

# BUILDING STRONGER INSTITUTIONS TO DELIVER BETTER PPPs

## The role of capacity building

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There is unprecedented interest among developing countries to attract private investment into infrastructure and basic services to meet growing national demand. Today, nearly all developing countries have successfully brought an infrastructure PPP to market. Following a substantial drop in private participation in infrastructure due to the COVID-19 pandemic, private participation rebounded in 2021<sup>1</sup> and many governments are looking to the private sector to help finance and deliver infrastructure investment—seen as a key driver of post-pandemic recovery.

Establishing strong PPP frameworks and institutions communicates a government's commitment to PPPs and is expected to foster efficiency and accountability in their governance and lead to higher quality transactions. PPPs can be implemented on a one-off basis without any specific supporting legal and institutional framework. However, to fulfill countries' ongoing infrastructure investment requirements and to generate “value-for-money” transactions, they will need to go beyond first-mover projects to establishing PPP programs that encourage an active bidder and financing market.

To better understand the drivers of success for PPP programs and how development partners can best provide support to national governments to establish and build their PPP program, the World Bank

<sup>1</sup>Global private participation in infrastructure (PPI) in 2020 was at \$45 billion in 252 projects—a 52 percent drop from 2019. PPI investment in 2021 accounted for \$76.2 billion across 240 projects – [PPI Database](#).

Group's Infrastructure, PPPs & Guarantees (IPG) group and the Public-Private Infrastructure Advisory Facility (PPIAF) established the PPP Institutions Building Program.

The PPP Institutions Building Program aimed to distill collective experience of delivering PPP support across the World Bank Group and learn from other institutions and global experience. The program undertook: i) analysis and research to identify critical factors for success and failure of PPP programs and ii) a review of tools, resources, and technical assistance provided to develop PPP institutions. The program is also providing comprehensive institutional building support to selected countries funded by PPIAF.

While there is no one-size-fits-all solution that will guarantee success and the drivers of success for PPP programs are complex and multifaceted, findings around how to support PPP program success have been identified. These findings have been grouped into five key themes: capacity building, legal and institutional frameworks, project preparation, funding and financing, and contract management. This practice note, together with notes on the other four key topics, aims at disseminating the findings of the program on these specific themes. These notes are complemented with a note that maps the tools and products utilized to provide PPP institutional support that were reviewed as part of the research.

This practice note describes findings and lessons learned relating to the role of capacity building and the development of PPP programs.

## 1. What role do PPP institutions play in building capacity to drive PPP program success?

Insufficient capacity to prepare and implement PPPs is a challenge cited across PPP programs and country contexts. However, there is no common measurement of capacity, and it is therefore difficult to assess how capacity is built within a PPP program and the impact that capacity may have on its success.

Many governments have established central PPP institutions in an attempt to increase PPP capacity and knowledge transfer to support improved preparation and implementation of PPPs. However, PPPs have generally started in advance of the creation of these institutions, and the direction of knowledge transfer may initially be from sectoral institutions to central ones. The mandates of these institutions are generally similar regardless of the level of development of the PPP program, and their establishment does not seem to play a significant role in driving PPP transactions in the short term.

There are, however, individual examples of PPP institutions that have clearly contributed to the success of PPP programs by supporting PPP capacity. Such institutions often have considerable project experience, which facilitates the transfer of capacity and knowledge, although this experience is leveraged through institutional approaches that vary considerably in different contexts.

This suggests that there is no one-size-fits-all “best practice” approach to how central PPP institutions may best leverage experience to support PPP capacity and that

**India's** PPP Cell in the Ministry of Finance provides a broad library of standardized documents and guidance material designed to build the capacity of sectoral institutions. It also plays a role in the assessment of project documentation within the PPP project cycle.

**Jamaica's** two PPP units split the responsibility for project development—provided under the national development bank, and fiscal impact analysis—provided under the Ministry of Finance.

institutional structure and function<sup>2</sup> should instead be tailored to country-specific PPP program requirements, institutional capabilities, and broader government structure.

