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Comparing Best Practices in Public Sector Training: Qatar, Singapore and Australia

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HBKU-INT-VPR-FRG-03-08: Visualizing Adaptive and Transformative Governance: Qatar at the Nexus of Local, Regional, Translational, and Global Change.

Executive Summary

Background

In a knowledge-based economy, a country's greatest resource is its human intellectual capital, the skills and education of its people. The key to a nation's success in a knowledge-driven world is by creating a culture of lifelong learning through investments in high quality education and development of essential skills (OECD, 2019). In this context, training of government officials plays an important role in shaping state institutions, driving national development agendas and enhancing efficiency in governance. Public officials not only implement policies but also make key decisions and subsequently, their competencies impact what policies are created and how they are implemented.

Therefore, investing in their skills and education is an investment in a nation's human capital with long-term returns on institutional strength, citizen trust and sustainable development.

Purpose

Many countries have developed unique models to build public sectors that are prepared for the future and capable of adapting to change. Effective governance, continuous training, systematic evaluation and innovation are essential for a future-ready workforce with the capacity to manage continuous economic and technological transformations. Qatar, Australia and Singapore offer three distinct approaches to public sector training, shaped by their unique contexts and policy priorities. This report provides a

comparative analysis of the three models, and examines their governance structures, function of innovation hubs as well as training and evaluation systems. By identifying gaps and highlighting best practices, this study offers policy recommendations to strengthen Qatar's public sector training system and align it with the Human Development Pillar of Qatar National Vision 2030.

Methodology

This report is based on a qualitative review of official documents, published reports, and policies about public sector training in Qatar, Australia and Singapore. Data was collected primarily from government websites and official publications, including national training strategies and workforce development frameworks. In addition, the analysis drew on the author's professional experience with training practices in Qatar, which provided contextual insights and practical understanding. Collectively the selection of these sources ensured that the findings reflect both internationally published evidence and first-hand knowledge of the Qatari context. The report seeks to answer key questions about what the best global practices in public sector training are, what the current practices in Qatar are, and the gaps that exist in the local training system. In addition, it aims to identify how Qatar can benefit from international models and the policies that should be adopted to improve the effectiveness of public sector training in Qatar.

Findings

The analysis shows that Qatar represents an emerging model, with notable progress, yet

it continues to face challenges in evaluation and innovation. Singapore provides a practical evidence-based model, with strong governance and continuous evaluation, while Australia demonstrates a cohesive framework with programs like APS Craft and CPD pathways, as well as innovation hubs that strengthen both capacity-building and cultural transformation.

Furthermore, the report draws on theoretical perspectives from public administration and organizational change. Scholars such as Pollitt and Bouckaert emphasize that administrative reform is successful when training is a part of institutional learning rather delivered in isolated initiatives. Similarly, Kotter's model of organizational change highlights the importance of engaging leadership and stakeholders, and ensuring continuous feedback occurs for change to be successful. Taking these views into consideration helps understand the findings and the impact of governance structures, leadership culture, and evaluation systems in shaping the capacity of public sector.

Recommendations

Based on these insights, the report presents practical policy actions to strengthen public sector training in Qatar, organized by short, medium, and long-term priorities to ensure the outcomes are feasible and measurable.

Short-term (1–2 years):

- Establish a unified national evaluation framework based on the Kirkpatrick Model
- Launch pilot innovation hubs linking government, academia, and industry.

Medium-term (3–5 years):

- Develop standardized, evidence-based training curricula
- Shift from promotion-based to skill-based career pathways.

Long-term (5+ years):

- Institutionalize continuous professional development (CPD)
- Integrate training outcomes into national performance systems.

By adopting these policies, Qatar can align its training system with the Human Development Pillar of Qatar National Vision 2030, ensuring a more capable, innovative, and future-ready public sector workforce.

Qatar

Qatar as an Emerging Model in Public Sector Training

In recent years, the State of Qatar has placed itself as an emerging example in public sector training and capacity building which reflects a larger strategic shift aligned with the country's long-term vision. This transformation is firmly embedded in the goals of Qatar National Vision 2030, which put importance on human capital development as a central pillar of national progress. This vision serves as a strategic roadmap for sustainable development, built on four main pillars—economic, social, environmental, and human development. Central to this transformation is the Human Development Pillar, which emphasizes the development of a skilled, knowledgeable, and capable population (General Secretariat for Development Planning, 2008).

Qatar National Vision 2030 outlines the development of a skilled, knowledgeable,

and modern civil service as the foundation of national progress. By investing in institutional reform, promoting international partnerships, and fostering innovation in learning systems, Qatar is committed to equipping public servants with the skills and competencies required to face a policy and governance landscape that is transforming.

Qatar's growth as a regional training model has been marked by its collaboration with national and international educational institutions, the launch of initiatives that promote innovation, workforce preparedness, and future readiness of Qatari talent. The following sections will examine these initiatives in more detail and highlight how Qatar's training ecosystem reflects a broader national commitment to human capital development, innovation, and global competitiveness.

Reflections and critical Insights on Qatar's training reform

While Qatar's recent initiatives, such as the Knowledge Transfer Program, the Qiyadat Leadership Program, and the Human Capital Leaders Program, show a strong commitment to modernizing human capital development, their long-term institutional impact remains an area of ongoing observation. While these programs are well aligned with the Human Development Pillar of Qatar National Vision 2030 and have introduced innovative learning models to the public sector, it is important to ensure that their outcomes are prominent within the wider governance and administrative systems to generate sustainable transformation.

Drawing on the author's professional experience within Qatar's public training

ecosystem, it can be observed that while these initiatives enhance individual competencies, the systematic integration of feedback into institutional policy and practice is still evolving. For instance, although the Knowledge Transfer Program has successfully exposed participants to international expertise, the structured reintegration of returning employees and the documentation of acquired knowledge could be further strengthened to maximize institutional benefit. Similarly, both the Qiyadat and Human Capital Leaders programs have contributed to leadership development, yet opportunities remain to enhance collaboration between agencies and translate leadership growth into wider policy impact.

Operating body

The Institute of Public Administration (IPA) in Qatar was established in 1964, making it one of the earliest government institutions created to build administrative capabilities among public sector employees. Its establishment reflected the country's broader commitment to modernize the administrative systems and build national human resource capacity. Since its establishment, the IPA has come under the authority of the Civil Service and Government Development Bureau and has expanded its mandate to include planning of strategic training. It now leads the development and implementation of annual national training agendas, such as the National Training and Career Development Plan 2025, in collaboration with both local and international academic institutions.

The Institute aims to offer training programs designed to build behavioural, technical, and leadership capabilities that meet the needs of

the public sector. It also aims to unlock creative potential and build a productive national workforce capable of being self-reliant and meeting professional requirements. The institute seeks to do that by delivering specialized training programs that meet labour market needs through digital transformation and the use of advanced technologies. It also aims to strengthen partnerships with local and international entities to provide world-class training programs that will enhance institutional performance, empower national talent and enhance an innovative work environment.

In line with a participatory approach, the Institute collaborates with government entities in accordance with Article (30) of Human Resources Law No. (15) of 2016, which stipulates that government bodies are responsible for preparing training plans based on the needs of their employees. The Institute then coordinates with these bodies to implement the specified programs and issues an annual training plan accordingly. This role was further reinforced by Article 47 of the same law and its executive regulations, which states that eligibility for promotion to higher job grades requires employees to complete designated training programs aligned with their career tracks. This policy reflects the State of Qatar's commitment to continuously improve its workforce and empowering employees to assume higher-level responsibilities with competence and professionalism.

