

The background of the cover features a large, stylized graphic on the right side, consisting of a blue circle with a black outline and a yellow-orange ring. To the left of this graphic are several concentric, light gray circles. The main title is centered within a white circle that has a black outline and a yellow-orange ring.

OLACEFS

CAPACITY- BUILDING PLAN

2016-2018



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A NEW AGENDA

When Brazil's Federal Court of Accounts (TCU¹) became Chair of the Capacity Building Committee (CCC²) of the Organization of Latin America and Caribbean Supreme Audit Institutions (OLACEFS³) in the beginning of 2016, it established a bold and broad agenda focused on strengthening the Committee, with a view to interinstitutional cooperation and professional development in every Supreme Audit Institution (SAI) in the region. This pragmatic approach reflects the need to broaden the range of initiatives aiming to build capacities and increase professional competencies.

Many educational activities have been carried out in 2016, in accordance with guidelines from previous years and with strategic initiatives introduced by the TCU's candidacy to chair the Committee. These activities include more than 20 eLearning courses, coordinated audits in various phases, a high-level seminar on Information Technology and Sustainable Development Goals (SDGs), a three-day innovation workshop for technical staff of all regional SAIs, and the publication of a diagnosis of regional capacity-building needs based on a robust methodology and extensive SAI participation.

1 *Tribunal de Contas da União*, or TCU

2 *Comité de Creación de Capacidades*, in Spanish

3 *Organización Latinoamericana y del Caribe de Entidades Fiscalizadoras Superiores*, in Spanish

For the remainder of the 2016 to 2018 period, the CCC plans to provide continuity to longstanding activities, but also to undertake completely new and innovative initiatives that will demand considerable financial and human resources.

The Committee, currently comprising the SAls of Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Mexico, Panama, Paraguay, Peru, Dominican Republic, and Uruguay, benefits from ongoing contributions from these countries. As a result, capacity development in OLACEFS gains in recognition regionally and internationally.

It is essential to note that the activities proposed in this Plan are contingent on support from SAI members of the CCC, the availability of OLACEFS funds, and the financial and technical support of multilateral organizations. In other words, this Plan should be understood as a proposition and the Committee Chair can only guarantee that specific programs and initiatives will be carried out to the extent that the conditions of availability of funds and active participation apply.

In preparing this Capacity Building Plan, various sources were considered. The key sources for the document were:

- Diagnosis of Capacity-Building Needs: carried out by the CCC in the first semester of 2016, it brought important input to prioritize programs and activities that will meet the most pressing needs of SAls in the region
- Candidacy paper of SAI Brazil for the CCC Chairmanship: drafted based on many years of active participation and contributions to the CCC, chairing OLACEFS, and working closely with various INTOSAI bodies
- CCC practice from previous years: priority was given to initiatives with higher impact and adherence to the development needs of SAls, focused especially on eLearning courses already developed and offered in the region

In addition, CCC drew on information from documents published by strategic partners:

- OLACEFS Strategic Plan: defines capacity-building goals for the region for the period 2017 to 2022
- INTOSAI Strategic Plan: the 2017 to 2022 plan also contains specific objectives related to capacity building worldwide

- IDI Strategic Plan and Work Plans: The INTOSAI Development Initiative (IDI), in its strategic plan for the 2014 to 2018 period and in its work plans, reinforces the need for SAI capacity building and proposes innovative solutions to enhance performance, independence and professionalism of SAIs
- CBC Work Plan: INTOSAI's Capacity Building Committee (CBC) establishes capacity-building objectives and initiatives as priorities for the 2014 to 2016 period
- KSC Work Plan: INTOSAI's Knowledge Sharing Committee (KSC) also establishes, in its 2014 to 2016 work plan, goals related to capacity building

The present document contains two major chapters. The first is devoted to presenting the results of the diagnosis of capacity-building needs carried out in the first semester of 2016, with the participation of more than 70% of regional SAIs. The second chapter is the capacity-building plan itself and establishes the basic programs and concrete activities that will be developed and offered through the end of 2018.

However, before delving into these chapters, it is important to consider related issues that impact the Plan. Thus, the following sections address alignment of CCC activities with the broader INTOSAI community; the incorporation of outside contributions that have strengthened this Plan; a focus on innovation, a crosscutting priority that impacts various activities; the postgraduate program, which will be planned and developed during the Plan's three-year period; and the capacity-building cycle, which provides the theoretical framework for CCC activities.

ALIGNMENT WITH INTOSAI

OLACEFS is acknowledged as being one of the most active and innovative INTOSAI regions. Coordinated audits and eLearning courses received special recognition. In collaboration with the Chair and Executive Secretariat of OLACEFS, the CCC works to strengthen ties with the CBC and the IDI. The participation of the CCC Chairmanship in CBC meetings is an important opportunity to identify and consolidate fronts for cooperation.

The CCC appreciates the leadership role exercised by the IDI and the CBC at an international level and considers the plans and proposals of these entities to be reference points for its activities. The global scope of today's problems

demands that entities no longer work in isolation, but rather seek shared solutions with a broader reach.

In this spirit, the CCC intends to contribute to the refinement and implementation of the INTOSAI Framework for Regional Professionalism and its four strategic dimensions of institutional support to SAIs; professionalism and methodology support; advocacy and influence; and governance, organization, and sustainability. Similarly, the CCC Chair will continue to participate in the Task Group on INTOSAI Auditor Certification (TGIAC) and support the Competency Framework for Public Sector Audit Professionals at Supreme Audit Institutions that it developed.

Appropriately, this Plan is grounded on shared visions between the CCC, on the one hand, and the working plans of the IDI and the CBC, on the other. INTOSAI, through the IDI, CBC, and KSC, develops initiatives for the development of distance-learning programs, promotes partnerships to develop postgraduate programs, encourages competitions to stimulate innovation in the fields of government auditing and citizen participation, and promotes the need for certification of government auditors, among other programs with which this Plan is aligned. As detailed in the next section, the CCC received substantial outside contributions to the preliminary version of this Plan that have more closely aligned this final version with international programs.

As concrete mechanisms for cooperating with other INTOSAI regions and multilateral institutions, the CCC plans, among other initiatives, to translate certain eLearning courses to English to make them available to SAIs in other parts of the world. In offering English-language courses to other regions, the CCC plans to work with them to identify professionals from their SAIs that may work as tutors in these courses.

Conversely, the CCC hopes to identify and gain access to some of the best eLearning courses available internationally or in other regions, translate them to Spanish, and offer them to OLACEFS SAIs.

RECOGNITION OF CONTRIBUTIONS

This document, based on complementary sources of information and ideas, substantiates the intentions presented on occasion of the SAI Brazil's candidacy to Chair the CCC. At that time, in 2015, the TCU established a challenging

agenda, now translated as this current Capacity-Building Plan that extends through 2018. It is thus a strategic document for OLACEFS, consolidating proposals that ultimately seek to bring about real gains in capacities and professionalization in the region's SAIs, which in turn will deliver significant and sustainable benefits to society.

Throughout this year, contributions from partnering SAIs were critical to achieving positive results in the CCC. One example occurred in the diagnosis of capacity-building needs, during which the SAIs of Chile, Ecuador, and Mexico worked alongside the Committee Chair to conduct interviews with the other SAIs, with a view to further exploring information obtained in the first phase of the diagnosis.

Horizontal cooperation has also been important in the offering of eLearning courses in the region. The CCC has supported and registered various instances of participation of auditors from SAIs of Argentina, Chile, Colombia, and Paraguay working alongside Brazilian tutors in distance learning courses developed for OLACEFS. Currently, the SAIs of Brazil, Chile, Colombia, Costa Rica, Ecuador, Mexico, Peru, and Venezuela directly offer eLearning courses to the region.

Due to its strategic importance, the CCC recognizes the need to count on contributions from partner institutions, so that the capacity-building plan best captures opportunities and meets needs for the region. In this regard, the proposals presented in the preliminary version of this Plan were submitted to cooperating institutions, seeking comments, suggestions, refinements, and further detailing, and even the inclusion of new initiatives and programs.

By publishing and sharing a first version of this document with strategic partners, the CCC was able to improve the proposals, incorporate innovative ideas, and identify synergistic and complementary initiatives that will help the region meet its capacity-building needs more efficiently and decisively.

The Plan was shared with the following institutions:

- All OLACEFS SAIs
- Other INTOSAI regions: AFROSAI-E, CREFIAF, CAROSAI, EUROSAI, PASAI, ARABOSAI, and ASOSAI
- United States Government Accountability Office (GAO)
- INTOSAI Capacity Building Committee (CBC)
- INTOSAI Development Initiative (IDI)
- World Bank

- Inter-American Development Bank (IADB)
- German Cooperation Agency (GIZ)
- Canadian Comprehensive Audit Foundation (CCAF-FCVI)

Valuable contributions were received—from the GAO, the World Bank, the IDI, the CBC, and several OLACEFS SAIs, among others. They were analyzed and most of them were included in this final version of the Capacity-Building Plan. In 2018, when a new Plan for the following three-year period will be prepared, many of the suggestions will be considered from the outset and thus be more fully incorporated.

FOCUS ON INNOVATION

SAIs have a unique role as independent auditing bodies responsible for ensuring the legality and effectiveness of national government programs. Thus, the United Nations, in promoting the 2030 Agenda, recognized, in its Resolutions A/69/228, the role of SAIs in rendering accounts and overseeing the performance of SAIs with a view to attaining implementation of the Sustainable Development Goals (SDGs).

This role is dependent on governments effectively meeting tremendous challenges. It is difficult to develop a series of indicators that are comparable across countries and regions, that can be calculated concomitantly and continuously and monitored in real time. Similarly, managing the necessary databases is a complex task due to their size and the necessity of ensuring legitimacy and credibility of information.

