



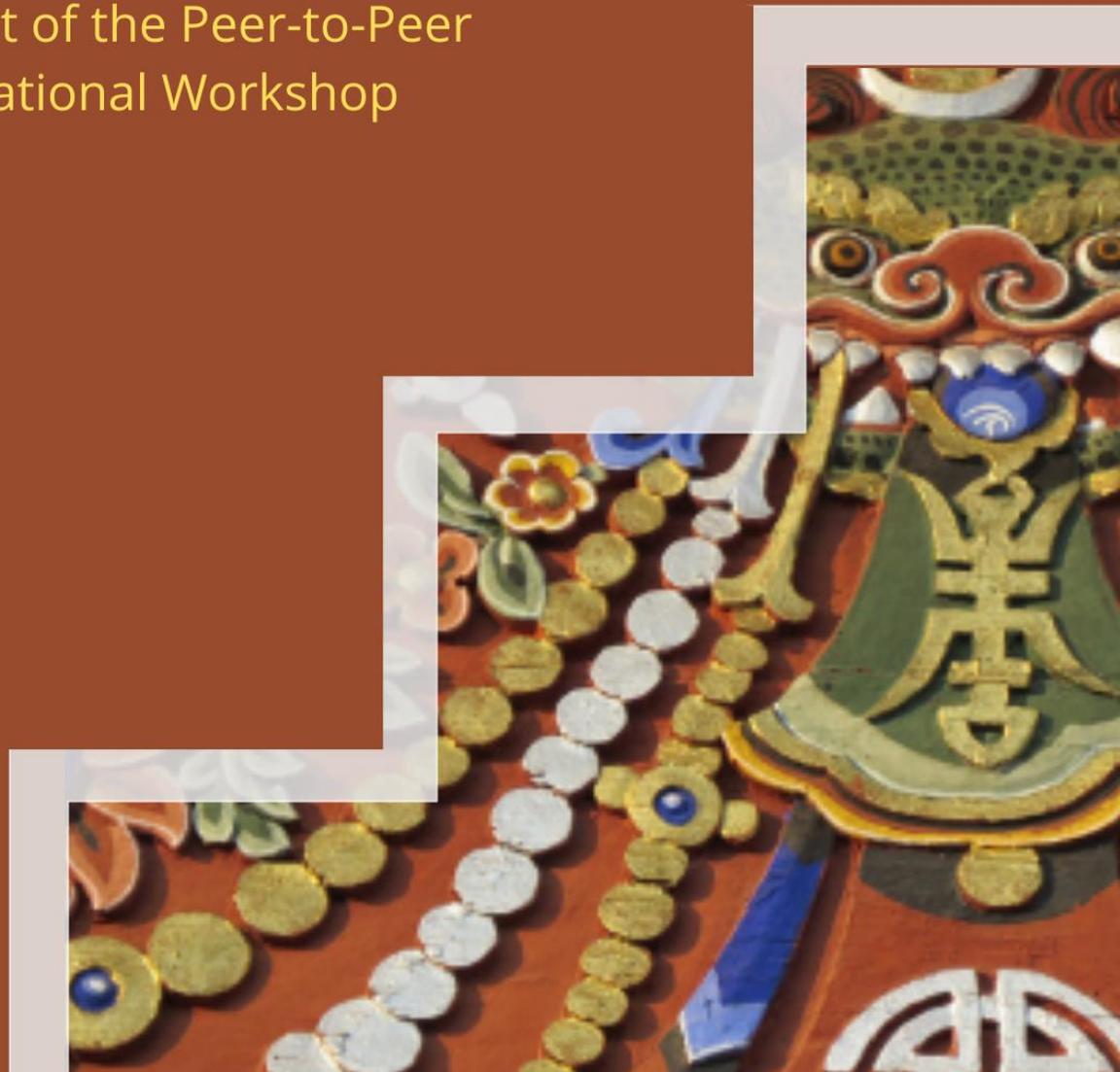
United Nations

Department of
Economic and
Social Affairs

Public Service Training Assessment for Strengthening Capacities of Public Servants to Support the Implementation of the Sustainable Development Goals

Outcome Report of the Peer-to-Peer
Learning International Workshop

16-17 March 2022



United Nations Department of Economic and Social Affairs

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The Royal Civil Service Commission of the Government of Bhutan

The Royal Civil Service Commission was established, as the Central Personnel Agency of the Government. The primary focus was to ensure effectiveness and efficiency in the Civil Service, and loyalty and integrity among civil servants by ensuring uniformity of personnel actions throughout the Kingdom.

UN Resident Coordinator Office in Bhutan

The United Nations Resident Coordinator Office supports the work of the UN Resident Coordinator. The UN Resident Coordinator leads the UN country team in consultations with the Government to define and agree on the UN strategic response to the Government's development priorities. This response is captured in the UN Development Assistance Framework (UNDAF) or United Nations Sustainable Development Cooperation Framework (UNSDCF).

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Mr. Aslam Alam, Executive Director, Bangladesh Institute for Information Literacy and Sustainable Development, and UN DESA consultant, provided support in preparing the workshop, contributing to the organization of the event, conducted research, moderated the workshop, and presented key elements of a public service training assessment framework.

The Report was prepared by Aslam Alam with substantive contributions from UNPOG under the leadership of Mr. Bokyun Shim and reviewed by Adriana Alberti and Stefania Senese. The layout was finalized by Huiwen Tan. The report benefited from presentations, fruitful discussions, comments, and information provided by the workshop panelists from Republic of Korea, China, Thailand, Bhutan, and international experts from the Bureaucracy Lab, World Bank and International Public Management Association for Human Resources (IPMA-HR) listed in the Agenda. We are also grateful to all our interns for their support during the workshop.

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About the Report

This report highlights the key concepts and recommendations that emerged from the peer-to-peer learning international workshop on public service training assessment framework for strengthening capacities of public servants to support the implementation of the Sustainable Development Goals (SDGs). The international workshop was a follow-up activity to the United Nations Department of Economic and Social Affairs (UN DESA)'s Development Account Project 1819G on "Institutional arrangements for policy integration, coordination and stakeholder engagement in SDG implementation and reviews in Asia & the Pacific". The workshop was organized by UN DESA, through its Division for Public Institutions and Digital Government (DPIDG), with the support of the United Nations Project Office on Governance (UNPOG), in partnership with the Royal Civil Service Commission of the Government of Bhutan and in collaboration with the Resident Coordinators Office in Bhutan.

The event was conducted virtually through the Zoom platform. The workshop was attended by invited government officials from Bhutan and UN officials, and other invited international experts and officials from participating countries.

Objectives of the Workshop

The Peer-to-Peer Learning International Workshop on Public Service Training Assessment Framework aimed to promote a learning journey of peers that helped strengthen civil service capacity building in Bhutan and developed a partnership among the Workshop participating countries, leading to the development of a framework for learning outcome assessment for the Royal Civil Service Commission (RCSC) of the Government of Bhutan. The Workshop provided a platform for practitioners and decision-makers of the RCSC, Bhutan and its affiliated institutes to learn lessons from international good practices.

The ultimate goal of the workshop was to strengthen government capacity for the design and implementation of a national public service training assessment framework. The invited panelists shared knowledge about various frameworks and approaches to enhance training effectiveness through assessment of learning outcomes while focusing on implementing the 2030 Agenda for Sustainable Development. The specific objective of the Workshop was to learn from the international good practices in the assessment of learning outcomes of training-participants through peer assessment, facilitator assessment, supervisor assessment and assessor's assessment.

The peer-to-peer learning international workshop helped to:

- Uncover common challenges and roadblocks to the implementation of the public service training assessment framework (PSTAF).
- Enhance awareness of the various approaches and methodologies adopted by different countries to overcome some of the challenges in the design and implementation of the PSTAF.
- Identify the key elements of a PSTAF.
- Establish pathways for follow-up mechanisms for further peer-to-peer learning.
- Provide recommendations for a customized public service training assessment framework.

Introduction and context

To realize the vision of Agenda 2030 of leaving no one behind and promoting sustainable development, countries will need to ensure more inclusive, accountable, and participatory policymaking and public service delivery. This requires, among other measures, strengthening public servants' capacity to implement the SDGs through the development and delivery of relevant training courses and new ways of working together across organizational boundaries to promote new mindsets, competencies, and behaviors. To ensure the effectiveness and sustainability of the training material and learning methodologies, it is key to assess whether trainings delivered the content of the curricula, and the behavioral indicators adopted are translated into desired changes in behaviors among civil servants. This is a challenge faced by many countries, including Bhutan.

Some countries have elaborated post-training questionnaires and citizen satisfaction surveys to assess the change in behavior, especially when the trainings are related to public service delivery. Forging a link between personal performance goals and appraisal indicators to organizational goals and the expected outcomes of the training is also a way of ensuring its impact.

In light of the above, the Peer-to-Peer Learning International Workshop focused on public service training assessment. It provided an opportunity to explore the challenges, trends, innovative practices, and lessons learned on how to design and implement a training assessment framework. Peer-to-peer learning among countries is an effective way to take stock of one's own situation, adapt or modify an existing approach that can be useful for a country's context and local conditions, while fostering innovative solutions to the extent possible. During the Workshop, key elements of a public service training assessment framework were presented as follows:

- It is important to identify the right assessment principles and tools to assess the impact of different training programmes – it is not only about knowledge and skills obtained but more on whether the participants can effectively apply the knowledge and skills to do better and improve the productivity.
- Public servants are encouraged to take ownership and responsibility of their own learning and development to enhance sustainability for implementing SDGs.
- In Bhutan, strong civil service and its reform have been highlighted as a pre-requisite for all the policy reform agendas that the county was set to launch (RC a.i.).
- It is important to exchange experiences and innovative approaches for Peer-to-Peer Learning to explore challenges for designing and developing public service training assessment.

Promoting New Mindsets and Behaviors in Public Institutions

- Institutional change includes changes in mindsets, behaviors, organizational culture and rules and normative frameworks - individual/ internal (invisible) vs. collective/ external (visible). Please see table below extracted from the UN DESA publication [on "Changing Mindsets to Realize the 2030 Agenda for Sustainable Development"](#)

Table 1.3: Dimensions of effective institutional change

	Internal	External
Individual	Mindset Beliefs Worldviews Attitudes	Behavior Actions and Habits Skills Communication Relational
Collective	Organizational Culture Shared Values Shared Purpose Social Norms Symbols History	Rules and Normative Frameworks Structures Processes Strategies

Source: Authors' adaptation from Ken Wilber, 2021

- Training assessments need to evaluate not only the knowledge and skills acquired, but also whether the training and follow-up actions help instill new values and mindsets, which can lead to institutional expected behaviors.
- New mindsets should go hand-in-hand with new competencies.
- [UN DESA Competency Framework](#) is developed in line with SDG 16 and the 11 Principles of Effective Governance clustered under three dimensions of governance – effectiveness, accountability, and inclusiveness.
- A training needs assessment (TNA) is one of the most important determinants of the success of a training programme, and it should be competency-based.
- The competency-based needs assessment aims to detail knowledge to enhance, skills to build and mindset to foster.
- The UN DESA competency framework is a living document and could be updated along with new demands and challenges.

Interactivity of Trainings for Enhanced Behavioral Change and Rethinking Performance Management

- It critical to generate evidence using surveys after training – especially developing an action plan and supporting that action plan in the field.
- The translation of training into improvements in the functioning of the public sector requires going beyond knowledge acquisition – indicators of behavior changes.
- To understand whether training impacts individual and institutional capacity, it would be essential to track these in public service – outcome-based such as enhanced productivity. Therefore, continuous, regular monitoring, tracking of the training results, and feedback are necessary.

