

Digital strategies and capacity building in superior auditing: Experience of the SAI of Mexico

Eber Omar Betanzos Torres
Head of Technical Unit of SAI Mexico



Introduction

Current training context



ICADEFIS

Supreme Audit Training and Development Institute

Reorientation of training



Introduction

Learning Model

ICADEFIS

Designed or organized by ICADEFIS based on the needs and/or particular requests of the different areas of the SAI Mexico, taught through self-managed, face-to-face or mixed courses..

External

When the participant takes courses on their own and they are related to the performance of their activities (diplomas, master's degrees, certifications, among others).

Internal

Designed and taught by the public servants themselves from the different areas of the SAI Mexico for their work teams.

Technological tools

The **Virtual Campus** of the SAI Mexico has learning management capabilities in all its modalities: face-to-face, non-face-to-face, mixed and virtual classroom.

- Courses, calendars, multimedia content, archives, evaluations and reports per participant
- Webinars and video conferences
- App for mobile devices
- Management, automation and comprehensive communication.
- Forums, virtual classrooms, chat, mail and notifications
- Allows the student to define study times



Pandemic training experience

Technological tools

Teams



Through videoconferences, the training activities were carried out in a virtual classroom format (webinars), allowing the participants and speakers to have a two-way interaction in real time.

Year	Classrooms ICADEFIS	Virtual classrooms/ Webinar
2020	4	46
2021	15	61
2022	15*	43*

*January – September 2022

Pandemic training experience

Institutional collaborative work

The main asset of an institution is its staff and the knowledge and experience they have, so it is a priority to approach the technical areas to identify and collect the training needs that directly support the substantive work of the audit.



Process between ICADEFIS and the SAI Mexico areas :

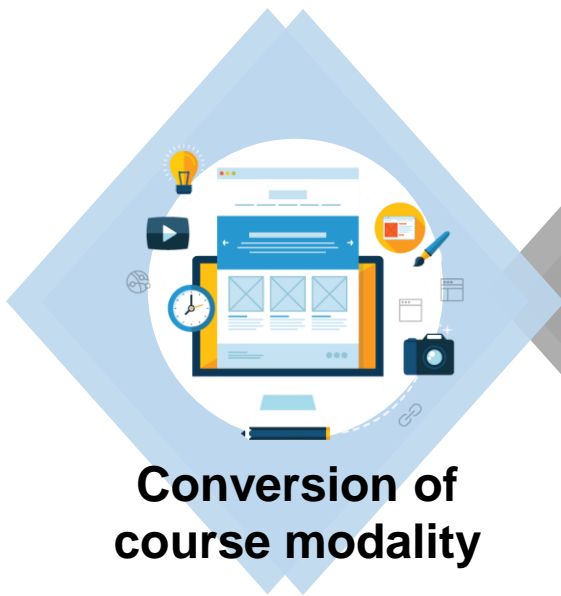
1. Identification of themes
2. Virtual Classroom Scheduling
3. Expert Collaboration Request
4. Construction of teaching material
5. Calls and dissemination
6. Execution of Virtual Classrooms
7. Registration and evaluation

Pandemic training experience

ICADEFIS response during the pandemic period

Given the arrival of the health contingency, the face-to-face modality was suspended and the training offer focused on the menu of non-face-to-face courses available on the ASF Virtual Campus, some of them self-managed, while others have the support of a manager.

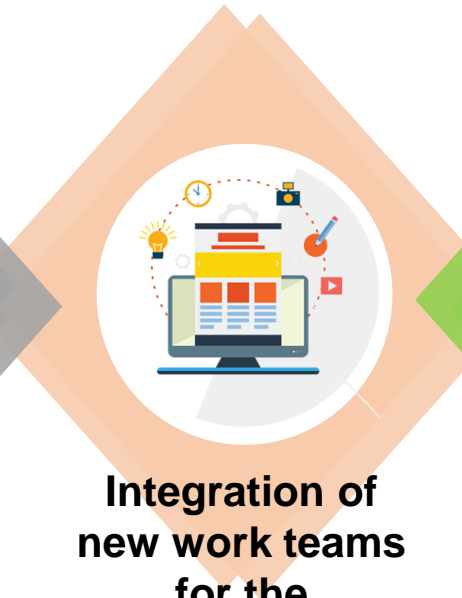
Some actions to strengthen training activities were:



