drafting and passing laws in any country is a complex process. A 2019 participant's challenge related to new legislation to enhance financial stability, one of the strategic objectives of a central bank. When the participant went to the SCFMP, he had a different perspective but after getting useful feedback and comments from the participants and speakers, the approach was reframed and improved. Developing a new piece of legislation involves consultations with many stakeholders with diverse interests and opinions. The challenge could not be implemented in the second half of 2019 because of staff shortages. However, the participant is hopeful that the legislation will be developed and introduced in 2020 since he now has two staff who will be helping to address this issue.

**Source: SCFMC Evaluation**

### Box VII.4: Attempting to Implement Basel II and Basel III

Basel II and Basel III are international banking regulations adopted by the Basel Committee on Bank Supervision in June 2004 and November 2010, respectively. Implementing Basel II and III is a major challenge for regulators and financial institutions. Basel II focused on the amount of capital banks must hold to protect their solvency given the financial and operational risks they face and set disclosure requirements. Basel II was implemented in most major economies by 2008. Basel III was designed to reflect the lessons of the 2007/2008 global financial crises to further strengthen the capital requirements of banks by increasing bank liquidity and decreasing bank leverage. Worldwide, implementing Basel III has been slower and more complex than expected. Originally it was expected to be introduced from 2013 until 2015 in major economies but the implementation period was extended until 1 January 2022. The challenge of an official from the central bank in the Africa/Indian Ocean Region who attended the 2014 SCFMP

related to how to implement Basel II and Basel III. The participant stated that some of the technical modules of the SCFMP provided new perspectives on how to address Basel II and III, which was very helpful. Upon returning to his job, the participant tried to implement the challenge. However, implementation is still a work in progress. Although the central bank had a timeline to implement Basel II and Basel III, it was not adhered to. Implementing Basel II and Basel III is a very complex undertaking that requires extensive capacity building and human capital, both in the central bank and in local financial institutions. Doing so was beyond the capacity of the central bank and external assistance is required. There are ongoing efforts to try to mobilise technical and financial assistance from the IMF and World Bank assistance but that has taken longer than expected.

**Source: SCFMC Evaluation**

176. **View from Caribbean:** While many of Caribbean participants implemented their challenges, the country study found that some of the participants made no attempt to do so. Samples of the implementation of challenges are summarised in Boxes VII.5 to VII.7. These three examples illustrate some organisational changes that the SCFMP contributed to including strengthening the procedures for resolving failing financial institutions, strengthening the capital budgeting process and improving the documentary procedures for a monetary council. Examples of changes that were not implemented and suggestions of how to increase the probability that challenges would be implemented include:

■ The governor of a central bank believes that the requirement for the submission of a challenge and the attempt to focus on a resolution of that challenge *"gives the programme a unique advantage over programmes of similar nature."* However, he believes that more follow up is needed on the implementation of the challenge after the participants return to their jobs. He went on to say *"the region should become intentional in giving focus to implementing the challenges."* He suggested that could be achieved through a regional alumni network so that participants can

draw on support from each other when trying to resolve developmental challenges as they arise. He further believes that countries should not lose the advantages of the SCFMP by ensuring that they empower participants to implement their challenges on return from the programme.

#### Box VII.5: Creating Financial Stability in a Caribbean Banking System

The challenge of a participant from a bank supervision department involved establishing a resolution regime designed to ensure that failed banks were resolved in a way that minimized damage to the financial system and impact on public finances. Several of the topics covered in the SCFMP prepared him for the reality of trying to implement a fairly large and complex legislation package. On returning home, he realised he *“needed to spend time building consensus, and while I had focussed on the technical proficiency, I had also learnt that I needed to focus on social engineering.”* As a result, meetings were held with various stakeholders. Some aspects of his challenge have been implemented. There is now draft legislation to be tabled and debated in parliament in 2020. Prior to his attending the SCFMP, there was nothing in place to systematically resolve failing financial institutions in a manner that limited the damage to the financial system. Overall, he felt that *“this programme is exceptional in the way in which it provides thought leadership and in grooming public sector leaders to take on responsibilities that they have to assume in a few years”*. He also stated the *“negotiations aspects of the course were excellent.”*

**Source: SCFMC Evaluation**

#### Box VII.6: Revamping the Project Development Process in a Caribbean Country

A participant's challenge involved the failure of line ministries to include maintenance costs in their capital budget submissions during the project approval process. That often led to financial issues after project completion, which put the fiscal and financial systems under stress. With the help of the SCFMP, she reshaped her challenge as a broader capital project development concern. The solution lies in providing more appropriate training in project development across ministries, with the ultimate aim of changing the way that

capital projects are presented for inclusion in the annual budget. Working with key stakeholders, including the Financial Secretary's office, some small but useful changes have been introduced in the project development process. Some officers from line ministries have received specific training on this matter. The participant recognized the fully addressing this concern *“is a work in progress”*, but she is confident that with the continued support of key stakeholders, capital project submissions by all ministries will conform with internationally accepted norms. Her supervisor confirmed that she has seen how *“incomplete submission of project proposals”* has caused problems for the Ministry, and is *“pleased with the small, but important steps which are being made to address the concerns.”* She attributes these changes to her staff attending the SCFMP.

**Source: SCFMC Evaluation**

#### Box VII.7: Changing the Preparation of Papers for a Caribbean Monetary Council

The challenge of a senior director in a central bank who attended the programme in 2016 was a re-examination of how the papers prepared for the monetary council were presented. Since returning from the programme, *“we have changed how we present papers to the Council”*. This was important because those papers often presented information that supported requests for making strategic decisions. Even though she has since been promoted to a new position in the central bank, the participant stated that *“I was able to transfer the skills from the old department to the new department. The projects which I prepare are not only for the bank, but also for our sovereign member countries. They have a long-lasting strategic impact on the organisation and on the countries. Overall, the SCFMP helped me to become a better leader and better manager by understanding how to break down a problem into manageable bits. Also, to see how other people approach things and to get the cross-cultural aspects and to appreciate a wider global perspective.”* *“I also see how people who have attended the programme are able to apply the knowledge to their work”*. The participant said that *“other programmes are more narrowly focussed, the SCFMP – it is more strategic. It builds a cadre of professionals who can assist in implementing the*

*region's development agenda. Also, I found the programme to be a lot more useful, more impactful as a manager and leader, than other similar programmes which I have attended". Furthermore, "in the region, it builds a cadre of professionals, who are able to assist the public sector reform and public sector improvement which is so necessary for regional advancement and to build the regional development agenda."*

**Source: SCFMC Evaluation**

177. **View from the Pacific:** The Pacific country studies identified examples of participants using the skills and knowledge to help build the capacity of their organisations by implementing their challenges. Heads of organisations and supervisors confirmed in separate interviews that attending the SCFMP contributed to these changes. Five specific examples of organisation impacts are described in Boxes VII.8 to VII.12 that covers both financial regulation and public financial management. The examples of institutional impact cover areas such as regulatory enforcement and compliance, including AML, business continuity/disaster recovery/cybersecurity plans, improving treasury functions and public procurement. Some of the examples show that when several participants from one organisation attend the SCFMPs over a number of years, there can be a cumulative impact on the organisation as a cadre of well-trained senior officials is built up. All of the examples show that improved staff performance was a major contributing factor associated with the organisational impact.

#### **Box VII.8: Cumulative Impact of Strengthening the Regulatory Function in the Pacific**

An assistant central bank governor was the manager for banking systems when he attended the 2010 SCFMP, one year after the deputy governor attended. Since then, 4 other central bank officials have attended. As the manager for banking systems, he oversaw the soundness and stability of financial institutions. This entailed ensuring that financial institutions had enough liquidity to service their financial obligations, adequate capital and effectively managed risks. In retrospect he believes that his country had limited exposure to

issues such as anti-money laundering. Including both technical and management skills in the SCFMP was useful in strengthening the central bank's regulatory capacity over the years. Those skills have helped develop the necessary regulatory policies and standards. These skills sets enabled the central bank to undertake more successful consultations with financial institutions and negotiate policies and standards collaboratively with minimal unfavourable responses. The SCFMP provided the opportunity to discuss, reframe and improve the challenges prepared in advance of the course. The assistant governor believes that the all-encompassing approach in implementing the challenges in the workplace has helped to lift the level of compliance of the financial institutions. *"Over the last ten years, so much has changed in these areas especially with the level of compliance. This was overcome mainly through a change in approach and how we dealt with them and applied the knowledge acquired. The environment is more transparent. We have better working relationships. Part of this success is the application of this approach."* Attendance of central bank staff over the years has helped strengthen and improve financial regulation and monitoring.

**Source: SCFMC Evaluation**

#### **Box VII.9: Managing Relationships as a Financial Regulator in the Pacific**

The deputy commissioner of a financial regulator attended the 2017 SCFMP, after having been in that position for a year and a half. She felt that was an ideal time to attend as she was no longer new in her role and was able to apply the knowledge and skills. Her challenge was how to get all the stakeholders on board to prepare for the Mutual Evaluation on Anti-Laundering and Countering Financing for Terrorism. This participant described learning through theory, specific content and by example as being effective learning methods. *"It is useful to understand the principles behind how you approach your work and sit back and consider what drives our work."* *"Specific learning from the training included the importance of having a document register, coordination of people, communicating with people and being proactive. The result of the evaluation was that the*

report was noted for a high degree of technical compliance and a very good report for the country – the best result possible was achieved.” “Week one was practical from the regulators perspective.” “The second part of the training was particularly useful for my challenge because it was around people management and included sessions on negotiation and communicating.” She learned from the way the SCFMP was organised and managed. “One of the main things that I learned was around organisation and the importance of being organised, because the training itself was so well organised and structured.” She reflected “It’s all about managing relationships with people, especially about the best way to exercise professional judgement.... (The training) provides insight on how to manage people, that is a key role of our organisation – to gently manage people and not so gently as the last resort.”

**Source: SCFMC Evaluation**

#### **Box VII.10: Improving Public Financial Management in the Pacific**

The challenge of the deputy chief executive officer, treasury was the “*lack of public finance management capacity*.” She strongly believes that there is no use in having a robust public financial management system and recommending a lot of reforms without having the right people/ capacity to drive implementation. Delegating financial authority is needed but taking up that responsibility, especially at the line ministry level, has been challenging due to limited institutional capacity. Investment in staff capacity is key to implement and sustain long-term positive impacts in the performance of public finance management by the treasury, the line ministries and the whole of government. Financial management roles are centralized at the ministry of finance. It must have the people with appropriate knowledge and skills working for the treasury department. They need to understand and appreciate the importance of managing public funds and their accountability to taxpayers and stakeholders. Her challenge was discussed and improved during the SCFMP group discussions. It was reframed to revise the treasury instructions to make them clearer, more user friendly and to train treasury and line

ministry staff on the revised instructions. She was keen to implement the proposed solutions on her return to her country. She provided a back to office report to the head of division meeting with the chief executive officer, sharing the focus of the SCFMP, her challenge and the proposed solutions and how useful and relevant the SCFMP was to her and the ministry of finance. She provided recommendations to revise the treasury instructions and to streamline some processes. She drafted a communication strategy to be used within the treasury division, trained and upskilled her team and liaised and consulted more with financial managers in line ministries. All this contributed to improving the public finance management capacity not only within treasury but across line ministries. The soft skills covered in the SCFMP like leadership, negotiation and change management were very useful in implementing the challenge. Executive management has noted that the overall performance of the treasury division has improved. With streamlined processes in place, a revised treasury checklist and trained staff, payment processing turnaround time has improved significantly. Treasury division staff are more confident in carrying out their financial roles within the division, they are starting to recognise the importance of the underlying principles of accountability and transparency and in carrying out their duties more generally. Relationships with line ministries has improved. Implementation of the reframed challenge resulted in an improved, more efficient and more effective public financial management processes, improved payment processes, better compliance, better customer service and happier stakeholders and customers. This will have long-lasting, positive impacts on the treasury and the ministry of finance.

**Source: SCFMC Evaluation**

#### **Box VII.11: Business Continuity, Disaster Recovery and Cyber Security Plans**

The challenge for a participant from a Pacific central bank was how to convince executive management and the Board of directors of the importance of a comprehensive set of Business Continuity, Disaster Recovery and Cyber Security Plans. Her Pacific Island country often faces natural



disasters like cyclones. During such times the central bank must ensure uninterrupted, smooth operations like daily settlements with domestic and international commercial banks, staying connected with international clients, following developments in international markets, etc. The central bank must have a proper Disaster Recovery Plan in place to be activated when natural disasters occur. While there was one in place, it had weaknesses. The rapid development of cyber-crimes also required the central bank to have a comprehensive plan in place to protect its information and technology systems and to manage related risks. Because developing such plans requires long periods of time and substantial costs, the executive management seemed reluctant to commit to investing in these plans. However, after adopting what she learned from SCFMP, she reframed her challenge and clearly linked it to the objectives of the central bank like maintaining financial stability and promoting a sound and efficient financial system. She divided the project into phases to spread the costs. She was then able to convince executive management on the importance of Business Continuity Plan and Disaster Recovery Plan. Implementation of the plan will start during the next financial year.