- Training is a mechanism for changing public service culture.
- Appraisals are an extension of training into public service life. Performance management can contribute to the overall capacity and performance of the public sector.

Common Mindsets and Competencies Framework for Implementing the SDGs

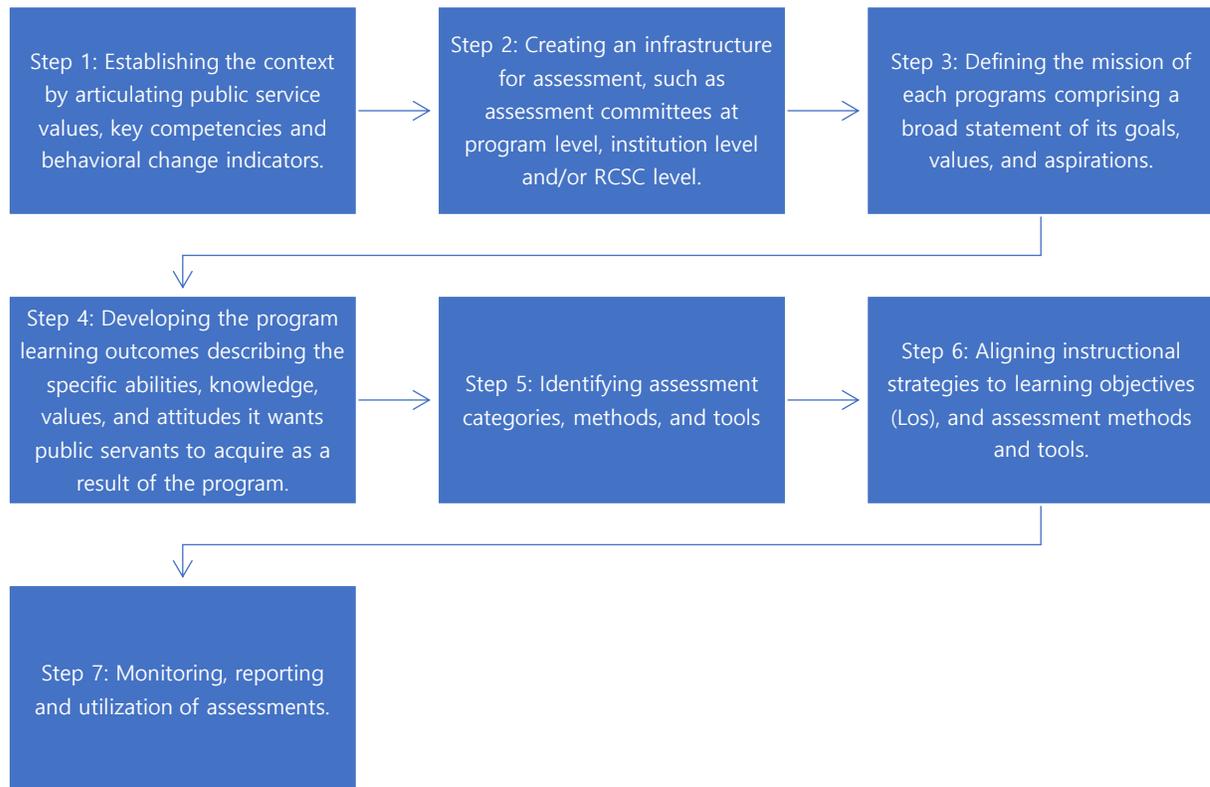
- There is an acute need to adopt fresh mindsets around innovation, policy development, and governance practices. Public workforces have to act as change agents, navigating uncertainty and complexity and using new sets of innovation approaches, skills and tools. It would be important to accelerate learning about new possibilities and ways of addressing the SDG agenda. This will not happen with the current provision of training.
- The supply of learning approaches to upskill the public workforce is a fragmented pattern of one-off training sessions that concentrate on analytical and technical skills. These skills are useful. But with a focus on cognitive learning or learning associated with the acquisition of knowledge or development of a specific ability falls short of what is needed.
- It is not new skills which our public workforce needs. But a new way of thinking that allows them to navigate the complexity and uncertainty they face and deal effectively with the SDGs through experimental innovation. The very nature of learning to deal with the SDGs should be transformative: it should inspire and enable learners to shift their ways of working on a consistent basis, applying news mindsets and behaviours across projects, programmes and operations to increase the effectiveness of their roles and organisations.
- We need to challenge learners to adopt new thinking and embrace mindsets that help them shift their fundamental set of assumptions and perspectives. We need to help them reframe their understanding of reality as well as their own role, practice, and potential as a change agent. We must challenge learners to change their style of acting, help them to adopt new and more effective behaviours and to unlearn ineffective ones. Such changes need a conducive environment and continuous rehearsal to turn new behaviours into habits, which should ultimately become the new normal.

Key Considerations in Developing a Test to Assess Public Servants

- Importance of continuous learning – on-the-job learning and self-study are among top learning resources.
- Assessment center not only for hiring but also for identifying high potential employees and for development purposes.
- Pre-defined competencies and behaviors are usually assessed during the assessment.
- For development centers, feedback is an important component with comments being provided after every exercise.
- There are different types of exercises in development centers.
- Setting development center goals, the role of assessors and manager support.

Key Elements of a Public Service Training Assessment Framework

- The role of public servants in public service delivery and thereby achieving SDGs is well recognised. The performance of back-office bureaucrats — the civil servants who draft policies, design reform, and manage projects — matters for the efficiency of public service delivery. While back-office civil servants draft policies and manage projects, front line civil servants put them into play. Building capacity of civil servants has become a critical issue. Without an assessment framework, policy and decision makers would not know whether civil servants have acquired intended knowledge, skills, and attitudes to produce expected results.
- The assessment process may consist of 7 steps.



- Establishing the context is a necessary precondition for successful operationalization of public service training assessment framework. Contexts include:
 - Public service values- If public service values are already not in place, it is better to articulate and codify those values.
 - Mindsets and competency framework may also be developed or adopted as part of the establishing the context. The UN DESA Mindsets and Competency Framework may be consulted which is comprised of 16 mindsets and 38 competencies across 3 dimensions: effectiveness, accountability, and inclusiveness.
 - Expected behavior- the kinds of behavior expected from Civil Servants may be articulated as well.

- Behavioral change indicators- indicators of behavioral change also need to be identified, such as input indicators, activity indicators, output indicators, outcome indicators.
- After establishing the context, the next steps towards an assessment framework are 1) creating an assessment infrastructure and 2) developing mission statements of each programme. The next important step will be developing learning outcomes for each programme.
- Assessing learning outcomes-- assessment of LOs is necessary for a number of reasons. For example:
 - To ensure that public servants learn the most important skills, ideas, attitudes, and values of the public service.
 - To document evidence of public servants' learning, based on the actual outcomes they have achieved,
 - For career placement and career progression. Etc.
- A Good Assessment framework requires:
 - Assessment infrastructure
 - Assessor training and qualification
 - Moderation of results
 - Assessment of a range of work
 - Inclusion of assessment of "real" work
 - Good Rubrics
 - Clear, equitable and consultative approach
 - An ICT-enabled system
- Instructional strategies and learning outcome. An instructional strategy describes the instructional materials and procedures that enable civil servants (CSs) to achieve the learning outcomes.
 - instructional strategy should describe the instructional materials' components and procedures used with the materials that are needed for CSs to achieve the learning outcomes.
 - Instructional strategies must be aligned with learning outcomes and assessment tasks.
- Monitoring, Review and Utilization of Assessments
- Assessment Committees at all levels should actively participate in monitoring and review of the assessment process.
- Faculty engagement throughout the entire process should be ensured.
- Programs and institutions should utilize the assessment reports to further improve teaching and learning experiences.
- HR departments should utilize the assessment reports for the purpose of placement and career progression of civil servants.

The Experience of Bhutan: Public Service Training Assessment in Bhutan

- To strengthen capacity of civil servants in Bhutan to deliver on SDGs, the RCSC has decided to introduce a set of minimum mandatory training (MMT) for professional and management category (PMC) and executives. To start with, these trainings will be focused on minimum leadership and management competency required at each position level. Four levels of MMT training for PMC targeted to develop five key capabilities and 26 key competencies through a blend of 15 programmes. Accordingly, RCSC has developed new curricula based on 5 capabilities and 26 competencies derived from Leadership Capability Framework, Competency Based Framework and behaviour indicators for each position level in the civil service.
- Capabilities (5) and competencies (26):

1. Strategic view

- 1.1 Foresightedness
- 1.2 Innovation & Creativity
- 1.3 Analytical Thinking
- 1.4 Decision making
- 1.5 Risk management & Contingency Planning

2. Achieves results

- 2.1 Builds organizational capability
- 2.2 Problem Solving
- 2.3 Conflict management
- 2.4 Team Spirit/Team Building
- 2.5 Project management
- 2.6 Change management
- 2.7 Mentoring & coaching
- 2.8 Result oriented

3. Cultivates productive working relationships

- 3.1 Citizen Centric
- 3.2 Statesmanship
- 3.3 Emotional Intelligence
- 3.4 Empathy (Listens, understands & adapts to Audience)
- 3.5 Collaborative Skills

4. Exemplifies personal drive and integrity

- 4.1 Professionalism
- 4.2 Motivation & Inspiration
- 4.3 Transparency & Accountability
- 4.4 Integrity

5. Communicates effectively

- 5.1 Effective Communication skills
- 5.2 Adaptability/Flexible Thinking Skills
- 5.3 Negotiation Skills (ability to work towards win-win outcomes)
- 5.4 Observant & investigative skills

- Continuous professional development/ learning management
 - Leadership development programme: Following the leadership capability framework (LCF), training and development interventions are designed on the basis of behavioral indicators for each position level based on 5 capabilities and 26 competencies.
 - Domain training programmes: Following the competency-based framework (CBF), training interventions are designed on the basis of behavioral indicators for each position level based on 5 capabilities and 26 competencies.
 - Self-development courses, mostly online.
- Integration of training intervention with other HR policies/ systems.
- HRD integration with other HR policies and system, such as individual workplan, individual development plan, etc.

International Country Experiences on Training Assessment

Republic of Korea: Officials in the Republic of Korea have to undergo a minimum of 80 hours of training over a certain period of time. These training programmes are delivered online or offline. A wide range of courses are offered for the public servants. The officials can choose a training programme and its timing. Leadership and management trainings are requirements for higher level positions. At the lower level, domain specific knowledge and skills are emphasised. Participation and outcome of these training programmes are linked to career progression of officials. If an official does not meet the requirement of minimum training, he/she will be in a disadvantageous position for a promotion. Assessment centres are utilised for promotion decisions. An official can appear before the assessment centre for unlimited times. However, the cost associated with appearance for more than three times will have to be borne by the candidate himself.

Both internal and external as well as direct and indirect methods are used for assessment of learning outcomes. Methods of assessment depends on the level of officials and nature of knowledge and skills. Regulatory knowledge is considered the most important knowledge for public officials. This knowledge is tested through an examination conducted at the entry level of grades nine, seven and five. Four levels of the Kirkpatrick Model are practised in Korea. Both formative and summative assessments are carried out, although summative assessment is the most common one. Developmental assessment centres practise formative assessments. Rating by facilitators, peers, subordinates or supervisors or a 360-degree assessment was mandatory in the Korean Civil Service. However, it has been made optional recently due to various disadvantages of this method of assessment.