In this regard, recent advances in forensic auditing, the use of data analytics, and the promotion of digital government can contribute decisively to SDG 16, which addresses the fight against corruption and the need for effective and transparent institutions.

The new paradigm for Public Administration focuses on developing capacities for high technology in providing services, data access, and citizen participation in developing public policies. It relates to the concept of Digital Governance, which refers to the use, by governments, of information and communication technology to improve the availability of information and the rendering of services, encouraging citizen participation in decision making and fostering greater accountability, transparency, and effectiveness in public managers.

Considering the importance of the intensive use of information technology in the improvement of internal procedures and the interaction

with outside entities and society, the CCC will invest in creating capacities that foster the use of innovative approaches and tools in oversight, with the use of emerging and advanced technology. Examples include public works audits with the use of georeferencing, techniques for manipulating large databases, and the use of continuous audits and forecasting models in regional SAIs.

In this context, progress in digital technology has already made it possible to collect, store, and process increasing quantities of data that hold significant potential to drive innovation, productivity, and efficiency, and, ultimately, economic growth and social value. Research conducted by means of analytic techniques allows for meeting these challenges using different types of data from a variety of sources and areas. It is thus possible for auditors to identify previously hidden or improbable relationships and build a broad and integrated vision of the main variables that constitute a given audit problem.

In addition, to foster economic dynamism, efficiency, and productivity, countries need to evolve digitally, investing in new technology and ensuring that they are adopted by government, industry, and people. This interaction leads to the concept of Open Government—a government open to the participation and collaboration of citizens in public policy. Undoubtedly, these concepts correlate with transparency and the strengthening of democracy.

These contemporary paradigm shifts create new challenges and opportunities for external government oversight. However, there is a worldwide gap in research and capacity building in topics related to the use of innovative practices in government oversight. The CCC is well positioned to contribute to closing that gap in OLACEFS. The TCU's capacity-building institute, whose new, spacious campus will be inaugurated this year, will encourage and support the coordination of regional efforts in this regard. Some measures to stimulate research and innovation in external oversight include the Innovation Workshop, the contest open to the community to develop social media games for fostering citizen participation, the design thinking course, the international seminar on data analytics, and the workshop on geotechnologies applied to auditing, as detailed in subsequent chapters of this document.

Technological and pedagogical innovation are among the guiding principles for CCC activities. Through innovative solutions, the Committee seeks to substantially increase the quantity of auditors participating in educational activities, in addition to obtaining qualitative advances in meeting capacity-building demands.

The TCU's Innovation Laboratory for Oversight (coLAB-i), the first of its kind in a Supreme Auditing Institution, has helped promote innovation and has obtained significant results in developing creative solutions to complex auditing problems, such as the use of advanced data analytics in oversight. It was with a view to disseminating its approach among OLACEFS SAIs that the CCC offered, in September 2016, an innovation workshop. Fourteen representatives from ten SAIs participated, and feedback on the workshop was decidedly positive.

In 2017, the CCC will develop a groundbreaking Massive Open Online Course (MOOC) on the Sustainable Development Goals (SDGs). This topic has been identified as a priority in the diagnosis conducted by the CCC in 2016, which it hopes to produce in English and Portuguese, in addition to Spanish, and thus make it available not only to OLACEFS, but to various INTOSAI regions. This experience will allow the Committee to assess the costs and benefits of MOOCs for SAIs and, as the case may be, decide to develop one or more additional MOOCs in high priority topics identified in the diagnosis on capacity building needs.

Incorporating videos into traditional eLearning courses is another planned pedagogical innovation. In 2016, an eLearning course on Risk Management for Leaders is being developed, which will meet a demand diagnosed in the Annual CCC Meeting. The course will include a short video—approximately three minutes long—with narration and subtitles in Spanish, which will allow the CCC to conduct a cost-benefit analysis of using this resource, considering its impact on the meeting instructional objectives and assessing the quality of the Internet connection of participants. Thus, subsequent to this course offering, the CCC will assess the value and viability of developing other educational solutions using videos.

In-person capacity-building activities may benefit from a new format for organizing content. The TCU is assessing the use of a Graphic Facilitation tool as an innovative strategy to register the learning process in the classroom. This tool organizes, in a creative visual format, complex content that is being transmitted orally using hand drawn icons, and other visual and narrative techniques such as storytelling, cartoons, mind maps, and infographics. In September 2016, the TCU offered an Innovation Workshop with the use of this methodology.

Further, the web platform will be made more robust and include a fast and effective registration process for eLearning courses and the system for issuing and sending certificates upon successful course completion. In addition, the

CCC intends to integrate the educational activity assessment process into the online platform so that course data can be readily grouped and compared with a view to continuously improving the quality of educational activities.

POSTGRADUATE PROGRAM⁴

A postgraduate program seeks to improve theoretical and instrumental knowledge of professionals who already have a higher education degree. It seeks to specialize these professionals, foster the creation, application, and dissemination of knowledge and skills, and, additionally, to mitigate the lack of scientific research and the need for advanced training in a specific field of knowledge.

This type of course, by virtue of its objectives and number of credits (approximately 360 class hours) provides for a deepening of knowledge that allows the student to obtain a high level of scientific or technical and professional competency. It also provides opportunities for critical reflection and the development of new concepts, as well as specific research on the subject matter.

Postgraduate programs designed for government employees already exist in various organizations worldwide. In Brazil, the National School for Public Administration (ENAP⁵) has offered, since 2002, postgraduate courses aimed at federal civil servants. The TCU also was recently accredited by Brazil's Ministry of Education to offer postgraduate courses. Internationally, INTOSAI's Knowledge Sharing Committee (KSC) also develops partnerships with academic institutions with a view to promoting postgraduate programs in public sector auditing.

The growing demand for postgraduate courses is connected to the need that government agencies have to help their staff master increasingly complex skills. These include the capacity to analyze challenges the government faces in a context of rapid changes that demand new institutional arrangements, coordination within and between agencies and with civil society, participatory management, and constant innovation in the formulation, implementation, and evaluation of public policies.

The postgraduate program that the CCC intends to develop will be innovative, with in-person and distance-learning modules. It will be available to all SAIs in

⁴ In North America, the appropriate term would be "graduate program".

⁵ *Escola Nacional de Administração Pública*

the region, and will draw on the active participation of numerous entities in its organization and in the makeup of its faculty.

Preparing a postgraduate program for OLACEFS represents a large-scale project that will rely on the ability to build partnerships and sustainable support networks over time.

In October 2016, the CCC Chair led the creation of a task force with several regional SAIs to begin planning this postgraduate program. The participating SAIs are from Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Paraguay, and the Dominican Republic. The diagnosis of needs carried out in the first semester of 2016 will be invaluable in determining the subject of the postgraduate program.

In the beginning of 2017, the SAI task force will begin to prospect potential allies for the postgraduate program, especially universities that can be partners in this enterprise. The challenge will be to establish partnerships with institutions accredited to offer postgraduate eLearning courses—preferably, in both Spanish and Portuguese. In addition to this challenge, the year 2017 will be devoted to designing the pedagogical project of the postgraduate program, beginning to select faculty, choosing the partner institution(s), among other activities. In 2018, this basic structuring will be complete and student selection may begin.

The current forecast is that the postgraduate program will be fully structured and ready for operation by the end of this Plan's period. For this goal to be attained, certain conditions apply: effective participation of partnering SAIs, technical support of higher education institutions, and logistical and financial support that will allow the planning and organization activities to be satisfactorily implemented.

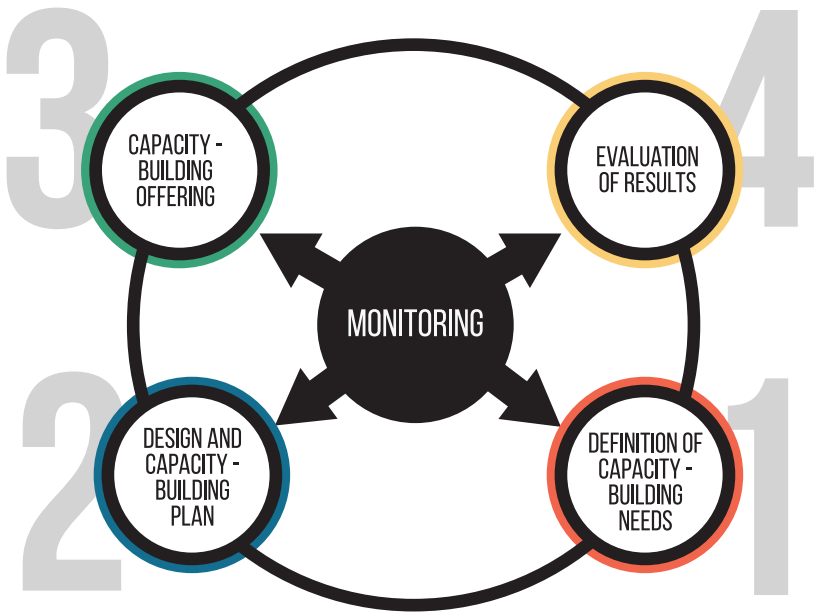
CAPACITY-BUILDING CYCLE

The CCC believes that educational activities cannot be offered in isolation, without clearly identifying the underlying needs. With a view to utilizing an integrated capacity-building model, the Committee adopted the Capacity-Building Cycle detailed in ISO 10015 (fig. 1).