Despite a general understanding that experience appears central to building the capacity necessary for successful PPP programs, there is a limited understanding of how central PPP institutions may support the practical development of capacity. Anecdotal evidence suggests that a PPP institution's traction within government is relevant to its effectiveness in this regard and that this is influenced by country-contextual factors, in particular: the expected breadth of a PPP program, the nature of PPP experience to date, and the extent to which an institution's capacity and resources enable it to deliver against its legal mandate. PPP institutions that try to fulfill roles for which they do not have the requisite internal capacity may undermine their relationship with contracting authorities and, therefore, their ability to support PPP program development.

These findings suggest that PPP institutions can contribute to the success of PPP programs, likely through supporting the development of PPP capacity, but their contribution is contingent upon their own internal capacity and credibility as well as the commitment of governments and contracting entities. The internal capacity and other resources that PPP institutions can access to fulfill various institutional roles across the PPP project cycle is, therefore, an essential base for building capacity across a PPP program.

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<sup>2</sup> One of the few commonalities is that these institutions are often supported by the ability to influence project funding allocations.

## 2. How has capacity-building support been provided to date?

Considerable focus has been placed on providing capacity-building support to PPP programs and central institutions by both the World Bank Group and other development partners. However, capacity building is a term that is used quite broadly and may capture a range of different kinds of support, including training courses, workshops, knowledge products, case study material, on-the-job support, and other activities that provide assistance to government PPP practitioners to enable them to fulfill their roles and develop and deliver PPP projects. This support has been reviewed with the intent of identifying gaps and overlaps in the guidance, tools, and products that exist and understanding how specific technical assistance may be most useful or face challenges in supporting capacity building in PPP institutions. The key findings of this review are presented in this note in two broad categories: (i) the development of best practice guidance, tools, and other products aimed at supplementing capacity; and (ii) technical assistance provided to develop capacity, which may or may not leverage specific tools or products.

### 2.1 Guidance, Tools, and Products

Given the increasing interest in PPPs and the increasing experience with them, particularly in a number of jurisdictions such as the United Kingdom, Australia, Canada, and India, with considerable PPP experience, the volume of PPP guidance material and training programs has proliferated. The table below captures a selection of these tools and products.

#### Overview of Tools and Products

Tool/Product	Development Partner
<b>PPP Certification Program (CP3P):</b> Training curriculum and certification program covering PPP framework establishment and the PPP project cycle.	World Bank Group
<b>PPP Reference Guide 3.0:</b> Guidance on all aspects of PPP development and implementation, including external resources/bibliography.	World Bank Group
<b>Municipal PPP Framework:</b> Guidance material, checklists, and sample documents to help subnational/local governments understand and implement municipal PPPs.	World Bank Group
<b>Guide to Guidance and PPP Guide:</b> Guidance material and web tool that aggregates material and best practices from PPP guides globally (the web version of the Guide to Guidance, rebranded as The EPEC PPP Guide, is available online at <a href="http://www.eib.org/epec/g2g/index.htm">www.eib.org/epec/g2g/index.htm</a> ).	European PPP Expertise Centre
<b>PPP Guidebook:</b> Guidance material covering all stages of the PPP project cycle.	Economic and Social Commission for Asia and the Pacific
<b>PPP E-Learning Series:</b> Online training modules to support learning across all stages of the PPP project cycle.	Economic and Social Commission for Asia and the Pacific
<b>Infrastructure Foundation Course:</b> Training course covering all stages of the PPP project cycle.	Infrastructure and Projects Authority
<b>Africa Infrastructure Fellowship Program:</b> Range of training, capacity building, secondments, etc., designed to build relationships between public and private sector actors.	Global Infrastructure Hub

The **guidance material** that exists tends to capture aspects of good practice or policy, either across a range of PPP issues or on a specific subject. Given the best practice, guidance nature of much of the material there is a fair amount of overlap, although some differences exist in the level of detail of the

documentation and the extent to which issues particularly relevant for developing countries are covered.

**Trainings** are often used to more directly support capacity building and are offered by a number of public and private parties. Basic training in PPPs appears to be well covered, with options for self-paced study or in-person training, which is either more or less comprehensive, depending on the needs of the government. Although some gaps may exist with respect to a lack of standardized training programs for high-level government decision makers or for more advanced training for practitioners, bespoke courses designed to cover particular topics for a specific set of participants are also on offer. Despite the coverage of these programs, accessibility may be an issue for practitioners in particularly low-capacity environments where self-study may be difficult, and delivery in-country may be less economical.

