



V MEETING ON CENTRAL BANK HUMAN RESOURCES MANAGEMENT

PROGRAMME

Wednesday June 21st

09:00 - 09:15	Registration Salón Bromelias, Bougainvillea Hotel
09:15 - 09:30	Inauguration
09:30 - 10:30	Presentation of the Long Distance Education Project Mrs. Marta Mena. Consultant and Mr. Esteban Villamayor, Committee Technician Secretary
10:30 - 11:00	Coffee
11:00 - 12:00	Continuation of presentation Long Distance Education Project
12:00 - 12:30	Commentaries
12:30 - 14:00	Lunch
14:00 - 15:00	Implications of Permanent Education and Training of Personnel at the Place of Work Mr. Emilio Obando. Banco Central de Costa Rica
15:00 - 15:30	Commentaries
15:30 - 16:00	Café
16:00 - 16:30	Developing Management Through Eclectic Experiences Mr. Lester Bowleg. Bank of the Bahamas
16:30 - 17:00	Commentaries
17:00 -	Installation Working Groups

Thursday June 22nd

09:00 - 10:30	Working Groups
10:30 - 11:00	Coffee
11:00 - 12:30	Working Groups
12:30 - 14:00	Lunch
14:00 - 15:30	Working Groups
15:30 - 16:00	Coffee
16:00 - 17:30	Working Groups
20:00 - 22:00	National Theatre activity (Hotel's departure at 19:00 hours)

Friday June 23rd

09:00 - 10:30	Conclusions and recommendations
10:30 - 11:00	Coffee
11:00 - 12:30	Report of the Committee's Activities; Statutes and Survey Results
12:30	Closure and Lunch

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San José, Costa Rica – June 21st to 23rd, 2000

Conclusions and Recommendations

I. Distance Education

The following statements are based on the considerations produced by the work teams:

1. Distance education is a non-direct-contact multimedia training system aimed at enhancing and complementing training efficiency in central banks. This new easily accessible type of learning methodology is a huge opportunity for the people division to drive the improvement of central banking personal skills and face the new challenges.
2. Distance Education (DE) is part of a new organisational and educative culture aimed at viewing the institution as a whole; it is also part of an institutional strategic plan. It is a teaching and training option that complements direct-contact approaches. With this tool, the People Division will be able to increase productivity by capitalising investments in state-of-the-art technology in the different central banks.
3. Some of the main obstacles for distance education are cultural, infrastructure and financial issues, as well as a lack of commitment and clear objectives.
4. This educational tool implies a series of challenges; however, if dealt with appropriately, they may bring about cost and central banking advantages.
 - a) Cost advantages: Although this tool requires an initial infrastructure investment (especially from a technology point of view), the cost is offset with the reduction of other implied costs resulting from training programmes.
 - It fosters a more intensive use of the available technology infrastructure. Even more so if we take into consideration the great IT updating efforts in view of the so called Y2K issue.
 - With this tool, the number of officials having access to specialised training programme increases, while the cost goes down.

b) Organisational advantages:

- It fosters the creation of institutional mechanisms involving various areas in the training process.
 - Along with other mechanisms (e.g. rotation of job positions), Distance Education encourages the training of officials capable of taking responsibilities from different areas; this is a contributing factor towards institutional commitment and performance enhancement.
 - It encourages the development of officials' individual initiatives by improving their level of responsibility and commitment.
5. The project under scrutiny includes the features of an appropriate distance education approach, as well as implementation tools, such as action lines, subsystems definition, a rather new media combination (printed materials, IT programmes and direct-contact approach), a support network for the participants, and an integral assessment model, both for the participants and the different involved processes. Furthermore, the Project provides ideas for the system operation, functioning and management.

The following points are recommended:

1. It is important to promote this distance education approach as a substantial part of the central banking training strategies.
2. Management of distance training courses should be the responsibility of the Human Resources area. They would have to co-ordinate internal facilitators and assess participants' performance in the learning process by ensuring all stages of the programmes are completely met.
3. Courses given using this teaching approach should be focused on topics regarding the central banking mission.
4. It will be necessary to establish the adequate selection-of-participants criteria based on the officials' profile. This is aimed at maximising the academic benefits and enhancing the use of resources. This should be done by choosing the best elements of direct-contact approach courses and consider this as an incentive policy.
5. It will be necessary to identify amongst the technical staff those people having potential teaching and interpersonal skills (e.g. open mind, quality of treatment an patience) in order to assign them, before starting training, the technical teaching functions.

6. A distance education guide should be prepared to explain the methodology of this teaching approach. The guide should then be distributed amongst the participants, facilitators and mentors, so they can get acquainted with the underlying criteria of this tool.
7. Based on the balance-payment pilot-course project presented before the attendants to the meeting, it will be necessary to define a general scope, applicable to different central banking courses; it will also be necessary to change the wording of the proposed contents for group 2 (see attachment).
8. The Central Banking Human Resources Committee should prepare an executive summary of the corrected project. Such a summary should highlight the organisational and educational approach on which the project is based, as well as the main operating components. The summary is to be presented during the following Central Banking Governors meeting.
9. The CEMLA should present the Distance Education Project during the following Central Banking General Managers Meeting, along with a schedule defining the execution dates for each of the stages. The aim of this is to obtain top executive support from those involved in the establishment of the institutional strategic plan and human resources management.
10. Distance education resources should take into consideration the multicultural nature of all central banks members to the CEMLA. This is aimed at ensuring an appropriate balance in the languages in which the courses are given.
11. Agreements should be developed and covenants should be promoted with international organisations (including non-governmental organisations) with the purpose of obtaining an complementing the distance training programmes financing.
12. A distance education pilot course should be implemented to ensure practical feasibility and identify the necessary requirements to be met in order to improve efficiency and results.

II. Human Resources Future Activities

1. As per the Committee's working plan, projects contributing to the development of central banking personnel training in the region, as well as to the improvement of the way human resources are managed, will be encouraged. Towards this end, the Committee put forward the suggestion that in the future all human resources meetings should be undertaken in accordance to the area's thematic needs in order to contribute to the development of the

Committee's activities. It was proposed to hold the Sixth Meeting during the year 2002.

III. The Central Banking Human Resources Committee

1. The Costa Rica representative requested to be taken out of the Committee due to working reasons. During the process to cover this place, it was agreed to allow the Banco de Guatemala to become a member. Furthermore, in order to substitute the Banco Central de la República Dominicana, the participation of the Banco Central de Surinam was agreed.
2. Finally, after some modification derived from the suggestions made by central bank representatives, the Committee's statutes were approved.