The Institute of Public Administration (IPA) acts as a key component for carrying out targeted training programs, qualification tracks, and leadership development efforts, and aims to build a skilled, innovative, and

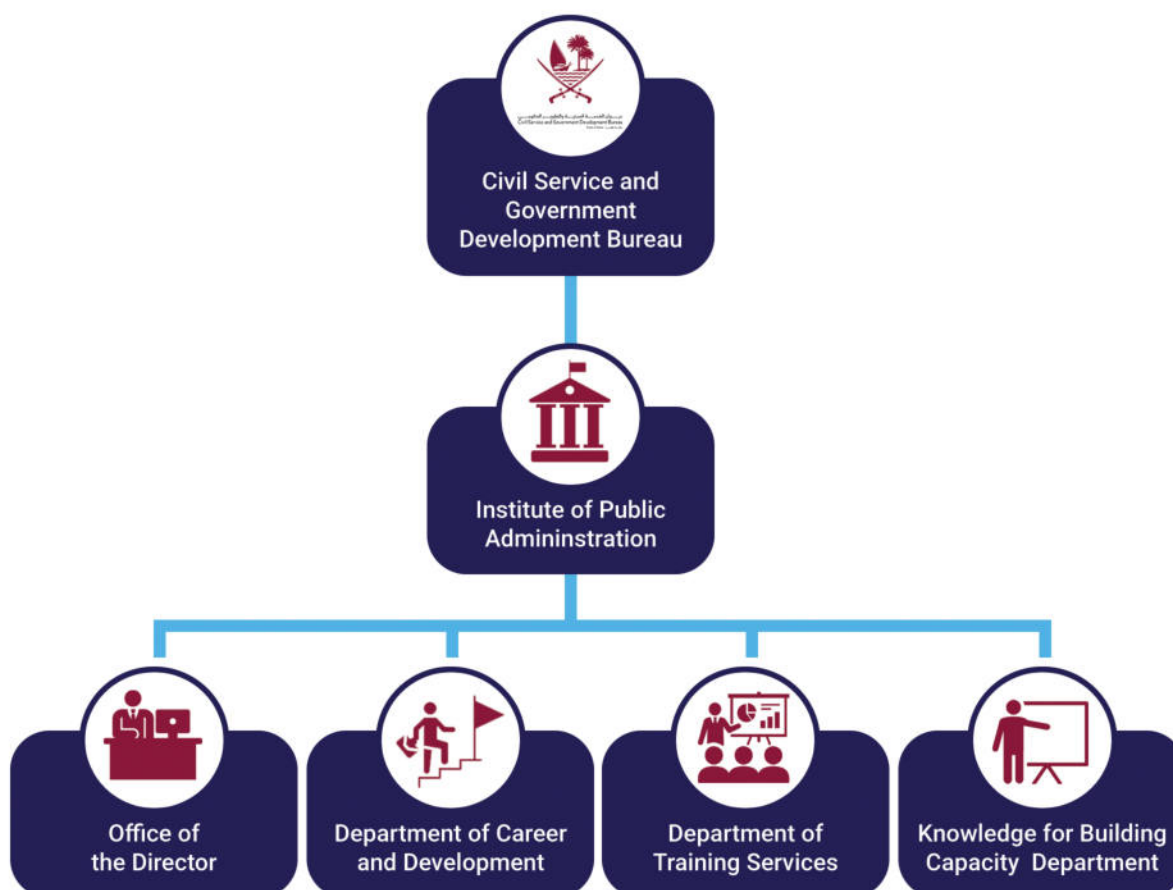
adaptable public workforce that aligns with the country's long-term goals. The operational structure of IPA is composed of four specialized departments, each contributing uniquely to the Institute's mission of enhancing public sector capacity. This internal framework enables a coordinated and effective approach to the planning, execution, and continuous development of training initiatives across government entities.

1. Office of the Director

At the centre of the Institute's leadership is the Office of the Director, which provides strategic direction and institutional oversight. The office is responsible for setting the Institute's overall vision, managing inter-agency relations and ensuring alignment with national human capital development goals. It also plays a integral role in governance, performance monitoring, and maintaining the Institute's engagement with local and international stakeholders in the field of public administration and training.

2. Department of Training and Career Development

The Department of Training and Career Development serves as the technical engine of the Institute. It is tasked with identifying training needs, designing targeted programs, and implementing career development pathways for government employees. This department ensures that all training initiatives are evidence-informed and tailored to meet the requirements of the public sector. It also plays a central role in linking training content with job classification systems and promotion criteria, in line with Qatar's Human



Resources Law and civil service frameworks.

3. Department of Training Services

The Department of Training Services manages the operational aspects of training delivery and supports the delivery of the annual training plan by aligning services with programs, schedules and institutional goals to ensure accessibility of training programs across all government entities. Its responsibilities include resource allocation, liaising with participants, trainers, facilitators and external service providers to ensure smooth delivery of training sessions. It is also responsible for maintaining training records and generating reports to support decision-making and continuous improvement. It supports research, documentation of best practices, and the

integration of innovation into training methodologies.

4. Knowledge for Building Capacity Department

KBC is responsible for identifying training needs and aligning them with government priorities and labour market demands. The department plays a crucial role in fostering internal and external partnerships to enrich the training ecosystem. It also leads strategic development projects to enhance training methodologies, institutional effectiveness, and long-term growth of human capital within the public sector.

Training Approach

The IPA focuses on integrating training and career progression and manages the development of both behavioral and

technical skills through a dual vertical and horizontal approach. Behavioral programs are customized to align with job grades, providing progressively advanced content as employees climb the organizational hierarchy. Since 2014, the Institute has incorporated these behavioral and technical programs into its annual training plans to ensure comprehensive professional development.

The training programs offered by the Institute of Public Administration are focused on three interrelated competency domains: behavioral, technical, and leadership development. These areas of focus reflect Qatar's broader ambition to build a high-performing, adaptable, and future-ready public sector workforce.

1. *Behavioral Competencies:* Programs in this domain are designed to enhance professional conduct, workplace ethics, communication, collaboration, and problem-solving skills. They are tailored to each job grade, with progressively advanced content that supports employee maturity and role complexity across career stages.
2. *Technical Skills:* These programs focus on the functional expertise required to effectively perform jobs across various government entities. They are sector-specific, evidence-based, and updated regularly to respond to technological advancements, policy reforms, and administrative developments.
3. *Leadership and Strategic Development:* Targeting mid to senior-level officials, these programs aim to cultivate leadership capacity, strategic thinking, change

management, and innovation competencies. They prepare public servants for higher responsibilities and contribute to institutional transformation.

Initiatives

1-Knowledge Transfer Program (KTP 2.0): A National Model for Developing Government Talent

Following the direction of the Civil Service and Government Development Bureau and in support of Human Development, one of the key pillars of Qatar National Vision 2030, the *Knowledge Transfer Program* stands out as a pioneering initiative. Launched by the Bureau through the Institute of Public Administration, the program aims to boost the capabilities of public sector employees by providing practical experience and exposure to specialized work environments, mentored by global experts and project specialists to foster applied learning and knowledge localization.

Targeting early-career professionals with less than five years of experience, the program focuses on nurturing national talent and enabling participants with core skills in research, data analysis, strategic planning, project management, design thinking, and effective communication. It offers six-month practical training experience, during which participants are embedded within consulting firms and organizations working on strategic, real-world projects. This immersive setup is designed to strengthen the individual performance of employees while improving the overall efficiency and innovation capability of the public sector.

The second version of the program was launched on April 20, 2025, open to both government entities and self-nominated employees. The program received around 600 applications from across the government sector, out of which only 42 participants were selected through a rigorous screening process that included assessments and interviews.

The program offers three specialized tracks: *Financial Management*, covering financial analysis, planning, treasury operations, and investment, *Technology and Innovation*, including data science, artificial intelligence, software engineering, product management, and innovation and *Strategic Planning and Public Policy*, focusing on strategy design, policy formulation and implementation, project planning, operations, and service delivery.

The program began with an intensive one-week bootcamp designed to introduce participants to essential foundational skills before their placements. The training emphasized teamwork, problem-solving, and critical thinking. What distinguishes the second edition is that its enhanced structure, built around strong partnerships with global consulting firms, multinational corporations, local entities, and research institutions. Participants were assigned to organizations based on their selected track and the host institutions' needs. These partnerships included:

- **Qatar Foundation:** represented by the Qatar Research Development and Innovation Council, and Hamad Bin Khalifa University's College of Public Policy, and Doha International Family Institute.