**Source: SCFMC Evaluation**

#### **Box VII.12: Improving Public Procurement in the Pacific**

The challenge of the deputy chief executive officer, procurement in a ministry of finance was *"the appropriate procurement thresholds for small island economies."* This challenge was important to ensure prudent management of public funds and to demonstrate that increased procurement thresholds do not compromise the financial stability of the government and contribute to efficient and effective financial management. Because of the nature of a small island country, the government plays a vital role in the economic and social development of the country. The procurement unit manages all large procurements of goods and services for the public sector and therefore deals a lot with line ministries and the private sector. This challenge was discussed and improved during the group discussions of challenges and sharing by other participants on how they deal

with similar issues. This made the participant more open-minded to consider all options and to better appreciate the other side's perspectives when negotiating. The challenge was reframed to revise the regulatory and treasury instructions to make them clearer, more flexible and easier to understand. The challenge was presented to management, including the chief executive officer and all the deputy chief executive officers, upon return from the SCFMP. A specialised legal expert was recruited to draft the relevant changes to the regulations. The treasury instructions were revised, fiscal implications were clarified and the instructions were communicated to all stakeholders. Awareness and training programmes were conducted for the procurement staff in the ministry of finance and line ministries. The procurement process is now clearer and line ministries are more accountable and more careful in procuring goods and services. The procurement threshold was raised and internal controls were enhanced to ensure transparency and compliance. The knowledge and soft skills learned on leadership and negotiation were very useful in conducting of awareness and training programmes. The negotiation skills are also useful for her job in negotiating large projects. The implementation of the challenge has improved the effectiveness and efficiency of the management of government procurement of goods and services and the management of public funds.

**Source: SCFMC Evaluation**

178. **View from Africa/Indian Ocean:** The main linkage between organisational impact and the SCFMP was through the challenge. Organisational change is a complex process that requires strong commitment from top leadership, a conducive policy/organisational environment, the contributions of many people and considerable resources and time. Some, but not all, participants implemented their challenges after returning from the SCFMP. In some cases, units needed to be established to implement challenges because of its nature, strategic importance and workload. It sometimes took several years to fully implement a challenge. The four sample challenges summarized in Boxes VII.13 to VII.16 cover improving monetary policy, demutualizing a stock exchange, strengthening the legal framework for financial

regulation and developing a strategic plan for a financial regulator. All of these cases have a strategic impact on the sector or organisation. The participants stated that they improved their challenges during the programme based on the course content and inputs for the speakers and other participants.

■ *“The SCFMP is very well structured. It was aimed at getting participants to think about the context and the stakeholders in a way that it is a win-win to all parties involved.”* A 2018 central bank Participant who supervises two other participants.

■ *“It is very good that a real-world challenge is included in the design of the SCFMP. Because that way the participants will have to be alert and active. Most of the time, participants attending international courses just attend to have fun. Challenge made them pay attention and learn new things. There is no scope or room for participants to hide behind other participants and come back with less than they should. In this programme they had to be actively involved and to contribute. The challenge was excellent part of it.”* A Ministry of Finance and Development Planning Supervisor.

### **Box VII.13: Demutualisation of a stock exchange in the Africa/Indian Ocean Region**

Demutualisation of stock exchanges, a key component of the capital market development strategy for many countries, is a lengthy, complex process. It involves changing the legal status, structure and governance of a stock exchange, converting it into an investor-owned corporation and separating the ownership of the exchange from the right to trade on the exchange. This process, which took four years to complete, was overseen by a national committee with representatives of the government and brokers, the Minister of Finance and Economic Development and the management of the stock exchange. The country's stock exchange became the seventh of 28 African stock exchanges to be demutualised, which was a historic event for the country. A 2015 SCFMP participant played a leading role in the demutualisation of the stock exchange. A few months before the SCFMP, the participant was promoted to be the director of finance and banking in the ministry of finance. Her background was in taxation but her

new position required a much broader knowledge of finance and banking, management/leadership skills and managing people. The participant said that the SCFMP was useful and that the timing was ideal, given that she was starting a new position. In addition to learning the soft skills, some of the technical modules were helpful, particularly anti-money laundering. After her return, both the participant and her supervisor said that her on-the-job performance and ability to handle important projects improved. The softer skills learned helped to transform the participant from a manager into a leader. She led the demutualisation of the stock exchange at the technical level from start to finish. The participant, her supervisor and the head of her agency felt that without the negotiation skills, leadership skills and the technical knowledge that she gained from the SCFMP she would not have been able to have successfully undertaken that complex project. A lot of high-level negotiations, influencing and convincing of stakeholders with different points of view and interests were required to ensure the ministry approved the process and the valuation of the exchange, to ensure that the shares were equitably divided between the government and the brokers and to adopt the constitution of the stock exchange.

**Source: SCFMC Evaluation**

### **Box VII.14: Improving Monetary Policy in the Africa/Indian Ocean Region**

Effectively implementing monetary policy is a major goal of all central banks. The challenge of a 2015 participant related to improving the implementation of monetary policy under a fixed exchange rate regime with liberalized capital accounts. Effective monetary policy implementation is challenging in these circumstances. Drawing on the feedback from participants and speakers, the challenge was improved during the programme. During the SCFMP the participant learned how other countries tackled similar issues. There were some divergent views within the group. The SCFMP made the participant aware how other countries dealt with similar issues, which was a useful “take home”. Upon returning to the office, the participant included many of the ideas learned during the SCFMP in the strategic action plan designed

to strengthen monetary policy. With what was learned during the SCFMP the participant gained confidence to implement the challenge and make proposals to improve the implementation of monetary policy. Specially, the negotiation and communication skills helped the participant to convince his seniors and other stakeholders about the need to take certain actions.

**Source: SCFMC Evaluation**

#### **Box VII.15: Strengthening the Legal Framework for Financial Regulation in the Africa/Indian Ocean Region**

Periodically laws governing financial sector regulation need to be amended to reflect best international practice and to avoid countries being sanctioned or losing correspondent banking privileges. A country was given a deadline by the Financial Action Task Force (FATF), an intergovernmental organisation founded by the G7 in 1989 to set standards and promote effective implementation of legal, regulatory and operational measures for combating money laundering, terrorism financing and other related threats to the integrity of the international financial system. The FATF review found issues that required changes in the Banking Act and the Financial Intelligence Act and the adoption of regulations for the electronic payment services for remittances. A 2015 SCFMP participant played a key role in managing the necessary changes to align the laws and regulations with the FATF recommendations. The participant also chaired the committee that drafted the country's anti-money laundering and combating the financing of terrorism strategy, a topic that was covered in several modules of the SCFMP. That strategy was approved in October 2019. That committee involved about 20 or so agencies and institutions (e.g., law enforcement agencies, the police, the security people and a number of regulators like the central bank, the regulators for the non-bank financial institutions and the financial intelligence agency) that had divergent opinions. Amending laws and developing the strategy required many high-level meetings and consultations with stakeholders that had different interests and agendas. To do that effectively, the participant needed to have the confidence to talk

to the stakeholders to explain why changes were needed. The industry and regulators needed to be convinced and meetings with parliament and the cabinet were required as the drafting process proceeded. The knowledge and skills learned at the SCFMP, especially the soft skills like negotiation, convincing, influencing, persuading, leadership and consultation with stakeholders, helped the participant to manage and drive the process. The participant's supervisor stated that the knowledge and skills gained from the SCFMP helped the participant to successfully undertake these major assignments and equipped her to succeed in her job. The participant now has good communication skills and is confident proposing changes to regulations and in convincing people about the need for the changes. The supervisor stated that the SCFMP contributed to improving the participant's performance.

**Source: SCFMC Evaluation**

#### **Box VII.16: Designing the Five Year Strategic Plan for a Financial Regulator in the Africa/Indian Ocean Region**

The five-year plan is a key document that sets strategic priorities and directions for the main financial sector regulator. Preparing the draft document involves a lot of challenging negotiations to get buy-in from many stakeholders and to gain approval from the senior officials and the head of the organisation. A 2015 SCFMP participant was appointed as the key leader to design the regulator's strategic plan. The participant and his supervisor said that the knowledge and skills gained at the SCFMP, particularly the soft skills like communications, negotiations, convincing people, presenting strong cases and the exercises undertaken during the SCFMP, helped the participant to successfully implement the challenge, which was strengthened at the SCFMP, and manage the complex process of designing the five-year plan. That involved working with many different types of stakeholders. What was learned at the SCFMP helped the participant to make transparent, detailed presentations that were clear to the team. Because of the SCFMP experience, the participant encouraged other stakeholders to contribute and listened to the views of others.

That increased buy-in for the plan and helped to steer the team members towards one goal. While there were some challenges, in the end it helped to produce a better product. The head of the regulatory agency felt that the strategic plan meetings were well managed to get agreement from a diverse group, which is often a difficult task. The head financial regulator said that while his staff receive technical training, they do not typically receive training in the soft skills that are necessary to manage this type of complex process that involves many different stakeholders with divergent opinions and interests. In 2018 the financial regulator launched the new strategic plan, which was a major milestone for the agency.

**Source: SCFMC Evaluation**

179. The evaluation evidence demonstrates that the challenges are reframed and strengthened at the SCFMP drawing on inputs from the course material, the speakers and other participants. That puts the participants in a better position to implement their challenges when they return to their jobs. While the majority of participants (i.e., over 50%) succeeded in implementing their challenges, not all do. It is not a reasonable expectation that all participants will succeed in implementing their challenges, i.e., a 100% success rate for implementing the challenges is not a reasonable metric for good performance. The Evaluation Team is not aware of comparable benchmarks that can be used to judge success in this area. The country studies identified a good number of illustrative case studies in all regions where challenges were implemented that could plausibly be expected to have a strategic or organisational impact. Based on the Evaluation Team's experience and judgement, the performance of the SCFMP in this area is rated as **Good**.

## C. Assessment of the SCFMP's Impact

180. The literature on executive training programmes shows that evaluating the impacts of training courses is the most challenging aspect of training evaluation. Because of the evaluation challenges, the lack of well-defined evaluation metrics

and the time, effort and resources required, impact evaluations are not undertaken for most programmes. In interpreting the evaluation results, it is important to recall that many factors influence whether or not impacts are achieved. There is no direct, causal relationship between one person attending the SCFMP and changes taking place that result in an organisational impact. The most that can be concluded is that attending the SCFMP was one of the factors that contributed to, or is associated with, achievements at the impact level. There is a reasonably robust body of evaluation evidence underlying the assessment of impact on participants' performance and career progression. There is an issue on the direction of the causality, i.e., whether attending the SCFMP caused the improved performance and likelihood of promotion or whether participants were selected that were identified as being good performers and on the fast track for promotion. In the judgement of the Evaluation Team, the causality likely runs in both directions. The evaluation evidence supporting the rating of organisational impact is less robust. It relies on perceptual feedback from the ESurvey, although the views of participants were triangulated against the views of supervisors/heads of organisations, feedback received during the country studies from separate interviews with heads of organisations, supervisors and participants and the identification of illustrative examples from countries that were largely selected randomly. There is also a risk that participants who were performing well, had been promoted and had successfully implemented their challenges were more likely to respond to the ESurvey and consent to be interviewed during the country studies. This potential upward bias cannot be quantified. The interpretation of SCFMP's impact rating must bear in mind these caveats and the lack of objective external benchmarks or metrics to judge success. With these caveats in mind, the rating of the impact of the SCFMP on career progression/promotion was assessed as **Good** as was the rating of organisational impacts. These dimensions of impact were assigned an equal weight resulting in a **Good** rating of the SCFMP's impact.

**Table VII.1: Rating the Impact of the Small Country Financial Management Programme**

	Weight (%)	Rating <sup>a</sup>	Weighted Score <sup>b</sup>
Quality, Design and Delivery	50%	4	2.00
Use of Knowledge and Skills	50%	4	2.00
Total	100%		4.00 <sup>c</sup>
a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent b Weighted Score = Weight*Rating c Cut off points: Poor≤1.5; 1.5<Modest≤2.5; 2.5<Average≤3.5; 3.5<Good≤4.5; 4.5<Excellent			
<b>Source: SCFMC Evaluation</b>			



## VIII. REGIONAL PROGRAMMES

### A. Introduction

181. There is a potential demand for the SCFMC to put on regional programmes. The overwhelming majority of ESURVEY respondents (87%) **Agreed** (29%) or **Strongly Agreed** (58%) that the SCFMC should put on programmes in the regions that are tailored to their needs and those of the target audience. Further, 80% of respondents **Agreed** (33%) or **Strongly Agreed** (47%) that the SCFMC should work with the IMF, the World Bank and other organisations to provide customized regional training courses through the IMF's regional centres (i.e., the AFRITACs, CARTAC, PFTAC) and training centres (Table F.9 and Box F.2). Selected responses to open-ended questions related to regional programmes included:

■ *"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 requested 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 in. 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 that 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."*

■ *"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."*

182. Similar feedback was received in all country studies. There was support for the SCFMC putting on customized regional programmes provided that the unique features, excellent quality and first rate speakers of the SCFMP were not diluted. In practice, there is a need to strengthen management skills in all government agencies so the potential demand would extend beyond ministries of finance and financial regulators.

183. **View from the Caribbean:** There was interest among supervisors and heads of agencies in customized regional programmes focusing on management issues. While respondents felt that collaboration with an entity can be useful, care must be taken to ensure that the SCFMP does not lose its special appeal. Overall, the support for CARTAC as a collaborating agency to deliver the programme was **Average** provided that the quality and content of the SCFMP were not diluted. One participant said that the CARTAC option could mean that Caribbean countries would need to contribute more financial resources to CARTAC. While some interviewees were open to the possibility of offering a regional programme through CARTAC, one respondent stood out in opposition "CARTAC is a useful vehicle for technical training, for example, in how to use certain quantitative techniques, how to execute certain skill sets, etc. But I have not found CARTAC to be a thought leader." The respondent continued "CARTAC is an arm of the IMF and that means that they will, by necessity, have the perspective of multilateral agencies...and public sector workers should have independent perspectives as they engage with multilaterals... there is somewhat of a moral hazard... some aspects of engagement have to do with ensuring that you represent the broader community... I do not believe that that will be achieved through CARTAC".