Learning outcomes vary depending on the level of the courses. Jobs and responsibilities at the higher-level positions are different than those of lower-level positions. Higher-level positions require behavioural change learnings and lower-level positions require cognitive learnings. Consequently, higher-level courses focus on leadership and management skills and lower-level courses focus on various aspects of knowledge, such as factual knowledge, conceptual knowledge, procedural knowledge and meta-cognitive knowledge. Similarly, the lower-level courses and related assessments are directed at various levels of cognitive learning processes, such as a) remembering, b)

understanding, c) applying, d) analysing, e) evaluating, and f) creating. Bloom's taxonomy and revised Bloom's taxonomy are useful in developing learning outcomes for lower-level courses. Rubrics are also used to assess demonstration of learnings.

China: Key competencies and expected behaviours for Chinese Civil Servants include, among others, i) learning, ii) leadership, iii) innovation/ experimentation, iv) result orientation, v) rule of law, vi) public participation, vii) pragmatic action, and viii) risk informed governance.

In training programs of young and middle-aged civil servants, besides common ways of assessment, officials in charge of personnel management will talk to trainees, trainees will give appraisal remarks to each other, coordinators will give their appraisals to trainees. All these ways of assessments are carried out to understand young and middle-aged civil servants more, so as to help decide whether to promote the trainees to a higher position. To enhance the quality of training and capacity building of civil service, China conducts multilevel training assessment. Training assessment consists of training organizations assessment, training projects assessment, curricula (course)assessment, and assessment of trainees. Trainees' assessment covers study attitude and performance at study, grasp of extent of theories and knowledge in the curriculum, performance according to ethical standards of the CPC, style cultivation, the ability of solving practical problem, etc. China takes a practical and gradual development methodology to explore the way to assess the achievement of trainees. According to the categorizations and levels of civil servants, and also the categorizations of training, there are some differences on learners' assessment between one and another. Commonly, a learner's written training summary, organization's appraisal remarks, learner's team leader appraisal remarks are the components of assessment. Assessments of trainees are mostly done internally by facilitators. As for generic learning outcomes, knowledge and skills are considered more important at the lower and middle-level, and mindsets and leadership qualities at the upper levels. Categories of assessments in China include, diagnostic assessment, formative assessment, and summative assessments.

Thailand: Ordinary civil servants in Thailand are categorised by positions into four groups: 1) general positions, 2) knowledge workers positions, 3) managerial positions, and 4) executive positions. Each of these categories have a number of levels. General positions have 4 levels and require no higher education for entry. Knowledge worker positions have five levels and require a university degree for entry into a position. Managerial positions have two levels, and executive positions also have two levels. Education and training of civil servants in Thailand vary depending on their category and levels. The guideline for human resource development in the public sector provides for four mindsets: 1) growth mindset, 2) outward mindset, 3) global mindset, and 4) digital mindsets. Various training programmes aim to inculcate these mindsets into civil servants. Three competencies are taken into consideration for career progression of civil servants: 1) core competencies, 2) functional competencies, and 3) leadership competencies (for managerial and executive level positions). For career progression and salary increase, 70 percent weightage is assigned to performance and 30

percent weightage is assigned to competencies. Performance evaluation of six months prior to a promotion is a requirement. Competencies are assessed by departments for lower-level positions and by OCSC for higher-level positions. Competencies of civil servants are built through both on-the-job learning and development programmes. For promotions, civil servants have to submit a report on their past successes as well as a proposal for new initiatives and ideas. These reports and proposals are assessed by departments or OCSC (in relevant cases) through competent assessors. OCSC runs two types of learning and development programmes: one for on-boarding of new entrants and another for development of executive level officials. The on-boarding programme is compulsory and implemented in four phases: 1) orientation, 2) self-study (e-learning), 3) in-class learning, and field study. The executive development programme is compulsory for deputy director general level. This programme emphasises on participation and work assignment, both individual and group, under the supervision of credible advisors. Thailand has a number of programmes for talent development for civil service, such as pre-service scholarship, public sector executive development program, high potential performance system and new wave leadership development programme.

Summary of Day 1

Assessment and development centers

Importance of continuous learning – on-the-job learning and self-study are among top learning resources
Assessment center not only for hiring but also for identifying high potential employees and for development purposes.

Pre-defined competencies and behaviors are usually assessed during the assessment.

For development centers, feedback is an important component with comments being provided after every exercise.

There are different types of exercises in development centers

Setting development center goals, the role of assessors and manager support

Key Elements of a Public Service Training Assessment Framework

The assessment process

Establishing the context: public service values, mindsets and competency framework, and behavioral change

Developing learning outcomes for programs and courses/ modules

Assessments: categories, methods and rubrics

Instructional strategies

Monitoring, review and utilization of assessments

Public Service Training Assessment in Bhutan

Frameworks for training needs identification

Training intervention & other HR actions - Integration of various HR actions, policies and systems in civil service

Career progression and training interventions

LDP training objectives & structure

Assessment categories & challenges for LDP training

Republic of Korea – Developing Assessment Center & Development Center

Characteristics of Assessment Center

Typical Exercises in Assessment Center

Applicability of Assessment Center

Application History in Korea

Comparison between AC and DC

Effectiveness of Development Center

Accuracy of AC & DC

Contingencies Related to Designing AC & DC, Developing Simulation Exercises, Observation and Evaluation, Assessor Training, Demonstrating Validities

China – Multilevel Training Assessments Help Strengthen Civil Service Capacity Building

Public Service Values – firm in ideal and conviction, willing to serve the people, diligence, ready to take responsibilities (accountability), honest and upright

Key Mindsets, Competencies and Expected Behaviors in Public Service – innovation, green development, coordination, openness, and inclusiveness (shared by all)

Civil Service Training

Civil Service Training Assessment - multilevel training assessment

Thailand – Preparing & Equipping Civil Service Human Resource

Key values of Public Service – defined by Civil Service Act, Ethic Standard Act, and Royal Decree on Good Governance

Key Mindsets, Competencies (leadership, core and functional)

Preparing and Equipping Officials: Doing & Learning – through work and development program.

Key Insights from DAY 1

- It is important to plan and strategize the training programmes and to link or integrate training interventions with other HR policies and systems like performance management and career progression.
- We should gear towards taking a paradigm shift in our perspective and mindset towards training.
- The practices on training assessment framework, the kind of assessment method we use depends on what kind of training we are conducting and what outcome we want & adapt and modify based on the country's convenience and need.
- Assessment result is under used in the field of public administration. To ensure impact on the public service through training, it is important to identify what demands are on the ground and offer trainees practice through problem solving activities such as case studies and group discussions.
- We should not only focus on new mindsets and capacities but also focus on social modelling and social norms for public sector transformation.
- Assessments depends a lot on the communication skills of a person. People with good communication skills are rated higher vis-a-vis a person who may perform better at work but is not a good communicator.
- Financial incentives do not alter the attitudes that underlie our behaviors. They do not create an enduring commitment to any value or action. Rather, incentives merely—and temporarily—change what we do.
- Training is the mechanism to changing the public servants and the public service.
- All institutions should take training very seriously for successful training programmes and for successful organizations.
- There is need of paradigm shift in our mindsets, Evaluation tools should focus on four levels of learnings: reaction, learning, behaviour and results. Assessing learning outcomes of public servants is critical to ensure they learn the most important skills, ideas, attitudes, and values of public service. Assessments help to document evidence of public servants' learning, based on the actual outcomes they have achieved for career placement and progression. Assessment result is however under used in the field of public administration. When assessment tools are developed and tailored to the real context of public administration through problem solving activities, case studies, games, brainstorming and discussion, there is a high possibility that competency assessments be linked to actual performance of public officials. Evaluation which is one-time or instantaneous with actual situation more complex has uncertainty, ambiguity, and volatility. It has to go through a longer and wider tunnel requiring perseverance to get through the problem with a stronger focus on scientific solution through data analysis with collaboration and cooperation. Assessment methods will depend on what type of training we are imparting and what outcome we are expecting. Continuous and regular monitoring and tracking of training results and feedback is necessary.
- For effective training programme, excellent performance can be expected only when there are more concrete needs and demands raised by public institutions.
- Developing a competency-based framework is very important for public servants. Capacity of civil servants should be built on a very systematic and efficient way.

- Close and continuous cooperation is necessary between training institutions and public institutions that require civil servants training.
- UN DESA in collaboration with partners, will continue to support the strengthening of capacities in advancing effective governance transformation and public institutions to build the next generation of public servants for sustainable development in Member States.

Interactive Round-table Discussion on Training Assessment

Round-1: Public Service Training and Career Progression

The objective of the discussion was to enhance the awareness of the various approaches and methodologies adopted by different countries in public service training and career progression. The discussion was in Session 4 designed to allow the participants to learn on training assessment.

The discussions were focused on the following questions:

- Do you have a set of minimum training a civil servant has to undergo?
- How are they delivered, and what is the frequency?
- Do you focus on domain skills and/or leadership and management competency?
- How are these trainings pegged to career placement and progression? How is it done?

Republic of Korea

- The Korean Government has required time for specific training programs. For example, every central government official or civil servant needs to participate in an educational program for 80 hours.
- Higher-level officials need to focus on leadership and management skills. Thus, they are required to have those leadership programs, but the lower-level officials tend to focus more on specific skills.
- The time needed for training civil servants shall be determined by departments in charge of work related to civil servants under the training requirements.
- Competency has some visible components like knowledge and skills but other behavioral components like attitude, traits, thinking styles, self-image, organizational fit etc., are hidden or beneath the surface. So, it is necessary to assess all the competencies.

China

- To enhance the quality of training and capacity building of civil service, China conducts multilevel training assessment
 - Dimension 1: Training organizing factors assessment, from training organizations to trainees
 - Dimension 2: individual trainee achievement of study assessment
- China takes a practical and gradual development methodology to explore how to assess trainees' achievement.
- According to the categorizations and levels of civil servants and the categorizations of training, there are some differences in learners' assessments. The assessment components are

commonly the learners' written training summary, organization appraisal remarks, and team leader appraisal remarks.

Round-2: Learning Outcome Assessment Methods

The session started by recalling the definition of learning outcomes and why assessment of learning outcomes are important.

Assessment of learning outcomes are important to:

- Ensure that public servants learn the most important skills, ideas, attitudes and values
- Document evidence of public servants' learning, for career placement and career progression.
- Ensure that expectations are communicated clearly to public servants
- Allow institutions to improve the effectiveness of their program.

For the methods the speakers discussed the following questions:

- What generic learning outcome do you think are important for public servants?
- How do you assess the learning outcomes of the participants (for example, internal vs. external; direct vs. indirect methods)?
- Do you have different categories of assessments, such as the diagnostic, formative, and summative assessments?
- Do you use rating by facilitators, peers, subordinates, or supervisors as part of your formative assessment process? How do you determine the criteria for such ratings?

Republic of Korea: Since most of the jobs for government and local city officials is to regulate and implement legal regulations, a deep understanding and awareness of legal regulations is essential. Korean government officials are usually evaluated in terms of selection and not through training. For instance, there are 9 different ranks of government officials in Korea. 1 being the highest and 9 being the lowest. While they are selected through formal exams, the most important curriculum in these exams is about legal regulation. Hence, the most basic and important generic learning outcome is the knowledge about legal regulation.

Learning outcomes of participants are usually assessed at the end of the program through a questionnaire. The questionnaire serves as a metrics for the levels of learning outcome, together with the reactions of the participants. Moreover, government officials with a specific service area are involved in direct customer contact. Citizens who have contacted with these government officials often receive questionnaires that contain questions on the government official's quality of service. While it is not suitable for all government officials, it is useful for those with customer contact points.

The example of Korea's Development and Assessment Center can be discussed. In the Center, evaluation for every competency dimension is available and participants receive feedback from their

colleagues and facilitators through Formative Assessment. While these Assessments are not utilized for personnel decision purposes, they serve to provide feedback to the participants. The rating scale in Korea is composed of a 5-point scale. If the participant's score is lower than 2.5, the government official cannot be promoted even if s/he may be a candidate. While the candidate can retry limitlessly, the encouraged trial number is 3 times.