Although there is a general recognition that **learning by doing** is extremely important for PPPs, this appears to largely refer to training based on project examples or case studies, as opposed to on-the-job tools that could support capacity building. No tools have been identified that would currently support on-the-job knowledge transfer. Such tools could include specifically leveraging PPP experience through secondment, twinning programs, or practitioner networks.

## **2.2 Technical Assistance to Build Capacity**

Capacity building is present in some form in nearly all technical assistance to PPP institutions that has been reviewed, signaling a belief in the importance of capacity development. This is consistent with views from development partners who recognize the lack of capacity across the full spectrum of PPP program activities and the challenges associated with developing that capacity.

Given the significant capacity-building support that has been provided to PPP institutions, there are a number of findings arising from the review of technical assistance in this area. They are grouped into three sub-sections covering: (i) how capacity is assessed and evaluated; (ii) how classroom-based approaches to capacity building are implemented; and (iii) other approaches and tools that may be relevant in supporting the development of PPP capacity.

### **2.2.1 Capacity Assessments**

The ability to assess and evaluate the capacity of PPP practitioners and institutions can inform the design and development of capacity building and other PPP institutional support and enable the evaluation of the effectiveness of different capacity-building activities. However, there is no common approach with respect to assessing PPP capacity, either prior to the implementation of capacity-building support or after its delivery. This prevents a robust understanding of the effectiveness of the provision of capacity-building support.

In some cases, formal assessments of capacity have been undertaken to inform a specific training or a long-term training plan. These assessments varied widely in terms of approach, sometimes utilizing ad hoc discussions with only a few government counterparts or following more structured approaches, which included: i) simple questionnaires drafted to enable PPP practitioners to self-assess capacity and share the results; and ii) more in-depth externally administered questionnaires and interview processes covering a wider range of practitioners. The rationale for the assessments and the ways in which results were used also varied considerably.

Capacity is not just assessed through formal exercises but may also happen informally when parties with a role in developing PPP capacity have had prior opportunity to work with government PPP practitioners. Anecdotal evidence has highlighted that trainings delivered by individuals with an understanding of country context have been seen as particularly

The Caribbean PPP Boot Camp, a regional training program delivered by World Bank Group staff with a strong understanding of country context and close relationships with government officials, received strong positive feedback from participants.

effective. Better leveraging this informal knowledge of capacity may, therefore, help to improve the effectiveness of capacity building. To create opportunities for informal capacity assessment, technical assistance for capacity building could be sequenced to enable time to gain an understanding of country context through other technical assistance or involve individuals who already have such an understanding. However, in cases where opportunities for informal capacity assessment have been present, it is difficult to evaluate whether such assessment has impacted the design of capacity-building support.

Key findings with respect to capacity assessments include:

- Capacity assessments, both formal and informal, consistently note a lack of capacity as a challenge. However, there is no common understanding of capacity, and the lack of capacity is described similarly across a wide range of PPP programs at different stages of development.
- Despite the consistent finding that capacity is lacking, there is no common methodology to assess a lack of capacity and there is often little detail provided with respect to specific capacity constraints, such as the level of development of certain skill sets or specific gaps in abilities.
- Capacity assessments conducted to shape one-off trainings do not appear to impact the training that is ultimately delivered. This is particularly true where trainings are focused on general PPP topics in lower capacity environments.

### 2.2.2 Classroom Approaches to Capacity Building

#### Overview of Classroom Approaches

Classroom-based approaches dominate the capacity-building support to PPP institutions that has been reviewed, comprising a mix of bespoke training courses and support for completion of the standardized CP3P curriculum and certification program.

Bespoke training classes, designed and delivered in-country by consulting firms, are the primary capacity-building vehicle currently deployed in the PPP institutional support reviewed. PPP 101-type trainings remain the most common form of bespoke training, which is frequently delivered to both central PPP institutions and sectoral institutions. These trainings tend to target coverage of the full project development and implementation process but may be anywhere from two to five days in length, so the depth of these trainings varies widely. In some instances, training was delivered across multiple sessions spaced over time. In rare instances, bespoke trainings also included awareness-building support or sector-specific trainings.