- **McKinsey & Co:** a leading global management consultancy.
- **Boston Consulting group (BCG):** business consultants that provide advice to organizations across various industries to address critical challenges, capitalize on opportunities, and achieve sustainable growth.
- **Protiviti:** a global consulting firm specializes in digital transformation, data analytics, and technology advisory.
- **Microsoft:** one of the world's largest multinational technology companies.
- **SAP:** a German multinational company and the world's leading provider of enterprise resource planning (ERP) software, which helps businesses manage integrated business functions like finance, HR, supply chain, and customer experience.
- **Oliver Wyman:** specializing in strategy, operations, risk, and organization transformation for various industries, particularly financial services.
- **KPMG:** a British multinational professional services network and one of the "Big Four" accounting firms, offering audit, tax, and advisory services globally.
- **Roland Berger:** strategy consultancy with a global presence, serving various industries with a focus on transformation, digitalization, and sustainability.
- **PWC:** a global network of professional services firms that provides audit, tax, and advisory

services to clients worldwide, forming one of the "Big Four" accounting firms.

- **Kearney:** specializes in strategy, digital, analytics, strategic operations, and change management.
- **Qatar Energy:** focused on the development of clean energy sources and meeting Qatar's and global future energy demands.
- **QNB (Qatar National Bank):** the largest financial banks in Qatar and the MENA region.

Anticipated Impact of Knowledge Transfer through Strategic Placements

The knowledge transfer program aims to achieve long-term transformation with a vision to prepare government institutions for the future. By embedding public sector employees within leading firms and enabling them to return with practical experience, the program ensures that acquired knowledge is shared through training workshops, data sharing, and applied learning.

As participants return to share global best practices and fresh perspectives, they act as internal change agents, fostering a cultural shift toward strategic thinking, innovation, and results-driven operations. A new organizational language, focused on analytical approaches, project management, and data-informed decision-making, will become part of daily work. This shift will accelerate modernization, enhance institutional performance, and improve efficiency in internal operations through digital transformation, financial planning, and streamlined processes. Ultimately, citizens will benefit from better service

delivery. Exposure to the private sector will also strengthen public-private collaboration. With greater understanding of business dynamics, government employees will be able to form more sophisticated partnerships, design smarter policies, and manage engagements more effectively. Such collaboration can generate economic benefits while raising the quality of public services.

Over time, this approach will contribute to a sustainable, knowledge-based public sector that relies less on external consultancy and more on locally trained expertise. If experiences are systematically documented and integrated into internal guidelines and training materials, knowledge will become an institutional asset, accessible for future generations. This process will gradually create a network of internal experts who can lead initiatives, head units, and influence key decisions. The ultimate outcome is a future-ready government with resilient institutions, empowered by globally trained national talent, and capable of leading transformation from within.

2- "Qiyadat" leadership program:

The "Qiyadat" (Leadership) Program is a collaboration between the Institute of Public Administration, the Qatar Leadership Centre, and Duke University (USA). The program targets assistant undersecretaries in the public sector and aims to equip them with the leadership skills and institutional knowledge essential for improving the governance of public institutions.

The program is organized around several core pillars and outcomes including:

- Exposure to global best-practices in leadership and public administration,

- Gaining strategic insights that contribute to improved government performance,
- Enhancing the quality of services provided to citizens.

The second cohort of the program was launched in May 2025, featuring a series of specialized training modules within a structured learning pathway. One of the key modules delivered across government entities called *Digital Transformation in the Public Sector* provided advanced training on digital technologies and their applications. With the goal of empowering to lead institutional transformation effectively, participants explored key topics such as artificial intelligence, digital governance frameworks, and national platform analysis over a three day session.

Outcomes and Strategic Impact

The Qiyadat (Leadership) Program is projected to play a critical role in strengthening leadership capacity across the public sector. The program directly addresses the development needs of mid-to-senior level leadership and recognizes that they are key drivers of institutional transformation. The anticipated outcomes of the program include:

- *Enhanced Institutional Performance:*
To improve operational efficiency, strategic planning, and organizational agility across government entities, participants are expected to apply modern leadership frameworks and management tools.
- *Empowerment in Digital Transformation:*

Participants will lead digital transformation efforts, streamline government services, and promote data-driven decision-making, with specialized training on digital technologies, including artificial intelligence and national platform integration.

- *Strengthening a Culture of Innovation and Good Governance:*

The program develops innovative leadership skills by exposing participants to global experiences and encouraging adaptive governance, problem-solving, and accountability-focused leadership practices.

- *Alignment with Qatar National Vision 2030:*

The program is expected to be strongly aligned with the long-term goals of Qatar National Vision 2030, particularly within the Human Development and Public Sector Excellence pillars. Leaders empowered with essentials skills are more likely to implement national strategies effectively at the organizational level.

- *Building a Sustainable Leadership Pipeline:*

The program develops leaders for the future, reducing the leadership gap in the public sector and ensuring continuity in high-level decision-making roles. This long-term investment in human capital supports succession planning and institutional resilience.

- *Improved Public Service Delivery:*

the country's broader strategy to develop human capital through strategic partnerships. A main example of this approach is the launch of the 'Kawader Coursera' initiative (formerly known as 'Kafaa'), which is a collaboration between the Civil Service and Government Development Bureau and the international online learning platform Coursera. Officially launched in 2023, the platform offers access to over 10,000 courses from world-class universities and institutions, aimed at bridging critical skill gaps and supports lifelong learning.

The initiative reflects Qatar's commitment to embedding global best practices into local governance frameworks by integrating digital learning with workforce development goals. The platform targets a wide range of competencies including leadership, digital transformation, policy innovation, and data literacy, reinforcing the role of international partnerships in shaping a future-ready public administration (Civil Service and Government Development Bureau, 2023).

On 20 July 2025 the Institute of Public Administration launched a Professional Certification Initiative designed to incentivize public sector employees to pursue accredited local and international certifications. The initiative provides financial rewards for employees who successfully obtain such certifications, including reimbursement for preparatory training courses that are available through the 'Kawader' platform via Mawared. This approach not only widens access to a variety of learning pathways but also reduces overreliance on mandatory training programs required for career advancement. Given that training has historically been

linked to promotion eligibility, this initiative introduces greater flexibility into the professional development system. It encourages civil servants to take on skill-building aligned with their functional roles, and as a result enhancing individual performance, fostering workplace diversity, and ultimately contributing to improved efficiency, productivity, and innovation. These outcomes are directly aligned with the human development goals outlined in Qatar National Vision 2030.

Enhancing the Effectiveness of Public Sector Training: Current Observations

Based on the author's professional experience within Qatar's public training system, there are several practical challenges in the current design and implementation of training programs. While training packages are formally approved, in practice, their content is not consistently followed by all trainers or trainees, and there is no standardized curriculum across behavioral, leadership, or technical courses. In many cases, external companies have been commissioned to develop these materials which sometimes leads to a misalignment between training materials and the practical demands of government work. This represent a key area that requires systematic review to ensure greater consistency in training delivery.

Furthermore, the evaluation process for most training programs remains largely procedural. Participants are required to complete a single feedback form immediately after course is completed and submitting it is essential for receiving the completion certificate which is necessary for

promotion. This structure can unintentionally create pressure to complete the evaluation quickly, often without reflecting on learning outcomes or long-term impact.

However, a significant policy shift has recently taken place with the launch of the National Training Plan in 2026. There has been a clear shift toward linking training more closely with performance evaluation, where the selection of training programs is based on the employee's performance assessment and actual development needs. The new framework places greater emphasis on integrating training with performance evaluation and continuous learning, reinforcing the importance of ongoing skills development. In addition, employees are expected to complete e-learning hours through the "Kafaa" platform, based on their individual needs, to support sustained learning and professional development. This reform reflects a move toward embedding lifelong learning and skills sustainability within the public sector.