- The Korean government did have a formal multi-source feedback program, called the 360-degree feedback program. It was a mandatory program in which every government official needed to be weighted by their peers, by their superiors, and by their subordinates. But with time, the feedback program showed some disadvantages. As such, it is only used by 10-20% of the government departments to obtain ratings from their peers, subordinates, and supervisors, but is rarely used now.

China: The 4-level Training Evaluation Model is important in obtaining training evaluation results. Level 1 indicates action, level 2 learning, level 3 behavior, and level 4 is the results. The assessment of learning outcomes should be measured according to the 4-level Training Evaluation Model.

China usually assesses the participants' learning outcomes from the very beginning. Decades ago, the country mostly assessed the excellence of the participants through surveys and interviews. Questions on the participants satisfaction of the curriculum and about the lecturers were asked. Recently, China is obtaining the learning outcomes through tests – a knowledge test on the trainees' grasp of the lectures. These tests are composed of direct and indirect matters, such as examinations, assignments, reports, presentations, and simulations. On the lower level, an increased focus on knowledge and skills improvement and enhancement are achieved. On the higher level, a focus on mindset training, the competence of leadership, and the grasp of basic theories, rules, and mindset are obtained.

China's Diagnostic Assessment helps both trainers and trainees. It informs trainers where to focus their training points and main contents, while trainees will be aware where to invest their time to improve their knowledge and skills while learning new mindsets. In terms of the Formative Assessments, trainees grasp the extent of knowledge or skills through small quizzes following the lecture in a one-day training course. This allows lectures to identify the trainees' current situations. Another set of Formative Assessments is emergency management training. In this training, government officials will be given an emergency situation or equipment to address. As such, the facilitator can assess the officials' skills through the government official's execution of procedures. Lastly, Summative Assessments are the most common. Practiced by every training program, this assessment requires trainees to submit a report or a training summary, indicating their achievements during the training.

Round-3: Developing Learning Outcomes

- How do you develop learning outcomes suitable for various levels of public servants (PSs)?
- In developing learning outcomes, do you differentiate among factual Knowledge, Conceptual Knowledge, Procedural Knowledge and Meta-cognitive Knowledge?
- Does your learning outcomes and associated assessments directed at various levels of

cognitive learning processes, such as a) remembering, b) understanding, c) applying, d) analysing, e) evaluating, and f) creating?

- Do you use 'Rubrics' to judge PS's demonstration of learnings? What criteria and levels of achievement you use for various learning activities?

Republic of Korea: In Korea, both internal and external as well as direct and indirect methods are used for assessment of learning outcomes. Methods of assessment depends on the level of officials and nature of knowledge and skills. Regulatory knowledge is considered the most important knowledge for public officials. This knowledge is tested through an examination conducted at the entry level of grades nine, seven and five. Four levels of the Kirkpatrick Model are practised in Korea. Both formative and summative assessments are carried out, although summative assessment is the most common one. Developmental assessment centres practise formative assessments. Rating by facilitators, peers, sub-ordinates or supervisors or a 360-degree assessment was mandatory in the Korean Civil Service. However, it has been made optional recently due to various disadvantages of this method of assessment.

Learning outcomes vary depending on the level of the courses. Jobs and responsibilities at the higher-level positions are different than those of lower-level positions. Higher-level positions require behavioural change learnings and lower-level positions require cognitive learnings. Consequently, higher-level courses focus on leadership and management skills and lower-level courses focus on various aspects of knowledge, such as factual knowledge, conceptual knowledge, procedural knowledge and meta-cognitive knowledge. Similarly, the lower-level courses and related assessments are directed at various levels of cognitive learning processes, such as a) remembering, b) understanding, c) applying, d) analysing, e) evaluating, and f) creating. Bloom's taxonomy and revised Bloom's taxonomy are useful in developing learning outcomes for lower-level courses. Rubrics are also used to assess demonstration of learnings.

China: To enhance the quality of training and capacity building of civil service, China conducts multilevel training assessment. Training assessment consists of training organizations assessment, training projects assessment, curricula (course)assessment, and assessment of trainees. Trainees' assessment covers study attitude and performance at study, grasp of extent of theories and knowledge in the curriculum, performance according to ethical standards of the CPC, style cultivation, the ability of solving practical problem, etc. China takes a practical and gradual development methodology to explore the way to assess the achievement of trainees. According to the categorizations and levels of civil servants, and also the categorizations of training, there are some differences on learners' assessment between one and another. Commonly, a learner's written training summary, organization's appraisal remarks, learner's team leader appraisal remarks are the components of assessment. Assessments of trainees are mostly done internally by facilitators. As for generic learning outcomes, knowledge and skills are considered more important at the lower and middle-level, and mindsets and leadership qualities at the upper levels. Categories of assessments in China include diagnostic assessment, formative assessment, and summative assessments.

Learning outcomes are developed considering the levels of civil servants and knowledge and behaviour expected from them. In developing learning outcomes, various types of knowledge, such as factual knowledge, conceptual knowledge, procedural knowledge and meta-cognitive knowledge

are given due priorities. All of these types of knowledge are required to provide a comprehensive training package so that civil servants can perform better. Learning outcomes and associated assessments are directed at various levels of cognitive learning processes, such as a) remembering, b) understanding, c) applying, d) analysing, e) evaluating, and f) creating depending on the level of the trainees. Rubrics are useful tools for assessment of learning outcomes. Training institutions in China have plans to use rubrics in a meaningful way in the future.

Classroom Assessment Techniques

Q1. How do you decide what types of questions (such as multiple choice, true/false, scenarios, fill in the blank, short answer) to be asked in your surveys and quizzes?

- **Republic of Korea:** There is no decision rule to choose which type is more appropriate. While it may be advisable to use different question types, it would be up to the lecturer/instructor of the training programmes.
- **China:** The types of questions are decided by the purpose of assessment – i.e. training organization assessment, training programme assessment, training curriculum assessment, and trainees assessment. In China, surveys are commonly used for assessments of training organization, programmes and curriculum. Surveys include the forms of multiple choice, as well as fill in the blank and short answers. The questions and contents of the training organization, programme and curriculum assessments are more standardized and comparatively fixed. For example, the training organization assessment includes questions on guiding principles, quality of training, teaching staff management, infrastructure, finance management, etc. For the training programme assessment surveys, questions on training design, carrying out of training, training management, training effectiveness are included. Also, for the curriculum assessment surveys, teaching attitude, contents, methods, and effectiveness are covered. For the quizzes on the trainee assessment, digital technologies such as the Internet or mobile phones are used for efficiency and the questions are only in the multiple-choice format. This allows quick conducting of quiz and feedback from trainees on how they have grasped the knowledge and skill.

Q2. What classroom assessment techniques do you use to assess a) prior knowledge, recall and understanding; b) synthesis and creative thinking. and c) application and performance?

- **Republic of Korea:** For the purpose of assessing prior knowledge and recall and understanding, multiple choice, true/false, fill in the blank, and short answer types can be used. For synthesis and creative thinking, those questions may not be suitable. Instead, using some open-ended discussion questions would be better. For the questions with open-ended questions, a rubric to score in a standard way would be needed, especially if there is more than one assessor. Lastly, about application and performance, leadership and management skills are more important for high-level officials. It is not just a matter of knowledge or knowing – it is a matter of behavior. Therefore, measuring behavioral change is important. One recommended method is the assessment center, which is suitable and designed for that purpose. Another method is peer-rating or peer-observation or sub-ordinate or supervising rating.
- **China:** To assess prior knowledge, quiz is usually used conducted through computers or mobile

phones. For recall and understanding, written paper or summary report is used. Summary report is a comprehensive means to assess trainees' training outcome. This is also a good method for synthesis and creative thinking and application, including for coming up with new policy suggestions. Also, in some classroom assessment, assessment center is also used to let trainees to talk about some topics based on some materials with facts or situations, focusing on solving problems and finding solutions/policies to the questions. This technique is useful to assess trainees' comprehensive competences such as knowledge, analyzing skills, creative thinking, communication skills, and persuasion skills. These techniques also allow giving real-time feedback and suggestions to the trainees and enable them to learn from each other. In addition, simulation, which is to simulate the real situation and see how trainees cope with the situations, is another useful assessment technique to assess trainees' competence abilities and give suggestions to improve.

Q3. What digital technologies do you use to assess and manage learning outcomes?

- **Republic of Korea:** Nowadays, with the advancements in information and communication technologies, there are also advancements in teaching techniques, platforms and applications. For example, trainings can be organized online in the forms of web seminars and web conferences/workshops. Also, after the online trainings, assessment, including evaluating behavior change, can be done online.
- **China:** Internet and mobile phones are commonly used in the assessment and management of the whole process of training, as it is convenient, low-cost, accurate and timely. ICT is very helpful to improve the quality and enhance achievements of trainings. Also, for some training programme, trainees are required to find some knowledge from the Internet before the collective onsite learning which is a very important part of trainings in China.

Q4. Do you have an assessment plan for the public service training?

- **Republic of Korea:** In Korea, there are assessment center and development center being administered.
- **China:** For almost all training programmes, there is a plan for assessment as part of the whole training programme arrangement.

Training Assessment Framework

Q1. What are the prerequisites of a good training assessment framework?

- **Republic of Korea:** Two basic knowledge are needed: how to measure change, knowledge change or behavioral change. It is important to know how to measure change, and need to know how to analyze the cause-and-effect relationship. To measure training assessment, it is a measurement of change; we do have pre-measure and post-measure, you evaluate the difference, increase in the score or decrease of the score. Careful design of the training assessment framework is necessary. It is important to ensure that the measure is really from the training programme. A Solomon group design is needed: 1) no training group, no pre-test only post-test, 2) no training group, with pre-test, and after a certain time post-test, 3) they receive training but did not have

pre-test only post-test, 4) training, pre-test measure and post-test measure. Without these four groups, it is difficult to assess the impact of the training programme.

- **China:** The factors that influence behaviours are many: knowledge, skills, values, self-images, and motivation are important. Mindsets should be fostered to build their skills to enhance their knowledge. Significant change in their behavior is hoped to deliver an excellent public service.

Q2. How do you conduct training impact assessment (TIA). Do you have an independent body to conduct TIA, or is the management of that department conducting the assessment as to whether or not training has enhanced productivity or has any value addition to the organization after the training?

- **China:** The organization has the function of assessing the training. Training organizations follow the training activities. External assessment by the Government organizations in charge of training will assess the training projects will assess training curriculum. Internally, in the training organization, the manager will assess the training. The trainees will assess the training curricula, the training organization and the training department.
- **Republic of Korea:** There are separate organizations for training government officials. There is no separate organization to assess the training impact. The training organization does it.

Q3. Civil service training prioritization and implementation modality in South Korea and China? Is it done based on critical needs or the availability of the HRD fund?

- **Republic of Korea:** It depends on the particular needs.
- **China:** Conduct training on the needs and the regular planning. They have an annual plan to train the civil servants.

Capacity Building

Q4. Could be the best retention strategy apart from financial incentives and a draconian approach where civil servants are imposed certain obligations after training?

- **Republic of Korea:** The retention rate among Korean government officials and local officials is high. That's because civil servants have a tenure.

Leadership training

Q5. It has been frequently indicated that the training related to leadership and management are provided to the higher level or those at the executive positions, and for those who are at the lower level (entrant level), training on specific skill set is provided. I feel those at the lower rungs in the career pathway should be groomed with leadership skills so that when they do attain the executive positions, they demonstrate effective leadership skills gained as a result of the training (such as self-leadership) provided when they were at the junior levels.