184. **View from the Pacific:** The demand for a customised programme in the Pacific region was rated as **Strong**. Those interviewed said that the SCFMP was unique and fills an important niche. Thus, any SCFMC-organised regional programme would be different from existing regional courses.

Great care would be needed to maintain the uniqueness, quality and positive features of the SCFMP. While consideration can be given to combining the SCFMP soft skill programme with some of the technical training provided by the IMF and PFTAC, duplication must be avoided and the current SCFMP relevance and quality ensured. An appropriate Pacific country could host as a show case like the Isle of Man. Most supported the idea of a regional programme so more Pacific Islanders could attend since travel and accommodation costs would be lower relative to travelling to the United Kingdom. The pool of eligible agencies for customized national or regional programmes should be expanded beyond ministries of finance and financial regulatory agencies coupled with a strong participant selection process. Some suggested that the opportunity to attend should be extended to the private sector, mainly those with established financial processes and working collaboratively with public regulatory and financial institutions/ministries. There were suggestions that a refresher course for alumni be offered as a regional course.

#### 185. **View from Africa and the Indian Ocean:**

Based on the feedback received during the country studies there is a demand for customized courses in the Africa/Indian Ocean region, assuming that the issue of funding can be addressed. According to a head of human resources in the Africa/Indian Ocean Region, there is a high demand for management training. According to one head of agency, a programme that focused on the development of management skills for senior staff was needed in the region as *“there are very few institutions that equip senior officials with negotiation skills.”* Such programmes are needed because staff joining the workforce after completing higher education have technical aspects but not management skills. Covering contemporary issues common to small countries would be an added advantage of any customised programme, as those issues are not covered in university training. Participants suggested that a regional refresher programme for the SCFMP alumni would be attractive.

186. The 2012 evaluation found that many stakeholders felt that holding regional workshops would be an excellent way of providing post-

programme support and increasing the likelihood that the benefits of the SCFMP are sustainable. The SCFMC discuss the possibility of holding regional seminars in collaboration with the IMF's regional technical assistance centres given the commonality of clients. In particular, Recommendation 3 of the 2012 evaluation stated *“Subject to the availability of funding, short regional follow-up workshops should be organized, ideally in collaboration with the IMF's regional technical assistance centres.”* Consistent with this recommendation, the SCFMC was involved in two regional training programmes during evaluation period: (i) the Cook Islands' Negotiation Programme; and (ii) a High-Level Forum on Governance and Strategy in West Africa. The evaluations of those programmes provide some evidence as to whether or not the SCFMC can design and deliver relevant, effective, quality training at the regional level and identifies some lessons for consideration should the SCFMC wish to pursue this option in the future.

## B. Cook Islands' Negotiation Programme

187. The Cook Islands was one of the first Pacific Island States to graduate from developing country status, doing so in 2019. Making a successful transition will require senior officials and institutions to have the appropriate professional skills and capacities. A broad range of challenges must be faced including climate change, geo-political changes, new modalities of development, changing multilateral and bilateral relationships, evolving relationships between countries, business and non-state actors and dealing with the health and economic fallouts of the COVID19 pandemic. To successfully cope with the evolution of the global and regional environments, the public and private sector leaders in the Cook Islands must have good negotiation skills to make the most of available opportunities and avoid decisions that result in significant avoidable costs.

### I Genesis of the Programme

188. A senior executive from the Cook Islands was a SCFMP alumnus and had attended a Harvard executive education programme. He felt that these programmes had undeniable benefits.

Partly as a result of that experience, he felt that the Cook Islands needed a cohort of people trained in executive management skills. If such training took place in the Cook Islands and a significant number of people attended, there would be a higher likelihood that the knowledge and skills learned would be applied on-the-job than if one or two people went abroad to attend a particular programme. Because of these factors he became the champion of the Cook Islands' Negotiation Programme. He viewed it as the first step for the Cook Islands to develop a cadre of officials in both government and the private sector who received high-level, executive training. In terms of cost, it was much cheaper to fly five speakers to the Cook Islands than to fly 20 to 30 participants abroad to attend an executive training programme.

189. The champion felt that the negotiation components of the SCFMP would be the easiest components to package and put on in the Cook Islands and would be useful for a broad range of public and private sector participants. He wanted people to think more critically about negotiations and develop a framework for negotiations so that Cook Islanders would be better prepared when they entered into international negotiations. After discussion, the SCFMC agreed to put on the Cook Islands' Negotiation Programme for a fixed price of £60,000, with the Cook Islands' Government reimbursing the SCFMC for the costs of faculty fees and travel and paying directly for the costs of accommodation and miscellaneous local costs such as marketing, the venue, IT support, food, local logistics and administrative support. Faculty fees and international travel accounted for 86% of the costs involving the SCFMC (Table H.2). The SCFMC lost £274 on the Cook Islands' Negotiation Programme, which did not generate any additional financial contribution to the SCFMC. Originally it was expected that the SCFMC would earn an administration fee for putting on the programme. However, faculty costs, both in terms of fees and materials, were higher than originally planned. To remain within the agreed £60,000 budget, the SCFMC's administrative fee and the Executive Director's faculty fee were foregone. There was no formal agreement for the programme. Rather,

agreements were reached on estimated costs, course content and administration through Email exchanges.

190. The programme champion's long-term goal was for the Cook Islands to become known in the Pacific Region as a centre of excellence for executive training programmes.<sup>63</sup> The original vision was that the Cook Islands' Negotiation Programme would be the first of several executive training modules. The plan was for the second module to focus on leadership, particularly ethical leadership as is covered in Harvard executive training courses. However, the senior executive changed jobs so this long-term vision was not realized.

## I Structure and Coverage of the Programme and Profile of Participants

191. The Cook Islands' Negotiation Programme, formally called Big Challenges, Real Solutions, was held in January 2018. It was structured as a five day executive training programme for senior executives and emerging leaders from the private, public and non-profit sectors. The planned learning outcomes were: (i) approach negotiations strategically; (ii) prepare better for negotiations; (iii) improve influencing and persuasion skills; (iv) better understanding of differing negotiating styles; and (v) better understanding of managing complex, multi-party and cross-cultural negotiations.

192. Key elements covered included:

- (i) decision-making in negotiations - how to negotiate rationally in a non-rational world; (ii) cross cultural negotiations and negotiating in multi-party situations; (iii) group decision-making in negotiations; (iv) communicating persuasively in negotiations; (v) negotiating in a changing environment; (vi) trust and ethics in negotiation; (vii) negotiating successfully across cultures (including a session on negotiating with the Chinese); (viii) civil servants better managing relationships with ministers and parliamentary scrutiny committees and delivering public services more effectively; and (ix) regional perspectives and sessions tailored for senior civil servants in small island states.

<sup>63</sup> Another organisation was approached for support in this sort of training but that support did not materialize.

A regional/local speaker and local officials addressed evening sessions and a panel discussed the Isle of Man's economic journey and how it responded to challenges over 50 years and negotiated with international counterparts.

193. The last afternoon session was devoted to addressing participants' individual negotiation challenges in the context of what had been learned during the week in small moderated groups. That was designed to help the participants focus on how they would apply the knowledge and skills learned on the job. The programme did not include anything like the challenge that has been successfully developed for the SCFMP to link that programme to the jobs of participants. Also, there was no follow-up contact by the SCFMC with the participants to encourage them to use the knowledge and skills learned on-the-job. Because of those factors, the evaluation was not designed to assess the organisational impact or the sustainability of benefits.

194. The five SCFMC speakers included the current and former SCFMC executive directors and speakers from the Saïd Business School and the Oxford Programme on Negotiation. Most had been involved in the SCFMP. The pedagogical techniques included a mix of interactive lectures, discussions, case studies written by the faculty, role-play, simulations and individual tutoring and feedback from the faculty.

195. Thirty people attended the Cook Islands' Negotiation Programme.<sup>64</sup> In terms of gender, the participants were nearly evenly split between women and men — 16 (53%) females; 14 (47%) males. The participants were from a mix of organisations – 12 (40%) from government departments/organisations; 10 (33%) from public authorities/corporations; 8 (27%) from the private sector. The participants were sufficiently senior to benefit from the course (i.e., would likely be involved in negotiations). Of the 30 participants, there was a bias toward people in senior positions — 11 (37%) were heads of organisations/companies; 12 (40%)

were directors/managers; 7 (23%) were senior officers/officers.

196. The programme champion was involved in selecting the participants. This helped to identify key senior public and private sector people whose attendance was likely to be beneficial in the Cook Islands' context. In practice, he identified about 60% of the people who attended. Generally, he felt that the right people attended. However, some key Government officials did not attend. The programme was the first time that a training programme had been put on in the Cook Islands that brought together representatives from both the government and business communities. That was important because sometimes government officials and the business community must work together in international negotiations (e.g., New Zealand landing rights).

## I Relevance of the Programme

197. All evaluation evidence indicates that the Cook Islands' Negotiation Programme was **Very Relevant** to the needs of participants and their organisations. ESurvey respondents rated the relevancy of the topics covered in the programme as **Very Good**, the highest possible rating (Table H.3). Further evidence attesting to the relevance of the programme was that the participants **Agreed** with the following statements: (i) I would recommend that others attend a similar programme; (ii) the skills and techniques learned are useful in the Cook Islands context; and (iii) other Pacific Island countries could benefit from a similar programme (Table H.4). This positive assessment of relevance was consistent with the feedback received during the face-to-face interviews of participants who felt that the Negotiation Programme was **Highly Relevant**. Specific comments included:

I *"It is highly relevant to my everyday work and also to my own development. With what we do in our work, it is good to think of the concepts we learned about like win-win situations and different frameworks. It is good to dedicate time to that."* She added *"In my work, I find that I am being*

<sup>64</sup> The original intention was to keep costs as low as possible to be affordable to the Cook Islands' Government by offsetting costs by charging private sector and non-Cook Island participants a fee of NZ\$5,000 in addition to them paying the travel and accommodation costs. Because of time constraints this idea could not be operationalized. There were no non-Cook Island participants and the government only charged some of its private sector participants.

*more open-minded to possible options, instead of narrowly looking forward.”*

**I** *“I do not do a lot of negotiation in my role, but it was relevant for a particular relationship I was managing with a Minister at the time. I do not think it was one hundred per cent fool proof relevant to the Cook Islands but I think it is up to the participant, in an intelligent way, to garner the best and the most relevant aspects of the course. It was the most relevant it could possibly be for the Cook Islands in my opinion.”*

**I** *“The programme cemented a number of points on negotiation such as behavioural traits. It provided the chance to take a step back. It was structured learning. I would have scored higher if it was an accredited postgraduate course, but the time was too short.”*

198. Box VIII.1 gives an example of the relevance of the Cook Islands' Negotiation Programme.

### Box VIII.1: Relevance of Negotiations in Economic Planning

After the course a participant was promoted to a director's position in a government ministry. As a director, she leads a team to develop policies and manage the budget process. She found the programme to be highly relevant to her work. *“It is very relevant, because at the time we were going through a key negotiation process. Our work also involves public negotiation as well as informal negotiations.”* The programme was a contributing factor to her development. *“I have grown a lot, and that is in part because of the course.”* Regarding the contribution of the knowledge and skills gained to her career progression she responded *“It may have contributed. I did need to negotiate and that was key in succeeding to be promoted. It did improve my ability to negotiate.”*

**Source: SCFMC Evaluation**

## **I Effectiveness: Quality, Content and Delivery**

199. ESurvey respondents rated the overall design and management of the Cook Islands' Negotiation Programme as **Very Good** (Table H.5). This positive

feedback is consistent with the overall rating assigned by participants in their end of course assessments. Further, in their end of course assessment participants rated the content of all of the sessions as **Very Good** and the overwhelming majority of specific comments were very positive.

200. The amount of participant participation and interaction, the length of the programme and the programme administration<sup>65</sup> were all rated as **Good** (Table H.5). The speakers and pedagogical techniques (e.g., teaching methods and materials; use of case studies and role playing; practicality of the negotiation knowledge and skills gained; balance between theory and practice) were all rated as **Very Good** by the ESurvey respondents. The one exception was the use of examples that were relevant in the Cook Islands, which was rated as **Good** with about one third of the respondents rating this element as **Average** (Table H.4). The ESurvey ratings of the faculty and the effectiveness of their teaching methods is consistent with the participants' end of course evaluations. All of the modules and faculty were rated on the end of course assessments as midway between **Good** and **Very Good** with no module rated as less than **Good**.

201. The face-to-face interviews broadly confirmed the positive ESurvey findings about the quality, design and delivery of the Cook Islands' Negotiation Programme. During the interviews the quality of the programme was generally described as **Very Good**. The programme was strongly recommended and there were suggestions for further in-country training.

**I** *“It is an excellent program with a good mix of theory and practical exercises. The presenters know the material well. I studied negotiations at law school, so it helped to broaden what I was already familiar with, but it was more practical and related to the Cook Islands context.”*

**I** *“I really enjoyed the course and there was a lot of valuable information. At the time, I had just started a big negotiation process so it helped to inform our strategy.”*

**I** *A private sector participant rated the programme highly “because it was of very high quality and of an exceptional standard very rarely seen here in*

<sup>65</sup> Programme administration, reflecting mainly the pre-programme administration, was rated as **Very Good** by participants in their end of programme assessments.



the Cook Islands. That is the big rarity of it, because normally we would have to travel to very faraway places to get the calibre of presenters that arrived and delivered here in Rarotonga in one go. So, it was an amazing opportunity.”