At the same time, a significant gap remains between training and actual application. Employees often receive training on strategic thinking, analytical methods, and innovation, yet face challenges while applying these skills in real workplace due to limited decision-making opportunities and traditional administrative approaches between departments. Addressing these structural and organizational barriers will be essential to ensuring training translates into meaningful institutional performance and behavioral change.

Singapore

Background

Life expectancy in Singapore has reached roughly 84 years in the last few decades and as a result more people are working later in life. Employees aged sixty-five and above have more than doubled from 3% in 2010 to 7.2% in 2019 (Hirschmann, 2020). This change questions the traditional three-stage life model of education, work, and retirement. Instead, a multistage life with repeated cycles of learning and work is emerging, especially as people live longer (Gratton & Scott, 2016). In a world that is constantly changing, current skills do not remain relevant, and individuals need to keep updating their skill up to six times over a 30-year career to stay relevant in the workplace (Pelster et al., 2017; Schwartz et al., 2017). Adapting to this reality requires continuous learning and career movements that are flexible and aligned with changing life stages. This highlights the importance of Singapore's civil service training, which supports public officers to stay ready for the future through lifelong learning and skills renewal.

Singapore is considered one of the leading models in public sector training and has consistently ranked high in global assessments such as the World Bank's Worldwide Governance Indicators and the IMD World Talent Ranking. The central institution for capacity building within the public service is the Civil Service College (CSC), established in 1993. Its establishment came soon after Singapore's independence in 1965 when the government identified the development in human capital

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as an important requirement for sustainable economic and social progress. Since then, enhancing the competencies of civil servants has been an integral pillar of Singapore's national development strategy. Since continuous upskilling is a key factor for success in a technology driven world, Singapore is an example for what a country can achieve through focused and sustained investment in human capital development.

Operating Body

Since 2001, the main body for Singapore public sector training is the civil service college (CSC) which was established by merging three main institutes:

- Institute of policy development (IPD): leadership and governance.
- Institute of public administration and management (IPM): operations and managerial skills
- Civil service college consultants (CSCC): provides consultancy, staff assessment, leadership development and arranges international training (Tessema, Soeter, De Groot, & Tesfaselassie, 2007).

The CSC is a self-financed organization and has the flexibility to effectively respond to the needs of various agencies (Tessema, Soeter, De Groot, & Tesfaselassie, 2007). Singapore represents an ideal model for public sector training because of its well-structured training framework demonstrated through the following approaches it utilizes:

Presence of a central coordinating agency

Public service division (PSD) operates under the Prime Minister's office and is the main coordinating body for issues related to civil service training. It establishes general policy guidelines that govern how civil service

organizations and training institutions make training related decisions. Moreover, it coordinates activities between the (CSC) and civil service organizations and plays a crucial role in monitoring and assessing the performance of the college (Tessema, Soeter, De Groot, & Tesfaselassie, 2007).

Written and operational civil service training policies

Clearly defined and guidelines for civil service training have had a direct impact on the overall quality of training. These policies incorporate key areas such as training needs assessment, trainee selection criteria, program coordination processes, and the monitoring and evaluation of training outcomes. According to civil service managers, such structured frameworks have enhanced the efficiency of implementation process and ensured greater consistency with the objectives of public institutions.

Research informed training and customized approaches

Singapore's public sector training approach is firmly rooted in evidence-based practices with research and consultancy play a central role in shaping training programs. Research on real-life issues has allowed the Civil Service College (CSC) to identify the gaps in civil servants' competencies and develop tailored solutions to address them. This continuous engagement with practice-based research not only improves the relevance of training content but also increases trainers' confidence and ability to respond to practical challenges during sessions.

Furthermore, research findings inform the development of training materials, including case studies, exercises, and simulations, and make the content more aligned with real-

world conditions. Institutions with research staff can update their training packages regularly without relying on external programs. This internal capacity allows trainers to focus on the unique needs of target groups and create specific training objectives, materials, and methods accordingly.

Through research and consultancy, the CSC ensures training programs are not generic but instead grounded in the specific needs, capacities, and professional contexts of trainees. These practices allow the curriculum to remain adaptive, avoiding over-reliance on imported content that may not be suitable for local requirements. The Singaporean model highlights the functional value of training that is not overly theoretical, but responsive to evidence gathered from the public sector.

Training Focus and Approach

Singapore's public sector training strategy focuses on a skills-based approach to build relevant and future-ready capabilities among government employees. Instead of training based on job titles or formal positions, the training focuses on developing specific skills needed to perform work-related tasks effectively. One major area of focus is digital skills such as using technology tools, understanding data, and working in digital environments. Another important area is skills that are essential in complex and fast-changing workplaces such as critical soft skills including communication, collaboration, adaptability, and problem-solving. The government also promotes lifelong learning by encouraging public servants to take responsibility for their own development through online courses and certificates, and blended learning methods.

These training programs are supported by frameworks that map each job role to required skills, helping employees understand what to improve and how to grow.

In addition, there is a growing focus on programs for public sector leaders in digital transformation that help guide teams through innovation and digital service delivery. Overall, training in Singapore's public sector is no longer about attending standard courses because it is about building the right mix of technical, human, and leadership skills that matches the evolving needs of government work. This shift emphasizes what an employee can contribute, rather than the formal position they hold. Long-term learning initiatives such as SkillsFuture also strengthen opportunities for career mobility and upskilling instead of excluding employees from evolving roles (GovInsider, 2024).

What is SkillsFuture?

SkillsFuture is a national lifelong-learning program launched in 2015 to give Singaporeans opportunities to develop their full potential throughout their lives. It places strong emphasis on mastering skills, not just for early career workers but for individuals at all stages of their lives including young professionals, mid-careers, and even seniors. Singapore's SkillFuture is a strategy to build an adaptable, future-ready workforce that provides funding, training pathways, employer engagement, and career support.

Governing Body and Ecosystem

SkillsFuture Singapore (SSG), under the Ministry of Education, drives and coordinates the initiative's implementation. It works closely with key partners:

Workforce Singapore (WSG), government agencies, employers, industry associations, unions, and training providers. The SkillsFuture Council—including MOE (Ministry of Education), MOM (Ministry of Manpower), WSG, etc.—sets key areas of focus such as helping individuals make informed career choices, building a high-quality, integrated training system, promoting employer recognition of skills, and fostering lifelong learning culture.

Key Initiatives

The following is a summary of key initiatives launched by the SSG that have had a noticeable impact and success (SkillsFuture Singapore, 2024).

1. SkillsFuture Credit

- Singapore citizens aged 25+ receive an initial S\$500 credit for approved courses (never expires).
- A \$500 top-up was provided in 2020 (expires Dec 31, 2025).
- Since May 2024, citizens aged 40+ also receive a \$4,000 Mid-Career Credit (no expiry).

2. Work-Study & Earn-And-Learn Programs

- Combine theoretical classroom learning with on-the-job training (e.g. full-time, part-time, apprenticeships).
- Specifically aimed at fresh ITE/poly graduates and mid-career switchers.

3. Career Transition Programs (SCTP)

- Launched April 2022 for mid-career individuals.
- Offers train-and-place courses (3–12 months) plus job-placement support

4. SkillsFuture Fellowships

- Recognize individuals as masters of skills and mentor future talent.
- Typically awarded with S\$10,000 grants.

5. Sector Skills Frameworks

- Provide structured sector-specific maps (e.g. Retail) showing career paths, job roles, technical and core skills.
- Developed jointly with industry partners to align with real workplace needs.

6. Mid-Career Level-Up Programme

- Introduced May 2024 to offer deeper reskilling for those aged 40+.
- Includes Mid-Career Training Allowance (50% of previous income, S\$300–3,000/month) and extended subsidies for diploma-level study.