- **Republic of Korea:** For those civil servants who have lower-level jobs, leadership training

programme are not provided. There are nine different ranks. From rank five is at the junior manager level, and ranks 4 to 1 are critical leadership positions.

- **China:** Leadership programme and the lower-level programmes have some comparable courses, for example, mindsets, ethical behaviors standards and basic management capabilities and law knowledge.

Q6. Are the people working at the Assessment Center & Development Center civil servants themselves? Are the Assessment Center & Development Center autonomous agencies?

- **Republic of Korea:** There is a separate organization in charge of training and assessment. That organization is responsible for designing. However, the simulation test is done by a private company and among the evaluators are retired government officials and university professors.

Q7. Does a civil officer in Korea need to complete 80 hours of the educational programme every year? Are there assessment components during the educational programme?

- **Republic of Korea:** Yes, during the specific rank, you are rank five official, 3-4 years to be promoted to rank 4 to complete the 80 hrs training programmes.

Q8. Does 80 hours of educational training program translate to enhancing their skills, mindset, and attitude? Does it translate to an increase in performance at their workplace? Since there is a consequence to not fulfilling this requirement, how do you ensure that this program is not just taken as a requirement to fulfil but that there is also learning and knowledge acquirement (rather than simply filling in the hours)

There are online programmes **in Korea**; some are workshops, and every department has its programme, so the government official takes those courses. Some are freely chosen; some are mandatory.

Q9. In the Republic of Korea 360-degree feedback is no longer mandatory due to some disadvantages. It would be helpful for us to know some of the disadvantages because we believe it to be a fair assessment owing to multiple people (peers, facilitators, sub-ordinates) involved in rating.

It is a very useful tool for feedback and development purposes. But if you are a manager in government, you receive a lower feedback score; some of the leaders and managers push their subordinates on disappointment. It is essential to identify those cases.

Q10. Credibility of assessors is a considerable concern. What are the popular methods to enhance the credibility of the assessors?

In Korea, individuals from the public and psychology departments have to undergo one-to-two training to become assessors. After that, they can attend as a candidate. The Korean government is making a lot of efforts to enhance the credibility of the assessors.

Key Learnings

- It is important to plan and strategize the training programmes and to link or integrate training interventions with other HR policies and systems like performance management and career progression.
- We should gear towards taking a paradigm shift in our perspective and mindset towards training.
- The practices on training assessment framework, the kind of assessment method we use depends on what kind of training we are conducting and what outcome we want & adapt and modify based on the country's convenience and need.
- Assessment result is under used in the field of public administration. To ensure impact on the public service through training, it is important to identify what demands are on the ground and offer trainees practice through problem solving activities such as case studies and group discussions.

Key Recommendations

Developing a Competency-based framework for capacity building of public servants is very important to have a systematic, fair and transparent allocation of training funds to build the required capacity of our public servants. In order to make institutions effective, accountable and inclusive, as elaborated in SDG 16, public administration systems must define new competency frameworks that can advance the principles of the 2030 Agenda across public service and ensure that they are put into practice. They must also reflect the principles of effective governance for sustainable development.

To realize the vision of Agenda 2030 of LNOB and promote sustainable development, countries need to strengthen institutional capacities by delivering relevant training programmes to promote new mindsets, competencies, behaviors, and new ways of working together across organizational boundaries. Training should be designed to be tempting given the team structure in which the trainee works.

It is important to plan and strategize the training programmes and link or integrate training interventions with other HR policies and systems like performance management and career progression. The translation of training into improvements in the functioning of the public sector requires going beyond knowledge acquisition.

In order to have an impact on the public service through training, you should identify what demands are on the ground and offer trainees practice through problem-solving activities, case studies, and discussions. Training should adjust civil servants to new demands such as administrative decision openness, the right to challenge, data security, information dissemination in city offices, and citizen hotlines. All of these advances necessitate a conceptual shift that was and continues to be difficult for long-serving government employees to accept.

We should gear towards taking a paradigm shift in our perspective and mindset towards training. We should focus on new mindsets, capacities, social modeling and social norms for public sector transformation. The mindsets of public servants are linked to the performance of public sector

organizations and how performance appraisals can contribute to that. Important factors that determine the success of performance appraisal schemes are i) creating clear and measurable performance objectives, ii) psychological factors, iii) making sure that good and bad appraisals have consequences attached, and iv) designing performance appraisal systems that are culturally and context-appropriate.

The state needs to identify the right assessment principles and tools to assess the impact of different training programmes. Competency-based training needs assessment is one of the most important determinants of the success of training programmes. Competency-based training needs assessment is therefore critical to promoting change in the public sector and should aim at enhancing knowledge and skills to foster an innovative mindset.

Training assessments should be established to assess the knowledge and skills acquired and whether the training and follow-up actions help instill new values and mindsets, leading to expected institutional behaviors. The evaluation of the training efficacy must follow the trainee back into the bureaucracy and assess the extent to which the targeted processes or procedures are changing. The practices of the training assessment framework and the kind of assessment method we use depend on what kind of training we are conducting and what outcome we want & adapt and modify based on the country's convenience and need.

Training Needs Assessment should focus on solving a current problem, avoiding a past or current problem, creating or taking advantage of a future opportunity and providing learning, development or growth. The processes of Training Needs Assessment can be divided into five steps: i) identify problem and needs; ii) determine the design of needs assessment; iii) collect data; iv) analyze data; and v) provide feedback.

- This will further strengthen the capability of the public servants of Bhutan to make their institutions effective, inclusive and accountable to deliver on the Agenda 2030 for sustainable development.
- It will also contribute to happiness and wellbeing of all Bhutanese people.
- Changing mindsets of public officials is the demand of the time, and it's a long journey, which requires continuous efforts through training and development programmes.
- Hoping the discussions of the workshop will not end here today but initiate a new start towards an innovative public service training assessment framework.
- Continued partnership in knowledge and experience sharing will be conducive to strengthening the public service training in Bhutan.
- Bhutan imparts lots of training but it appears that knowledge gained are left in the class room by public servants, and seldom results in behavioral change or improved individual and organizational performance.
- This workshop will help strengthen the learning outcome assessment system.
- Learned a lot from participating countries, and realized that Bhutan is not far behind but needs to fix a few nuts and bolts to strengthen the assessment system.

- Bhutan is aiming to transform itself into a knowledge economy by investing on human capital, and also to have a cascading effect on educational system.

The Way Forward and Possible Follow-up Actions

1. Actions relating to talent management programmes, such as preparing lower-level executives for current role, function, and duties through professional programmes, and preparing managers/ leaders for higher-level or new roles through leadership programmes.
2. Designing fit-for-purpose programmes addressing both individual and organizational competencies.
3. Strengthening development centers focusing learning outcome assessment, assessment framework and integration of assessment reports in personnel management.
4. Upscaling examination centers to assessment centers focusing on competent assessment

Royal Civil Service Commission of Bhutan outlines the following as possible follow-up actions:

- Actions relating to talent management programmes, such as preparing lower-level executives for current role, function and duties through professional programmes, and preparing managers/ leaders for higher-level or new roles through leadership programmes.
- Designing fit-for-purpose programmes addressing both individual and organizational competencies.
- Strengthening development centers focusing learning outcome assessment, assessment framework and integration of assessment reports in personnel management.
- Upscaling examination centers to assessment centers focusing on competent assessors, internal or external, and developing a leadership assessment framework.

Conclusions

Discussions during the two-day Workshop highlighted the importance of strengthening the capacities of public servants for realizing the 2030 Agenda for Sustainable Development, which calls for developing an effective public service training assessment framework.

The Workshop enhanced understanding of participants on the necessity to ensure the effectiveness and sustainability of public service training, the importance of conducting assessment of learning outcome, as well as the key elements of a public service training assessment framework and that this exchange of experiences, expertise, and ideas from this Workshop could contribute toward developing an effective and systematic public service training assessment framework of Bhutan.

The fruitful discussions of the Workshop laid an essential ground for enhancing the capacities of public servants in Bhutan and furthermore for promoting effective, accountable, and inclusive public institutions, which is critical for achieving the Sustainable Development Goals (SDGs) and policy reform agendas in Bhutan. It will also be imperative to fostering a sustainable and resilient recovery from the COVID-19 pandemic and preparing for the “Next Normal”.

UN DESA/DPIDG/UNPOG, in collaboration with the UN Country Team in Bhutan, will continue its endeavors to support Bhutan in its strive to enhancing public service capacities and strengthening public institutions for implementing the 2030 Agenda and look forward to look forward to the continued collaboration with the Royal Civil Service Commission of Bhutan and the UN Country Team in Bhutan in this important journey.

Annexes

Annex I. Questions and Answers

Q1) Why are training assessments are mostly underused for career progression or placement in the Civil Service system?

Training assessments are not utilized for career progression because of many factors: a) These assessments are seldom used; b) Policymakers and decision-makers do not rely on grading. In Mr. Aslam's experience these assessments are not done very rigorously. There should be an adequate assessment infrastructure. The assessment criteria and the rubrics are rarely used. There is a tendency among assessors who do not differentiate much between participants of a training programme. A recommendation by Mr. Aslam is to follow a systematic approach for more confidence in the assessment.

Q2) Why do we need a public service training assessment framework?

Mr. Keping Yao referred to the transformative 2030 Agenda which requires public servants to have new knowledge and capacities including new mindsets and behaviors. Civil servants need to develop new skills and new capacities and meanwhile they have to change behaviors in line with new requirements. Public training assessment to enhance capacity is very important. There is a need to have a systematic assessment and assess the changes after the training. What are the follow-up actions? What are the behavioral changes induced after the training? Governmental institutions should continuously invest in public service training to improve the capacities of the public service.

Mr. Chewang Rinzin commented on Mr. Daniel Roggers's presentation. Mr. Roggers referred in his presentation on measuring the impact of training to find out how learning is translated into improvement of the functions of the public service. An appraisal is usually to grade civil servants but not necessarily to assess the impact of the training. Mr. Rinzing found an opportunity using regular appraisals to find out the impact of training that civil servants undergo.

Q3) Which kind of investments in specialization for civil servants would you recommend, to pursue a master's degrees or upskilling and training and why?

Mr. Aslam Alam stressed that it depends on the context. Bangladesh has stopped the investment in specialization for civil servants only on upskilling. Government has not to invest in master for career civil servant it is a good long-term investment. Skills are not the only requirement. In the knowledge part specialization is particularly important. Investment in master's degree and PHDs. They are not only academic programmes, they upgrade knowledge and acquire new skills required for civil servants.

Q4) What are the competencies measured in the current system of the civil service process? Current systems measure intellectual capacities. One person performs very well however when they go to teach in the school they do not perform so well.

Mr. Aslam Alam responded that the situation described is a problem of identification of competencies properly at the time of recruitment. The performance of civil servants got good training assessment score very high in their training programme but in the real-life situation are unable to perform. The

mismatch is due to the overall context in which the individual is working. Performance is not only about the individual but also about the organization's culture.

Q5) Do we make your trainers and relevant public servants take the assessor's job as an additional role or have assessors with a separate assessment center? How do you recruit or develop assessors?

Professor Yongwon Suh, Republic of Korea: Usually, the supervisors or subject matter experts can be an evaluator in an assessment center. Fairness issues could become a problem when working with supervisors. If one of your evaluators is your supervisor, that supervisor might not have a good relationship with the participants. The participant will feel it is not fair. In Korea, half of the evaluators utilize retired government officials, and half are college professors. You can recruit retired government officials or university professors, but there is a one-day training workshop before we use it.

Q6) In Thailand, civil service uses external assessors for assessing civil service at the executive and higher-level; by external assessors, you referred to outside of the office of the civil service commission, what tools you use for executive service?