The Cycle organizes educational activities according to a four-step process. The starting point is defining capacity-development needs, usually undertaken by means of a systematic diagnosis, by consulting with interested parties and

potential clients of the educational activities. Based on the identified needs, a capacity-building plan and educational activities are designed, followed by actual offering of the training and personnel development solutions. Finally, the Cycle stipulates the need for evaluating results attained in the previous step, in order to provide feedback to the capacity-building system and improve future activities.

Fig. 1: Capacity-building cycle of ISO 10015



The diagnosis of capacity-building needs (step 1) may be defined as the systematic process of collecting, analyzing, and interpreting information related to discrepancies between an ideal situation and a real situation in terms of individuals’ mastery of skills. The information serves as the basis for designing, planning, carrying out, and evaluating educational activities.

The second and third steps of the capacity-building cycle are the design and actual offering of the educational activities. The choice of activities depends on priorities established in the diagnosis and CCC guidelines. The development of these steps is a function of several variables. For example, the course objective and its regional scope dictate the overall content, the most appropriate format, and the key strategies to promote high levels of learning and acquisition of competencies.

The last step deals with the evaluation and feedback of the capacity-building system. By systematically gathering information, it is possible to measure the level of satisfaction of participants with each educational activity. The evaluation process may also include learning assessments, in order to identify in detail in which steps the participants obtained the best outcomes. Learning assessments are used particularly in distance-learning activities, as technology allows for creating and automatically correcting exercises.

In accordance with the logic of the capacity-building cycle and in alignment with OLACEFS Strategic Plan, the CCC will implement a **unified system for assessing satisfaction** with educational activities. By means of questionnaires elaborated with the necessary methodological rigor for evaluation instruments, courses offered by the CCC will receive important inputs for monitoring the quality of educational activities, as well as the enhancement of future offerings.

Unifying assessments in a single system provides the advantage of allowing for grouping and comparing results, thus consolidating an aggregate vision of the quality and opportunities for improving courses offered by regional SAIs.

The creation of learning assessments is an initiative of each SAI that offers courses to OLACEFS and therefore it not a CCC priority to implement a unified system of learning assessment for all courses aimed at regional SAIs.

In addition to evaluating the level of satisfaction of participants, in 2017, the CCC will make an instrument **assessing impact** of educational activities available. This assessment will allow for analyzing the actual changes that the course brought about in the workplace of SAI participants. The goal is to measure if new skills, acquired in the course, were effectively applied.

This highly useful instrument will at first be implemented at the discretion of each SAI. Voluntary implementation is preferable until the impact assessment system is consolidated in the CCC, allowing for the creation of a more robust system of results assessment for educational activities.



DIAGNOSIS OF CAPACITY- BUILDING NEEDS

The CCC carried out, in the first semester of 2016, a capacity-building needs diagnosis among regional SAls, using as a base of reference the model contained in ISO 10015—in particular, the abovementioned capacity-building cycle.

The goals of the diagnosis were to improve the educational activities offered to OLACEFS by identifying areas of greatest interest and priorities for the development of technical, managerial, and personal competencies, thereby providing the basis for the development of the present Capacity-Building Plan for the 2016-2018 period.

Three members of the CCC—the SAls of Chile, Mexico, and Ecuador—worked alongside the Chair by conducting interviews with other OLACEFS SAls, with the goal of further exploring answers to the questionnaire used in the initial data collection. This effective collaboration represents a significant step toward a more participatory leadership of the Committee.

Seventeen SAls participated in the OLACEFS diagnosis, which represents 77% of members of the regional organization. This high rate of participation was the result, among other things, of an intense campaign by the Chair to raise awareness among SAls of the importance of contributing their visions regarding their own capacity-development needs so that, at the end of the

process, a capacity-building plan could be constructed that would represent the true needs of the region.

The methodology and the results of the diagnosis are presented in the following sections, followed by the capacity-building plan itself.

METHODOLOGY

The main sources of information considered in this diagnosis were:

- data collection by means of a questionnaire sent to the SAIs of the region
- interviews of the SAIs that answered the questionnaire conducted via videoconference by the SAIs of Brazil, Chile, Mexico, and Ecuador
- The questionnaire included queries about:
 - Types of audits: compliance audits, performance audits, and financial audits (as classified by the ISSAIs)
 - Subject areas (or audit topics) and work processes
 - Management and personal competencies

After the analysis of individual data, the interview process began. Its goal was to validate the specific information provided in the questionnaires and to gather additional comments and suggestions related to the questionnaire and to the capacity-building diagnosis process as a whole.

To complement the questionnaires and the interviews, the following subsidiary sources of information were also used:

- Information presented at the Peer Review Workshop in Lima, Peru, on February 11 and 12 of this year
- INTOSAI 2013 questionnaire to create a database with information on OLACEFS
- Interpretation of SAI PMF (Performance Measurement Framework) results for SAIs that used conducted pilots
- Information gathered at the annual CCC meeting held in Asunción, Paraguay, on April 25 and 26, 2016

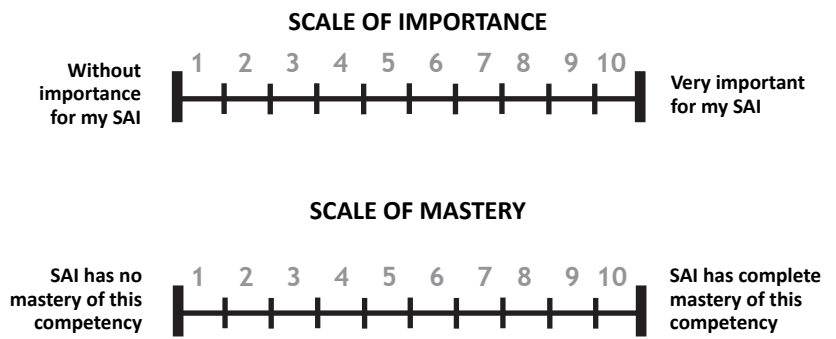
The consolidated results of the diagnosis are presented below, considering all sources of information to define capacity-building priorities for the three-year period.

AUDIT TYPE RESULTS

In each item of the questionnaire related to “Types of Audits,” respondents were asked to rate the importance and the level of mastery as perceived by the SAI regarding the three types of audits (Compliance Audit, Performance Audit, and Financial Audit), and, specifically, the importance and mastery of each work process for these types of audits (planning, execution, coordination, and communication)⁶.

In addition to the types of audits, the questionnaire included an assessment of a work process shared by the three types of audits: Technology in Oversight Activities.

A scale from one to ten was used, anchored on the extremes, as illustrated by the following figures:



Based on the information provided, the Capacity-Development Needs Index (CDNI) was calculated, assuming that the greater the importance (I) and lower the mastery (M), the greater the need for capacity development.

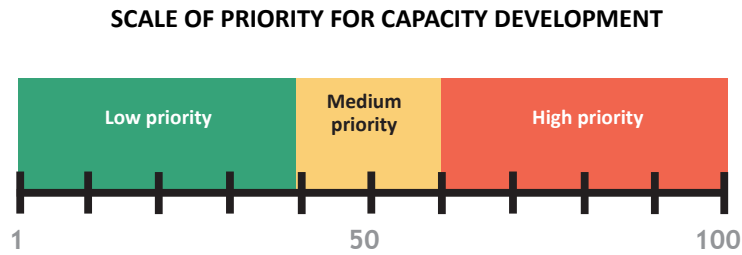
Thus, the formula used to calculate the CDNI is the product of the answers on importance and mastery:

CDNI = I x (10 - M)

Regarding mastery, in order to obtain an easy-to-interpret result, the value given by the respondents was inverted, such that the higher the points given in the mastery scale, the lower the need for capacity development.

⁶ The types of audits were defined based on the ISSAIs, and the work processes were based on the model of technical competences developed by SAI Brazil in 2011.

Thus, the results of the formula provided results that can range from one to 100; the closer to 100, the greater the need. In order to establish cutoff points, the following scale of priority was established:



In order to make decisions, indices above forty were considered true priorities for capacity-building solutions.

The results related to **Performance Auditing** are presented in the table below and indicate that it is a priority for capacity building in all work processes, since the average score of the Capacity Development Needs Index (CDNI) is above 40 for all of the processes (see second column).

Performance Auditing						
Work process	Avg CDNI	No. of SAls where CDNI ≤ 30	No. of SAls where 30 < CDNI ≤ 40	No. of SAls where 40 < CDNI ≤ 60	No. of SAls where CDNI > 60	No. of SAls where CDNI > 40
1. Planning	48,8	4	2	8	3	11
2. Execution	47,4	4	4	6	3	9
3. Coordination	42,5	5	7	2	3	5
4. Communication	46,8	5	5	4	3	7
General CDNI Avg	46,4	4	5	5	3	8

The results show that eight SAls of the seventeen that answered the questionnaire perceive a medium to high capacity-development need for performance auditing (CDNI > 40). This number represents 47% of SAls with a high perceived priority for capacity development in this audit field. These results were corroborated by the interviews.

Analysis of the specific work processes reveals the perception that Planning and Execution are most deficient, or need the most capacity development, for 65% and 53% of responding SAls, respectively.

With regards to **Compliance Audits**, the results tabulated below indicate results that are similar to performance auditing, but with slightly lower indices, though still representing a relatively significant priority for capacity development.

Compliance Auditing						
Work process	Avg CDNI	No. of SAls where CDNI ≤ 30	No. of SAls where 30 < CDNI ≤ 40	No. of SAls where 40 < CDNI ≤ 60	No. of SAls where CDNI > 60	No. of SAls where CDNI > 40
1. Planning	46.5	5	4	4	4	8
2. Execution	43.9	6	2	5	4	9
3. Coordination	41.5	8	3	3	3	6
4. Communication	44.9	6	2	6	3	9
General CDNI Avg	43.4	5	4	5	3	8

Five SAls perceive medium priority and three perceive a high priority, totaling eight SAls, or 47% of the group, with a perceived significant need for capacity development in compliance auditing.