Impact & Reach

In 2023, over 520,000 individuals and around 23,000 employers participated in SSG-supported training. Mid-career enrolment surged, with surveys showing 98% of learners reported better work performance and 69% citing strong positive training outcomes. Approximately 285,000 citizens had used their SkillsFuture Credit by end-2017. It helped close the skills gaps in a fast-changing economy and supported competitiveness in AI-era jobs as well as a culture of continuous learning, emphasizing lifelong development (Center for Management Practice, 2023).

Evaluation of Training

Singapore treats evaluation as a core component of its public-service learning

ecosystem, embedding it at both the national and institutional levels to ensure that training produces measurable impact. At the national level, SkillsFuture Singapore (SSG) administers the Training Quality and Outcomes Measurement (TRAQOM) framework, which standardizes how SSG-funded courses are evaluated.

TRAQOM uses a two-step evaluation process:

1. *Quality Surveys* are conducted immediately at the end of the course and measures learner satisfaction, the perceived relevance of course content, and the quality of delivery.
2. *Outcomes Surveys* are administered roughly three months later to assess the training's impact on the participant's job performance, career development, and skill application in the workplace. (SSG, 2023a; SkillsFuture Singapore, 2023b)

Participation in TRAQOM is mandatory for any training provider receiving SSG subsidies, leading to comprehensive and consistent data used for evaluation. The combined ratings are made public on the MySkillsFuture portal where they serve multiple purposes. The ratings allow learners to make informed course selections, provide training providers with feedback for continuous improvement, and guide policymakers to refine funding priorities.

The Civil Service College (CSC) incorporates evaluation into its learning agenda and measures its programs against defined 'transformation outcomes' such as developing anticipatory, connected, and agile officers, incorporating competencies needed for future-ready governance. These outcomes and the progress toward them are

reported annually and discussed in CSC's ETHOS journal, providing transparency and feedback on public-sector capacity building (Civil Service College Singapore, 2023).

Complementing these efforts are the evaluations conducted by Workforce Singapore (WSG) for government-backed programs like the Career Conversion Programmes. These evaluations examine employment rates, wage changes, and skills utilization post-training, feeding back into policy and funding decisions. TRAQOM's national-level monitoring with CSC's institution-specific evaluation and WSG's labor market impact assessments create a dynamic evaluation framework that ensures Singapore's public-service training is both quality-assured and strategically aligned with national transformation goals. (Workforce Singapore, 2023; SkillsFuture Singapore, 2023a).

Innovation hubs

Innovation hubs play a vital role in training by providing unique environments that combine a forum for government, academic, and industry collaboration. One example is the CyberSG Talent, Innovation and Growth Collaboration Centre which is a partnership between the Cyber Security Agency of Singapore and the National University of Singapore. This hub focuses on bridging the cybersecurity talent gap by establishing professional standards in the cyber workforce, and delivering foundational cybersecurity training even to non-specialists, with initiatives like Youth Cyber Exploration bootcamps for secondary students (Cyber Security Agency of Singapore [CSA], 2024). Another notable platform is SGInnovate, that supports deep technology development through

investment, venture building, and networking in areas aligned with public policy priorities (SGInnovate, n.d.). These hubs distinguish themselves through their targeted skill development, bringing real-world government needs into hands-on training, and through public–academic partnerships.

Australia

Background

The foundations of public sector training in Australia can be traced back to the post-World War II reconstruction era through the establishment of the Commonwealth Reconstruction Training Scheme in 1942. The scheme was administered by the Department of Post-War Reconstruction and designed to reintegrate veterans into the civilian economy by offering vocational and higher education opportunities. This initiative addressed the immediate post-war labour shortage and was the first coordinated government intervention in workforce training, laying the groundwork for subsequent capacity-building initiatives. This model established training as a state responsibility and linked it to economic resilience and social stability. (Australian War Memorial, n.d.).

In the following decades, Australia extended its training infrastructure through a system of vocational education and training (VET) programs tailored to regional needs. For example, the government introduced evening continuation classes during the early 1950s to improve literacy and basic skills among working adults in the Northern Territory. This was accompanied by

apprenticeship programs and preparatory courses for public service examinations and demonstrated the increasing role of state institutions in professional training and workforce development. These programs marked the transition from unplanned training initiatives toward a more systematic approach to building public service capacity (Northern Territory Government, 2022).

A significant milestone came in 1992 when all nine Australian federal, state and territory governments formally agreed to create the National Training System. This established a nationally coordinated vocational, education and training framework that introduced packages, standards, and procedures to make a range of qualifications available across jurisdictions. The system was later reinforced through the Australian Quality Training Framework to ensure quality outcomes across the country and this not only standardized vocational pathways but also strengthened the professional foundations of the public sector by linking training to workforce mobility and career progression (National Centre for Vocational Education Research [NCVER], 2019).

The historical development of public sector training in Australia provides a relevant context for understanding its current system. The Australian Public Service (APS), established in 2021, plays a central role in delivering services, policy, and regulation focusing on core “APS Craft” skills such as leadership, governance, policy, and delivery. Over recent decades, rapid technological, demographic, and social changes have reshaped the demands of the workforce. This includes digital transformation which has changed citizen expectations and the

need for specialist skills in areas like data, ICT, and emerging technologies.

The APS introduced the APS Workforce Strategy 2025, its first service-wide workforce plan to remain effective. The strategy is grounded in the Public Service Act 1999 which defines the APS as an apolitical service for the government, parliament, and citizens. It establishes a whole-of-enterprise approach to workforce planning, moving away from isolated training and development toward a unified national system.

APS workforce strategy 2025

The APS Workforce Strategy 2025 which was launched by the Australian Public Service Commission (APSC) introduced a framework to ensure that the public sector remains adaptive and ready for the future. The strategy was driven by the recognition that rapid technological, demographic, and societal changes require a workforce equipped with new capabilities and a professional culture. Its primary aim is to strengthen institutional capacity by embedding agility, integrity, and digital innovation into public service, while fostering an environment of continuous learning. The strategy seeks to prepare the Australian Public Service to meet current challenges and to anticipate and respond effectively to future demands.

An important distinctive feature of the APS Workforce Strategy is its emphasis on cultural transformation and the unification of the public sector's culture through the establishment of a centralized institution for training which is grounded in the principles of integrity, transparency, and accountability. The strategy seeks to institutionalize the

concept of One APS which it defines as a cohesive public sector that functions as a single entity instead of being fragmented into separate agencies and units. Unifying the public sector, particularly in the field of training, ensures that all the diverse institutions work collectively toward achieving shared national objectives.

Another critical factor underpinning the success of the Australian model is the dismantling of isolated administrative units and the reduction of bureaucratic fragmentation. The integration of separate units across the public sector has enabled the rapid access of skills to critical areas, thereby enhancing collaboration across agencies rather than adhering to rigid bureaucratic traditions. This process is achieved by sharing information, the transfer of institutional knowledge, and the flexible allocation of experienced personnel which strengthen the capacity of the APS to function as a unified team to meet its national objectives. As emphasized by the Australian Public Service Commissioner, Mr. Peter Woolcott, the APS was able to overcome the silo mentality and operate as a single enterprise in response to crises such as the COVID-19 pandemic and the 2019–20 bushfires. This cultural transformation not only reinforced internal efficiency and adaptability but also contributed to building public trust in government institutions by demonstrating a more responsive, cohesive, and capable public sector.

The APS strategy's framework introduces organizational performance to guarantee accountability and reinforces best practices. Organizational performance is structured for continuous evaluation and review, productivity measurement, and alignment

between national objectives and the operational mandates of individual agencies. It also entails the establishment of expectations and standards, the structuring of performance management through continuous dialogue between managers and employees to identify capability gaps. Furthermore it encompasses the recognition of talent, the rewarding of innovation, and the empowerment of employees to assume direct responsibility for their outcomes.