202. Overall the participants interviewed rated the content of the Cook Islands' Negotiation Programme as being between **Very Good** and **Good**. One participant said “Overall content, given the time, was valuable to me. The use of case studies that were clearly applied, they used real world examples and applied them in a university classroom setting.” Another said “I felt the content was very relevant to the context of the Cook Islands in particular for the government sector and the participants there.” One participant felt the content was good but also shared some constructive feedback “I really enjoyed a lot of the sessions. But one afternoon session where local people presented could have been done at a later date after the programme was completed. That was not effective. I would rather have kept learning from the speakers in the room. They could also go more in-depth and run the course for two weeks.”

203. Those interviewed in the Cook Islands provided positive feedback on the speakers, rating them on the border between **Good** and **Very Good** (Box VIII.2). Specific comments included:

- “They were engaging and all came from different perspectives and that kept things lively.”
- “They were great, one or two didn't capture attention as much. Some were more engaging and the majority were great.”
- “I really liked the speakers. One in particular had lots of experience and knew how to engage with an audience. He showed that he is seasoned in dealing with different cultures.”

### Box VIII.2: Exceptional Presenters Are a Key Strength of the Negotiation Programme

A private sector participant described the training as extremely high quality and attributed much of that to the high calibre speakers. “We have not seen anything like that in the Cooks before. The presenters, in particular, were of an extremely high calibre. I felt that they were the strength of the program — they really made it engaging and

relevant. I am a very critical person and would say if I felt something was not great about the programme but I honestly think that they got it right.” She also noted that the programme was highly relevant to the needs of her organisation as they were entering into a major negotiation that would have a strategic impact on the organisation. “And for me as an individual I definitely find myself using the skills all the time.” Although generally highly critical of speakers in general, this was a rare instance where she found them to all be a very high calibre. “They were all very enthusiastic and they all clearly loved what they were talking about with a passion. They were also very energy driven and willing to share and discuss what they know. In terms of actual delivery of course content they were clear and succinct, very practical. They were also very frank in their commentary which I found very helpful unlike people and trainers that sometimes come to the Pacific and they just deliver content that is quite fluffy and superficial. They sometimes are just walking on eggshells and not trying to tell you straight up what they think or are clearly just trying to get a good review out of you. These presenters were far from this and I felt that they were crusaders in this area.”

**Source: SCFMC Evaluation**

204. Participants interviewed felt that the organisation and management of the programme was **Good**. One participant noted that the preparation was good and the reading materials were given ahead of time while another said “The communication about the program was great and how the program all came together was perfect. The fact they managed to organise presenters from the UK to come and deliver here in the Cook Islands is very rare and unique and it was very well managed from start to finish so I rate this as five.”

205. The locally organised programme venue received the lowest rating by ESURVEY respondents with two thirds assigning a rating of **Average** or worse. Similar feedback was received during the face-to-face interviews. In terms of the feedback on the venue, two participants interviewed rated the venue as **Good**, another two as **Poor** and two as **Very Poor**. The critical feedback related to the venue being too

small and uncomfortable, air conditioning issues and technological problems. As one participant stated the venue “... was terrible. It was congested, desks did not fit well in the room, there were technological issues.” Those interviewed felt that the venue detracted from the programme and the participants’ ability to focus, learn and retain the information. The participants’ end of course assessments also rated the teaching space as **Average**, with many comments on the need for better air conditioning. Meals, however, were rated as **Good**. The two speakers confirmed that a venue more conducive to teaching and learning was desirable.

206. The answers to the open-ended questions on the ESurvey give further evidence of the positive assessment of the programme content and delivery. When asked to identify the most useful parts of the Cook Islands' Negotiation Programme no specific answer stood out. Some participants thought that the entire course was good and that there was a good balance of theory and practice. Positive things identified by the respondents included planning negotiations, cultural awareness, negotiating with politicians, international case studies, exercises, simulations and role playing. Comments on an open-ended question on the ESurvey asking respondents to identify the most useful parts of the Negotiation Programme included:

- *“Understanding the mindset when negotiations are underway.*
- *“The balance of theory and practice was perfect as well as the interaction of the cohort with staff.”*
- *“Interacting and learning with Cook Islands' counterparts from government and private sector.”*
- *“Learning about what type of person I am so my strengths are identified plus all the different ways to negotiate.”*
- *“Interaction with tutors with different experiences and discussing these with colleagues.”*
- *“Third Party contract negotiation skills for providing services and outsourcing contract services. Negotiation skills for parts of the business such as equipment, personnel and service standards.”*
- *“Where do I begin... the tip to read thinking fast and slow, understanding bias - both personal and how it affects others, the structure of a negotiation,*

*practice working on negotiations... and the certificate has proven useful as well.”*

207. Similar positive feedback was received during the interviews. The information, presenters and delivery of the programme were key factors contributing to the high quality. The speakers and content were noted as being between **Good** and **Very Good** (Box VIII.3).

### Box VIII.3: Honing Skills as a Corporate Leader

A Chief Executive Officer felt that the quality of the programme was very good *“I really liked the quality of the programme and the content and calibre of the tutors. The content was diverse, the cross-cultural elements were useful and group activities brought out the issues.”* The cross-cultural communication was the most important part of the programme for him since he works with six offices around the world. Understanding cross-cultural communication by being self-aware of behavioural traits and understanding how you are influenced by your culture was key to him. For example, it is different dealing with Kiwis, Australians and Germans. That is the part that he applies the most. He felt that the quality of the programme was high, but having been in a leadership role for six years he also felt that the course as it was offered would be more useful to upper and middle management roles. He suggested that he would be highly interested in a more in-depth course and ideally it would be an accredited course.

**Source: SCFMC Evaluation**

208. The large majority of the ESurvey respondents were satisfied with the programme. When asked to identify the least useful parts of the Negotiation Programme, 12 participants said that there were no least useful parts (9) or that they could not recall any least useful parts (3). However, there was some feedback that there should have been more Pacific exercises or case studies. One participant said that the Chinese negotiations case studies were not relevant to their work, more time was required for robust discussions to challenge the underlying theories and one person said that the venue was too small.

209. The evidence shows that the design and delivery of the Negotiation Programme met the needs of the participants and that the syllabus was appropriate. None of the respondents identified any topic that should be removed from the curriculum. There were only three suggestions on the ESurvey of other topics that should have been covered:

- *Spend more time on how to deal with politicians, i.e., "negotiating" with them, which is not always a rational exercise*
- *Include more case studies based on Pacific working experience (e.g., oceans governance; multilateral negotiations involving the Pacific)*
- *cover negotiation techniques directly related to the environment the participants work in (e.g., a multilateral negotiation on trade; access rights).*

## ■ Effectiveness: Use of Knowledge and Skills

210. The evaluation evidence shows that the participants use the skills and knowledge on-the-job. ESurvey respondents rated the usefulness of the Negotiation Programme for their jobs on the borderline between **Good** and **Very Good** with no ratings lower than **Good** (Table H.6). Respondents **Agreed** with the following statements about using what was learned: (i) the programme improved my negotiation skills; (ii) I use the skills learned during the programme on the job; and (iii) the programme helped me do my job better (Table H.4).

211. Examples cited by participants in their answers to an open-ended question on the ESurvey about how they used the skills and knowledge on the job included:<sup>66</sup>

- *negotiating a telecommunications licence;*
- *more confident when dealing with international consultants;*
- *an extra tool that a participant can use to support consultations in his/her role as a consultant is involved with evaluation and monitoring institutional arrangements;*
- *using as much as possible in my new role as the Chair of one of the government owned enterprises, especially in negotiations with stakeholders (e.g., landowners);*

- *contract negotiations with employees and suppliers;*
- *influencing Cabinet Ministers;*
- *small tender materials and construction projects by negotiating costs and delivery timeline;*
- *improving the strength of our Board's role in the governance and strategies of our Fund. This was previously only controlled by the Trustees;*
- *Negotiations with staff, particularly understanding people;*
- *I have been part of round table discussions and soft negotiations several times. The skills gained have enabled me to better observe and assess the position of other parties and to develop my position accordingly. I have used these skills in national labour policy negotiations and for personal gain when negotiating a contract.*

212. The feedback provided during the face-to-face interviews provided further evidence that demonstrates that participants apply what was learned at their place of work. Participants interviewed noted a shift in their thinking about negotiations that they were able to use at work. Interviewees viewed the programme as being **Highly Useful** or **Useful**. In terms of frequency of use, on average those interviewed said that that they used what was learned **A Fair Amount**. Some said that they often used what was learned, particularly at critical times. Specific comments included:

- *"I draw on the skills I learned on a day-to-day basis as things were arising but there were certain instances when I would remember what was taught at the course and I would take reference to that and try and utilise it as best I could."*
- *"I don't use them on a daily basis but I do use them when doing stakeholder engagement and focus on building relationships and understanding the importance of those relationships – I have the tools to do that. Those skills are key when negotiation strategy needs to be developed."*
- *"I use it but over time the usefulness fades."*

213. Box VIII.4 provides an example of how one participant continues to use the knowledge and skills even after changing jobs.

<sup>66</sup> One ESurvey respondent was frustrated because the government has "not used staff that attended this course and has ended up with many suboptimal outcomes as a result."

#### Box VIII.4: Opportunity for Professional and Personal Development

One participant was promoted several months after the programme to a new role with a different organisation. This participant said that the training contributed to her ability to use the knowledge and skills learned. She said it helped by providing an opportunity to *“have a good look at how I value myself and my role. It helped me to be able to feel that I have more value, I felt more empowered – and have better negotiating skills. After the training I was a better negotiator personally and that has carried through in the workplace.”* She noted specific knowledge about negotiation learned during the programme as being very helpful such as *“the idea of the win-win situation, not lose-win situation – a new way of viewing negotiation.”*

**Source: SCFMC Evaluation**

214. More broadly, the feedback provided during the face-to-face interviews enriched the statistical results of the ESurvey by providing more specificity and granular detail on how the knowledge and skills are used in the real world:

**I Developing Negotiation Skills:** The negotiation knowledge and skills were noted as being very useful. The participants described different aspects and application of negotiation knowledge and skills. For example, *“The negotiating course was good - those skills are part of my toolbox and I am more aware of the tools.”* Having a framework for negotiation and setting up a negotiation strategy were viewed as some of the most useful aspects of the training. An interviewee described how he applied the skills *“The negotiation skills, specifically the skills for dealing with politicians – this was useful as I come from a private sector background.”* Participants also said that they apply the negotiation skills in both formal and informal aspects of their work and also their personal lives.

**I Engaging Peers:** The chance to share ideas, strategies, approaches and experiences with peers was useful. One participant stated *“I really enjoyed the engagement with peers and the mix of public and private sector participants. That was one of the most interesting things that I came across. It was good learning for both sides to know where people are coming from, especially because the*

*participants are already leaders in their own right.”*

**I Learning Through Practical Exercises:** The case studies and group exercises were useful according to most interviewees. In describing what was most useful to them in performing their job, one head of a government corporation said for him it was *“The group activities on negotiations that integrated scenarios in terms of working multi-culturally. Also, the international case studies that could be applied in a local context.”* Another interviewee rated practicing negotiating during the case studies as the most useful aspect of the programme saying *“We were able to actively practice what we were learning; I see this as a very effective learning tool. It was key in gaining confidence in applying what was learned. It was useful having different presenters as all have different stories and aspects of negotiation that they are passionate about. The use of practical exercises was also good for engagement and it helped to put everything in context.”*

**I Understanding Cultural Differences:** Several of the participants said including cross-cultural communications in the context of negotiations in the programme was very useful. A participant from the private sector said *“The other aspect of that [usefulness] in terms of managing stakeholders and more broadly negotiation on a whole were the conversations we had around the cultural difference or cultural identity of various people you engage with. This part of the course was very helpful especially for the Cook Islands participants because using psychological understanding or psychology of different cultures is very important. We tend to be, unfortunately, a little self-focused on our own issues, our own problems and our own Cook Islands culture but when you actually engage in negotiations I could see how relevant and how amazed the participants were when we were discussing people from various other cultures around the world and their perception of issues and their decision making process.... So, I think that was quite a revealing session for a lot of participants not just myself.”*

215. There appears to be a correlation between attending the Cook Islands' Negotiation Programme and career progression, i.e. promotions and finding a job in a new organisation. Of the 30 people who attended the Negotiation Programme,

11 (37%) were promoted in the two years since attending the programme and 8<sup>67</sup> (27%) are now working in different organisations. Many factors influence promotion and decisions to change jobs. Attending one executive training programme cannot plausibly be considered as the only factor related to such decisions. However, the evaluation evidence suggests that attending the Cook Islands' Negotiation Programme was one of the factors that positively influenced the likelihood of promotion. The supervisor of several of the participants felt that the Cook Islands' Negotiation Programme had a fair amount of influence on career progression and promotion. Of the three staff that attended under his supervision, two have been promoted within the Ministry of Finance and Economic Management and another has taken on a key in-country role with a multilateral development finance organisation. He said *"Yes, it has an impact. As a small country you can see who the future leaders are and can invest in them when you see them coming."*

216. The Cook Islands continues to benefit from the use of the knowledge and skills learned in the Negotiation Programme. Those benefits have not eroded over time through retirement or the migration of participants to other countries. This suggests that for a two year period, at least, the benefits have been sustainable.

217. Overall, the participants found that the Cook Islands' Negotiation Programme provided them with useful skills that are applied in their work environments. ESurvey respondents felt that they received a **Good Benefit** (i.e., clear improvement in their negotiation skills) from attending the Negotiation Programme. More participants felt that they received an **Exceptional Benefit** (i.e., an exceptional improvement in their negotiation skills) than stated that they received a **Modest Benefit** (i.e., a modest improvement in their negotiation skills). None of the respondents said that there was **No Tangible Benefit** (i.e., no discernible improvement in their negotiation skills) from attending the programme (Table H.7). These findings indicate the participants clearly felt that it was worth their time to attend the programme and

that there was a benefit to Cook Islands for paying the SCFMP to put on the programme.