Trainings were also structured around the delivery of other work products, although the nature of the training provided in these instances covered a range of different approaches, and information on the length or depth of these trainings is not frequently available. These approaches included:

- Individual workshops to engage the government practitioners around the delivery of work products, frequently to obtain signoff around key deliverables, such as project screening tools, were particularly common.
- Operationalization support, frequently following the delivery of work products and designed to support their implementation, has been provided on occasion, often as a part of longer-term technical assistance. Other development partners have also noted an intent to focus capacity-building support around operationalization activities.

In long-term World Bank Group programs in Kenya and Uganda, operationalization support was provided for the implementation of Fiscal Commitments and Contingent Liabilities and Public Investment Management policies, respectively.

- In one case, a series of trainings was provided over time which occurred in parallel with the development of a toolkit that focused on different aspects of the PPP project cycle.

In addition to bespoke training, capacity-building support provided by the World Bank Group has also included government participation in the CP3P Certification program. In general, this training has been

In Afghanistan, Ethiopia, Indonesia, Vietnam, Kenya, and Sri Lanka, support was provided for government officials to participate in the CP3P Certification program. This training was complementary to, and provided after or in parallel, with other bespoke general trainings being provided to PPP institutions in those countries.

complementary to other bespoke general trainings provided to PPP institutions, frequently either after or in parallel. In rare instances, the CP3P certification program is used not just to build individual staff capacity, but also as a tool to assist the management of the development of capacity across the PPP program, a frequent part of the mandate of central PPP institutions. This differs from the experience of other programs where CP3P certification spots may be more limited.

A review of data capturing the results of all exams taken by participants in a particular country provides some insight into the usage of the CP3P tool across countries in different stages of PPP program development. The data suggests that usage of the tool is higher on average in more developed countries and that individuals in more developed countries have higher pass rates on the associated exams. This suggests that:

- In less mature PPP programs and given the complexity of even introductory PPP concepts, it is useful for attendees to have some prior experience of or training on PPPs before the CP3P curriculum to have the best chance of integrating the material and obtaining the certificate.
- In more mature PPP programs, CP3P may better support relatively new or entry-level staff who have had some exposure to PPPs and are learning in parallel while working on active projects.
- The CP3P program may also serve to assist central institutions in fulfilling their capacity-building function. The certification component allows for a measurement of staff development and may help to ensure a minimum or consistent understanding across roles.

### **Effectiveness and Efficiency of Classroom Approaches**

Regardless of the nature of the training, very limited information is available on the impact trainings may have had on participant or PPP program capacity. Ex-post reviews of technical assistance generally suggest that capacity has been built in the areas covered by the training but do not provide data that justifies that assessment. Where post-workshop participant feedback is available, it does not provide insight into what elements of a training may have resonated most strongly with participants. This absence of data, combined with the lack of a common methodology to assess capacity, makes it impossible to establish a link between trainings and capacity-building gains. This raises questions about how training may be best utilized, given the inability to gauge its effectiveness.

Other concerns related to training deployment, such as the potential duplication of training given its funding and delivery by a wide range of development partners and the loss of capacity through staff turnover, are also raised alongside discussions of training effectiveness and efficiency. Overall, however, development finance institution (DFI) practitioners have cited the need to take a longer-term view when it comes to capacity building, noting that the inability to measure what may be most effective must be considered in light of the extent of capacity building needs, specifically:

- Duplication is not seen to be a major concern for many capacity-building activities, as learning complex subject material may be benefited by repetition and different aspects of similar trainings resonate with participants differently over time.
- Staff turnover can also be viewed as a dispersion of capacity to the private sector, or other non-PPP-specific government or civil society institutions, which may continue to support PPP activity in a country. Although this may pose short-term challenges to PPP institutions, over the longer term it may increase the likelihood that a government is supportive of PPPs and is otherwise well-positioned to support their development and implementation.

In Afghanistan, there was overlap in the capacity-building support provided by multiple DFIs. However, it was determined this may have improved absorption of training material.

Although little can be said with respect to the impact of different training approaches on capacity building, the limited information that is available from project documents, combined with views from DFI practitioners, suggests that the following aspects of trainings may be relevant for improving government practitioner engagement and in turn training effectiveness or efficiency:

- Ensuring a focus on practical content that requires active participation. This seems most easily achieved by anchoring trainings with the development or operationalization of other technical assistance.
- Repeated sessions carried out over a longer time frame appear to help government practitioners to absorb material, if there is a commitment to the participation of the same individuals across sessions.
- Involvement of individuals from different institutions/countries appears to improve participant engagement by leveraging a wider range of experience and exposure in discussions and may support the building of networks of PPP practitioners. This could include: non-key contracting authorities, evaluating/approving agencies, oversight/planning/budgeting agencies, and private sector firms or financial institutions.