The strategy clearly identifies the future skills needed across the Australian Public Service. It stresses that leadership is about technical expertise and about having strong soft skills. These include the ability to work with many different stakeholders, build trust, and guide diverse teams effectively which are as important as traditional abilities like analytical thinking and strategic planning. The APS Leadership Capability Framework points out that future leaders must be able to collaborate, influence others, and create an environment where different perspectives are valued and innovation is encouraged. At the same time, leaders are expected to remain resilient, focused on citizens, and capable of adapting to changes.

In brief, the strategy has introduced training programs that guarantee a strong, measurable return on investment, while also clarifying the roles within the training system to avoid duplication and boost outcomes. All strategies have a clear and actionable plan, built on a deeper understanding of public needs, and designed to provide services that are reliable, responsive, and trusted. Moreover, benefits are continuously measured at the societal level, making the impact on the community a central element and a key factor in the

long-term success of the Australian public sector.

Operating bodies

The Australian public sector training landscape is supported by three principal bodies, APS Academy, ANZSOG, and IPAA, that fulfill a distinct role in fostering professional development, leadership capability, and governance excellence.

APS Academy

The APS Academy, established in 2021 under the Australian Public Service Commission, operates as a networked hub that cultivates *public service craft* capabilities through practitioner-led learning, scholarships, and courses aligned with workforce priorities. It operates “as one enterprise,” with training and capability-building focused on three core priorities:

1. Attract, build, and retain skills and talent by investing in diverse training pathways, graduate programs, and continuous development opportunities.
2. Embrace data, technology, and flexible workforce models by embedding digital literacy, ICT upskilling, and mobility frameworks to adapt quickly to new challenges.
3. Strengthen integrity and purposeful leadership by developing leadership channels and training programs that foster ethical public service with the citizen at the centre.

The APS Academy’s main aim is to develop a culture of continuous learning with a focus on professionalism, agility, and high performance throughout the APS. The Academy plays a central stewardship role, leveraging expertise from APS agencies,

industry, and academia to design, develop, and deliver capabilities. It also aims to promote efficient learning systems, shared frameworks, and resource integration to reduce duplication and benefit from return on investment.

The academy structures its programs around six essential capabilities: Integrity, Working in Government, Engagement & Partnership, Implementation & Services, Strategy, Policy & Evaluation, and Leadership & Management. These are essential to all APS roles and supported through integrated learning options and toolkit resources. Learning is delivered through a practitioner-led approach, emphasizing real-world applicability through formal courses, on-the-job experiences, peer learning, events, and self-paced resources.

The Academy's program portfolio is diverse, delivered mainly through the APSLearn platform, and includes face-to-face workshops, virtual learning, e-modules, and communities of practice. Its flagship courses include Delivering Great Policy which is offered in collaboration with the Department of the Prime Minister & Cabinet, Strengthening Partnerships with Ministers, and APS Unlocked which is an onboarding program for new or returning employees. In addition, it provides specialist training such as senior executive leadership programs (SES Band 1–3), integrity training, and Indo-Pacific executive development programs.

The Academy also manages a suite of scholarships and career development programs, including the APS Graduate Development Program, the Jawun APS Secondment Program, the Sir Roland Wilson Scholarships, the Public Sector Management

Program, and the Dr Margot McCarthy Scholarship. Furthermore, it offers skill-specific training such as writing and editing workshops and a procurement and contract management training suite. It also invests in regional digital and data talent channels through APS Academy Campuses in collaboration with universities (e.g., James Cook University). These initiatives enable regional students to combine academic study with entry-level APS employment.

APS Academy strategy is to integrate with the broader reform agenda through initiatives such as Delivering for Tomorrow: APS Workforce Strategy 2025 and Highly Capable – Future Ready: APS Learning and Development Strategy and Action Plan. This alignment ensures that the Academy not only delivers training but also reinforces systemic priorities, making it a central pillar in shaping a highly capable, future-ready public service.

ANZSOG (Australia and New Zealand School of Government)

ANZSOG has a unique position in the governance and training landscape of the Australian public sector, functioning as both an academic institution and a government partner. Established in 2002 by the Australia and New Zealand governments in collaboration with leading universities, ANZSOG was designed to bridge the gap between scholarly research and the practical demands of public service (ANZSOG, 2024a). Its authority extends beyond training and includes leadership development, applied research, and knowledge dissemination (Australian Government Department of Finance, 2023). Through programs such as the Executive Master of Public Administration, customized executive

workshops, and short courses, ANZSOG trains senior public servants with advanced skills in evidence-based policymaking, regulatory governance, and adaptive leadership (ANZSOG, 2024b). Furthermore, ANZSOG operates as a policy laboratory and draws on interdisciplinary expertise from academia and practitioner insights to produce research that informs government reforms and strengthens institutional capacity (Press, ANU & ANZSOG, 2019). Unlike traditional training providers, ANZSOG's responsibilities includes building a international learning community across Australia and New Zealand and promote policy innovation, cross-border collaboration, and the professionalization of public administration in the region (Devex, 2024).

Key Programs & Offerings:

- Executive-level education: Executive Leadership Programs, Professional Learning Programs, including the 2-year Executive Master of Public Administration (EMPA), delivered in collaboration with universities.
- Immersive short courses: one-day workshops and custom programs tailored to public service needs.
- Academic Fellowships: Resident and Visiting Fellowships (2026 cycle), enabling research collaboration and knowledge exchange in governance.
- Additional supports: research publications, case teaching program, communities of practice, advisory services, and events.

IPAA (Institute of Public Administration Australia):

The Institute of Public Administration Australia (IPAA) is one of the oldest and most influential professional bodies in the Australian public sector that aims to promote excellence in public administration, policy development, and service delivery. It was established in 1927 as the Australian regional group of the London-based Institute of Public Administration and later became an independent national organization in 1980 to meet evolving governance needs (IPAA, 2024a). IPAA operates as a non-partisan, member-based association that brings together public servants, academics, and private sector leaders to foster dialogue on policy and administration. Its responsibilities extend beyond professional networking to include capacity-building, applied research, and thought leadership. Through annual conferences, workshops, and publications such as the Australian Journal of Public Administration, IPAA contributes to distributing knowledge and bringing professionalism into the public sector (IPAA, 2024b). It plays an organizing role by connecting federal, state, and local government actors and enhancing intergovernmental collaboration. In this sense, IPAA complements the work of formal training institutions such as the APS Academy and ANZSOG and acts as a platform for continuous professional development and policy innovation (Aulich, 2019).

Key Programs & Offerings:

- Professional development through webinars, masterclasses, and workshops (e.g., "Women's Leadership Network", executive assistant masterclasses) .

- Leadership programs: Emerging Leaders, Future Leaders, Senior Executive Leadership Conversations, Future-Ready Public Sector Leadership .
- Thought leadership & networking: National conferences, the Garran Oration, Australian Journal of Public Administration, Sam Richardson Award, mentoring, and forums .
- Divisional activities: Local-level events, capability workshops, communities of practice, mentoring across states

Training approach

The Australian Public Service places integrity at the core of its training framework and recognizes it as a critical factor for its success and sees ethical leadership, transparency, and accountability as essential to building public trust and sustaining institutional effectiveness. Therefore, training programs are designed to strengthen values-based decision-making, promote psychological safety, and ensure that public servants at all levels act professionally and with fairness. This focus on integrity ensures that learning is not limited to knowledge acquisition but also extends to shaping behaviour and culture that upholds the highest standards of public service.

Here is the main focus of training:

1-Ethical Leadership & Integrity

- Training senior executives (SES) as *cultural architects* who model APS Values.
- Integrity masterclasses for SES that focus on ethical judgment,

stewardship, and cultural responsibilities.

2-Ethical Decision-Making Skills

- Equipping staff with tools, like the ReFLECT (see figure below) model and reflective practice frameworks, to make sound ethical choices in complex situations.
- Encouraging everyday integrity conversations and preparing staff for ambiguous scenarios.

3-Psychological Safety & Speaking Up

- Training leaders to create safe environments where staff can raise issues without fear.
- Building skills in empathetic communication, curiosity, and trust-building .

