



Public Infrastructure Investment and Asset Governance Knowledge Framework

The World Bank Public Infrastructure Investment and Asset Governance Knowledge Framework // Public Investment Management

Effective public investment management (PIM) requires purposeful leadership and specialized public sector competencies. Ongoing capacity-building is key in ensuring that public sector staff have the skills and knowledge to conduct PIM functions effectively.

To better assist client countries, the World Bank is enhancing its stock of strategic and functional PIM training offerings through its Public Infrastructure Investment and Asset Governance (PIIAG) knowledge framework. These resources are structured around the InfraGov 2.0 methodology — the World Bank’s integrated diagnostic for strengthening public investment, infrastructure, and asset governance.

InfraGov 2.0 outlines 16 key dimensions across three thematic clusters: the core public investment cycle (“8 Must-Haves”), three cross-cutting governance enablers (institutions, integrity, and information), and five special agenda areas; climate, PPPs, SOEs, sub-national and public assets. The PIM training resources draw directly from this framework and are housed under the flagship pim-pam.net online resource hub.

Digitalization is both an enabler, but also a benchmark of commitment for countries to pursue better public investment outcomes.



Who is it for?

The progressively developed PIM training resources form part of the World Bank's support to strengthen PIM functions across several countries in the EU's Enlargement and Eastern Neighborhood (ENEST), with a particular focus on the six Western Balkans countries. The offerings are designed to be applied at a *regional* and also a *country-specific level*.

Designed for a wide range of audience stakeholders involved in public investment decision-making, oversight, and implementation, the training resources are intended for national, sub-national and external actors, including:

- **Ministries of Finance**, responsible for setting investment priorities, screening proposals, and allocating public funds.
- **Central national agencies** that originate or appraise public investment projects.
- **Sub-national authorities** tasked with planning and managing local infrastructure and service delivery.
- **Supreme Audit Institutions**, who play a key role in oversight, accountability, and learning.
- **Development partners**, seeking to align support with national and regional PIM systems.
- **Civil society organizations**, engaged in monitoring and ensuring transparency, value, greening considerations, and inclusiveness.

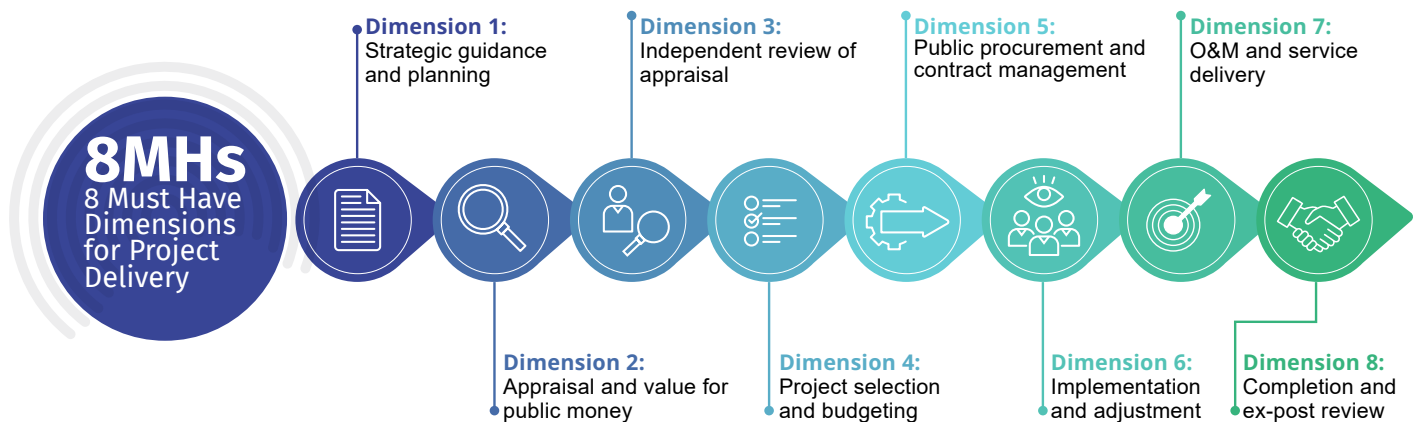


Public sector academies can deliver relevant and quality domain specific learning in a sustainable and cost-effective manner to a great number of beneficiaries.

What learning areas are covered?

The PIM resources are based on the **InfraGov 2.0 Framework** — the World Bank's comprehensive tool for assessing and enhancing infrastructure and public investment governance. Learning content is aligned with the three thematic clusters of InfraGov 2.0:

- **Core PIM System Dimensions:** Based on the '8 Must-Haves' of the public investment project cycle, from project identification to implementation and ex-post evaluation.
- **Cross-Cutting Governance Dimensions:** Covering institutions, integrity, and information — key enablers of effective infrastructure governance.
- **Special Agendas:** Including thematic modules on climate resilience, asset management, public-private partnerships (PPP), sub-national governance, and state-owned enterprises (SOEs). Since asset management does not follow the standard 8MHs cycle, it is treated in a separate note, following the custom Public Asset Governance Functional Review assessment framework.



Source: World Bank InfraGov 2.0 Framework

See Visual / Annex for Mapping of current key resources

What are the learning modalities?

The PIM resources constitute a suite of learning tools currently available and continuously being expanded:

- **Short thematic videos** (2–5 minutes): Fast, accessible introductions to core topics.
- **Interactive e-learning modules** (typically under 60 minutes): Hosted on the World Bank’s Open Learning Campus (OLC), designed for flexible, self-paced engagement.
- **Model course clinics and agendas** (1-3 days): Country-tailored blended or in-person workshops and capacity-building programs delivered with national institutions, often incorporating design thinking and problem-driven learning approaches.

The learning resources span both **foundational topics of global relevance** — such as project appraisal — as well as **country-focused resources** that examine localized application and innovation, for instance, Serbia’s appraisal methodologies.

In advanced country settings like Georgia, this model has already been institutionalized, with localized video content, integrated digital workflows (e.g., ePIM), and recurring training cycles.







These learning modalities are structured to support a **three-level engagement** model:

- **Foundational understanding**: Introducing the key dimensions of PIM and InfraGov 2.0.
- **Active application**: Encouraging hands-on learning and digital adoption.
- **Professional adoption**: Supporting institutionalization of improved practices and systems, including critical evaluation and communications.

References

- European Commission. (2023). *Enhancing the European Administrative Space (ComPAct)*. Brussels: Directorate-General for Structural Reform Support https://commission.europa.eu/system/files/2023-10/2023_4890%20HT0423966ENN-final.pdf , pp. 26.
- World Bank. (2025a). *Infrastructure Governance Assessment Framework: A New Approach and Applications (InfraGov 2.0)*. Washington, DC: January, pp. 101 + Summary.
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- Suzanne Bonner. (2022). *Social Cost Benefit Analysis and Economic Evaluation*. The University of Queensland. <https://uq.pressbooks.pub/socialcba/>

The following content can be found in the table below:

Available	Content Type	Planned
	Videos	
	Online Presentations and Quiz (OLC)	
	Model Presentations and Agendas	

The knowledge resources have been further refined to reflect country-specificities (e.g., Georgia), key audiences, and levels:

- 1 FU - Level (Foundational Understanding) 2 AA - Level (Active Application) 3 PA - Level (Professional Adoption)

8 Must Have Dimensions for Project Delivery								
	Guidance	Appraisal	Independent Review	Selection	Implementation	Adjustment	Operation	Evaluation
Global								
Country Specific								
The 3Is								
Special Agendas								