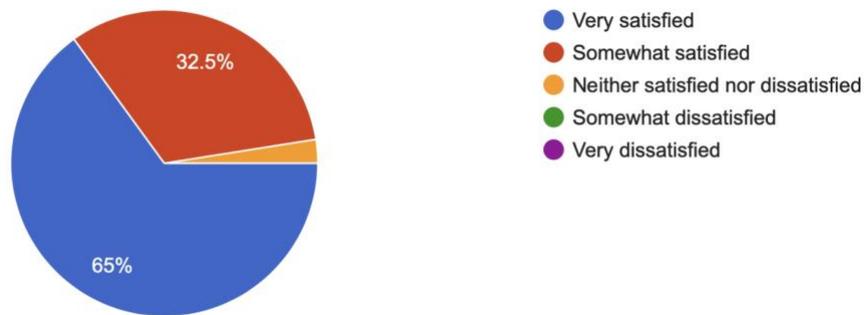
Thailand does not use the assessment centre method to promote the leaders in the civil service yet. The Thailand Executive development programme uses assessors (training advisors) to make their individual study and group projects. These advisors are selected from both retired executives from the civil service and university professors. Thailand uses assessment centre for young potential; in that sense, they work with universities with expertise in the assessment centre.

Annex II. Post-Event Evaluation Survey Results and Participants' Feedback

The workshop was attended by 102 participants from 6 countries and various UN entities. However, the majority of participants, 68 government officials, were from Bhutan. A post-event evaluation survey was carried out among participants from Bhutan. Forty (40) evaluation responses from Bhutan participants were collected following the workshop. Overall, 97.5 percent participants were satisfied with the workshop. Out of the total, 65 percent were very satisfied and 32.5 percent participants were somewhat satisfied. Responding to the question "How likely are you going to apply what you have learned in the Workshop?", 70 percent participants responded that they are very likely to apply and 30 percent participants are somewhat likely to apply the knowledge and insights learned in the workshop.

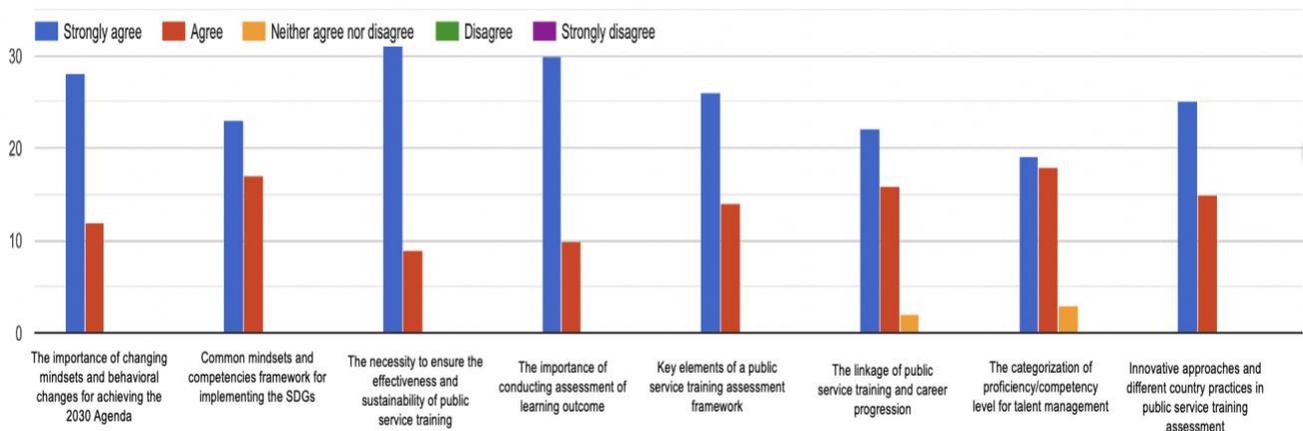
Forty participants representing the Royal Government of Bhutan have responded to the survey questionnaire. Results are presented below:

1. Overall, how satisfied were you with the Workshop?



2. Please rate your level of satisfaction with the following aspects of the Webinar. Please choose one on each row.

3. The Workshop enhanced my understanding of (please choose one on each row):

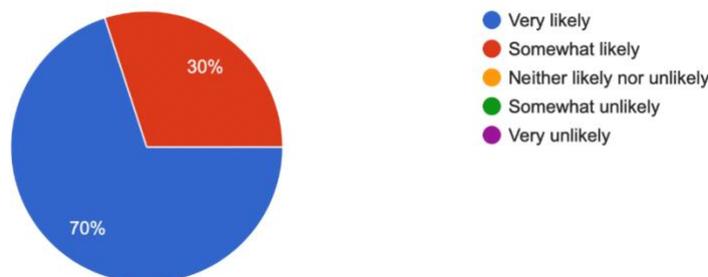


4. What did you like most and least about the Workshop, and how can it be improved?

- The learning outcomes and evaluating the learning outcomes. Which was actually the core of training assessment. Different techniques to assess the training.
- Liked the time management and expertise sharing from different countries
- Lot of interactive sessions.
- No comments
- The relevancy of the topic was what I liked most.
- I liked the topics covered in the workshop. However, the interaction time of the sessions could have been longer.
- Most liked: best practices shared List liked: rush presentation with dense knowledge in 10 minutes and also too many moderators.
- Sharing of country experiences that are not just based on popular and established frameworks but the ones which are practical and relevant.
- Most: Experience Sharing
- Presentations were made from different countries and I got to know about their best practices.
- The need for assessment centre.
- Liked Most: The presentation on Assessment and Development Centers and Measurement and Appraisal System (Especially the component of Mindset, belief, attitude and competencies and intergenerational equity) Like least: None
- concepts of mindsets, beliefs, attitudes and competencies. incorporation of solomon four group design and kirpatrick model
- CBF and assessment center. CBF should be dynamic with lifeline.
- I liked the fact that the workshop was very organized.
- The session conducted was precise.
- Well organized and speakers are knowledgeable. Most of the topic covered are new learning.
- Overall content of the presentation is very good.
- Liked the most- ZOOM management, liked the least- Q & A session and can be improved by focusing only on relevant and most question questions rather than attending to all questions raised.
- Appreciate the quality of speakers, they were experienced and provided needed clarifications. The practices shared has helped me as an individual understand where Bhutan stands and what practices can be strengthened for the Bhutanese Civil Service. The key takeaways session was a good opportunity to recollect. The network issue couldn't be helped.
- The presentation by the presenters were interesting but the time given was short.
- The contents were rich.
- The design of the workshop is what I like the most and clarity in delivery is least I liked.
- I mostly liked the structure of the workshop and involvement of many knowledgeable and well experienced resource person. Least that I like was, since the workshop is online it is all in theoretical aspect which I am not able to fully concentrate after some time. I think if possible the workshop will be effective if it is face to face program and for more than two days.
- The Development Center and Assessment Center's Multiple Approach to assessment, and the use of research data and empiric for assessment which is a paradigm shift from the traditional tests and interviews.
- The questions from the organizer and the answers provided by the panel members in the form of presentation which made the workshop very informative and to the point.
- All About AC and DC and mindset lab

- I liked the most about facilitation process.
- A session on promoting new mindsets and behaviors in public institutions was most exciting one for me. I realized changing mindsets and behaviors of civil servants as one critical factor that will really help in promoting efficient and effective institutions. A session on learning outcome assessment methods was very interesting one. I realized that it is very important for us to apply such learning assessment methods when we conduct/provide trainings to civil servants so that we will be able to understand/get how much they have learned and the impact of training provided. I am happy with all sessions.
- I liked learning various systems of different countries at a go. I think, we can exclude long country profile before the actual topic of discussion.
- The workshop was very satisfying and full of information.
- The best part of the workshop was that it was well organized and pool of experts with practical experiences. However, sitting in front of PC in a room gave the feeling of isolation.
- Workshop was very informative.
- I liked that the panelists elucidated the reality and the actual practices in their countries in the second day of the workshop. Even the moderators had answered their practices in their countries on a Q&A platform. However, I wish the whole workshop was a bit longer since half a day session for two days felt very rushed with very limited interaction.
- I liked about the overall coordination of the program, interactive sessions and some of the presentations. However, the improvement on some of the presents (too slow/ too fast) could be improved in order to fulfill the objective of the program.
- Presentation, discussion and question and answer session
- I like the presenters of the workshop. All of them were highly knowledgeable. If it was a face to face workshop we could have clarified many doubts.
- The necessity to ensure the effectiveness and sustainability of public service training was most useful for us.
- The overall presentation was very insightful. However, at times it was difficult to understand the presenter's English since all were from different backgrounds.
- I liked that the logistics arranged for resource persons when they have connectivity issues. Letting them finish the presentation the day after was kind and it was helpful for us as participants attending.

5. How likely are you going to apply what you have learned in the Workshop?



6. What follow-up actions will you take to implement the knowledge gained?

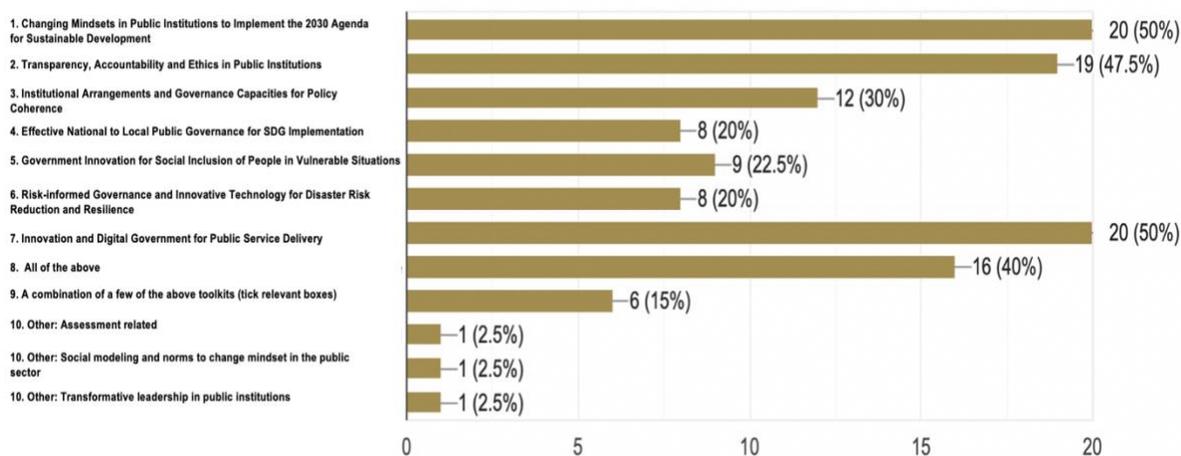
- I would like to design learning outcomes, training activities and evaluate the training from the key takeaways that I learnt from this session.