## I Conclusions About the Cook Islands' Negotiation Programme

218. The Cook Islands' Negotiation Programme made a strong impression on the participants who provided very positive feedback. Participants felt that the overall quality of the programme was very good and was relevant to their work and the needs of their organisation. The high calibre of a dynamic group of speakers was a distinguishing feature of the programme. Other strengths were the course content, material and the pedagogical techniques (e.g., case studies; simulations and role playing). The participants felt that they benefitted from the programme and gained practical knowledge and skills that improved their ability to negotiate and were used on-the-job. Overall, the programme was **Highly Recommended**.

219. To develop an overall rating of the Cook Islands' Negotiation Programme it was necessary to modify the standard OECD DAC evaluation criteria to reflect the available information and the nature of the evaluation.<sup>68</sup> Based on the evaluation evidence, the Cook Islands' Negotiation Programme was rated as **Good** bordering on **Excellent** (Table VIII. 5). The quality of the programme content and delivery was rated as **Good** bordering on **Very Good**. This rating reflects the average of the ESurvey ratings for the design and delivery of the programme (Table H.4) and the teaching methods used (Table H.3) and is broadly consistent with the feedback received during the face-to-face interviews. The **Highly Relevant** rating is based on a composite of the face-to-face interviews and ESurvey replies. Use of Knowledge and Skills Learned was rated on the border between **Good** and **Excellent** based on the ESurvey responses related to effectiveness and on-the-job usefulness of the programme. The additional contextual material provided during the interviews on the nature and frequency of use of the knowledge and skills learned during the Negotiation Programme was consistent with this rating.

<sup>67</sup> Some of these participants were also promoted.

<sup>68</sup> Efficiency, Sustainability and Impact were not assessed.



**Table VIII.5: Overall Rating of the Cook Islands Negotiation Programme**

Criteria	Weight (%)	Rating <sup>a</sup>	Weighted Score <sup>b</sup>
Relevance	20%	5.0	1.00
Effectiveness: Quality of the Programme Content and Delivery	30%	4.4	1.32
Effectiveness: Use of Knowledge and Skills	50%	4.5	2.25
Overall Rating			4.57 <sup>c</sup>
a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent			
b Weighted Score = Weight*Rating			
c Cut off points: Poor≤1.5; 1.5<Modest≤2.5; 2.5<Average≤3.5; 3.5<Good≤4.5; 4.5<Excellent			
<b>Source: SCFMC Evaluation</b>			

## 220. The Cook Islands' Negotiation Programme

can be viewed as a pilot project to test the ability of the SCFMC to put on customised programmes in small countries focused on negotiation skills. Viewed in this context, the pilot test was successful. Key lessons from the Cook Islands' Negotiation Programme relevant for planning future regional courses include:

- There must be a local champion for the course.
- There is a demand for negotiation training in small countries that extends beyond ministries of finance and financial regulatory agencies and includes people from all government ministries, agencies, state-owned enterprises and the private sector.
- The SCFMC has a proven programme package that delivers good quality training that equips participants with negotiation skills and knowledge that they can use on-the-job.
- The Cook Islands' Negotiation Programme resulted in tangible benefits to the country by building up a cadre of people with improved negotiation skills.
- By drawing on its core SCFMP expertise and faculty, the SCFMC has the capacity to tailor programmes that address the needs of far-distant clients who wish to pay for them.
- Close contact must be maintained with clients to ensure that local marketing, logistics, administrative support, technical support, the venue and meals are suitable.
- A contingency allowance should be included in the cost estimates to protect the SCFMC as it is always difficult to estimate costs with exact precision – lump sum contracts transfer all of the financial risk associated with a cost overrun to the SCFMC.

## 221. Funding is an issue that would need to be

addressed if the SCFMC wishes to put on training programmes in small countries. In this case, the government of the Cook Islands was willing to pay all of the costs because a local champion was familiar with the SCFMP and saw the need for executive training. Unless there is a strong, in-country champion, most small countries are unlikely to be willing to allocate scarce budgetary resources to finance such programmes. That means that small countries that are interested in regional training would need to work with the SCFMC to mobilise funds from regional development banks, the World Bank, the regional technical assistance centres of the IMF or bilateral donors. Since most donors place a premium on local ownership, small countries must play the lead role in the fund mobilization efforts.

## C. High-Level Forum on Governance and Strategy

222. While not formally undertaken by the SCFMC, two of its faculty members and the SCFMC Executive Director, working as consultants, presented a four-day High-Level Forum on Governance and Strategy in Accra, Ghana in March 2018. The workshop, which was designed for central bank deputy governors, was organised and funded by one of the IMF's Regional Technical Assistance Centre (AFRITAC West 2). The objectives of the workshop were to: (i) assess and guide directors and other high-level central banking officials on strategies which enhance corporate governance, risk management and oversight/internal

controls; and (ii) help enhance knowledge and understanding of key tools and skills that contribute to more effective management of financial sector supervision. This workshop provided an opportunity to demonstrate the value of the training that SCFMC provides to both the IMF staff and regional central banks.

223. Central banks in several countries in the region were experiencing challenges resolving financial institutions experiencing severe financial difficulties. If not successfully resolved, there would be large potential fiscal impacts. The issues related to private institutions that were owned by politically connected individuals and to state owned financial institutions that had breached single borrower limits and/or engaged in connected lending. The complex negotiations related to resolving these issues involved not just technical issues but also political economy issues, cultural issues, politically sensitive issues, politically exposed persons and corruption.

224. In addition to technical knowledge and skills, people in senior positions in central banks need a broad range of skills in the areas of leadership, people management, negotiation and organisational change management. The IMF puts on good training programs in many technical areas. Because the IMF does not put on management programmes it took some time for AFRITAC West 2 to find a workable model of cooperation to help member countries and to gain support from IMF Headquarters for the high-level symposium.

225. The programme modules covered both technical (e.g., regulatory issues; practical insights; international assessments) and management (e.g., negotiation, ethical standards; behaviour self-examination and change management) issues. Tasks undertaken included: (i) assessing the challenges faced in overseeing supervisory processes in regional member countries and identifying selected topics which would help to

better manage those processes; (ii) researching related executive management skills and preparing relevant pre-reading materials, slides, worksheets and case studies that would stimulate and enhance learning; (iii) delivering presentations on a subset of managerial skills such as negotiation, risk and reputation management, strategic planning and effective interactions with other parts of government; (iv) sharing relevant examples and stimulating an exchange of views on their experiences, challenges and successes; (v) using a variety of pedagogical techniques to provide training and advice on an agreed selection of executive management skills, including role-play simulations set in a central bank; (vi) discussing challenges faced in managing the day to day oversight of banking supervision and providing tips on addressing selected issues; and (vii) providing a three to five page report outlining the key observations, outcomes, recommendations and follow-up emanating from the workshop.

226. Using the IMF's a standard 4-point scale<sup>69</sup> the 15 participants end-of-course assessments rated five<sup>70</sup> aspects for the seven modules: (i) overview of the international regulatory landscape; (ii) regulatory structure, governance and independence; (iii) the international assessment process; (iv) establishing an internal culture of good governance and integrity; (v) introduction to negotiation; (vi) managing relationships with ministers and other stakeholders; and (vii) complex negotiations. Based on this assessment, the workshop was successful — overall participants rated it 3.5<sup>71</sup>, i.e., the mid-point between **Good** and **Excellent**. The self-assessment prepared by the speakers were also overwhelmingly positive. This rating, which will be used for this evaluation, would correspond to a rating of 4.5 on the 5-point rating scale used for this evaluation.

227. Regarding the workshop, the 2018 annual report of the IMF's AFRITAC West 2 stated: *"Participation in regional workshops also gained*

<sup>69</sup> Scale of 1-4: 4-Excellent; 3-Good; 2-Fair; 1-Poor.

<sup>70</sup> (i) information/knowledge shared; (ii) quality of delivery of presentation; (iii) responses to questions/queries; (iv) relevance and suitability of concepts/examples to local/regional setting; and (v) content and discussion of group/individual exercise.

<sup>71</sup> The average rating for the seven modules ranged between 3.3 and 3.8, with the 3.8 rating received by one of the negotiation modules and the 3.3 rating received by the international assessment process. Of the 525 individual ratings, 99% were either 3 or 4. One person assigned a fair (2) rating for relevance and suitability of concepts/examples to local/regional setting for each of the seven modules.

*strength, with all of the three regional workshops planned delivered by April 2018. One of these, a High-Level Forum on Governance represented an inaugural event, which brought together Directors of Supervision, Deputy Governors and members of the Board of Directors in an executive management-type training. Such meetings continued to provide a forum for exchanging experiences, and for building expertise in an area of common interest; and where there is regional commitment. On the whole, discussions were robust and insightful and member countries appear to be gaining deeper insights into how to enhance or to progress supervisory practices.”<sup>72</sup>*

228. The High-Level Forum on Governance and Strategy in Accra was successful. While most of the English speaking West African countries are too big to be included in the list of eligible SCFMC countries, this high level forum was useful to build the SCFMC's profile with the IMF. The success of the symposium suggests that the SCFMC should continue to pursue joint work with the AFRITACs, CARTAC and PFTAC. While the IMF's Institute for Capacity Development and the IMF's regional technical centres offer many technical courses related to financial sector regulation and public expenditure management, they do not offer executive training covering the various dimensions of management. That is a core strength of the SCFMC. Governance, together with climate change and gender, are key elements of the strategies of most international donors.<sup>73</sup>

229. Should the SCFMC wish to replicate that High-Level Forum model, lessons include:

- By drawing on its core SCFMP expertise and faculty, the SCFMC has the capacity to develop and deliver a high quality, customized regional programme that combine both technical and soft skills.
- There could be a natural partnership between the IMF's regional technical assistance centres and the SCFMC to put on regional training in the soft skills.
- The IMF does not provide executive management type training.

- A focal point within the IMF is needed to gain institutional support for a programme that meets the needs of senior staff in member countries.
- Considerable work is needed to develop a workable model to put on such programmes and to mobilise the necessary financing.
- It may be contractually easier for institutions like the IMF to hire speakers as consultants rather than contracting directly with SCFMC as an institution.
- The IMF technical assistance centres have the capacity to identify appropriate participants, provide a suitable venue and provide adequate administrative, logistical and technical support.
- AFRITAC West 2's involvement did not dilute or detract from the niche training that the SCFMC provides as some respondents to the SCFMP ESurvey and some people interviewed for the country studies had feared.

## D. Conclusions About Regional Programmes

230. The Cook Islands' Negotiation Programme and the High-Level Forum on Governance and Strategy represent different models that the SCFMC used to provide customized training at the local level. One involved a programme that was designed to address the needs of a target audience in one country where the partner was the government. The other involved a course designed to meet the needs of central bankers/financial regulators that are clients of the IMF. Both were successful and generated some lessons should the SCFMC decide to continue putting on regional programmes:

- There is a demand for the niche programmes that the SCFMC provides, especially for “soft skills” type training.
- By drawing on its core expertise and faculty, the SCFMC has the capacity to develop and deliver relevant, high-quality, customized programmes that combine both technical and soft skills and are delivered at distance.
- A local focal point is needed to gain support for the programme, market the programme, help select participants and look after local administrative and logistical issues.

<sup>72</sup> Regional Technical Assistance Centre for West Africa 2. Annual Report 2018. Page 30. The IMF.

<sup>73</sup> Peace, governance and green transition and energy access are two of the five areas of partnership the European Commission's new vision for Africa to be discussed at the African Union-EU summit in October 2020.

While the need for such training is clear, considerable work would be needed to develop a workable model to mobilise the necessary financing.

231. The Cook Islands' champion views the management modules as the most useful part of the SCFMP. The experience of the Cook Islands' Negotiations Programme suggests that putting on regional courses would require the SCFMC to broaden the audience for the SCFMP, i.e., not to just focus on staff from the ministries of finance and central banks/financial regulators. There are readily available technical courses for staff from the ministries of finance and central banks/financial regulators (e.g., the IMF and its regional technical assistance centres) and there are a few courses at Harvard and at the University of Toronto that combine both the management and technical aspects. Executive training is offered by many universities. However, those courses are expensive and are generally not designed for officials from small countries. Rather they are designed for a broader market (e.g., the private sector and government agencies in OECD countries). Not many officials from small countries attend such courses. Restructuring the SCFMP to focus on management issues related to economic development and management rather than combining some management/negotiation issues with technical issues related to fiscal management and financial sector regulations would allow the SCFMC to fill that gap in training that is typically available to officials from small island economies. Such a course might also be of interest to the leaders of the private sector in small countries, who might pay to attend such courses.

232. One approach to regional courses would be to develop a suite of executive training programmes covering all elements of leadership and management. The Saïd Business School and other Oxford colleges offer a broad range of such executive training programmes. Feedback from the assessment of the Cook Islands' Negotiation Programme suggests that elements of that suite of programmes should cover leadership, ethics, morality and values in the context of business and

organisational leadership, organisational change management, the role of psychology, economics, and neuroscience in human judgement and decision making, predicting the effects of emotions on perceptions of risk, economic decisions and attribution of responsibility, problem driven iterative adaptation, elements of Harvard's Building State Capability Program and the Problem Driven Interactive Analysis (PDIA) approach and some of the work undertaken by Harvard's Decision Science Laboratory.