### 2.2.3 Other Approaches to Capacity Building

Although training and workshops are by far the dominant type of capacity building, other activities have also been used by development partners. In many cases, these approaches try to provide access to additional expertise, which PPP institutions and government PPP practitioners can leverage in order to fulfill their roles and functions. These types of approaches may enable practitioners to both access highly relevant material and better retain it, given its direct application to a specific problem. Their use may reflect findings that experience is the key driver of capacity and that ‘on-the-job’ training or ‘training by doing’ is likely to increase the chances of success of capacity building.

Although there is insufficient evidence to recommend the use of these approaches to support PPP institutions in a wide range of contexts, an overview of these approaches and where they appear most likely to be relevant is captured below:

- **Capacity injection** refers to the use of external experts to augment the capacity of PPP institutions and practitioners. This may be through the use of embedded advisors within institutions who spend significant time in-country to support capacitation, or through more on-call advisory support that is available to practitioners on a just-in-time basis. Where the World Bank Group has supported capacity injection, it has frequently occurred alongside larger



technical assistance programs that are taking place over a multi-year time frame<sup>3</sup>. Other development partners have also used both on-demand expertise and embedded advisors to provide capacity support.

Despite general findings that the injection of external capacity can be particularly useful to build PPP institutional capacity in the short term, detailed information on the actual activities of such advisors is often not available. As a result, there is no objective basis on which to indicate where or when the use of capacity injection may be most useful, or on the longer-term impacts of its use. Lessons that can be drawn from anecdotal evidence suggest that:

- Embedded advisors may be particularly useful for assisting PPP institutions to operationalize good practice policy and procedures and otherwise deal with day-to-day PPP program implementation issues.
  - On-demand advisors are more commonly used to provide support on specific tasks, such as sector-specific analyses or support to a specific project. A common feature of the usage of on-demand advisors is the need for a coordinator to screen requests for support and either facilitate the engagement of the support or manage its delivery.
- **Network approaches** to support capacity building focus on the development of professional networks to encourage the sharing of knowledge across government PPP practitioners. Although some support has been provided to create such networks, there is little clarity on whether they actually support capacity development or are consistently leveraged to support ad hoc PPP practitioner needs. It is clear, however, that if network approaches are to be effective, they require active participant engagement. That engagement is likely easier when supported by existing relationships between participants but will still require active coordination and the development of content if it is to be sustained.
  - **On-site project learning**, such as project study tours or twinning programs, is also an approach used to build capacity. Twinning programs are often supported by PPP units with significant PPP experience on a bilateral basis, however, and concrete examples of how development partners may support this approach are limited. Although not conclusive, the information available suggests that engaging with more experienced PPP institutions does support capacity building by enabling exposure to practical knowledge that may be difficult to gain from pure classroom-based approaches. This could be particularly useful for new PPP institutions that are building an understanding of their role, or for more mature PPP programs considering policy and procedural changes. A longer-term relationship allows for greater depth and knowledge transfer but is also far more difficult to establish and is therefore likely to be appropriate where strong bilateral support exists and in more mature programs where the benefits of engagement across a range of complex issues can be more readily absorbed. In all cases, selection of appropriate government counterparts, ideally candidates with key roles in agencies who are well-positioned to pilot new PPPs that results in increased awareness and improved project implementation, is important to best leverage these experiences.

In the Philippines, the Asian Development Bank and Australia have supported both embedded and on-demand advisors to support the PPP Centre. Embedded advisors have primarily consisted of PPP generalists with a legal or financial background. The development and trialing of policy was a key focus of the work they supported.

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<sup>3</sup> Particularly where the WBG has provided PDF-like support to PPP programs – see Guidance Note on Funding and Financing for further detail.