With regards to work processes in compliance auditing, all can be considered priorities. The processes where the great number of SAls perceived a medium or high priority were Execution and Coordination: nine SAls (53%) have CDNI above 40.

The result of the assessment of capacity development needs for Financial Auditing, tabulated below, show lower levels of prioritization, as evidenced by the average CDNI for this category: all average indices are below 40, indicating that according to SAI perceptions, this type of auditing is not a priority for capacity development.

Financial Auditing						
Work process	Avg CDNI	No. of SAls where CDNI ≤ 30	No. of SAls where 30 < CDNI ≤ 40	No. of SAls where 40 < CDNI ≤ 60	No. of SAls where CDNI > 60	No. of SAls where CDNI > 40
1. Planning	32.8	9	2	5	1	6
2. Execution	34.6	7	4	5	1	6
3. Coordination	31.4	7	4	6	0	6
4. Communication	36.5	6	4	6	1	7
General CDNI Avg	33.8	7	4	6	0	6

It is worth noting, however, that six SAls, or over one third of responding SAls, have a CDNI above 40, indicating at least medium priority for capacity

development. With regards to the work process perceived as most deficient or most requiring capacity building, Communication has seven SAIs, or 41%, with a CDNI above 40.

Thus, the greatest perceived needs for capacity development are, in the first place, for Performance Auditing, with an average CDNI of 46.4, followed by Compliance Auditing, with an average CDNI of 43.4.

Financial Auditing had an average CDNI of 33.8 and therefore is not considered a top priority for capacity development at this time.

Since the process “Technologies in oversight activity” is crosscutting, it was measured separately in the questionnaire. The results are tabulated below.

Technologies in oversight activity					
Avg. CDNI	No. of SAIs where CDNI ≤ 30	No. of SAIs where 30 < CDNI ≤ 40	No. of SAIs where 40 < CDNI ≤ 60	No. of SAIs where CDNI > 60	No. of SAIs where CDNI > 40
41.2	4	7	4	2	6

The average CDNI is above 40, which indicates a medium priority for capacity development in technology for oversight activities. Six SAIs, or 35%, have a CDNI above 40, out of the 17 respondents.

For the three-year period, the CCC will offer educational activities directed at the three types of audits, and will focus especially on developing skills in performance auditing, especially through coordinated audits in the various subject areas considered to be priorities. Technologies in oversight activity will also be included in the Capacity-Building Plan, through eLearning courses and in-person workshops.

SUBJECT AREA RESULTS

In the section of the questionnaire dedicated to subject areas, SAIs were consulted regarding subject areas that constitute audit topics. Based on research conducted by the TCU to provide support to a management-by-competencies model, the CCC identified 46 subject areas, including those considered to be of common interest to OLACEFS SAIs. Each SAI was asked to prioritize five subject areas. In the interviews, they were given the opportunity to broaden their selection by choosing an additional three subjects. Thus,

each SAI chose a total of eight subjects and prioritized them from one to eight, where one was the highest priority subject. The subject area chosen with priority one received eight points, the second-highest priority received seven points, and so on.

Based on the responses, from among the 46 subject areas, the CCC identified the eight with the highest scores for prioritization for the period of the present Capacity-Building Plan. The decision to include eight subject areas is a function of an assessment of the CCC's current capacity to meet these demands. The eight subject matters, along with their respective scores and the quantity of SAIs that considered them a priority, are tabulated below.

Subject areas	Sum of scores	No. of SAIs that prioritized the subject
1. Public Finances	65	11
2. Procurement and Contracts	62	10
3. Environment	59	10
4. Information Technology	54	11
5. Public Works	44	9
6. Health	42	9
7. Public Administration	37	7
8. Science, technology, and innovation	33	7

In addition to these eight subject areas, others were identified during the CCC Annual Meeting, held in Asuncion, Paraguay, on April 25 and 26, 2016. On this occasion, the results of the diagnosis were first presented, and a workshop was held where Committee members had the opportunity to discuss and make suggestions on subjects that require capacity building in OLACEFS.

Other subjects had been written in by SAIs in the open fields of the questionnaire and, in the interviews, they were further explored. At the workshop, CCC members concluded that, in addition to the items mentioned in the above summary, three other subjects merited being included in planning the CCC's capacity development strategy.

Additional subjects
1. The International Standards of Supreme Audit Institutions (ISSAI)
2. Sustainable Development Goals (SDGs)
3. Risk management in auditing

Thus, the CCC included educational activities aimed to meet this demand in the present Capacity-Building Plan, as detailed in the next chapter.

RESULTS ON MANAGERIAL COMPETENCIES

Information gathering during the Peer Review Workshop held in Lima, Peru, in February 2016 contributed significantly to the results of this diagnosis, since it allowed for the identification of capacity-building needs in Management and Personal competencies—the so-called soft skills. In the section of the questionnaire entitled “Management competencies,” the CCC listed 15 competencies in the following categories:

- Team development
- Results management
- Strategic orientation
- Innovation

The competencies were extracted from the TCU’s Management-by-Competencies Model.

Management competencies are behaviors expected from people who exercise management functions and leadership roles in SAIs, such as, for example, audit coordinators.

Each responding SAI was requested to choose three competencies in which it most needed capacity development. The consolidated results reflect the number of times each competency was chosen.

The following table presents the consolidated results for the top three scoring management competencies:

Management competencies	No. of times selected	% of SAIs
a) Management of results: implements improvements in processes to optimize outcomes in the area	12	70%
b) Strategic orientation: manages risks that may impact results in the area	7	41%
c) Team development: creates opportunities for the exchange of knowledge and experiences among workers	6	35%

For the 2016 to 2018 period, the CCC will offer educational activities directed at the three abovementioned management competencies that received the highest scores in the diagnosis.

RESULTS FOR PERSONAL COMPETENCIES

The CCC assessed 16 personal competencies, based on the TCU’s Management-by-Competences Model, from the following categories:

- Results orientation
- Professional relationships
- Continuing development

Personal competencies are behaviors expected of all people who work at an SAI. These people may or may not occupy a leadership role in the organization.

As in the previous case, each responding SAI was asked to choose three competencies in which the SAI most needed capacity building. The consolidated results reflect the number of times each competency was chosen. The three competencies chosen most often are detailed in the table below:

Personal competencies	No. of times selected	% of SAIs
a) Results orientation – produces results aligned with the public interest	8	47%
b) Results orientation – contributes alongside peers to the achievement of results for the unit and the organization	6	35%
c) Results orientation – proposes viable solutions to problems faced in work situations	5	29%

For the 2016 to 2018 period, the CCC will offer educational activities directed at these three personal competencies that the diagnosis revealed as presenting the greatest need for capacity development.



CAPACITY- BUILDING PLAN FOR 2016-2018

INTRODUCTION

OLACEFS' Capacity Building Plan for 2016-2018 is guided essentially by the capacity-development needs diagnosis carried out in the first semester of 2016.

In addition to eLearning courses, the present Plan includes other, complementary strategies for capacity building, with a view to the highest possible impact for the existing level of professionalization in OLACEFS.

Particularly with regard to Performance Auditing—which was identified, among types, as having the highest priority—and the subject areas of Environment and Sustainable Development Goals, the CCC has opted for developing capacities with broad strategies, including in-person workshops and coordinated audits.

The CCC will also work closely with the IDI to bring global initiatives to OLACEFS that meet the detected needs of regional SAIs. Programs will be implemented collaboratively, drawing on the respective strengths of each entity.



ELEARNING COURSES

The CCC's strategy of developing and offering eLearning courses is aligned with the IDI's Enhancing eLearning Capacity Program. This program will focus on developing IDI's in-house capacity for eLearning, facilitate the development of regional and SAI capacity, create pools of eLearning specialists and blended learning specialists, define eLearning methodology in an eLearning handbook, and create an eclectic eLearning portfolio for the IDI over a period of time. Details of this IDI program are presented at the end of this chapter.

Annually, the CCC will offer approximately 30 eLearning courses to regional SAs, including courses already developed by OLACEFS' SAs that meet the guidelines of the diagnosis and those courses that are yet to be developed.

The following series of tables present the proposal for **the eLearning course portfolio**, drafted and organized in accordance with the priorities identified by the diagnosis. Additionally, courses that have been regularly offered through the CCC with a satisfactory level of demand are also included. The OLACEFS SAs that offer eLearning courses through the CCC are from the following countries: Brazil, Chile, Colombia, Costa Rica, Ecuador, Mexico, Peru, and Venezuela.

Performance Auditing

Performance auditing received the highest score in terms of capacity-building priorities, among the types of audits. Thus, the CCC will offer its eLearning performance auditing course in the three years of the Plan, probably multiple times each year.

It is important to mention that performance auditing will also be a capacity-building subject in other initiatives, such as the coordinated audits. This priority has already been identified in surveys conducted by INTOSAI in 2013, when 12 SAIs in the region indicated that capacity building in performance auditing needed to be strengthened. The region’s SAI PMF pilots also identified three low indicators related to performance auditing, which reinforces the need to boost OLACEFS SAIs’ capacity to incorporate the use of this type of audit in its work processes.

Performance Auditing		
Course name	Years offered	Offered by
Performance Auditing	2016, 2017, 2018	SAI Brazil

Compliance Auditing

Compliance auditing presented an intermediate level of priority in the diagnosis of capacity development needs. To meet this demand, the SAIs will receive eLearning courses with basic and instrumental content for this type of auditing offered by the SAIs of Mexico and Costa Rica. It is worth mentioning, however, that these courses are also applicable to the other types of auditing.