## IX. OVERALL ASSESSMENT AND RECOMMENDATIONS

### A. Overall Assessment of the SCFMC

#### I Assessment of the SCFMP

233. The ratings for the five dimensions used to evaluate the SCFMP given in Chapters III to VII are summarized in Table IX.1, together with the assigned weights. As was the case in the 2012 evaluation, the highest weight was assigned to Effectiveness and the lowest weight to Efficiency with equal weights assigned to the other three dimensions of evaluation. The highest weight was assigned to Effectiveness as it focused on the use that participants made on the job of the skills and knowledge gained at the SCFMP. Information on this issue was relatively robust and a major value added of the evaluation. While sustainability and impact are also important, the evaluation evidence is not quite as robust as it was for Effectiveness so those dimensions of evaluation were assigned a lower weight than Effectiveness.

234. Taking all of its findings into account, the Evaluation Team rated the Small Countries Financial Management Programme as **Good**, well above the midpoint of the **Good** range and approaching the lower bound of the **Excellent** range (Table IX.1). Relevance, Effectiveness and Efficiency were all rated as Excellent although appropriate ways need to be found to include more representation from small countries and gender and ethnic diversity in the governance

arrangements for the SCFMC. Impact was rated as **Good** as there was evidence that the SCFMP contributed as one of many factors to career progression of the participants and impactful changes in some organisations. However, the assessment of the latter was largely based on illustrative examples. Sustainability was rated as **Good**, bordering on the cut off point for **Average**. While evidence suggests the SCFMP's benefits to organisations and participants are sustainable over time, a risk going forward is that the SCFMP is dependent on funding from one source, the Isle of Man government. More needs to be done to strengthen Sustainability by developing a community of practice among the alumni, to provide mentoring, nudges and follow-up for the implementation of the challenges and pro-actively encouraging participants to share what was learned in their organisations. The overall conclusion of the Evaluation Team is that the SCFMP is a well-designed and delivered executive training programme that provides excellent benefits to staff from ministries of finance and financial regulators in small countries.

#### I Assessment of the SCFMC

235. Based on the totality of the evaluation evidence, the work and activities of the SCFMC during the 2013 to 2019 evaluation period, were rated as Good bordering on Excellent. That reflects a Good on the border of Excellent assessment of the SCFMP, and

**Table IX.1: Overall Rating the of the Small Country Financial Management Programme**

	Weight (%)	Rating <sup>a</sup>	Weighted Score <sup>b</sup>
Relevance	20%	4.90	0.98
Effectiveness:	30%	4.70	1.41
Efficiency	10%	4.80	0.48
Sustainability	20%	3.60	0.72
Impact	20%	4.00	0.80
Total	100%		4.39 <sup>c</sup>

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

b Weighted Score = Weight\*Rating

c Cut off points:

Poor≤1.5; 1.5<Modest≤2.5; 2.5<Average≤3.5; 3.5<Good≤4.5; 4.5<Excellent

Source: SCFMC Evaluation



**Table IX.2: Overall Rating of the Small Country Financial Management Centre**

	Weight (%)	Rating <sup>a</sup>	Weighted Score <sup>b</sup>
Overall Assessment of the SCFMP	92%	4.39	4.04
Overall Assessment of the Cook Islands' Negotiation Programme	3%	4.57	0.14
Overall assessment of the High-Level Forum on Governance and Strategy	5%	4.50	0.23
Total	100%		4.41 <sup>c</sup>
a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent b Weighted Score = Weight*Rating c Cut off points: Poor≤1.5; 1.5<Modest≤2.5; 2.5<Average≤3.5; 3.5<Good≤4.5; 4.5<Excellent			
<b>Source: SCFMC Evaluation</b>			

**Excellent** bordering on **Good** ratings of both the Cook Islands' Negotiation Programme and the High-Level Forum on Governance and Strategy. Because the annual SCFMP is, by far, the SCFMC's major activity, its assessment dominates that overall evaluation of the SCFMC. The weights for the SCFMC's main activities were derived from the ratio of expenditures on the programmes as a per cent of the total expenditures over the 2013 to 2019 evaluation period.

## B. Answers to the Key Evaluation Questions

236. The evaluation was designed to answer seven evaluation questions and one overarching question (Chapter II). This section draws on the evaluation evidence to answer these questions.

237. **Question 1:** *Are the objectives of the SCFMC clear, consistent with the purpose/objectives of the SCFMC, and relevant to the goals of the participants, institutions, and countries?* The SCFMC was “established with the objective of reducing poverty and improving financial governance through the promotion of education relating to the government financial sector in small countries or countries whose economy or infrastructure has been adversely affected by wars or conflicts” (Chapter I). That was to be done primarily by providing executive training courses related to financial regulation, risk management, and broader management of government financial activities. This goal/objective has provided

a clear focus for all of the activities of SCFMC. The evaluation provides compelling evidence that all training provided by the SCFMC is highly relevant for, and focuses on, the target audiences, organisations and countries. Responses to the ESurvey and feedback received during the country studies from heads of organisations, supervisors and participants demonstrate that the SCFMC's programmes are relevant for the participants, institutions, and countries. Importantly, the programmes organised by the SCFMC fill a niche and do not duplicate courses put on by other agencies. The relevance of SCFMC's programmes was rated as **Excellent**. Factors that contribute to the relevance and uniqueness of the SCFMC's executive training programmes are the focus on small countries, careful participant selection, the coverage of both management topics and advanced technical issues, the challenge and the Oxford/Isle of Man branding. The executive training is provided by excellent speakers and pedagogical techniques used share international good practice and advanced ideas and encourage debate, discussion and the sharing of experience among participants. Consistent with the SCFMC's objectives, the course content is unbiased by any particular regime and draws on, and reflects, the practical experience in small countries and elsewhere, and an understanding global regulators and good industry practices. While the formal training was clearly relevant and consistent with the goals and objectives of the SCFMC, no significant progress was made in achieving one of the 4 sub-objectives of the

SCFMC: undertaking, publishing and disseminating relevant research. No such research is available on the SCFMC website. Indeed, the only “original research” posted on the SCFMC website is the 2012 evaluation. The SCFMC is a small organisation with limited staff and budget. It did not allocate any resources to undertaking and publishing research. In the opinion of the Evaluation Team, it was a wise strategic decision to focus limited resources on putting relevant, first-class executive training programmes rather than financing research at the cost of taking resources away from the design and delivery of the programmes.

238. **Question 2:** *How did SCFMP perform in relation to its stated objectives?* The work and activities of the SCFMC was rated as **Good** on the border of **Excellent** (Table IX.2). During the evaluation period it fulfilled its mandate of providing relevant training for senior officials in small countries. Feedback was overwhelmingly positive about the relevance, content, quality, practicality and delivery of all training programmes. The participants frequently use the knowledge and skills acquired on-the-job. Overall, the evaluation evidence demonstrates that the SCFMC performed well in achieving its mandate and objectives, with the exception of publishing original research.

239. **Question 3:** *What was the impact of the Programme on the growth and development of: (a) participating individuals; and (b) their ability to deliver improvements in their respective organisations and countries?* The evaluation evidence shows that the SCFMC’s flagship programme, the SCFMP, was rated as having a **Good** impact on both the performance and career progression of participants and at the organisational level. The Cook Islands’ Negotiation Programme also appears to have contributed positively to career progression. This assessment comes with a major caveat – many factors other than attending the SCFMC programmes contribute to achieving results at the impact level. There is robust evidence that attending the SCFMP contributes to career progression and promotion by improving on-the-job performance. Heads of organisations, supervisors and participants gave consistent feedback that attending the SCFMP increased the likelihood of promotion by preparing

participants to be able to take on more complex, high-profile assignments and generally improving their performance, both technically and, more importantly, by equipping them with management skills. Supervisors felt that their organisations received a good benefit from investing the time of their staff to attend the SCFMP. The challenge was a key element of the programme design that helped the SCFMP to contribute to making organisational impacts (e.g., organisational changes; changes in laws, policies, procedures or regulations). During the evaluation period the SCFMC improved the way that the challenges were formulated before the SCFMP and improved during the course. Many, but not all, participants succeeded in implementing their challenges. The country studies identified a significant number of challenges that were implemented and resulted in organisational impacts. This is a positive finding as most executive training programmes do not attempt to assess contributions to organisational impacts.

240. **Question 4:** *What was the quality, relevance and usefulness of what was taught during the SCFMP?* The Evaluation Team assessed the effectiveness of the SCFMP as **Excellent** (Chapter IV). The major dimensions of effectiveness were: (i) the quality, design and delivery of the SCFMP; and (ii) use of the knowledge and skills. The results of the ESurvey and the findings of all country studies was that the content, speakers and pedagogical techniques were all **Excellent** for the SCFMP, the Cook Islands’ Negotiation Programme and the High-Level Forum on Governance and Strategy. Particularly positive comments were received about the speakers. The evidence shows that participants frequently use the skills and knowledge learned on-the-job. While the technical skills were used, the management skills were used on a very frequent basis and were portable if the participants changed jobs. The fact that what was learned was used on-the-job is a positive finding of the evaluation since it demonstrates that organisations benefitted from sending their staff to attend SCFMC programmes.

241. **Question 5:** *How adequate are the SCFMC’s governance and management arrangements?* The governance and management arrangements for the SCFMC are fit for purpose. The SCFMC is incorporated as a private company limited by

guarantee and is a registered charity. The Board, which has an independent chairperson, meets at least annually and provides oversight and guidance to the executive director. The Board has a mix of experience and length of tenure. Steps should be taken to find a mechanism to allow for more representation from small countries and more diversity on the Board. The SCFMC is a small, lean organisation and all staff are employed on a part-time basis. Accounts are audited annually and successful efforts have been made to keep costs under control – the cost per participant has not increased substantially over the past decade.

242. **Question 6:** *What lessons were learned, including gaps and areas for improvement that require particular attention from the SCFMC in the future?* The evaluation did not find major problems that needed to be addressed or issues that seriously detracted from the relevance, effectiveness, efficiency, sustainability and impact of the SCFMC. However, some fine-tuning type issues should be addressed: (i) finding mechanisms to allow more small country representation and diversity on the Board; (ii) fine-tuning the list of eligible countries; (iii) diversifying the SCFMC's sources of financing; (iv) taking more vigorous steps to promote networking among participants by taking advantage of new technologies; (v) making further efforts to encourage the implementation of challenges (i.e., post-SCFMP mentoring; periodic nudges from the executive director; ensuring that formal reporting takes place on the status of implementation of a monitorable action plan one year after completion of the SCFMP); (vi) actively encouraging participants to formally share SCFMP materials and what was learned in their organisations; and, (vii) monitoring the demand for the SCFMP to ensure that the pool of suitable candidates remains sufficiently large in very small countries.

243. **Question 7:** *To what extent is there an appetite and support of participating organisations and countries for the SCFMC to develop activities in the areas of: (a) ongoing engagement with past participants; (b) online learning; and (c) regional and second-generation programmes?* There is clear evidence that there is interest in all regions for the SCFMC to have ongoing engagement with

the alumni. One of the benefits of the SCFMP is the engagement during the SCFMP of participants from other small countries who are working on similar issues and facing similar challenges. The evaluation evidence shows that inputs from other participants during the SCFMP helped participants to reframe and strengthen their challenges. The networking opportunities made possible by the SCFMP were valued and some participants used WhatsApp or other social media to keep in touch. However, the SCFMC has not taken active measures to promote post-SCFMP engagement. The SCFMC website has not been an effective tool for this purpose. In April and May 2020, the SCFMC held, for the first time, webinars for alumni. The SCFMC can, and should, do more in this area. There was a demand for online learning. However, feedback received during the evaluation underlined the substantial commitment of resources needed to deliver courses on line. In the view of the Evaluation Team, the SCFMC does not have the expertise or resources to provide courses online. However, webinars on selected topics could be a cheaper alternative to deliver virtual training and mentoring. There is a demand for regional niche programmes that the SCFMC provides, especially for "soft skills" type training. That being said, the demand was predicated on the SCFMC ensuring such programmes preserve what makes SCFMC programmes both excellent and unique – the relevance for small countries, the excellent quality and content and world class speakers.

244. The Cook Islands' Negotiation Programme and the High-Level Forum on Governance and Strategy demonstrate that the SCFMC can successfully deliver customized training at the local level, either in partnership with a government or with the IMF regional technical assistance centres. If the programme has a national focus, then the training would focus on the management modules that are broadly appropriate for senior government officials from all sectors and the private sector. If the partner is an IMF technical assistance centre, then the curriculum can include both management and technical modules. In addition, there appears to be a demand for refresher courses for local alumni. A local partner is needed to gain support for a regional programme, market the programme, help select participants and look after local

administrative and logistical issues. While the need for such training is clear, considerable effort would be needed to develop a workable model to mobilise the necessary financing and make putting on regional programmes a reality. Further, the SCFMC is a small organisation with no permanent staff and the speakers have other jobs. These factors, together with the need to mobilise funding on a case-by-case basis, limit the number of customized regional training programmes that the SCFMC will be able to put on. Thus, going forward the SCFMC will need to be opportunistic to respond to opportunities to offer such programmes rather than attempt to significantly scale up this activity.