- **Support to PPP institution capacity building function.** Many PPP institutions have a mandate to support capacity building across their PPP program. Support to enable nascent institutions to effectively build capacity within a country could, if successful, have a multiplier effect in terms of PPP program capacity. Although technical assistance is often provided to establish PPP units, which may include the development of basic job descriptions or organizational charts, there was very little PPP institutional support that appeared to target the strengthening of a PPP institution's capacity-building function.

### 3. How can approaches to capacity building be strengthened?

***Given the extent of capacity requirements, a focus on capacity building will continue to be essential for the development of PPP institutions, regardless of level of development.***

Attention should be paid to ensuring capacity-building elements are incorporated wherever possible into technical assistance for building institutions, even if there is no specific capacity-building component, such as training.

In less-developed programs in particular, ensure capacity-building technical assistance is anchored by the development of a work product. This may include:

- Additional workshops at the outset of an engagement to revisit relevant general PPP topics that can help to support effective government participation.
- Half- or full-day workshops as opposed to simple meetings throughout the institutional support, which include general relevant PPP content.
- Involving a wider range of participants than those strictly necessary to support the development of the work product, where practical.

#### **3.1 Considerations When Developing a Capacity Building Program**

***In-depth capacity assessments should not be routinely undertaken for general PPP trainings.***

However, assessments may continue to merit consideration:

- When focused on understanding whether specific prerequisites for advanced or specialized capacity building are present. In this case, flexibility to adapt the proposed institutional support (budget and scope) to take into account assessment results is essential.
- As a part of support focused on the development of a capacity-building function within a central institution. Such support would likely be focused on how to measure/assess capacity across key PPP program actors over a long time frame and may also include the development of a capacity building plan.

***Opportunities to informally assess capacity or leverage existing county-specific understanding prior to the development of capacity building activities should be encouraged.***

This would enable capacity-building activities to be designed based on an understanding of country context and capacity, in particular the specific challenges facing a PPP program. It would be achieved primarily through ensuring that large capacity-building components of technical assistance to PPP institutions occur after initial government engagement and are designed based on that interaction. This would require:

- The use of the same consultant across a capacity-building component and other components of the technical assistance or a clear mechanism to ensure consultants developing/delivering a capacity-building activity can access individuals who know a PPP program and its practitioners well.

- The flexibility to adapt the proposed technical assistance (budget and scope) to take into account information obtained through government practitioner interaction.

### **3.2 Considerations for the use of Training Programs**

***Classroom-based bespoke trainings and awareness building should continue to be a key component of PPP institutional support.***

Classroom-based training can play an important role in exposure to both general and advanced PPP concepts, particularly when the design of such training is based on the general level of experience/capacity of a PPP program. Given the relative ease with which such trainings can be provided, they should continue to be used across technical assistance to PPP institutions, taking into account the general maturity of the PPP program in question:

- Less-developed programs are likely to benefit from frequent general trainings on PPP 101 topics that can help establish a broad theoretical understanding of PPPs. This should ordinarily be incorporated in most-support to lesser-developed programs.
- More mature programs are also likely to benefit from general training for new staff or for increasing the breadth of the PPP program and to reinforce PPP knowledge, but specialized/advanced trainings should be an increasing focus. Such trainings should be demand-driven and should also be consistent with an understanding of challenges faced by the PPP program.

***Practical steps that may improve the effectiveness of bespoke trainings should be considered wherever possible.***

These steps are largely tied to leveraging other elements of technical assistance programs and may include:

- Delivering trainings after initial government engagement in parallel or sequenced work so that content can be designed with an understanding of country context and government PPP capacity. For more in-depth training programs, consider providing flexibility to enable the training content and scope to focus on the PPP program-specific challenges identified.
- Additional training or awareness-building sessions in the scope of work for consultants retained to deliver other work products and who are otherwise expected to travel to meet with governments. These sessions could be delivered over a longer time frame in order to better support absorption of complex material.
- Anchoring training content with sessions tied to the delivery or operationalization of other work products and complimenting those sessions with more general but related content.

In addition, expanding the number of participants for training courses wherever practical to include a wider range of government officials, potential private sector participants, and/or practitioners from neighboring countries to enhance opportunities for participant engagement and networking.