Conversion of course modality



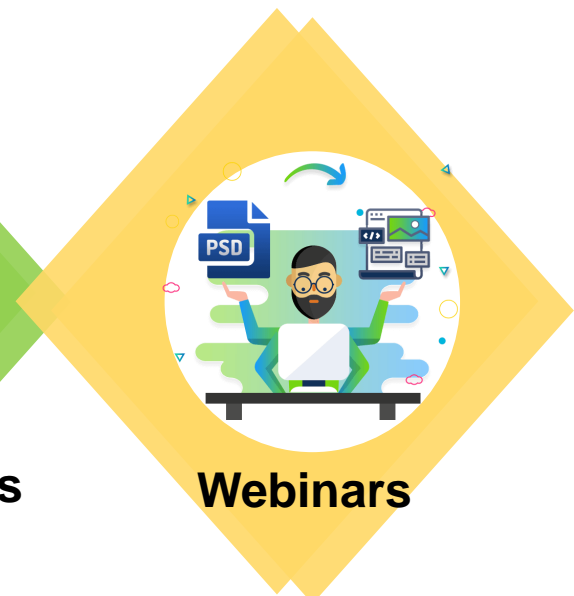
Construction of new courses



Integration of new work teams for the development of courses



Creation of courses in a multimedia environment



Webinars

Future of training

Online training as a strategic priority

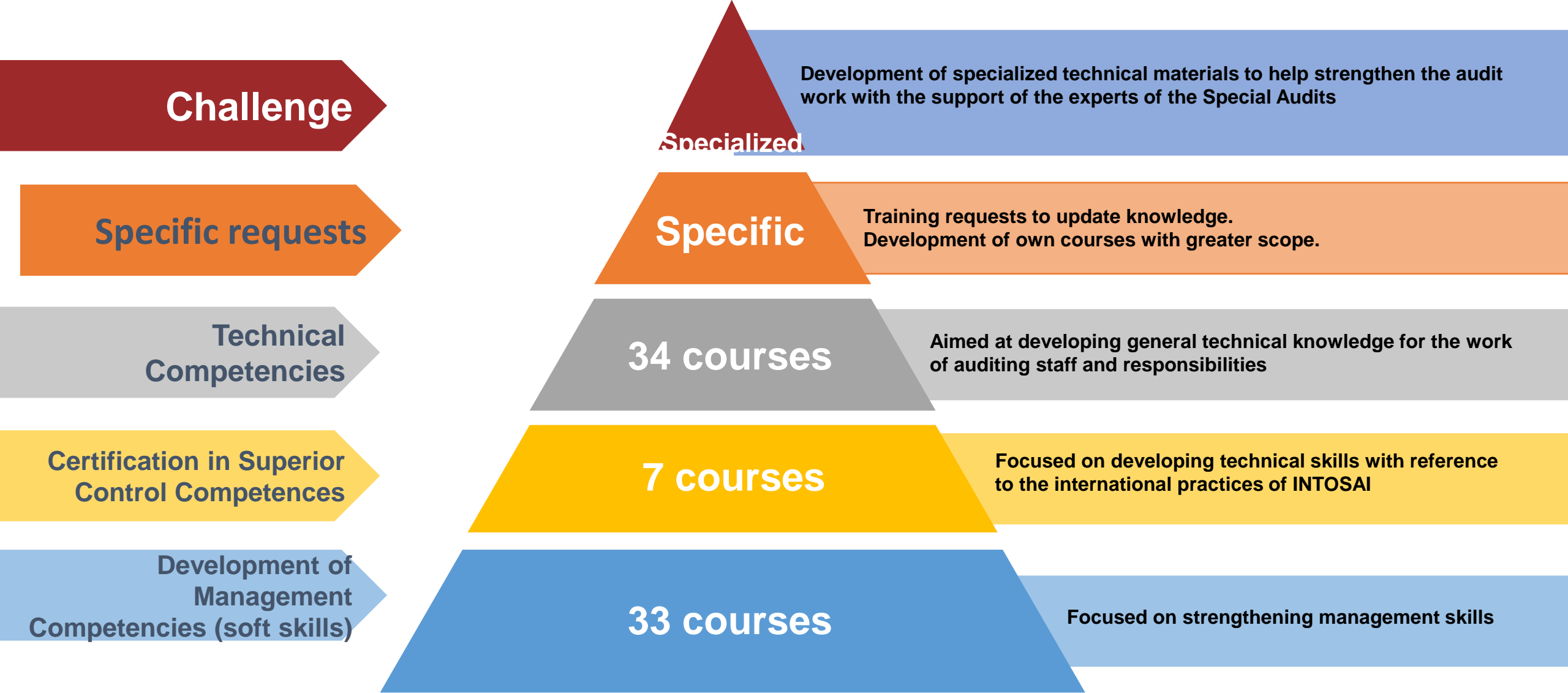
The training must support methodologies and tools that, despite the circumstances, allow people to continue with their preparation.

Distance learning:

- ✓ It promotes accessibility and flexibility criteria that favor asynchronous and autonomous learning.
- ✓ It allows the adaptation of learning resources to the knowledge needs and interests of the participant.
- ✓ Allows greater care coverage.
- ✓ There are no limitations to stay updated.
- ✓ It works from anywhere and at any time.
- ✓ Optimize resources and travel time.
- ✓ It generates commitment and cognitive responsibility.



Training Pyramid



Thank you

Eber Omar Betanzos Torres
Head of Technical Unit of SAI Mexico

miterceraletra@gmail.com