In addition to the existing courses mentioned below, the development of a specific compliance auditing eLearning course would be highly desirable. The IDI is currently updating ISSAI Implementation Initiative (3i) products, which include a Compliance Audit handbook, and there is a possibility that they may update a Compliance Audit eLearning course, which could be made available to OLACEFS.

Compliance auditing		
Course name	Years offered	Offered by
Internal controls – the fundamentals	2016, 2017, 2018	SAI Mexico
Fundamentals of sampling for auditing	2016, 2017, 2018	SAI Costa Rica
Compliance Auditing	Tentative	TBD ⁷

Financial Auditing and Public Finance

Financial auditing and public finances are closely related topics. Public finance was the subject area that received the highest priority in the diagnosis. Since

7 TBD = To be determined

OLACEFS currently has no eLearning course that deals exclusively with this subject, the CCC will develop a new course in Public Finance, to be offered in 2017 and 2018.

Financial Auditing and Public Finances		
Course name	Years offered	Offered by
Financial Analysis for the Purpose of Auditing Public Enterprises	2016, 2017	SAI Mexico
Public Finance (to be developed)	2017, 2018	TBD
Financial Auditing (to be developed)	2018	TBD

Procurement and Contracts

This subject area was prioritized by 11 out of the 17 SAIs that participated in the diagnosis. Procurement and contracts involves broadly diverse issues in terms of legislation. The course offered by OLACEFS for the three-year period deals with the auditing of procurement processes, a topic that is closely related to compliance auditing. This topical overlap is positive, since it offers complementary and reinforcing visions that will further strengthen audit capacities.

Additionally, as detailed in the final section on IDI programs below, the second phase of the 3i Program, to be initiated in 2018, is likely to include a cooperative compliance audit of procurement with an eLearning component.

Procurement and Contracts		
Course name	Years offered	Offered by
Auditing procurement processes	2016, 2017, 2018	SAI Peru

SDGs and the Environment

Dissemination of the Sustainable Development Goals (SDGs) and establishment of the 2030 Development Agenda bring great challenges to SAIs in our region. The CCC recognizes the need for collaborative efforts to prepare OLACEFS SAIs to foster SDG implementation, which relate to various areas of government that are subject to external oversight.

The diagnosis of capacity-building needs identified the environment as the third highest priority subject area. Given that the SDGs were strongly suggested as an important topic at the annual CCC meeting in April 2016, offering educational activities that link environmental auditing and SDGs meets the urgent need to prepare SAIs to meet these challenges.

Thus, the 2016-2018 period will be devoted to highly relevant capacity-building activities related to environmental auditing and the SDGs. Not only will the following eLearning courses be offered, but there will also be coordinated audits and the development of a comprehensive program in environmental auditing that will also include a focus on the SDGs.

Environmental auditing and the SDGs		
Course name	Years offered	Offered by
Biodiversity Auditing	2017	SAI Brazil
Environmental Auditing and Natural Resources	2016, 2017, 2018	SAI Peru
SAIs and the Sustainable Development Goals (under development)	2017, 2018	SAI Brazil
Auditing of government systems related to SDG 5 – Gender (to be developed)	2017	SAI Chile
MOOC on SAIs and the Sustainable Development Goals (to be developed)	2017, 2018	SAI Brazil

Technology in Oversight Activity; IT Audit; and Science, Technology, and Innovation

The use of technology in oversight activities and the auditing of information technology (IT) systems are constantly recurring topics in today's world, and are present in various sources used by the CCC's diagnosis. The topics were mentioned not only in the questionnaire applied for the diagnosis, but also in the 2013 INTOSAI survey, in which 12 regional SAIs indicated the need for improvements.

The following table groups together the eLearning courses related to technology in oversight activity, IT audit, and science, technology, and innovation—all of which were identified as priorities for the 2016-2018 Capacity-Building Plan.

Technology in Oversight Activity; IT Audit; and Science, Technology and Innovation		
Course name	Years offered	Offered by
Auditing General IT Controls	2016, 2017, 2018	SAI Brazil
Information Security in Auditing	2016, 2017	SAI Brazil
Auditing of IT Security	2016, 2018	SAI Costa Rica
Auditing Quality Management Systems	2016, 2018	SAI Ecuador
Innovation	2016, 2018	SAI Costa Rica
Basic, intermediate, and advanced Excel	2016	SAI Chile
Basic and intermediate Excel	2017	SAI Chile
Advanced Excel	2018	SAI Chile

Public works

Public works auditing is a recurring topic in CCC offerings. The need for capacity building in this area was reaffirmed by the 2016 diagnosis, which signaled that the subject area of public works continues to be a high priority.

Coordinated audits are an important strategy for capacity development, when associated with course offerings and the exchange of experiences and best practices. In the specific case of public works, in 2016 a specific course in auditing of road construction was offered to support the coordinated audit teams. The course is not forecast to be offered again in subsequent years because of its specific nature.

The introductory course in public works auditing, on the other hand, will be offered annually to regional SAls.

Public works		
Course name	Years offered	Offered by
Public works auditing	2016, 2017, 2018	SAI Brazil
Auditing of road construction	2016	SAI Brazil

Health

Auditing of programs related to health was identified as a priority in the capacity-development needs diagnosis in 2016, though the topic had never been broached before by the CCC. Therefore, the Committee will develop a course in 2017 to be offered to OLACEFS starting the following year.

Health		
Course name	Years offered	Offered by
Health Audit (to be developed)	2018	To be defined

Public Administration

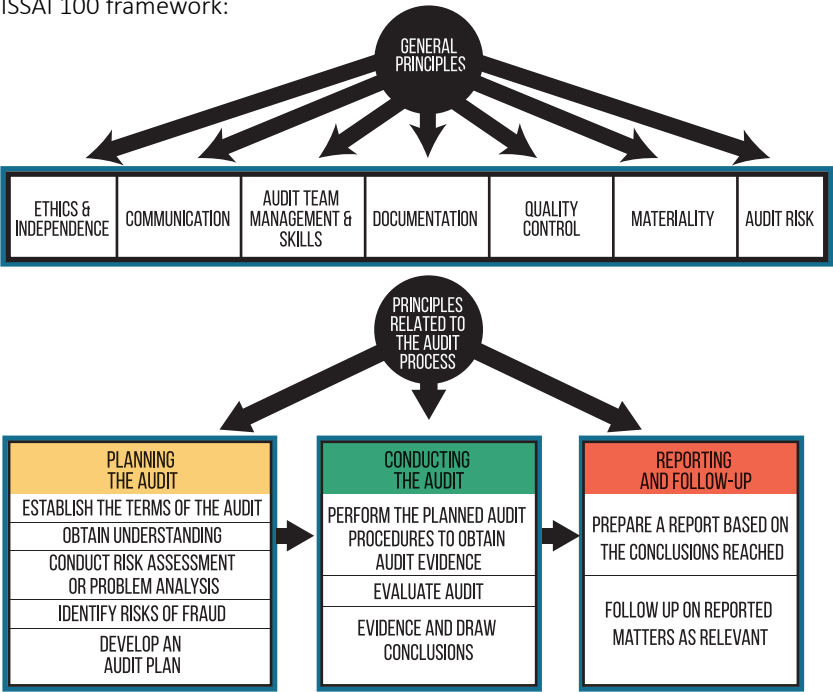
The courses related to public administration involve various topics, such as public-private partnerships and public policies.

Public Administration		
Course name	Years offered	Offered by
Best practices in oversight of management of development projects	2016, 2017	SAI Ecuador
Auditing of Public-Private Partnerships	2016, 2017, 2018	SAI Peru
Auditing of Talent Management	2016, 2018	SAI Ecuador
Analysis of Public Policies	2017	SAI Colombia

International Auditing Standards

The ISSAIs were discussed at the annual CCC meetings, in April 2016, as a topic that merited inclusion in the CCC’s capacity building strategy. SAI Mexico offers an introductory course to the INTOSAI Standards Framework and, as detailed above, specific courses are offered or will be developed in Performance, Compliance, and Financial Auditing.

There will remain a need to prepare auditors in Fundamental Principles of Public-Sector Auditing, currently level 3 ISSAIs (100-999). Therefore, the CCC will pursue development of an eLearning course that will cover the general principles and the principles related to processes that are common to the different types of audit, as indicated in the following figure taken from the ISSAI 100 framework:



International Auditing Standards		
Course name	Years offered	Offered by
Introduction to INTOSAI Standards Framework	2016, 2017, 2018	SAI Mexico
ISSAIs: Fundamental Auditing Principles (to be developed)	2017, 2018	TBD

Risk Management in Auditing

Another topic identified as a priority in the Annual CCC Meeting was risk management, though it had not been diagnosed in the questionnaire and interviews. To meet this demand, the CCC will offer two eLearning courses.

One deals with the general process for managing risks—a broad focus that aims to strengthen institutions in general. The other teaches specific techniques for auditing based on risks, as identified in entities or programs subject to oversight.

Risk Management in Auditing		
Course name	Years offered	Offered by
Auditing Based on Risk	2016, 2017	SAI Colombia
General Process for Managing Risk	2016, 2018	SAI Mexico

Management Competencies

Capacity building needs in management skills, as well as personal skills, were initially mentioned in the Peer Review Workshop held in February 2016 in Peru. Based on these suggestions, the skills were included in the diagnostic questionnaire, in order to identify specifically which competencies should be prioritized to develop managers and supervisors in the SAIs.