***The CP3P PPP certification should be used to complement, as opposed to replacing, other classroom-based training.***

How it is used likely depends on government goals as well as the level of the development of the PPP program:

- In less mature PPP programs, utilize CP3P to support the acquisition of standard, introductory-level PPP concepts once sufficient bespoke PPP training has been provided.
- In more mature PPP programs, CP3P may be better targeted at relatively new or entry-level staff, who have had some exposure to PPPs and are learning in parallel while working on active projects.
- Where central institutions are considering the use of CP3P certification as a tool to support broader capacity building across a program, additional support to help institutions incorporate this tool into larger capacity building programs may be useful.

### 3.3 Considerations for the use of Other Capacity Building Tools

***On-the-job training options should be supported where possible by taking advantage of longer-term technical assistance programs opportunistically and investigating the use of new approaches.***

Embedded advisors should be supported where possible, although the longer-term nature of this kind of support is likely dependent on the provision of a larger, longer-term technical assistance program and must, therefore, remain opportunistic. Where the use of embedded advisors is not possible, other opportunities to provide more just-in-time support to PPP institutional capacity should be explored. Approaches to consider include:

- Incorporate follow-up support: Findings in other guidance notes in this series have highlighted that follow-up support may help governments to better leverage advice and work products. This would entail providing additional support to assist governments following the delivery of the final work product. This support may consist of formal follow-ups, such as workshops scheduled after a certain period of time to reinforce key messages and explore challenges, as well as additional time to support ad hoc government practitioner queries.
- On-site learning through study tours or other engagement with more experienced PPP units may be useful to support governments where there is a clear learning objective, in particular where new policy/procedures are being developed, and where careful selection of appropriate government participants is possible.
- Network platforms, such as the World Bank Group Community of Practice, should be leveraged where possible to support government PPP practitioners seeking ad hoc guidance.

## 4. Checklist for capacity building technical assistance

This note has captured a range of different recommendations that are applicable to the design and development of capacity-building support to PPP institutions. These recommendations can be grouped into categories that are relevant for consideration at different stages in development, design, and implementation of institutional support. The key categories include findings related to:

- Selection: What support is appropriate given specific circumstances or objectives.
- Sequencing: When certain types of support may be appropriate given other components of a technical assistance program.
- Tool Usage: What tools or products may be particularly relevant and when.
- Design: Suggestions to improve the efficiency or effectiveness of how support is delivered.

<b>Selection</b>	<p><b>Incorporate classroom-based training in technical assistance wherever possible:</b></p> <ul style="list-style-type: none"> <li>▪ In less mature PPP programs, focus primarily on bespoke general training and awareness building.</li> <li>▪ In mid to mature PPP programs, focus more on specialized/advanced trainings, but general training for new staff/entities are still relevant.</li> </ul>
<b>Sequencing</b>	<p><b>Support opportunities for informal capacity assessment:</b> Where larger trainings are being implemented, delay their delivery until after initial government engagement to enable a better understanding of capacity and needs. In addition, consider how to better leverage knowledge of government capacity and country-specific context to support training providers.</p>
<b>Tool Usage</b>	<p><b>Leverage the CP3P tool to complement bespoke training:</b></p> <ul style="list-style-type: none"> <li>▪ In less mature PPP programs, consider after some base capacity has been built.</li> </ul>
<b>Key Design Considerations</b>	<ol style="list-style-type: none"> <li><b>1. Do not routinely include formal capacity assessments in the training component scope. Consider primarily in cases where:</b> <ol style="list-style-type: none"> <li>a. Required to assess prerequisites for advanced training.</li> <li>b. Supporting a PPP institution's broader capacity-building function.</li> </ol> </li> <li><b>2. Leverage other technical assistance elements to:</b> <ol style="list-style-type: none"> <li>a. Spread out training sessions over the course of longer technical assistance programs.</li> <li>b. Anchor general training content with sessions on the delivery or implementation of other work products.</li> </ol> </li> </ol>
<b>Other Design Considerations</b>	<ul style="list-style-type: none"> <li>▪ Expand the number of participants for training courses where practical.</li> <li>▪ In general trainings, ensure coverage of key issues, based on an understanding of country context, such as fiscal commitments and contingent liabilities, unsolicited proposals, contract management, etc., to help build a base for future client engagement on the topic.</li> <li>▪ Carry out training sessions over a longer time frame, with time in between sessions, to increase absorption.</li> <li>▪ Consider the use of embedded advisors or other on-call support as part of longer-term technical assistance, where budget allows.</li> </ul>

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