245. **Overarching evaluation question:** *“Has the SCFMP delivered an identifiable and sustained improvement in the capacity and performance of individual participants and organisations?”*
- Regardless of the metrics used, it is clear that the SCFMP delivered identifiable, sustained improvements in the capacity and performance of both participants and organisations. Slightly less than two thirds of the supervisors who replied on the ESurvey stated that their organisations received a **Good Benefit** (i.e. clear improvement in the on-the-job performance in technical, management and/or leadership areas) from their staff attending the SCFMP. Nearly a further third replied that their organisation received an **Exceptional Benefit** (i.e. the participant contributed to important organisational, policy or procedural changes in the organisation). Participants expressed similar positive views. All country studies confirmed that both participants and organisations benefitted from their staff attending the SCFMP. The Relevance, Effectiveness (i.e., quality and use), Efficiency, Sustainability and Impact of the SCFMP were all rated in the **Good** to **Excellent** range. The sustainability of the benefits of the SCFMP to the participants, organisations and small countries is rated as **Good**. There is extensive evaluation evidence that demonstrates that participants use what they learned at the SCFMP on-the-job. A comparison of the views of the 2009-2012, 2013-2016 and 2017-2019 cohorts found that the use of the skills and knowledge does not erode substantially over time. Indeed, some of the supervisors interviewed for the country studies reported that nearly a decade after attending

the SCFMP, they still used what was learned. While the use of technical skills may diminish if participants change jobs, the management skills are portable across jobs so their benefits do not erode. When viewed over the decade from 2009 to 2019, the risk that the benefits to countries, organisations and participants substantially erode because of staff turnover or migration is low and within an acceptable range. Most of the targeted organisations have sent multiple participants to the SCFMP over the years. There is some evidence that building up a trained cadre of senior officials in an organisation contributes to strengthening the cumulative organisational benefits of the SCFMP. Attending the SCFMP contributes positively to improved on-the-job performance, preparing participants to handle more high profile, complex tasks and making them better leaders and managers. Because of these factors, attending the SCFMP increases the likelihood of promotion. Organisational changes related to implementing the challenges is further evidence of sustainable organisational benefits. All country studies identified multiple examples of new/improved policies and procedures and some examples of organisational change or improved legal/regulatory frameworks. That being said, the SCFMC can, and should, take further steps to increase the likelihood that the benefits will be sustainable in the long term. That would include providing better post-course mentoring and support using virtual technologies, more systematically encouraging participants to disseminate the training material and what was learned when they return to their organisations and more closely monitoring the implementation of the challenges.

## C. Lessons and Recommendations

### I Actions Taken on the Recommendations of the 2012 Evaluation

246. When undertaking evaluations, it is good practice to follow-up on the status of the implementation of the recommendations made in previous evaluations. The degree to which action has been taken on the previous recommendations provides an indication of how seriously organisations take evaluations. The more action is taken on trying to implement evaluation, the greater is the probability

that the organisation is a learning organisation that seeks to learn from past experience to do things better in the future.

247. The actions that the SCFMC took to address the five recommendations in the 2012 evaluation are summarized in Boxes I.1 and I.2. On the whole, the SCFMC has made a reasonable effort to implement the recommendations. Significant progress was made in pilot testing regional programmes, although challenges remain regarding funding and finding the right partners to implement this on the larger scale. Progress was made in strengthening the challenge and efforts were made to introduce more small country experience into the curriculum. More systematic efforts can, and should be, made to use social media to provide post-programme support and encourage participants to disseminate course materials when they return to their jobs.

## I Lessons and Recommendations

248. Based on its findings and analysis, the evaluation identified four main lessons and made corresponding recommendations for consideration and action by the SCFMC. The overall conclusion of the evaluation is that the SCFMC has developed and delivered very good products. It is having the desired effect of improving the on-the-job performance of participants and contributing to building the capacity of ministries of finance and financial regulators in small countries. Thus, the main lessons and associated recommendations are more in the way of fine-tuning an already good product rather than strategic recommendations that would have a major impact on the SCFMC.

249. **Strengthening Governance:** The SCFMC's governance system is appropriate for a small, lean organisation. The Board is functioning appropriately and the Executive Director and staff ensure that the SCFMC functions effectively and efficiently. Every effort is made to minimize costs and to keep the cost per participant nearly constant over a decade. Despite this, the SCFMC has been able to organise and deliver a world-class executive training programme for the target audience. Over the years, representation of small countries on the Board

has fallen. Initially there were three representatives from small countries on the Board, one from each region. Now, there is only one small country representative. Also, the Board lacks gender and ethnic diversity.

**Recommendation 1:** The Board should be strengthened to give a greater voice to small countries, by having one person from each region, and to have more ethnic and gender diversity.

## 250. Providing Customized Regional Programmes:

The Cook Islands' Negotiation Programme and the High-Level Forum on Governance and Strategy demonstrate that the SCFMC has the capacity to organise and successfully deliver high-quality, customized regional programmes. Those programmes can either be for one country in partnership with the government and focus on management skills or be delivered in partnership with the IMF's regional technical assistance centres that would include both technical and management modules. The feedback received during the evaluation demonstrates that there is demand for customized programs that are delivered by the SCFMC, subject to the proviso that the unique features and quality of the SCFMP are maintained. There is also a demand for regional refresher programmes for alumni. A local partner must be involved to gain support for the programme, market the programme, help select participants and look after local administrative and logistical issues. Also, the costs for both parties would need to be carefully estimated. The key challenge to be overcome is to mobilise the funding to cover the costs. The Evaluation Team believes that the sources of funding with the best potential are the World Bank, the regional development banks or possibly bilateral donors. It will be easier to mobilise such funding if there is a written joint request from one or more regional ministers of finance or central bank governors. By increasing the Board representatives from small countries, the SCFMC would be better placed to mobilise support for such funding. Making a concerted effort to mobilise funding for customized regional programmes would have an added benefit of diversifying the SCFMC's sources of funding and reducing its reliance on



the Isle of Man government while multiplying its impact. Should the idea of putting on customized regional training programmes gain traction, the SCFMC would have to develop a suite of executive training programme covering various elements of leadership and management. While the need for such training is clear, considerable work would be needed to develop a workable model to mobilise the necessary financing. Identifying a source of financing will be the key to make putting on regional programmes a reality. Further, the SCFMC is a small organisation with no permanent staff and the speakers have other jobs. These factors, together with the need to mobilise funding on a case-by-case basis, limit the number of customized regional training programmes that the SCFMC will be able to put on. Thus, going forward the SCFMC will need to opportunistically respond to opportunities to offer such programmes rather than attempt to significantly scale up this activity.

**I Recommendation 2:** The SCFMC should continue to test the market for customized regional training programmes, ensuring the quality of the SCFMC brand is maintained, and seek to orchestrate a joint approach with senior regional officials to potential sources of financing.

251. **Strengthening the Likelihood That the SCFMP Benefits Will Be Sustainable:** The evaluation evidence demonstrated that the SCFMP benefits for both the participants and the organisations are **Sustainable**. While that is a positive finding, feedback received during the evaluation shows that there are steps that the SCFMC can, and should, take to further strengthen sustainability. While the quality and rigour of the challenges have improved over time, there is scope for further improvement. More effort needs to be made to ensure the sustainability of the SCFMP's benefits. Those steps should include: (i) engaging more supervisors to determine what the organisation wants to get out of the challenge; (ii) developing formal, monitorable action plans to implement the challenges; (iii) taking more proactive measures to follow-up on the implementation of the challenges, including virtual post-SCFMP mentoring and nudges to encourage and support implementation

and asking for a formal report, possibly in a virtual meeting with the participant's supervisor, on the status of implementation of the challenge one year after completion of the SCFMP; (iv) using low-cost technologies to video record the views of participants and supervisors on the status of the implementation of their challenge for monitoring purposes and teaching material; (v) engaging more actively to encourage participants to take steps to share what was learned at the SCFMP in their organisations; and (vi) pro-actively nurturing networks among alumni to share experiences and lessons learned among participants working on similar issues in various small countries – the 2020 webinars are examples of what can be done in this area.

**I Recommendation 3:** The SCFMC should develop a strategy to further strengthen the sustainability of the SCFMP's benefits.

## 252. **Fine-Tuning the List of Eligible Countries:**

The list of countries eligible to send participants to attend the SCFMP is disclosed on the SCFMC's website. A review of those countries shows that in some, English is not the dominant language and others have not sent participants to attend the SCFMP during the past decade. It appears that the list of eligible countries was largely based on the SSNED. However, the SSNED is largely dormant. The SCFMC should also consider drawing up criteria or a list of regional organisations that are eligible to nominate candidates to attend its courses. After a decade of operation, the SCFMC should fine-tune the list of eligible countries and organisations.

**I Recommendation 4:** The SCFMC should review and fine-tune the list of eligible countries and organisations.



# The Small Countries Financial Management Programme



**Second Independent  
Evaluation**  
July 2020

Appendices



## TABLE OF CONTENTS

<b>APPENDIX A: EVALUATION APPROACH AND METHODOLOGY</b>	<b>1</b>
SCFMC Theory of Change	1
Challenges of Evaluating Executive Training Courses	2
Five Dimensions of Evaluation	3
Benchmarking the Evaluation Approach and Methodology	3
Scope of the Evaluation and Sources of Information	5
Electronic Surveys	5
Country Studies	7
Scoring and Rating System	8
Limitations on the Evaluation	8
Timeframe	9
<b>APPENDIX B: PROFILE OF PARTICIPANTS AND RESPONDENTS</b>	<b>10</b>
<b>APPENDIX C: SUPPORT FOR THE RELEVANCE ASSESSMENT</b>	<b>17</b>
<b>APPENDIX D: SUPPORT FOR THE EFFECTIVENESS ASSESSMENT</b>	<b>23</b>
<b>APPENDIX E: SUPPORT FOR THE EFFICIENCY ASSESSMENT</b>	<b>30</b>
<b>APPENDIX F: SUPPORT FOR THE SUSTAINABILITY ASSESSMENT</b>	<b>33</b>
<b>APPENDIX G: SUPPORT FOR THE IMPACT ASSESSMENT</b>	<b>39</b>
<b>APPENDIX H: SUPPORT FOR THE COOK ISLANDS' NEGOTIATION PROGRAMME ASSESSMENT</b>	<b>43</b>
<b>APPENDIX I: IMPLEMENTING THE 2012 EVALUATION RECOMMENDATIONS</b>	<b>46</b>



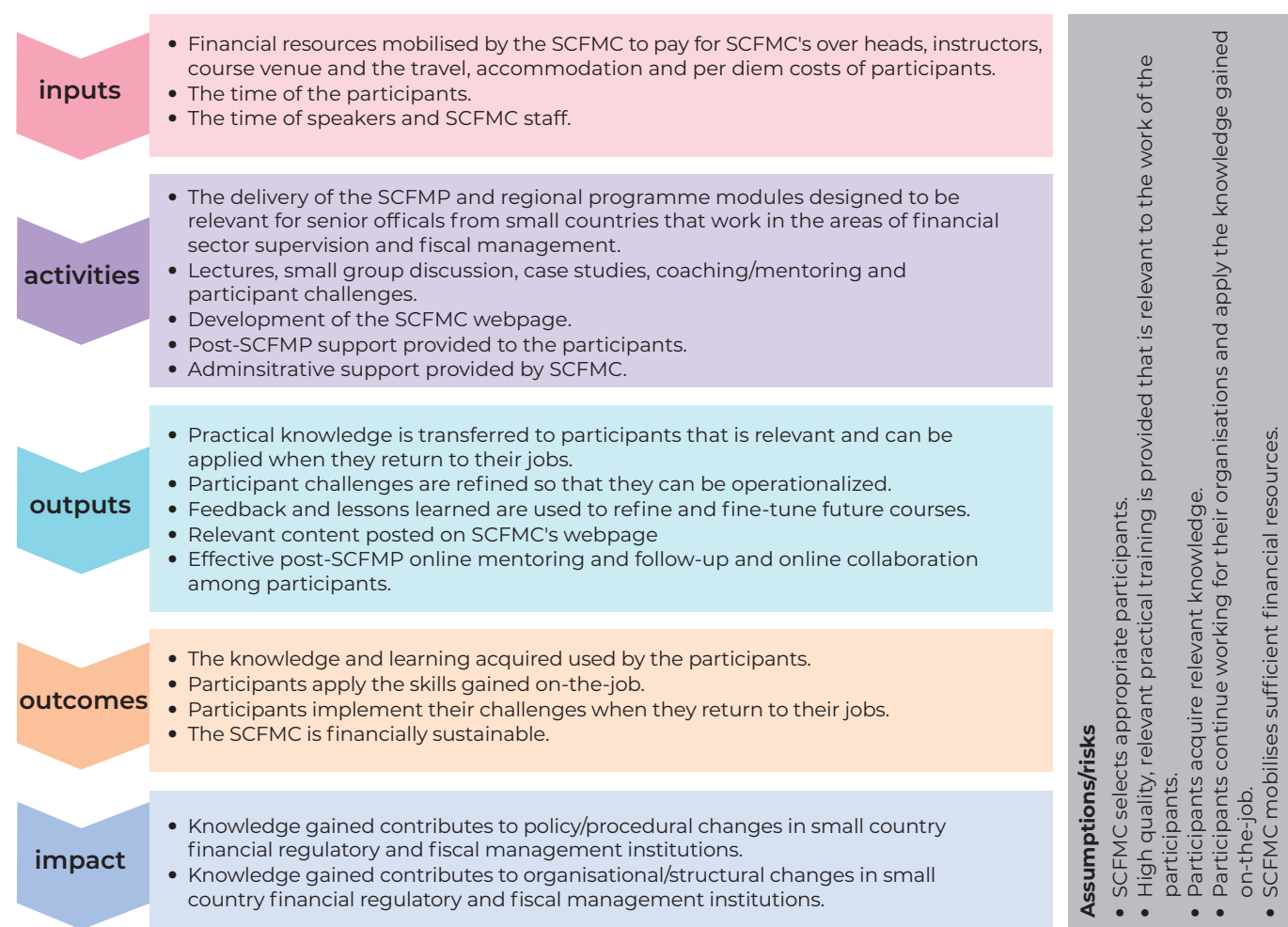
## APPENDIX A: EVALUATION APPROACH AND METHODOLOGY

### 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."*<sup>1</sup>
4. The IMF's Institute for Capacity Development also recognizes the challenges of evaluating training programmes. An independent evaluation of self-evaluation at the IMF<sup>2</sup> 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 undertaking<sup>3</sup> 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.<sup>4</sup> 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.