The competencies prioritized most often indicate that SAIs expect their managers to implement improvements in processes to optimize results, that they manage risks that may impact results, and that they create opportunities to exchange knowledge and experience among staff. Thus, the CCC is committed to developing two courses by 2018 in order to meet the demand related to results management and risk management for leaders.

The content of the course on risk management for leaders is currently under development by SAI Brazil. Its goal is to make participants better able to

identify, assess, and manage organizational risks that are inherent to their activity as managers or leaders, by applying models, tools, and strategies to treat risks and prepare contingency plans for their specific areas, aligned with the mission, vision, and business of their SAI.

With regards to creating opportunities for exchanging experiences, the CCC will offer the course “knowledge management,” which has already been made available to OLACEFS by SAI Ecuador.

Other existing courses will also continue to be offered through the Committee.

Quality in audit processes was identified by the SAI PMF report as one of the indicators with the greatest need for improvement. Thus, the CCC will reinforce the offering of the course “quality and supervision in the audit process” during the three years of this Plan.

Management competencies		
Course name	Years offered	Offered by
Quality and Supervision in the Audit Process	2016, 2017, 2018	SAI Venezuela
Project Evaluation	2016, 2017, 2018	SAI Colombia
Leadership	2017	SAI Costa Rica
Knowledge Management	2017	SAI Ecuador
Risk Management for Leaders (under development)	2017	SAI Brazil
Results Management (to be developed)	2018	TBD

Personal Competencies

With regards to personal competencies, the diagnosis identified that SAIs expect improvements in the ability of staff to produce results that are aligned with the public interest, work alongside peers to attain results for their department and the organization, and propose viable solutions to problems faced in work situations.

Thus, the CCC will develop and offer, in 2018, an eLearning course aimed at developing personal competencies of results orientation in order to meet this need identified by the SAIs, in addition to offering a variety of existing courses.

Personal Skills		
Course name	Years offered	Offered by
Interpersonal Relationships	2016	Costa Rica
Managing Resources and Time	2016, 2018	Costa Rica
Communication	2017	Costa Rica
Teamwork	2017	Costa Rica
Emotion Intelligence in Oversight	2018	Ecuador
Results Orientation (to be developed)	2018	TBD

Training Tutors

In 2016, SAI Brazil offered the eLearning course “Online Tutoring” to encourage and support staff from various SAIs to become eLearning course tutors. In 2017 and 2018, the course will be offered again in order to consolidate the practice of promoting tutoring among members SAIs in the region.

Brazil’s National School of Public Administration (ENAP) maintains a database of collaborators—for both in-person and distance technical-managerial development programs and courses—that can be invited to act as teachers whenever the School needs them, consistent with the demands and profile of each group of students.

Along these same lines, with a view to strengthening horizontal cooperation among SAIs, the CCC intends to construct, in 2017, a Database of Tutors to foment the participation of auditors from different SAIs in the development of and the tutoring for online courses, among other activities.

It is also essential to work with SAIs at the institutional level to ensure the success of this initiative. To this end, the CCC will benchmark different models that SAIs use or might use for ceding or remunerating tutors for eLearning courses. Next, the Committee will share with SAIs these models and opportunities for their auditors to participate as tutors in eLearning courses. SAIs will share with the CCC lists of potential tutors, who will be registered in the database. Finally, the database of instructors and tutors will be made available to the OLACEFS community.

The performance of tutors will be evaluated periodically with a view to continuous improvements and services of increasing quality for the region.

It is important to note that the IDI will offer its Enhancing eLearning Program to OLACEFS in 2017, which will represent an additional, robust opportunity for existing or potential tutors to hone their competencies. This program is detailed in the final section below.

The highly-regarded CCC course on Online Tutoring offered by SAI Brazil will be an invaluable complement to this initiative, as will CCC efforts to promote tutoring at the institutional level. As in other areas of collaboration, the CCC and the IDI will work closely to take full advantage of synergies in their efforts to expand and improve eLearning in OLACEFS.

Tutor Training		
Course name	Years offered	Offered by
Online Tutoring	2016, 2017, 2018	SAI Brazil

COORDINATED AUDITS

Since 2013, OLACEFS has made intensive use of coordinated audits as a strategy not only for interinstitutional cooperation, but in particular for developing the professional and institutional capacities of its member SAIs.

In alignment with the results of the capacity-development needs diagnosis, coordinated audits represent a powerful tool for ISSAI dissemination and to develop the practical skills needed to conduct audits, following all the work processes (planning, execution, coordination, and communication), with additional gains in knowledge resulting from sharing experiences and best practices among SAIs and direct, immediate application of that knowledge.

In line with INTOSAI guidelines, OLACEFS has consolidated these collaborative learning-by-doing programs as a robust strategy for capacity development in Latin America and the Caribbean.

The methodology implemented includes the acquisition of technical skills and expertise at each step of the joint audit process, ensuring an ongoing learning process and effectively disseminating international audit standards and best practices within each SAI and its auditors.

The coordinated audits that have been completed in 2016 are on the subjects of Social Housing, Education, and Environmental Liabilities, while the

Road Construction coordinated audit is still underway. For 2017 and 2018, coordinated audits are planned for Governance of Border Areas, Cross-Border Natural Resources, Conservation Areas, Sustainable Development Goals, and Gender (SDG 5).

Coordinated Audit on Social Housing

This audit was coordinated by SAI Brazil with the participation of nine countries. The goal was to review public policies and public works related to social housing to assess whether the respective countries are taking into consideration the aspects and guidelines that the United Nations proposed in the document *Guidelines on Social Housing – Principles and Examples* for its Economic Commission for Europe (UNECE). In addition, it aimed to verify whether quantitative goals for building social housing are being met. The consolidated international report was disseminated at the 26th OLACEFS General Assembly in the Dominican Republic, on October 18, 2016 and will also be distributed at the 2016 INTOSAI Congress (INCOSAI) in Abu Dhabi in December.

In addition, due to the relevance and impact of this coordinated audit, the United Nations Human Settlements Program (UN-Habitat) participated in the development of this project and showed interest in using the results in future initiatives of the agency. The results were selected by the UN to be presented at the Habitat 3 conference on October 17, 2016. Feedback from participants at the conference was overwhelmingly positive.

The good practices and opportunities for improvements that were identified in the cooperative audit provide important elements for the respective governments that can contribute not only to the improvement of social housing programs in the region, but can also drive transparency of government activities and contribute to the achievement of the Sustainable Development Goals (SDGs) in each country.

Coordinated Audit on Indicators in Education

The objective of this audit was to evaluate adherence to best international practices by administrative units responsible for educational statistics; the process of producing statistics to monitor the educational system in each country and provide them to international organizations; and progress of countries on Goal 2 of the Millennium Development Goals (MDG) and the goals of the Dakar Framework of the Education For All (EFA) program.

Eleven SAIs participated in this audit, which was coordinated by SAI Brazil. Alongside the audit on social housing, the consolidated international report was published and disseminated at the OLACEFS General Assembly and will be distributed at the 2016 INCOSAI.

In 2015, when the audit was already in progress, SAI Brazil offered a specific eLearning course for auditors in the audit teams to leverage the acquisition of skills needed to successfully carry out the coordinated audit.

Coordinated Audit on Environmental Liabilities

The goal of this audit was to assess state management for the prevention and comprehensive handling of environmental liabilities. Ten SAIs participated under the coordination of SAI Mexico and SAI Peru. The consolidated international report and an Executive Summary were also presented at the OLACEFS General Assembly.

Coordinated Audit on Road Construction

The goal of this audit is to evaluate the quality of road construction and maintenance under direct administration of governments, according to criteria agreed upon by participating SAIs.

Eleven SAIs participated under the coordination of SAI Brazil. The planning meeting occurred in April 2016 in Santiago, Chile. The audit is in the execution phase in each country. The consolidation meeting was held between November 8 and 10, 2016, in Quito, Ecuador. The consolidated international report will be disseminated at the OLACEFS General Assembly in 2017.

To facilitate the acquisition of new skills and attain significant results in this audit, a specific eLearning course was developed and offered, with participation of the auditors involved in the project, providing an example of how coordinated audits play an important role in SAI professionalization.

Coordinated Audit on Sustainable Development Goals

This coordinated audit will seek to assess government preparedness for implementing the Sustainable Development Goals (SDGs).

To ensure success in this project and provide gains in knowledge and skills in the field, the CCC will offer e-learning courses and promote capacity building during the in-person planning, consolidation, and assessment workshops.

The Coordinated Audit on Sustainable Development Goals (SDGs) is a joint regional initiative to assess the preparedness of governments in Latin America to implement the SDGs. The audit will conduct this assessment on two levels: preparedness of centers of government and preparedness for implementing specific SDG goals. The audit topic selected in this case is Goal 2.4, which deals with sustainable food production systems.

The audit will use IDI methodology, developed by a collaborative effort in which SAI Brazil participated. It will be conducted within OLACEFS' Environmental Commission (COMTEMA⁸), with CCC support, and coordinated by SAI Brazil. As of November 2016, eleven SAIs had confirmed participation.

To ensure the success of the program and foster the development of competencies, the CCC offered, in 2016, a performance auditing eLearning course to participating SAIs. In December 2016, SAI Brazil, in partnership with COMTEMA and SAI Chile, will conduct a seminar for auditors in Santiago to raise awareness on the topic. In 2017, the CCC will offer an eLearning course on the role of SAIs in implementing the 2030 Agenda, in addition to promoting in-person planning, consolidation, and program assessment workshops.

Coordinated Audits on the Governance of Public Policies in Border Areas

A five-year plan was approved in the 2016 meetings of the Organization of the MERCOSUR and Associate SAIs (EFSUR)—an OLACEFS regional subgroup—which is forecast to be expanded to include OLACEFS SAIs more broadly.