- Learn more about assessment and development centers
- Contextualize the learnings to Bhutan, my work.
- Support RCSC in designing assessment framework.
- We have lots of trainings conducted in my organization. We do take feedback but from this workshop, we will redesign the feedback to include aspect like action plan, etc and also try to include different types of assessment for better learning experience.
- It is difficult to say right now, but will def go through the key aspects again.
- Research more on Assessment related things to prepare ourselves to be able to assess or institute' training programs.
- Incorporate the ideas into the training framework being developed for teachers
- To relearn and work together with the Commission to improve the assessment factor.
- The best practices to be implemented.
- Look at creating ways to assess individual performance and developmental need.
- Reflection on the implementation with reference to the presentations.
- Go through the resources again and try to internalize share with the colleagues.
- Review the CBF for TVET trainer and develop professional assessment tools
- Share the insights gained from the workshop to other office colleagues, discuss further on it and try to implement it as and when deemed necessary.
- Apply in my work place.
- I will try to work with my parent organisation; Royal Civil Service Commission in every possible way to enhanced the training assessments culture in my country. Adapt the best practices learnt from partner countries and contextual in our own context and help in implementation.
- Practice in workplace
- Reinforce my learning
- This knowledge gained can be utilized in the Civil Service reform. The practices shared would help in designing programs customized to Bhutan.
- Try to design and deliver the relevant topics wherever applicable
- Need to reexamine the training program s and check the effectiveness and efficiency for the trainings
- Contribute in the ongoing effort of RCSC in putting in place the Training Assessment Framework
- I would like to change civil servant around me to change their mindset and behaviour. For that reason if given the opportunity I would like to even undergo training how I can let them change their mindset and behaviour.
- As a faculty member, I would explore avenues to apply the use of multiple assessment methods in the programs I coordinate and units I teach.
- Raising the lessons learnt in the HR forum to help the HR assessment framework
- Will cooperate and work with relevant agencies.
- Principles of assessment
- I will focus on identifying right assessment tools to assess the impact of different training programmes that we provide and will focus on a paradigm shift in our perspective and mindset towards all kinds of trainings.
- Henceforth, I will work closely with my colleagues to identify training needs and also assess the training impact after the training.
- I would definitely implement the knowledge that I have gained through this workshop in my career.
- I would like to revisit all the PPTs and confirm my understanding on new terms and methods I have discovered during this workshop. I would like to reaffirm myself of the new mindsets I

must focus on.

- Changing mindsets
- At an individual level and prior to getting a training level, I would like to have a learning mindset when a training is availed and ensuring the application of the knowledge in my work life and personal life (if possible). I found at the concept of AC and DC very interesting. Our current system has something called as the Teacher Resource Centre (TRC) which functions similar to that of DC. So, at an organization level, I can apprise my management body to introduce AC as well. In addition, I learnt that the use of 360 degree assessment has been reduced due to identification of disadvantages. In our system, we use something called as the 270 degree system to select the managers in the education system. The 270 degree system has served its purpose in the shortlisting purpose, but I do feel there can be an evolved version of the system and can propose accordingly.
- I will share the knowledge learned from this workshop with my colleagues and also try to apply it whenever possible. We will try to have pre training evaluation system as well since we have post training evaluation in place.
- Put knowledge into practice
- As a civil servant one must instill the habit of life long learning. After providing the training, assessment must be done holistically to see the growth in the participants.
- We will refer the slides shared with us. If required, we would also consult with the speakers via email.
- Mindset and positive attitude
- I will make sure to have assessments after the trainings I conduct and while attending the trainings conducted by others, I will make sure to give the honest feedback, if there is any.

7. I would be interested in capacity development support in the following areas. Please choose one or more of the following options.



8. I would like to receive more information on the following. Please explain in the box below.

- Assessment and development center
- Resources related to AC and DC of South Korea
- Basic criteria for assessment framework.
- success of the training assessment in different countries

- Its broad but I would like to have a detailed Role of Public service in achieving the SDG; both policy and ground level, if it is readily available for a read.
- Assessment methodologies, critical, tools and techniques
- Like to see and test the Assessment tools/ instruments
- Assessment parameters
- Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development.
- Changing Mindset in public institution & Assessment and Development Center
- Functions and terms of reference of AC and DC
- Assessors credibility
- Further information on the best public servant training assessment frameworks employed at international levels if there be any.
- Innovation and digital government for public service delivery
- Effectiveness of the trainings pegged with career placement and progression.
- Impact Assessment tools while monitoring effectiveness of training conducted
- The answers to the questions that were put up in the Q&A chat box. 1. If conflict management training is facilitated to the civil servants at Management position levels or not? If yes, what approach is taken to impart conflict management skills? 2. The trainings were pegged to the positions so if someone doesn't fulfill the requirements he/she is not promoted. If CS are unable to fulfill this requirement for a long period of time, are these civil servants managed out or how is stagnation [being in the same position for too long] managed? 3. Is Digital Literacy & Basic IT skills accounted for the assessment of the skills and competency of civil servants?
- Ways to implement the training lessons practically
- Didn't understand the question
- Performance Management system: I would like know more in details in this field. Even though in Bhutan we have performance management system as same as your country, it seems like this system is not functioning well like yours. So, I am very much interested to know how your performance management system is different to ours. Changing mindset and behavior: Since, the word is not very easy to put in action, I would like to know how we can make civil servant change their mindset and as only through the lecture it is not that simple to let them change.
- Impact assessment particularly the types and techniques.
- All the ticked boxes.
- Assessor training
- Mindset and behaviors - as mindset and behaviors is critical for promoting effective institutions. 2. 360 degree assessment 3. AC and DC 4. Public service training and career progression of Bangladesh
- Skills to change mindset.
- Changing mindsets as a public servant and assessment importance.
- As of now I don't have specific request, as I am yet to digest those vast experiences that has been share in a short duration.
- How to change the mindsets and behaviour of PSs from top to down position
- During the first day of the workshop, I was intrigued to know more about the concept of Green Development which Professor Du Yiguo was mentioning about. I would also like to know about more the type of exercises conducted in the Assessment Center and their accuracy/efficacy. Also, in one of the sessions, it was mentioned that the partnership between the manager and employee is very critical. Notwithstanding these, for various reasons, there are instances where the relationship us strained beyond repair. What can be done in such cases? Is mobility the only

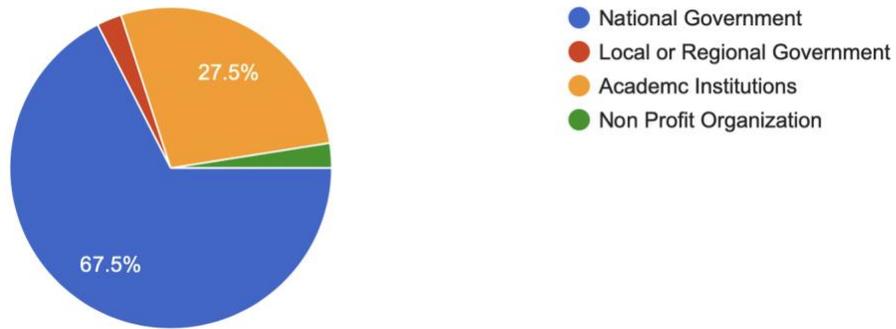
choice for the organization? How do we prevent such incidents?

- Measures for Economy development in the developing countries
- Transparency, accountability and ethics in public institutions
- Transparency, Accountability and Ethics in Public institutions.
- Innovation and Digital Government for Public Service Delivery is necessary during the current pandemic.
- Behavior change
- Institutional Arrangements and Governance Capacities for Policy Coherence

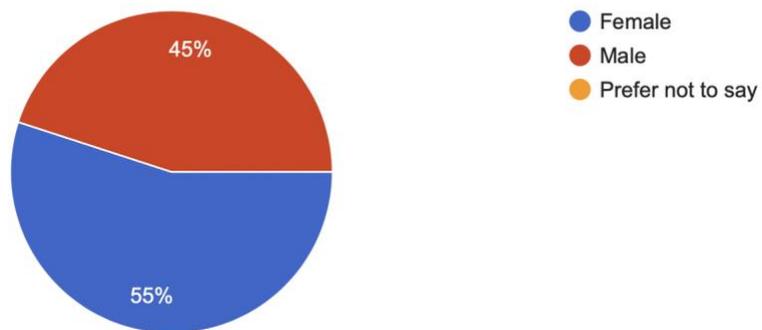
9. Please let us know if you have any other comments.

- Thank you for this enriching session.
- Would have been if there were somebody from Singapore to share their best practices
- Thank you for efficiently arranging the workshop. The knowledge was enriching and I would like to take reference of the knowledge to implement in my workplace. I would also like to request if such workshop would be arranged with practical sessions for the participants so that we are able to implement those good practices in our work place to improve our public services. If such workshops are arranged then there should also be a continual follow up actions for the implementation by participants in respective agency.
- No additional comments.
- Informative, educative and well organized workshop programme. Much appreciated.
- It was good.
- Thank you so much for the opportunity. Got to learn so much.
- Program was rich and informative.
- Thank you for the well-intended and well-organized learning session.
- The workshop is resourceful and it is very relevant to civil servant, if this kind of face to face workshop is there, I think the impact will be high. I would like to thank everyone for letting me participate in the workshop and the resource person for sparing their precious time with us.
- TTHANK YOU
- The online workshop was really informative and very much helpful in working towards good to excellent civil service.
- Good to learn a lot from other countries ' practices.
- I am attending this type of workshop for the first time so I found very informative and educational one. I really want to explore and learn more on such issues. Thank you.
- Thank you for the opportunity given to enhance my soft skills on management and mindsets.
- The session was very insightful. However, personally, I felt the duration was too short of a time to cover such vast topics. There could have been discussions and activities provided to the participants. Also, there could be simulations or demonstration to understand some topics. However, in the interest of time, perhaps it was not possible. Nevertheless, like I mentioned before, the whole experience was very enriching and I found to be very profound. Therefore, I would be interested in attending more of such programs of similar nature in future if I am provided with the opportunity. Thank you very much.
- Thank you.
- If the workshop was little longer we could have understood more.

10. What is the type of your organization?



11. Please select your gender.



Annex III. Agenda of the Workshops

Peer-to-Peer Learning International Workshop on Public Service Training Assessment Framework (By invitation)	
Day 1: Wednesday, 16 March 2022 09:00 am – 12:15 pm GMT+6, Bhutan Time	
Total time: 3 hours 15 mins	
Time	Agenda
09:00 – 9:15 am (15 min)	<p>Facilitator: Ms. Adriana Alberti, Chief, Programme Management and Capacity Development Unit, Division for Public Institutions and Digital Government (DPIDG), UN Department of Economic and Social Affairs (UN DESA)</p> <p>Opening Remarks</p> <ul style="list-style-type: none"> • United Nations Resident Coordinator, The United Nations Country Team (UNCT) in Bhutan (5 min) TBC • Ms. Tshering Yangden, Commissioner, Royal Civil Service Commission, Bhutan (5 min) • Mr. Juwang Zhu, Director, Division for Public Institutions and Digital Government (DPIDG), UN Department of Economic and Social Affairs (UN DESA), on behalf of Mr. LIU Zhenmin, United Nations Under-Secretary-General for Economic and Social Affairs (5 min) (TBC)
	<p>SESSION 1: OVERVIEW OF KEY CONCEPTS AND FRAMEWORKS ABOUT PUBLIC SERVANTS’ MINDSETS, BEHAVIORS AND A TRAINING ASSESSMENT FRAMEWORK</p> <p>Moderator: Mr. Aslam Alam, Executive Director, Bangladesh Institute for Information Literacy and Sustainable Development (BIILSD)</p>
09:15 – 9:25 am (10 min)	<p>Promoting New Mindsets and Behaviors in Public Institutions to Implement the 2030 Agenda and the Sustainable Development Goals</p> <ul style="list-style-type: none"> • Ms. Adriana Alberti, Chief, Programme Management and Capacity Development Unit, DPIDG/UN DESA <p>Possible key issues to be addressed:</p> <ul style="list-style-type: none"> • Overview of the principles of the 2030 Agenda and 11 Principles of Effective Governance for Sustainable Development • Why is a change in mindsets and behaviours critical for change? • What new mindsets are required to implement the SDGs?