<sup>1</sup> 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)

<sup>2</sup> IMF. Self-Evaluation at the IMF An IEO Assessment. 2015. Page 19

<sup>3</sup> IMF. Possible Topics for Future IEO Evaluations. 2019. Page 6

<sup>4</sup> 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 evaluation<sup>5</sup>:
- (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 Model<sup>6</sup> 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 institutions<sup>7</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> 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 <sup>A/</sup>	SCFMC	The IMF Institute for Capacity Development <sup>B/</sup>	University Executive Development Courses <sup>C/</sup>
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.

<sup>A</sup> = S. Kurt; Kirkpatrick Model: Four Levels of Learning Evaluation; Educational Technology; 24 October 2016.

<sup>B</sup> = 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.

<sup>C</sup> = 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:<sup>8</sup> (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 impact<sup>9</sup> dimensions of evaluation; (iii) the use of the skills and knowledge gained in the course on the job;<sup>10</sup> 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

<sup>8</sup> [www.surveymonkey.com](http://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.

<sup>9</sup> 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.

<sup>10</sup> 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.<sup>11</sup> 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.<sup>12</sup> 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 employer<sup>13</sup> or level of position<sup>14</sup> (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%

<sup>11</sup> 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.

<sup>12</sup> 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.

<sup>13</sup> Ministry of finance, financial regulator or other.

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

response rate.<sup>15</sup> 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 <sup>16</sup> or level of position <sup>17</sup> (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.<sup>18</sup> 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

<sup>15</sup> 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%.

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

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

<sup>18</sup> 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.<sup>19</sup> 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

<sup>19</sup> 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 <sup>a/</sup>	Sessions	Topics <sup>a/</sup>	Sessions
<b>Small countries</b>		<b>Small countries</b>	
■ 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		
<b>Management</b>		<b>Management</b>	
■ 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
<b>Fiscal Issues</b>		<b>Fiscal Issues</b>	
■ Cash and Debt Management	3	■ Cash and Debt Management	5
■ Tax Information Exchange Agreements and other Tax Issues	1	■ Taxation	1
<b>Financial regulation issues</b>		<b>Financial regulation issues</b>	
■ 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
<b>Challenges</b>	8	<b>Challenges</b>	13

Note: <sup>a/</sup> = 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%	
<b>Source: SCFMP Survey</b>		

**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%	
<b>Source: SCFMP Survey</b>		

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

	Survey Respondents <sup>a/</sup>		Total Participants		Statistical Testing of the Distributions <sup>b/</sup>
	Number	%	Number	%	
<b>Gender</b>					
Female	115	62	158	59	$\chi^2 = 0.321966$
Male	71	38	109	41	$P = 0.5741$
Total	186	100	267	100	
<b>Region</b>					
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	
<b>Period Attended the SCFMP</b>					
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	
<b>Type of Organisation</b>					
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	
<b>Position</b>					
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: <sup>a/</sup> = 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.

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

<sup>a/</sup> 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
<b>Caribbean and Latin America</b>	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
<b>East Asia and the Pacific</b>	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
<b>Africa, Indian Ocean, Rest of the World</b>	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
<b>Total SCFPM Participants 2013 — 2019</b>	169		

Notes: <sup>1/</sup> The Easter Caribbean Central Bank is an organisation so it would not be classified as a small state by the World Bank. <sup>2/</sup> 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. <sup>3/</sup> 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				
	Caribbean	East Asia and Pacific	Africa, Indian Ocean and the Rest of the World	Total	%
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
<b>Total</b>	<b>102</b>	<b>82</b>	<b>83</b>	<b>267</b>	<b>100</b>
% 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
<b>Total</b>	<b>98</b>	<b>95</b>	<b>74</b>	<b>267</b>	<b>99</b>
% 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				
	Caribbean	East Asia and Pacific	Africa, Indian Ocean and the Rest of the World	Total	%
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
<b>Total</b>	<b>102</b>	<b>82</b>	<b>83</b>	<b>267</b>	<b>99</b>
% 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.”<sup>20</sup> The SCFMC builds capacity by providing training for senior government officials in the fiscal management and financial regulations. Because of “thin client institutional capacity,”<sup>21</sup> 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).<sup>22</sup> 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.<sup>23</sup> 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.

<sup>20</sup> 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

<sup>21</sup> 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.

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

<sup>23</sup> 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 <sup>a</sup>	Significance <sup>b</sup>
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%	

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = 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

- |** *"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.
- |** *"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.
- |** *"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.
- |** *"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.
- |** *"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.
- |** *"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

- |** *"Exposed to other parts of the World, Isle of Man and Oxford University campus."*
- |** *"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."*
- |** *"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."*
- |** *"The once in a life time visit to Isle of Man and Oxford."*
- |** *"Opportunity to experience the culture of the Isle of Man and Tour of Isle of Man and Oxford."*
- |** *"I liked the inclusion of the challenge, the technical breakout sessions and change of teaching environments between Isle of Man and Oxford."*
- |** *"The experience in Isle of Man and Oxford."*
- |** *"The experiences and knowledge acquired in Isle of Man and Oxford."*
- |** *"Mix between leadership/management and technical sessions as well as mixed location (Isle of Man and Oxford)."*
- |** *"The experience at Isle of Man and Oxford is an experience of a life time to me."*
- |** *"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 <sup>a</sup>	Significance <sup>b</sup>
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%	

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = In rows 1-3 and 5, \*\*\* implies that the weighted average is 99%  $\geq$  3.5 and not significantly different from 4; in rows 4 and 6, \*\*\* implies that the weighted average is 99%  $\geq$  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 <sup>a</sup>	Significance <sup>b</sup>
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%		

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = In rows 1-3 and row 5, \*\*\* implies that the weighted average is 99%  $\geq 3.5$  but  $< 4$ ; in rows 4 and 6, \*\*\* implies that the weighted average is 99%  $\geq 3.5$  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 <sup>a</sup>	Significance <sup>b</sup>
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%		

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = In row 1-2, \*\* implies that the weighted average is 95%  $\leq 4$  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%  $\leq 5$ , and not significantly different from 4.5.

**Source: SCFMP ESurvey**

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

Country	Government Effectiveness <sup>a</sup>	Regulatory Quality <sup>a</sup>	Political Stability and Absence of Violence	Control of Corruption <sup>a</sup>	Human Development <sup>b</sup>	Gender Inequality Index <sup>c</sup>
<b>Caribbean</b>						
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
<b>Average Region</b>	53	55	72	66	86	88
<b>East Asia and the Pacific</b>						
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
<b>Average Region</b>	39	28	72	59	127	104
<b>Africa, Indian Ocean and the Rest of the World</b>						
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
<b>Average Region</b>	50	48	61	59	112	105
<b>Overall Average</b>	47	43	68	60	108	102

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

<sup>b</sup> = Source. UNDP. Human Development Report 2019. 1 (best) to 189 (worst)

<sup>c</sup> = 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 <sup>a</sup>	Significance <sup>b</sup>
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%	

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = 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 <sup>a</sup>	Significance <sup>b</sup>
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%	

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = 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 <sup>a</sup>	Significance <sup>b</sup>
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%		

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = 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 <sup>a</sup>	Significance <sup>b</sup>
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%		

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = 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 <sup>a</sup>	Significance <sup>b</sup>
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%		

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = 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 <sup>a/</sup>	350.0	NA <sup>b/</sup>
Expenditures	277.6	301.9	274.0	264.6	278.0	294.0	NA
Surplus/Deficit <sup>c/</sup>	22.8	14.0	27.3	35.4	28.8	56.0	NA

Notes: <sup>a/</sup> = 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. <sup>b/</sup> = Surpluses are transferred to members reserves. <sup>c/</sup> 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 <sup>b/</sup>	42.9	63.1 <sup>c/</sup>	62.1 <sup>d/</sup>	62.2	18%
Miscellaneous costs	4.4	27.5 <sup>a/</sup>	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: <sup>a/</sup> = 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.  
<sup>b/</sup> = Includes compensation for the SCFMC executive director beginning in 2015 and Aid Impact Maintenance (£3,427) and MS – Costa Rica/ Caribbean (£4,467). <sup>c/</sup> = Includes funding for payments to the Executive Director and Programme Manager (£46,392) and Aid Impact Maintenance (£3,428). <sup>d/</sup> = Includes funding for payments to the Executive Director and Programme Manager (£41,034) and Aid Impact Maintenance (£2,022).  
<sup>e/</sup> = 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 <sup>a</sup>	Significance <sup>b</sup>
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%	

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = 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 <sup>a</sup>	Significance <sup>b</sup>
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%	

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = 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 <sup>a</sup>
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 <sup>b</sup>		***
Total Responses	186		
Response Rate (186/318)	58%		

<sup>a</sup> = \*\*\* implies that the weighted average is 99%  $\geq$  4.5.

<sup>b</sup> 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 <sup>a</sup>	Significance <sup>b</sup>
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%	

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = 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 <sup>a</sup>	Significance <sup>b</sup>
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%	

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = 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% <sup>a/</sup>
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%

<sup>a/</sup> = 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<sup>a</sup>**

	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%

<sup>a</sup> = 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 <sup>a</sup>	Significance <sup>b</sup>
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%	

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = 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 <sup>a</sup>
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 <sup>b</sup>	***

<sup>a</sup> = \*\*\* implies that the weighted average is 99%  $\geq 3.0$  but significantly less than 3.5.

<sup>b</sup> 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 <sup>a</sup>	Significance <sup>b</sup>
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%	

<sup>a</sup> 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% <sup>a/</sup>

Note: <sup>a/</sup> = 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**

**I** 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.

**I** 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.

**I** 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.

**I** 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.

**I** 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 <sup>a</sup>	Significance <sup>b</sup>
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%	

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = 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 <sup>a</sup>	Significance <sup>b</sup>
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%	

<sup>a</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>b</sup> = 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 <sup>a/</sup>		Statistical Testing of the Distributions <sup>b/</sup>
	Number	%	Number	%	
<b>Gender</b>					
Male	14	47%	8	44%	X <sup>2</sup> = 0.0224
Female	16	53%	10	56%	P = 0.8811
Total	30	100%	18	100%	
<b>Type of Organisation</b>					
Government Departments/Organisations	12	40%	5	28%	X <sup>2</sup> = 1.0123
Public Authorities/Corporations	10	33%	6	33%	P = 0.6028
Private Sector	8	27%	7	39%	
Total	30	100%	18	100%	
<b>Position</b>					
Heads of Organisations/Companies	11	37%	8	44%	X <sup>2</sup> = 0.8558
Directors/Managers	12	40%	6	34%	P = 0.8558
Senior Officer/Officer	7	23%	4	22%	
Total	30	100%	18	100%	
Notes: <sup>a/</sup> = 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.					
<sup>b/</sup> = None of the universe/survey respondent distributions were different at the 0.01, 0.05 or 0.10 levels of confidence.					
<b>Source: SCFMC Evaluation</b>					

**Table H.2: Cook Islands Negotiation Programme Financials**

Costs to the SCFMC <sup>a/</sup>	Amount (£)	%
Faculty Fees <sup>b/</sup>	26,000	43%
Travel <sup>c/</sup>	25,952	43%
SCFMC Administrative Salary Costs <sup>c/</sup>	6,852	11%
Case Materials, Courier Costs, etc <sup>c/</sup>	1,482	3%
Total Costs	60,286	100%
<b>Revenue to the SCFMC</b>		
Income from the Cook Islands Government	34,012	57%
Cook Islands Payment to TCA Ltd	26,000	43%
Total Income	60,012	100%
<b>Loss to the SCFMC</b>	274	0.5%
<sup>a/</sup> = 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.		
<sup>b/</sup> = Fees directly invoiced by, and paid to, TCA Ltd by the Cook Islands Government.		
<sup>c/</sup> = Invoiced by the SCFMC and reimbursed by the Cook Islands Government.		
<b>Source: SCFMC</b>		

**Table H.3: Rating the Teaching Methods Used for the Cook Islands' Negotiation Programme<sup>a</sup>**

	Very poor	Poor	Average	Good	Very good	No opinion	Total	Weighted Average <sup>b</sup>	Significance <sup>c</sup>
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	

<sup>a</sup> = 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.

<sup>b</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>c</sup> = 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<sup>a</sup>**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	No opinion	Total	Weighted average <sup>b</sup>	Significance <sup>c</sup>
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	

<sup>a</sup> = 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.

<sup>b</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>c</sup> = 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<sup>a</sup>**

	Very poor	Poor	Average	Good	Very good	No opinion	Total	Weighted Average <sup>b</sup>	Significance <sup>c</sup>
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	

<sup>a</sup> = 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.

<sup>b</sup> 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

<sup>c</sup> = 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<sup>a</sup>**

	Responses	Percent	Significance <sup>b</sup>
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 <sup>c</sup>	**

<sup>a</sup> = 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.

<sup>b</sup> = \*\* implies that the weighted average is not significantly different from 4.5 at 95% level of confidence.

<sup>c</sup> 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<sup>a</sup>**

	Responses	Percent	Significance <sup>b</sup>
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 <sup>c</sup>	*

<sup>a</sup> = 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.

<sup>b</sup> = \* implies that the weighted average is 99% ≥ 2.5 and not significantly different from 3.

<sup>c</sup> 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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