4-Legal and Governance Frameworks

- Ensuring all staff (especially SES and lawyers) understand legal obligations, independence in legal advice, and stewardship responsibilities.
- Training in legal policy implementation, record keeping, and accountability.

5-Procurement & Contract Management

- Building specialist procurement and contracting skills to ensure value-for-money and integrity in dealings with suppliers.
- Expanding procurement training to cover all APS officers, not just specialists .

6-Role Clarity & Induction

- Induction programs for new SES members that emphasise APS Values, cultural stewardship, and leadership accountability.
- Training public servants working with ministerial offices to clarify roles, improve communication, and manage integrity boundaries.

7-Continuous Professional Development (CPD)

- Moving toward a mandatory CPD model that embeds integrity and legal frameworks as core competencies for all staff, ensuring ongoing learning.

APS CRAFT Framework

The APS Craft was formally introduced in 2021 alongside the launch of the APS academy by the Australian Public Service Commission (APSC). It is a framework that is built on six core capabilities that every public servant in Australia is expected to demonstrate. These have been defined as six key domains: integrity, working in government, engagement and partnership, implementation, services, strategy, policy and evaluation, and leadership and management. The purpose of this framework is to establish an integrated professional culture across the public service and to foster a cohesive, high-performing public sector.

1. Integrity

Integrity is the foundation of the Australian Public Service and entails upholding ethical standards, impartiality, transparency, and accountability in all actions. It ensures that public servants keep citizen trust and act in public interest rather than for personal or political gain. Without integrity, the

legitimacy of the APS as a trusted institution is undermined.

2. Working in Government

This pillar emphasizes understanding how government operates and includes knowledge of parliamentary processes, ministerial briefings, and the institutional frameworks within which the APS functions. Public servants are expected to use these systems effectively to provide timely and accurate advice to ministers and decision-makers.

3. Engagement & Partnership

Effective engagement with citizens, stakeholders, and partner organizations is essential to shaping policies and services. This highlights the importance of building trust, consulting meaningfully with diverse groups, and encouraging collaboration across sectors. Through partnerships, the APS ensures that government policies are inclusive and grounded in community needs.

4. Implementation & Services

This focuses on converting policy decisions into high-quality services that deliver real benefits to Australians. It requires strong project management, efficient allocation of resources, and effective risk management. Successful implementation ensures that government commitments deliver real world outcomes.

5. Strategy, Policy & Evaluation

By developing strategic thinking and evidence-based policymaking, this capability encourages the role of research, data, and evaluation across the policy cycle to improve effectiveness and impact. The APS can adapt and refine its policies to

respond to emerging challenge by embedding evaluation into practice.

6. Leadership & Management

Leadership within the APS goes beyond senior executives and involves the capacity to lead at all levels. This pillar focuses on assembling teams, fostering a positive organizational culture, and ensuring high performance through effective management practices. It combines inspirational leadership with managerial competence to achieve outcomes that serve the public (Australian Public Service Commission, 2021).

Innovation hubs

Innovation hubs are collaborative environments designed to promote innovation, knowledge exchange, and skills development. The idea originated from living labs and open innovation models which evolved into dedicated spaces within higher education institutes to link research with practice. Australian public universities adopted this notion to create public value by linking academic research with practical applications and training opportunities for government and industry professionals. These hubs act as platforms for developing entrepreneurial skills and are channels that empower the public sector and society to provide solutions for economic and social transformations.

Innovation hubs in Australian public universities have emerged as important platforms for linking academia, government, industry, and the wider community. Situated within public institutions, these hubs indirectly serve the public sector by providing training opportunities to develop innovation capacity and entrepreneurial

competencies. Their activities extend beyond traditional classroom learning and encourage hands-on skill development which includes workshops, seminars, hackathons, mentoring, training sessions, and business ideation labs.

By embedding training within an innovative ecosystem, they connect public institutions with industry partners and the community to ensure capacity-building initiatives remain relevant to the needs of society. During the COVID-19 disruption, these hubs demonstrated resilience and flexibility by shifting to hybrid and online delivery models, expanding to global participants while continuing to provide value to the public. This adaptability combined with their emphasis on practical learning, stakeholder engagement, and collaboration with host universities, sets innovation hubs apart from conventional training programs. They function as incubators of public value, equipping the public sector workforce with future-oriented skills that are essential for effective governance and service delivery in turbulent times (Nnanna, Charles, Noble, & Keast, 2024).

Innovation hubs within Australian public universities provide a unique structure through which the public sector advances innovation capacity and workforce development. As public institutions, the universities deliver training and capacity-building activities through their hubs to strengthen the skills base of the government sector. What distinguishes these hubs is the breadth of training opportunities they offer with nearly 79% focusing on education by providing theoretical knowledge and practical skills that enable graduates, public employees, and community members to be

more innovative and productive in the workplace. In addition, 71% of the hubs offer mentorship which delivers individualized upskilling opportunities, practical on-the-job training, and specialist advice for start-ups and professionals including those from the public sector to ensure targeted learning experiences that go beyond generic training.

Equally significant is the fact that 92% of the hubs provide co-working spaces, creating collaborative environments where government staff, industry actors, and students can work together to exchange ideas and engage in experiential learning. This interactive and applied model differentiates hub-based training from traditional, classroom-based government programs by embedding public sector employees within broader innovation ecosystems. Moreover, these hubs serve as platforms through which public universities align workforce training with socio-economic development goals, foster cross-sector collaboration, and reinforce the legitimacy of publicly funded institutions. In this way, innovation hubs in Australian public universities not only train individuals but also institutionalize innovation practices across the public sector, preparing employees with skills such as adaptability, entrepreneurial thinking, and problem-solving that are essential for governance (Nnanna, Charles, Noble, & Keast, 2021).

Why is the Australian public sector training model successful?

The Australian public sector training model is considered successful emphasizes a broader cultural transformation within government institutions. The model focuses on creating a unified public service culture

built on agility, collaboration, and responsiveness to complexity. Public servants are trained to be skilled, knowledgeable, and committed to lifelong learning while also maximizing the use of data and technology. Furthermore, the training approach promotes professionalism, integrity, and citizen-centred service delivery that is representative of Australia's diverse communities. This rounded framework was formalized in the APS Workforce Strategy 2025 and aims to prepare the workforce for emerging challenges and a shared sense of purpose across the public sector.

Comparison of Qatar, Singapore and Australia

The following section provides a comparative overview of Qatar, Singapore, and Australia to illustrate the similarities and differences in public sector training systems across four key dimensions: governance, training approach, evaluation in training, and the role of innovation hubs. This structured comparison highlights how each country organizes and delivers training, the mechanisms they use for oversight and evaluation, and the extent to which innovation is integrated into their capacity-building models. By presenting these elements side by side, the table offers clear insights into best practices and potential lessons that can inform policy development in other contexts.

Governance

In Qatar and Singapore, public sector training is centrally governed, but with different strategic approaches. Qatar's

Institute of Public Administration operates under the Civil Service and Government Development Bureau and serves as the sole authority that links training to promotions and career progression ensuring compliance and standardization but remains largely administrative in scope. In contrast, Singapore places its Civil Service College under the Prime Minister's Office through the Public Service Division, merging training with state-building and long-term competitiveness with the aim of aligning with national strategies and preventing duplication. Australia adopts a hybrid model in which the Australian Public Service Commission provides overarching governance through the APS Workforce Strategy 2025. A complementary ecosystem of institutions, the APS Academy, ANZSOG, and IPAA, deliver strategic oversight, executive education, and professional development. The *One APS* approach emphasizes cultural transformation, agility, and collaboration across agencies, and links training to individual careers, organizational accountability and performance.

