

10th CEPA session, New York, 4 – 8 April 2011

**Achieving performance in PA through
education and training**

Hints for discussion



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1. Reflections on Pan Suk Kim's paper on
"Performance Management and Performance Appraisal in the Public Sector"
2. Education and Training for PA in concrete terms
3. The contribution of international networking
 - An example: the implementation of the UN/IASIA Standards of Excellence
4. Hints for discussion & recommendations



1. Performance Management in the Public Sector

- The paper provides us with an excellent overview of performance management:
 - How knowledge and understanding of Performance Management have developed over past decades
 - How the concrete implementation of Performance Management has evolved



1. Performance Management in the Public Sector

The paper focuses on:

- **Competency framework**

Importance for organizations and PA to clearly identify priorities and translate them into standards

- **Incentives for performance and performance-related pay schemes**

Performance needs to be encouraged and nurtured continuously



Some questions on performance:

- Which **vision & goals** for PA performance?
- Which relation between individual performing behaviour & social responsibility ?
- How to deal with fragmented responsibility ?
- Which incentives could work beyond finance-related tools ?
- What role for participation?
 - Employees
 - Stakeholders
 - Citizens



- These questions are meant to show that individual financial incentives alone are inadequate.
- A positive social environment is necessary to promote professional and motivated public officials and this involves the whole society
- Education and training are crucial in a long term vision
 - => civic values are central
 - => professionalism is central



Training for socially relevant results

- Performance management only covers some dimensions of PA contribution to society
 - Reflection should go beyond managerial academic discussions
 - A **set of principles** might be set to assess PA contribution to people's well-being and to the achievement of the MDGs
 - A more specific approach and perspective might be sought
- Knowledge, recruitment and training, attracting and motivating best young people to serve the public sector is crucial



3. The contribution of international networking to assist institutions 8

- IASIA is the global association of PA Schools and Institutes and has the mission to assist training institutions to organize themselves for better recruitment and training of government officials
- UN and IASIA can cooperate in an effort to build a shared support for Schools and Institutes.
- The UN/IASIA Standards of Excellence for education and training in PA (SoE) date back to 2005 and are rooted in the awareness that **human resources** and **leadership** are key for an effective PA.



The UN/ Iasia Standard of excellence: vision and principles

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1. **Inclusiveness**, to account for different needs of Schools and Universities programmes, i.e. the two entities of IASIA
2. **Flexibility**, to be used in different cultural and administrative traditions
3. **Openness**, to build a shared, non-prescriptive path
4. **Transparency**, to balance the needs of those already working in the field of education, training and accreditation
5. **Professionalism**



The UN/ Asia Standard of excellence: a practical tool (1)

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- **A flexible instrument to select & focus on key elements to build or reform School and Institutes**
- **A toolkit with different elements to choose:**
 - A guide for innovative and incremental reform
 - A framework for benchmarking
 - A reference for programmes' enhancement



The SoE: a practical tool (2)

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■ **Indications for institution building (section B1), including:**

- Faculty
- Recruitment procedures & initial training
- Permanent training, research, seminars
- International networking
- School's identity and motivation
- Assessment procedures
- Facilities



The SoE: a practical tool (3)

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■ **Indications for programme contents (section B2)**

- Multidisciplinary
- Practical experience
- Community consultation
- Curriculum components: the programmes should enhance competences, values and skills to act ethically, equitably, effectively and efficiently



A concrete example of SoE implementation 13

The experience of SSPA in Italy (1)

- In 2006, as a member of a Government Committee for reforming training for Public Administration and SSPA, my mandate was to reform the Italian National School of Government



Mandate, mission and tasks

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- Bring SSPA to the level of the **best national and international institutions** operating in the same sector
- Design and implement **recruitment and training** to attract and retain **strongly motivated** young government officials
- Sustain the **internationalization** of Italian Senior Civil Servants



Reforming the SSPA (1)

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■ No examples fit enough:

- ENA (French model): different history, different recruitment and career system
- NSG (British model): different approach, leaving recruitment to the market
- USA: system based on University education and on the implementation of NPM
- Universities: high level institutions in Italy but performing a different job

?



Reforming the SSPA (2)

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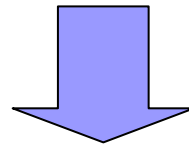
- The UN/IASIA **Standards of Excellence** were the source of inspiration for changing habits, practices and culture
- No change in the statute or mandate of SSPA
- A new approach to SSPA's specific management and practices was sought following SoE's Criteria



Training programme and contents

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- Interdisciplinarity (including social competences and skills and European contributions)
- Traineeships in private and public sector
- International modules



Standard 3

Standard 6

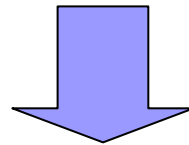
Standard 8



Some outcomes: international / regional networking

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- Strengthened participation in international networks (IASIA, DISPA, UN, etc.)
- ESCS – European Senior Civil Servant training models
- Euro-Med network an effort of joint programs with Mediterranean (African and European training schools) assisted by UNDESA



Standard 6

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Final remarks on the SoE

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- The SoE were crucial in contributing to quick decision-making, identifying critical issues and choosing coherent reform actions
- A developed country like Italy with a well established Government School used Standards of Excellence to improve and assess itself
- The SoE could be applied by several institutes worldwide & create a community based on the exchange of best practices.



A step forward: monitoring & assessment

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- **July 2010:** The Iasia **CIAPA** – Committee for International Accreditation in PA is established
- Possible developments on monitoring & assessment:
 - accreditation for some institutions
 - monitoring & assessment tools for others
- **June 2011:** process to be launched at the IASIA Conference in Rome, 13-18 June 2011



4. Hints for discussion

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Methods

- How to address the need to promote a performance-oriented culture? (e.g. participation, acceptance of principles, commitment, motivation, etc.)
- How to support training institutions ?
- Which concrete tools?
- Which kind of assessment ?



4. Recommendations (1)

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1. Educational contents

- **Civic values**, knowledge and competencies should be included **in the whole educational path**, starting from the primary school, in a consistent educational effort, to prepare the ground for a professional PA.
- Civil servants and citizens should share civic values to facilitate an open and participatory government (both in developed and developing countries) (e.g. environmental sustainability; EPI indicator).



4. Recommendations (2)

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2. Institutions

- International organizations and experts should disseminate benchmarking criteria for training institutions, regionally and context-specific, as a contribution to institution-building.

(A joint effort by IASIA/UNDESA & regional networks, or bilateral relations - e.g. SSPA).

- The same support could be organized for monitoring and assessment activities
- Participating institutions might benefit from a mutually enriching and gradual process based on progressive feedback.
- Exchange of education and training between public and private institutions might be favoured (e.g. Getulio

Vargas).

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4. Recommendations (3)

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3. Assessment

- Performance measurement should consider complex multi-faced indicators, including context-specific feedback in three directions:
 1. Assessment of training institutions
 2. Evaluation by trainees, and
 3. Impact assessment of training on PA performance for socially relevant results



4. Recommendations (4)

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To conclude, I'd like to emphasize that:

- the temporal dimension & reiterated feedback processes within an incremental approach are crucial to facilitate institution building
- Global commitment and regional networking



Thank you!

We look forward to meeting you at this year's annual IASIA Conference, in Roma (Italy), from 13-18 June 2011

<http://iasia-conference2011.org/>