The first coordinated audit will be a pilot led by SAI Bolivia and SAI Brazil and will assess governance broadly, with a special focus on cross-border migratory and transportation issues, in addition to security, work, development, and the environment—all in close alignment with the Sustainable Development Goal framework. The second coordinated audit will focus on management of shared natural resources in border areas. Subsequent audits will be initiated after this 2016-2018 Plan and will deal specifically with cross-border security and economic and social development in border areas.

⁸ *Comisión Técnica Especial de Medio Ambiente*

All coordinated audit projects will include a performance auditing course, followed by an e-learning course developed specifically for that audit topic. In addition, there will be three in-person meetings to develop capacities and integrate audit teams in the planning, execution, and consolidation phases.

Coordinated Audit on Sustainable Development Goal No. 5

This coordinated audit will aim to assess government systems in place to safeguard and promote the implementation of SDG No. 5, which relates Gender Equality. It will be conducted by the Citizen Participation Committee (CPC⁹) and coordinated by the SAI of Chile. The IDI will provide methodological support to the initiative. The audit is forecast to begin in October 2017 and will have in-person planning and consolidation workshops.

An eLearning course on the topic will be offered in the months of June and July 2017. The course will be developed by SAI Chile with the support of the IDI, and offered through the CCC.

Coordinated Audit on Protected Areas

The coordinated audit on protected areas will have its planning and execution phases in 2018, with a robust capacity-building phase to be conducted in 2017. For those OLACEFS SAIs that participated in the 2014 coordinated audit, this will be a follow-up audit to assess implementation of recommendations and the current status of governance of protected areas. However, SAIs who did not participate in the original audit will have the opportunity to apply the methodology for the first time. Additionally, SAIs in other regions will be invited to participate using this tested, high-impact methodology, as all courses and instruments will be made available in English and Portuguese, as well as Spanish.

The 2017 capacity-building phase will center on three e-learning courses for audit team members: the performance auditing course, the MOOC on SDGs, and the specific course on environmental auditing, biodiversity, and conservation areas. The audit will be coordinated by SAI Brazil.

⁹ *Comisión de Participación Ciudadana*

WORKSHOPS AND IN-PERSON COURSES

Innovation Workshop

On September 28 to 30, 2016, an Innovation Workshop was held in Brasilia. The goal of the workshop was to present approaches and tools to stimulate innovation as an instrument to develop novel solutions that provide better services to citizens in an environment of rapid technological and societal changes. To remove barriers, it is not enough to demand that civil servants think differently or deliver new results. For innovation to become a rule, and not an exception, the work environment must be changed and certain variables adjusted so that institutions are more welcoming to new ideas and staff feel more encouraged to change and to apply their creativity to face challenges.

The workshop was geared to people who believe in the potential of innovation to leverage results and that are willing to contribute to the construction of an environment that not only embraces paradigm shifts, but actively encourages them.

Design Thinking Course

In 2017, a weeklong, in-person Design Thinking course is planned in Brazil for two participants from each OLACEFS SAI. *Design Thinking* is an approach focused on individuals and aimed at resolving complex problems in an innovative and creative fashion. This approach has been increasingly adopted by public and private institutions throughout the world and included in renowned MBA programs, such as Stanford, Berkeley, Northwestern, and Harvard. The Global Center for Public Service Excellence, in conjunction with the United Nations Development Program (UNDP) has identified the need for government organizations to use *Design Thinking* as a way to find solutions to current challenges that are multidisciplinary and involve multiple players and interests.

By building capacities using this methodology, the CCC hopes to add value to services rendered by SAIs to society, to the extent that it will be possible to develop innovative and effective solutions to daily challenges that they face—whether in pursuing their mission to promote better government or in improving their own internal procedures.

Design Thinking Toolkit in Spanish

Design Thinking uses methods and tools from various fields of knowledge to develop projects involving products or services. The TCU is developing a series

of tools that are adapted specifically for use by SAIs. In 2017, the CCC will promote the translation of these tools and accompanying materials to Spanish, so that they can be used broadly across OLACEFS.

International Seminar on Data Analysis

Since 2015, SAI Brazil has been promoting an annual seminar whose main objective is to exchange experiences related to the use of advanced data analysis techniques as an instrument to improving management and the oversight of government entities and public policies. This debate has helped participating institutions to begin or to intensify adoption of these techniques and improve their efficiency and effectiveness of their activities. During these seminars, projects implemented by Brazilian government institutions were presented.

In 2018, the seminar's scope will be broadened so that participants from OLACEFS can share their own initiatives and become aware of the initiatives of neighboring SAIs.

Workshop on Geotechnologies for Oversight

SAI Brazil, in partnership with the University of Brasilia, has undertaken research for developing methodologies, algorithms, and products to detect changes using the digital processing of remote-sensing images with the purpose of monitoring and auditing public works projects and environmental issues, in addition to other applications. This technological arsenal allows for advancing toward a highly efficient warning system that automatically signals when, for instance, there is delay in a public works project. The use of geoprocessing and georeferencing technologies (GeoOversight) has great potential to amplify the effectiveness of SAI activities. The gains are applicable to public works, monitoring of environmental policy, education, health, and other sectors.

In 2018, the CCC intends to disseminate knowledge regarding this technological approach in a weeklong, in-person workshop with two representatives from each OLACEFS SAI.

Financial Auditing Courses

Offering a financial auditing course to regional SAIs is in line with an internationally identified need to intensify oversight initiatives aimed at increasing confidence in government budget and financial statements. Although the diagnosis did not signal this type of audit to be a top priority in the region, one third of SAIs

did indicate a moderate or high need for capacity building. In addition, the CCC Chair and the IDI believe the need may be greater than the diagnosis suggests, and other multilateral organizations such as the World Bank consider strengthening financial auditing capacities in SAIs to be important.

The 40-hour, in-person course is developed and offered by SAI Peru. It presents best international practices in financial auditing, with a focus on risks and application in public sector auditing. The course combines a conceptual component with practical cases and intensive student interaction. A government financial auditing manual is the primary source of reference.

In addition, the World Bank, in cooperation with SAI Brazil, is developing a capacity-building program in financial auditing, which we expect can be translated to Spanish and made available to OLACEFS.

“Tools for Prevention and Control in the Combatting Administrative Corruption. The Cuban Experience”

Each year, SAI Cuba offers three slots for each SAI in the region to participate in this 45-hour, in-person course, dedicated to preventing and fighting administrative corruption, with opportunities for exchanging practical experiences among participants.

The course content is regularly updated in response to evaluations and feedback from participating entities in order to make it increasingly useful to improve technical capacities of government auditors.

CONTESTS

Another activity that will be carried out by the CCC by April 2017 will be a contest, open to the broader community, to develop online games to foster citizen participation in oversight. The goal of the competition is to select two digital games projects for the Internet and mobile devices that are attractive to youth and adult publics and that transmit concepts about the importance of citizenship, citizen oversight, democracy, citizen participation in government, the prevention and fight against corruption, and the role of SAIs in the external oversight of public expenditure.

This type of contest to develop tools that can promote improvements in government oversight and citizen participation are promoted in Brazil by ENAP and in INTOSAI by the Knowledge Sharing Committee (KSC).

COMPREHENSIVE CAPACITY BUILDING PROGRAM IN ENVIRONMENTAL AUDITING

The diagnosis of capacity-building needs—in particular, the joint analysis conducted during the 2016 annual CCC meeting—confirmed the pertinence of developing a comprehensive capacity building program in the specific subject area of **environmental auditing**.

The Environment was identified as the third highest priority subject area by the diagnostic questionnaire. In addition, the Sustainable Development Goals, which were subsequently determined to be an overarching top priority for OLACEFS capacity building, have a strong environmental component.

The cooperation project with the German cooperation agency (GIZ) will be of fundamental importance for the development of this program, both in directly supporting the development of capacity-building products and services and by helping bring experts and international organizations that are involved in environmental issues to the table.

Currently, the CCC offers or is developing the following related eLearning courses:

- Biodiversity Auditing
- Environmental Auditing and Natural Resources
- SAIs and the Sustainable Development Goals (traditional format)
- SAIs the Sustainable Development Goals (MOOC format)

The CCC, in collaboration with GIZ, will conduct a diagnosis of what other eLearning or in-person coursework and practice would be necessary to complete a comprehensive capacity-building program in environmental auditing.

Under the current Plan, the Geotechnologies Workshop and coordinated audit programs on SDGs, Conservation Areas, and Cross-Border Natural Resources—including the multiple associated workshops—will also contribute to capacity building for environmental auditors.

Additionally, a repository of reference materials related to environmental auditing will be created, including books, film, free content, and open databases.

OLACEFS AND IDI COLLABORATIVE INITIATIVES

OLACEFS, through the CCC, and the Intosai Development Initiative (IDI) have committed to working collaboratively to develop professional and institutional capacities in the region, seeking multiple synergies in their respective approaches. The 26th OLACEFS General Assembly, held in October 2016 in the Dominican Republic, was an important opportunity to affirm this commitment and initiate joint planning.

An IDI survey conducted with OLACEFS SAIs to prioritize IDI programs brought important insight that will help determine the offering of initiatives for the remainder of this three-year Plan. To select the target programs, the CCC and IDI will consider the results of this IDI survey in addition to the diagnosis of capacity-building needs.

One high priority program mentioned previously is the IDI's **Enhancing eLearning Capacity** aimed at offering eLearning solutions. The IDI will set up an eLearning portal and Learning Management System (LMS), communities of practice and online tests, surveys polls, and meetings. In addition, it will prepare an eLearning Handbook that will provide guidance on both methodology and technology related to eLearning. The model will be based on IDI's approach to capacity development, which focuses on learner centered, mentor supported approach.