<p>09:25 - 09:35 am (10 min)</p>	<p>Common Mindsets and Competencies Framework for Implementing the SDGs</p> <ul style="list-style-type: none"> • Ms. Stefania Senese, Programme Management Officer, DPIDG/ UN DESA <i>(Pre-recorded video presentation)</i> <p>Possible key issues to be addressed:</p> <ul style="list-style-type: none"> • What is the UN DESA/DPIDG Mindsets and Competency Framework? • What mindsets are most relevant to implement the SDGs? • What behaviors are required to implement the SDGs? • Why is training assessment critical to promoting change in the public sector?
<p>09:35 - 9:45 am (10 min)</p>	<p>Enhancing the Interactivity of Trainings for Enhanced Behavioral Change and Rethinking Performance Management to Support Changing Mindsets for Sustainable Development</p> <ul style="list-style-type: none"> • Mr. Daniel Roggers, Bureaucracy Lab, World Bank <p>Possible key issues to be addressed:</p> <ul style="list-style-type: none"> • Why and how can public servants' training be made more interactive to enhance learning impact and behavioral change? • Why are mindsets important for performance management and how can they be linked? • How can performance appraisals be designed to change mindsets and increase the effectiveness of public service trainings?
<p>9:45 - 9:55 am (10 min)</p>	<p>Key Considerations in Developing a Test to Assess Public Servants</p> <ul style="list-style-type: none"> • Mr. Neil Reichenberg, Former Executive Director, International Public Management Association for Human Resources (IPMA-HR) <i>(Pre-recorded video presentation)</i> <p>Possible key issues to be addressed:</p> <ul style="list-style-type: none"> • What is an assessment and development center? • How can it be used to evaluate training needs, competencies, and high potential performers? • What are the benefits/drawbacks of assessment centers?

<p>9:55- 10:05 am (10 min)</p>	<p>Key Elements of a Public Service Training Assessment Framework</p> <ul style="list-style-type: none"> • Mr. Aslam Alam, Executive Director, Bangladesh Institute for Information Literacy and Sustainable Development (BIILSD) <p>Possible items:</p> <ul style="list-style-type: none"> • The assessment framework will focus on peer assessment, facilitator assessment, supervisor assessment and assessor’s assessment. • It will incorporate recommendations from the international experiences. • It will examine how to measure behavioral change, indicators, etc.
<p>10:05 – 10:20 am (15 mins)</p>	<p>Questions and Answers</p> <p>Moderator:</p> <ul style="list-style-type: none"> • Ms. Ana Thorlund, Governance and Public Administration Expert, UNPOG/DPIDG/UN DESA
<p>10:20 – 10:35 am (15 min)</p>	<p>Health Break</p>
<p>SESSION 2: THE EXPERIENCE OF BHUTAN</p>	
<p>10:35- 10:55 am (20 minutes)</p>	<p>Public Service Training Assessment in Bhutan</p> <ul style="list-style-type: none"> • Ms. Dechen Eadon, Chief HR Officer, HR Development Division, Royal Civil Service Commission, Bhutan <p>Issues to be addressed:</p> <ul style="list-style-type: none"> • Background • Public service competency framework • Public service training Assessment • Assessment categories • Key challenges • Expectations from the Peer-to-Peer Learning Workshop
<p>SESSION 3 - INTERNATIONAL COUNTRY EXPERIENCES ON TRAINING ASSESSMENT</p>	
<p>10:55 – 11:10 am (15 min)</p>	<p>Public Service Training Learners’ Assessment and Categorization of Proficiency/ Competency Level for Talent Management in the Republic of Korea</p>

	<ul style="list-style-type: none"> • Professor Yongwon Suh, Sungkyunkwan University (SKKU), Vice President, Korean Association of Development and Assessment Center, Republic of Korea <p>Possible issues to be addressed:</p> <ul style="list-style-type: none"> • What are the key values of your public service? • What are the key mindsets, competencies and expected behaviors in your public service? • What are the indicators for behavioral change and how is change measured? • Is the learner assessment connected to personnel administration such as competency level and career progression? • How is the learning assessment applied to career progression? • How are learner’s assessments carried out? • How are assessors selected? How are assessment scores used for Career development and progression? How do you assess the core competencies and domain competencies?
<p>11:10 – 11:25 am (15 min)</p>	<p>Public Service Training Learners’ Assessment and Categorization of Proficiency/ Competency Level for Talent Management in China</p> <ul style="list-style-type: none"> • Mr. DU Yiguo, Director, Division of Exam & Assessment, Centre for Leadership Assessment, Chinese Academy of Governance, China <p>Possible issues to be addressed:</p> <ul style="list-style-type: none"> • What are the key values of your public service? • What are the key mindsets, competencies and expected behaviors in your public service? • What are the indicators for behavioral change and how is change measured? • Is the learner assessment connected to personnel administration such as competency level and career progression? • How is the learning assessment applied to career progression? • How are learner’s assessments carried out? • How are assessors selected? How are assessment scores used for Career development and progression? How do you assess the core competencies and domain competencies?

<p>11:25 – 11:40 am (15 min)</p>	<p>Public Service Training Learners’ Assessment and Categorization of Proficiency/ Competency Level for Talent Management in Thailand</p> <ul style="list-style-type: none"> • Dr. Piyawat Sivaraks, Secretary-General, Office of the Civil Service Commission (OCSC), Thailand <p>Possible issues to be addressed:</p> <ul style="list-style-type: none"> • What are the key values of your public service? • What are the key mindsets, competencies and expected behaviors in your public service? • What are the indicators for behavioral change and how is change measured? • Is the learner assessment connected to personnel administration such as competency level and career progression? • How is the learning assessment applied to career progression? • How are learner’s assessments carried out? • How are assessors selected? How are assessment scores used for Career development and progression? How do you assess the core competencies and domain competencies?
<p>11:40-12:00 pm (20 mins)</p>	<p>Questions and Answers</p> <p>Moderator:</p> <ul style="list-style-type: none"> • Ms. Ana Thorlund, Governance and Public Administration Expert, UNPOG/DPIDG/ UN DESA
<p>12:00 – 12:15 pm (15 min)</p>	<p>Closing: Key insights of Day 1</p> <ul style="list-style-type: none"> • Ms. Tshering Yangden, Commissioner, Royal Civil Service Commission, Bhutan • Mr. Bokyun Shim, Head, UN Project Office on Governance, DPIDG/UN DESA
<p>Day 2: Thursday, 17 March 2022 09:00 am – 12:00 pm GMT+6, Bhutan Time</p> <p>Total time: 3 hours</p>	
<p>Time</p>	<p>Agenda</p>

<p>09.00 – 09.10 am (10 mins)</p>	<p>Moderator: Mr. Aslam Alam, Executive Director, Bangladesh Institute for Information Literacy and Sustainable Development (BIILSD)</p> <p>Summary of discussions of Day 1</p> <ul style="list-style-type: none"> • Mr. Keping Yao, Senior Governance and Public Administration Expert, UNPOG/DPIDG/ UN DESA
<p>SESSION 4 – Interactive Round-table Discussion on Training Assessment</p>	
<p>09:10 – 09:35 am (25 min)</p>	<p>Panelists:</p> <ul style="list-style-type: none"> • Professor Yongwon Suh, Sungkyunkwan University (SKKU), Vice President Korean Association of Development and Assessment Center, Republic of Korea • Mr. DU Yiguo, Director, Division of Exam & Assessment, Centre for Leadership Assessment, Chinese Academy of Governance, China <p>Round-1: Public Service Training and Career Progression</p> <p>(20 mins, 10 minutes per country)</p> <p>Moderator:</p> <ul style="list-style-type: none"> • Mr. Prabin Maharjan, Programme Management Expert, UNPOG/DPIDG/UN DESA <p>The moderator poses the following questions and then each country responds to all of these questions:</p> <ul style="list-style-type: none"> • Do you have a set of minimum training a civil servant has to undergo? • How are they delivered and what is the frequency? • Do you focus on domain skills and/or leadership and management competency? • How are these trainings pegged to career placement and progression? How is it done?
<p>09:35 – 10:00 am (25 min)</p>	<p>Round-2: Learning Outcome Assessment Methods</p> <p>(20 mins, 10 min per country)</p> <p>Moderator:</p>

	<ul style="list-style-type: none"> • Ms. Ana Thorlund, Governance and Public Administration Expert, UNPOG/DPIDG/ UN DESA <p>The moderator poses the following questions and then each country responds to all of these questions:</p> <ul style="list-style-type: none"> • How do you assess the learning outcome of the participants (For example internal vs external; direct vs indirect methods)? • What generic learning outcomes you think important for public servants? What are the assessment types that can align with the skills sets of intended Learning Outcomes? • Do you have different categories of assessments, such as diagnostic assessment, formative assessment, and summative assessment? What criteria do you follow to categorise the assessments? • Do you use Rating by facilitators, peers, sub-ordinates, or supervisors as part of your formative assessment process? How do you determine criteria for such ratings?
<p>10:00 – 10:25 am (25 min)</p>	<p>Round-3: Developing Learning Outcomes</p> <p>(20 mins, 10 min per country)</p> <p>Moderator:</p> <ul style="list-style-type: none"> • Mr. Aslam Alam, Executive Director, Bangladesh Institute for Information Literacy and Sustainable Development (BIILSD) <p>The moderator poses the following questions and then each country responds to all of these questions:</p> <ul style="list-style-type: none"> • How do you develop learning outcomes suitable for various levels of public servants (PSs)? • In developing learning outcomes, do you differentiate among factual Knowledge, Conceptual Knowledge, Procedural Knowledge and Meta-cognitive Knowledge? • Does your learning outcomes and associated assessments directed at various levels of cognitive learning processes, such as a) remembering, b) understanding, c) applying, d) analysing, e) evaluating, and f) creating? • Do you use 'Rubrics' to judge PS's demonstration of learnings? What criteria and levels of achievement you use for various learning activities?

<p>10:25 – 10:35 am (10 min)</p>	<p>Health Break</p>
<p>10:35 – 11:00 am (25 min)</p>	<p>Round-4: Classroom Assessment Techniques (20 mins, 10 min per country)</p> <p>Moderator:</p> <ul style="list-style-type: none"> • Ms. Mi Kyoung Park, Governance and Public Administration Officer, UNPOG/DPIDG/ UN DESA <p>The moderator poses the following questions and then each country responds to all of these questions:</p> <ul style="list-style-type: none"> • How do you decide what types of questions (such as, multiple choice, true/false, Scenarios, fill in the blank, short answer) to be asked in your surveys and quizzes? • What classroom assessment techniques you use to assess a) prior knowledge, recall and understanding; b) synthesis and creative thinking, and c) application and performance? • What digital technologies you use to assess and manage learning outcomes? • Do you have an assessment plan for the public service training?
<p>11:00 – 11:25 am (25 min)</p>	<p>Open Discussion</p> <p>Moderator:</p> <ul style="list-style-type: none"> • Ms. Ana Thorlund, Governance and Public Administration Expert, UNPOG/DPIDG/ UN DESA
<p>11:25 - 11:35 am (10 min)</p>	<p>Coffee Break</p>
<p>11:35 - 11:40 am (5 min)</p>	<p>Key recommendations and summary of discussions</p> <ul style="list-style-type: none"> • Mr. Bokyun Shim, Head, UN Project Office on Governance, DPIDG/UN DESA
<p>11:40 - 11:45 am (5 min)</p>	<p>The Way Forward and Possible Follow-up Actions</p> <ul style="list-style-type: none"> • Ms. Tashi Pem, Director-General, Royal Civil Service Commission, Government of Bhutan

<p>11:45 am - 12:00 pm (15 min)</p>	<p>Closing Session</p> <p>Closing Remarks by:</p> <ul style="list-style-type: none">• United Nations Resident Coordinator Office, The United Nations Country Team (UNCT) in Bhutan (TBC) (5 min)• Ms. Tashi Pem, Director-General, Royal Civil Service Commission, Government of Bhutan (5 min)• Mr. Bokyun Shim, Head of Office, UN Project Office on Governance, UNPOG/DPIDG/ UN DESA
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Annex IV. Contact Information

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