Training Approach

Qatar's training approach is structured around three tracks, behavioural, technical, and leadership. It increasingly leverages external partnerships such as the Kafaat platform with Coursera and collaborations with global consulting firms to expose employees to international best practices. The focus is on incentivizing certifications, voluntary participation, and preparing a younger generation to absorb global models that can later be adapted locally. In contrast, Singapore adopts a competency-based and evidence-driven approach where programs are mapped to skills rather than job titles,

with emphasis on digital readiness, innovation, and problem-solving. Its Civil Service College integrates research and consultancy into program design and its SkillsFuture program encourages lifelong learning and continuous reskilling for all public officers. Australia's model is more holistic and value-driven, embedding integrity and six capability domains through the APS Craft framework. Training combines formal courses with on-the-job, peer-to-peer, and digital learning and emphasizes ethical leadership, stakeholder engagement, and adaptive problem-solving to build both technical competence and cultural transformation across the public service.

Evaluation in Training

Qatar faces notable limitations in assessing training effectiveness since programs remain general and repetitive with no comprehensive strategy to measure long-term outcomes. This weakens the ability to identify gaps, prevent duplication, and adapt training to skills for future needs. In Singapore, evaluation is at the core of its system through frameworks like TRAQOM, which combine immediate and follow-up surveys, public reporting, and civil service assessments tied to transformation outcomes to ensure accountability and alignment with national goals. Australia adopts an institutionalized model, linking evaluation to workforce planning and performance reviews, while embedding continuous professional development and ethical frameworks such as ReFLECT.

This ensures evaluation is not an isolated exercise and an ongoing process integrated into organizational culture, reinforces

	Qatar	Singapore	Australia
Governance	Centralized under IPA, training linked to promotion	CSC under prime ministers' office ensures coordination and alignment	Aps commission with APS academy, ANZSOG, and IPAA creates unified (one APS) culture.
Training approach	Focus on behavioral, technical and leadership skills, strong reliance on external models and partnerships	Skills-based and evidence- driven, emphasis on digital skills, soft skills and lifelong learning (skills future)	Led by professionals, APS craft framework with six core domains, strong focus on integrity and leadership
Evaluation in training	Limited evaluation, mostly end of program assessment without long term follow up.	TRAQOM framework with immediate and 3-month outcomes surveys, transparent reporting	Continuous evaluating, through performance reviews, CPD (continuous professional development) tracking if employees apply skills over time and how it improves decision making and institutional performance.
Role of innovation hubs	No structured role yet for innovation hubs and community engagement	Innovation hubs (CyberSG, SGInnovate) connect academia, government and industry	University- based hubs, provide hands-on training, mentoring and collaborative problem solving

accountability, identifies gaps in skills, and drives long-term improvement.

Role of Innovation Hubs

A key difference among the three countries is how innovation hubs are integrated into public sector training. In Qatar, the absence of structured innovation hubs limits opportunities for collaboration with society and limits the role of innovation in building public sector capacity. In Singapore, hubs such as CyberSG and SGInnovate connect government, universities, and industry to give public officers practical exposure to emerging technologies and encourage experimentation and co-creation. Australia takes this further by embedding innovation hubs within universities and communities, using living labs, hackathons, and mentoring to develop creativity, adaptability, and digital skills. Compared to Qatar's still administrative model, both Singapore and Australia show that linking training with

innovation hubs supports collaborative, practical, and progressive learning.

Although Qatar can learn from Singapore's evaluation culture and Australia's integrity-driven approach, best practices cannot be directly transplanted. The effectiveness of reform depends on contextual adaptation that aligns with Qatar's governance structure, cultural values, and administrative traditions. International models should therefore serve as frameworks for inspiration rather than blueprints for replication. Successful transfer requires deliberate localization, adapting evaluation frameworks, leadership programs, and innovation mechanisms to Qatar's institutional realities and policy environment.

Policy recommendations

Moving forward, it is important to emphasize that the findings in this research

will not only improve the quality of training but also strengthen the government's ability to prepare the public sector for future challenges. The following recommendations are organized according to their time horizon (short, medium, long term) and institutional feasibility (political and financial) to ensure feasibility and practical implementation. This structured categorization will help policymakers identify potential benefits and anticipate areas of resistance or complexity. For example, transitioning away from a promotion-based training system may present institutional resistance from public servants accustomed to traditional advancement pathways. Therefore, such changes should be managed through stakeholder consultation, alignment with incentives, and gradual policy reform rather than abrupt enforcement.

1. Strengthen Centralized Governance of Training

Empower the Institute of Public Administration as the central authority for responsible for training and fostering a unified organizational culture across the public sector. This should be modeled on frameworks such as Australia's APS Craft, with a clear emphasis on integrity and ethical values. A high-level coordinating body should be established to ensure training programs align with national strategies, and to measure their impact on public sector performance. Reducing barriers between departments will accelerate knowledge sharing, reduce traditional bureaucracy, and enhance cross-institutional collaboration.

2. Shift from Promotion-Based Training to Skill Pathways

Reform the training system to move beyond promotion requirements and instead establish clear and continuous skill-based pathways linked to each job role. This ensures that training contributes directly to public servant capabilities and institutional effectiveness, rather than being perceived as a mandatory step for career advancement.

3. Academic Partnerships for Leadership Development

Introduce academic and executive programs in partnership with local universities to strengthen the role of higher education in training and preparing middle and senior government leaders. These programs should combine theoretical knowledge with applied learning, similar to the ANZSOG model in Australia, enabling leaders with strategic and practical competencies.

4. Evidence-Based Training Curricula

Develop standardized, evidence-based training curricula and unified training packages that address future skills (e.g., digital literacy, data analysis, AI) along with soft skills such as collaboration, adaptability, and problem-solving. This approach reduces duplication, ensures consistency, and prepares the workforce for rapidly evolving demands.

5. Innovation Hubs for Collaborative Training

Establish innovation hubs in partnership with government, universities and the community to co-design and test practical solutions for training programs. These hubs would serve as experimental spaces where public servants, academics, and citizens collaborate to develop innovative approaches to capacity building.

6. Develop a Multi-Stage Evaluation Framework Grounded in Global Standards

Adopt a continuous three-stage evaluation framework based on the Kirkpatrick Model—one of the most widely recognized approaches to training evaluation. The model assesses training effectiveness at four levels: reaction, learning, behavior, and results. Applying this framework would enable the Institute of Public Administration to systematically measure how participants respond to training (Level 1), what knowledge and skills they acquire (Level 2), how effectively they apply them in their workplace (Level 3), and the resulting impact on institutional performance (Level 4). Practically, this system could include:

- Immediate post-training feedback surveys (Level 1–2)
- A three-month follow-up to assess behavioral change and skill application in the workplace (Level 3)
- A final supervisor-based evaluation linking outcomes to productivity and service quality indicators (Level 4).

This approach would transform evaluation from a procedural process into a continuous feedback system driving policy improvement and accountability.

7. Transparent Reporting of Results

Make evaluation results more transparent by publishing aggregated findings, allowing public servants, policymakers, and institutions to learn from the outcomes. This transparency increases accountability, ensures there are feedback loops for continuous improvement, and builds trust in the training system.

Conclusion

This report has examined governance, training approaches, evaluation systems, and the role of innovation hubs in public sector training across Qatar, Singapore, and Australia.

The comparison shows that while Qatar has taken important steps to centralize training and introduce partnerships with international providers, it still faces challenges in evaluation, advanced skill development, and the integration of innovation. Singapore demonstrates a highly coordinated and progressive model where competency-based training, strong evaluation frameworks, and innovation hubs work together to support long-term national goals.

Australia offers a holistic system that incorporates integrity, cultural transformation, and collaboration across institutions, supported by continuous professional development and innovation hubs.

Overall, the findings highlight that effective public sector training is anchored in three critical factors: clear governance, continuous evaluation, and integration with innovative ecosystems. For Qatar, this means moving from an administrative focus toward a more strategic model that draws on global best practices and develops tailored solutions aligned with local needs.

By strengthening evaluation, embracing innovation hubs, and linking training to future skills, Qatar can evolve its system into a more sustainable and impactful model that supports national development and long-term competitiveness.



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