For this program to strengthen eLearning, the IDI will design, develop and deliver a certification program for eLearning and blended learning specialists. This will be a certification for competency in which a competency framework, syllabus, design and delivery mechanisms and evaluation mechanisms will be put in place.

The IDI will also support regions and SAIs in setting up eLearning by helping establish learning management system, training pools of LMS administrators and helping SAIs train eLearning mentors in case of pilots. Over time, the IDI will work toward developing a portfolio of eLearning courses that can be delivered on a regular basis. SAIs and regions will also be able to access and use these courses.

As previously mentioned, the CCC course on Online Tutoring, offered by SAI Brazil each year of this Plan, can be an important preparation or complement for participants in the IDI program.

A second program to be launched by the IDI in OLACEFS, **SAI Fighting Corruption**, is a response to the considerable challenges SAIs face in meeting society's expectations related to their ability to prevent corruption. The IDI will offer support to participating SAIs in improving results in three key areas: (1) internal implementation of ISSAI 30 — code of ethics; (2) auditing institutional frameworks for fighting corruption; and (3) platform for SAIs and interested parties in fighting corruption.

An IDI-OLACEFS meeting is planned for August 2017 to adapt materials to Spanish and to offer concrete solutions for the region. The program activities will include: (1) research on legislation, practices, and SAI assessments tools; (2) audit handbook on institutional frameworks for fighting corruption, including guidelines on assessing implementation of ISSAI 30; (3) blended learning program for SAI teams; (4) ISSAI-based performance audit on the institutional framework for fighting corruption; (5) assessment of implementation of ISSAI 30 by SAIs; (6) support for the creation of a platform with SAIs and local interested parties; and (7) monitoring and evaluation.

A third program that is currently being planned to be offered in English, but is also of great interest to OLACEFS, is **Auditing Sustainable Development Goals**. This program seeks to offer methodological support to SAIs to conduct ISSAI-based performance audits on preparedness for implementing the SDGs. The support will be provided through the preparation and dissemination of a handbook, the creation of a community of practice for interaction among participants, the facilitation of cooperative audits, and the documentation of lessons learned.

As mentioned previously, eleven OLACEFS SAIs have already committed to a coordinated audit conducted by the Environmental Committee (COMTEMA), with the support of the CCC and coordinated by SAI Brazil, on assessing government preparedness for SDG implementation. This program will use IDI methodology developed in the aforementioned program. Additionally, the CCC and the IDI will continue to coordinate efforts to make the most of the synergies between their respective programs.

The IDI is also developing the program **SAI Engaging with Stakeholders**. The objective of the program is to achieve greater audit impact through enhanced stakeholder engagement. An IDI-OLACEFS meeting is planned for 2018 to adapt materials to Spanish. The program activities will include: (1) Research

on SAI Stakeholder Management Practices; (2) Guidance on SAI engaging with stakeholders; (3) Blended learning program, including an eLearning component and the development of stakeholder engagement strategies and action plan.

Fifth, the IDI, in coordination with OLACEFS, will launch the second phase of its ISSAI Implementation Initiative (3i Program) in the region during this Plan's period. As part of the 3i Program, it will lead a cooperative compliance audit, which will help meet the diagnosed need for compliance auditing capacity development. The audit is expected to be on procurement, which, out of 46 audit topics, came in second place in CCC's diagnosis of regional capacity-development needs.

There is also a possibility of having a cooperative financial audit, linked to an audited entity and the existence of an appropriate financial reporting framework.

Finally, the IDI and the CCC share the goal of strengthening mechanisms for monitoring and evaluation and will look to collaborate on their development and implementation. The CCC's plans are outlined above, in the section on the Capacity-Building Cycle, while the IDI is developing a **360 Degrees** Program with similar objectives.

SUMMARY OF CAPACITY-BUILDING INITIATIVES 2016-2018

The activities proposed in this Plan are contingent on support from SAI members of the CCC, the availability of OLACEFS funds, and the financial and technical support of multilateral organizations. This Plan should be understood as a proposition and the Committee Chair can only guarantee that specific programs and initiatives will be carried out to the extent that the conditions of availability of funds and active participation apply.

Educational activity	Offered by	2016	2017	2018
PERFORMANCE AUDITING				
eLearning - Performance auditing	SAI Brazil	x	x	x
Coordinated audit - Social housing	SAI Brazil	x		
Coordinated audit - Education indicators	SAI Brazil	x		
Coordinated audit - Road construction	SAI Brazil	x	x	
Program - SAI fighting corruption (to be confirmed)	IDI		x	x
Cooperative audit - Institutional framework to fight corruption (to be confirmed)				
COMPLIANCE AUDITING				
eLearning - Internal control. The fundamentals	SAI Mexico	x	x	x
eLearning - Fundamentals of sampling for auditing	SAI Costa Rica	x	x	x
In-person course - Prevention and control tools in fighting administrative corruption	SAI Cuba	x	x	x
FINANCIAL AUDITING AND PUBLIC FINANCES				
eLearning- Financial analysis to the audit of public companies	SAI Ecuador	x	x	
eLearning - Public finances (to be developed)	To be determined		x	x
eLearning - Financial auditing (to be developed)	To be determined			x
In-person course - Financial auditing	SAI Peru	x	x	x
In-person course - Financial auditing (to be developed)	To be determined		x	x
PROCUREMENT AND CONTRACTS				
eLearning - Auditing procurement processes	SAI Peru	x	x	x
Cooperative audit - Procurement processes	IDI			x

Educational activity	Offered by	2016	2017	2018
SUSTAINABLE DEVELOPMENT GOALS AND THE ENVIRONMENT				
eLearning - Environmental auditing and natural resources	SAI Peru	x	x	x
eLearning - Biodiversity auditing	SAI Brazil		x	
eLearning - SAIs and the SDGs (under development)	SAI Brazil		x	x
eLearning (MOOC) - SAIs and the SDGs (to be developed)	SAI Brazil		x	x
eLearning - Audit on government systems on the protection of SDG # 5 (to be developed)	SAI Chile		x	
Coordinated audit - Environmental liabilities	SAI Mexico/Peru	x		
Coordinated audit - Government systems on the protection of SDG # 5	SAI Chile		x	x
Coordinated audit - Governance of border areas and cross-border natural resources	SAI Brazil		x	x
Coordinated audit - Government preparedness for SDGs	SAI Brazil		x	
Coordinated audit - Protected areas	SAI Brazil			x
Cooperative audit - Preparedness for SDGs based on the ISSAIs	IDI		x	x
TECHNOLOGY IN OVERSIGHT ACTIVITIES, INFORMATION TECHNOLOGY AND ST&I				
eLearning - Auditing general it controls	SAI Brazil	x	x	x
eLearning - Information security in auditing	SAI Brazil	x	x	
eLearning - Auditing of IT Security	SAI Costa Rica	x		x
eLearning - Auditing quality management systems	SAI Ecuador	x		x
eLearning - Innovation	SAI Costa Rica	x		x
eLearning - Basic, intermediate and advanced Excel	SAI Chile	x	x	x
In-person course - Innovation workshop	SAI Brazil	x		
In-person course - Design thinking	SAI Brazil		x	
Toolkit - Design thinking	SAI Brazil		x	
In-person course - International data analysis Seminar	SAI Brazil			x
In-person course - Geotechnologies for control	SAI Brazil			x
PUBLIC WORKS				
eLearning - Public works auditing	SAI Brazil	x	x	x
eLearning - Auditing of road construction	SAI Brazil	x		
Coordinated audit - Road construction	SAI Brazil	x	x	
Coordinated audit - Social housing	SAI Brazil	x		
HEALTH				
eLearning - Health auditing (to be developed)	To be determined			x

Educational activity	Offered by	2016	2017	2018
PUBLIC ADMINISTRATION				
eLearning - Auditing of public-private partnerships	SAI Peru	x	x	x
eLearning - Best practices in oversight of management of development projects	SAI Ecuador	x	x	
eLearning - Audit of human talent management	SAI Ecuador	x		x
eLearning - Public policy analysis	SAI Colombia		x	
Program - SAI Engaging with stakeholders (to be confirmed)	IDI			x
INTERNATIONAL AUDITING STANDARDS				
eLearning - Introduction to INTOSAI standards framework	SAI Mexico	x	x	x
eLearning - ISSAIs: Fundamental auditing principles (to be developed)	To be determined		x	x
RISK MANAGEMENT IN AUDITING				
eLearning - Auditing based on risk	SAI Colombia	x	x	
eLearning - General process for risk management	SAI Mexico	x		x
MANAGEMENT COMPETENCIES				
eLearning - Quality and supervision in the auditing process	SAI Venezuela	x	x	x
eLearning - Project evaluation	SAI Colombia	x	x	x
eLearning - Leadership	SAI Costa Rica		x	
eLearning - Knowledge management	SAI Ecuador		x	
eLearning - Risk management for leaders (under development)	SAI Brazil		x	
eLearning - Results management (to be developed)	To be determined			x
PERSONAL COMPETENCIES				
eLearning - Interpersonal relationships	SAI Costa Rica	x		
eLearning - Managing resources and time	SAI Costa Rica	x		x
eLearning - Communication	SAI Costa Rica		x	
eLearning - Teamwork	SAI Costa Rica		x	
eLearning - Emotional intelligence in oversight	SAI Ecuador			x
eLearning - Results orientation (to be developed)	To be determined			x
TUTOR TRAINING				
eLearning - Online tutoring	SAI Brazil	x	x	x
Program - Enhancing elearning capacity (to be confirmed)	IDI		x	x

Content

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