

**AN ASSESSMENT OF THE PRACTICE OF PUBLIC
SECTOR CAPACITY BUILDING PROGRAM
TRAININGS IN WEST HARERGE ZONE**

BY: MISBAHU DAWUD

SCHOOL OF GRADUATE STUDIES

ADDIS ABABA UNIVERSITY



JUNE, 2008

**AN ASSESSMENT OF THE PRACTICE OF PUBLIC
SECTOR CAPACITY BUILDING PROGRAM
TRAININGS IN WEST HARERGE ZONE**

A THESIS SUBMITTED TO:

**THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
MASTER'S DEGREE IN EDUCATIONAL PLANNING AND
MANAGEMENT**

**BY
MISBAHU DAWUD**

ADDIS ABABA UNIVERSITY

JUNE, 2008

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

AN ASSESSMENT OF THE PRACTICE OF PUBLIC SECTOR
CAPACITY BUILDING PROGRAM TRAININGS IN WEST
HARERGE ZONE

BY
MISBAHU DAWUD

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

APPROVED BY BOARD OF EXAMINERS

Yekunoamlak Alemu (Ph.D)

CHAIRMAN, DEPT., GRADUATE COMMITTEE

Yekunoamlak

SIGNATURE

Prof. Manisha Pandey (Ph.D)

ADVISOR

CSY 94 J Cwls 2 qed (Ph.D)

EXTRNAL EXAMINER

[Signature]

SIGNATURE

Yekunoamlak Alemu (Ph.D)

INTERNAL EXAMINER

[Signature]

SIGNATURE

Yekunoamlak

SIGNATURE

ACKNOWLEDGEMENTS

First and foremost, I would like to express my sincere appreciation and deepest gratitude to my thesis advisor, Professor Manisha Pandey (Ph.D) for her unreserved assistance, and valuable and critical comments without which this study would have not been a reality.

I also wish to extend my indebtedness to all my family members for their all-rounded support while I was undertaking this research work. Moreover, my heart felt thanks and sincere acknowledgement also go to those individuals working in Oromia Capacity Building Bureau, Zone and my sample Worcda Capacity Building Offices for their indispensable support by providing me with necessary data and reference materials.

Finally, I would like to express my gratitude to W/ro Zahra Idris whose support was highly invaluable in writing the thesis.

Misbahu Dawud Ali

TABLE OF CONTENTS

	Pages
Acknowledgements	i
Table of Contents	ii
List of Tables	iv
List of Figures	v
Acronyms and Abbreviations	v
Abstract	vi

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH	1
1.1. Background of the Study	1
1.2. Statement of the Problem	6
1.3. Objective of the Study	9
1.3.1. General Objective	9
1.3.2. Specific Objective	10
1.4. Significance of the Study	10
1.5. Delimitation of the Study	11
1.6. Limitation of the Study	11
1.7. Methodology and Procedure of the Study	12
1.7.1. Methodology	12
1.7.2. Data Sources	12
1.7.2.1. Primary Data Sources	12
1.7.2.2. Secondary Data Sources	12
1.7.3. Samples and Sampling Techniques	13
1.7.4. Data Gathering Tools	14
1.7.4.1. Questionnaires	14
1.7.4.2. Interviews	14
1.7.4.3. Document Analysis	14
1.7.5. Procedure of Data Collection	15
1.7.6. Methods of Data Analysis	16
1.8. Operational Definitions of Terms	16
1.9. Organization of the Study	17

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE.....	18
2.1. Training: Conceptual Frame work	18
2.2. The Purpose of Training	20
2.3. The Training Process	22
2.3.1. Training Need Assessment	23
2.3.1.1. Organizational Analysis.....	25
2.3.1.2. Individual Analysis	26
2.3.1.3. Task Analysis.....	27
2.3.2. Training Design	28
2.3.2.1. Setting Training Objectives	29
2.3.2.2. Selecting Appropriate Training Methods	31
2.3.2.2.1. On- the-Job Training	32
2.3.2.2.2. Off-the-Job Training	34
2.3.2.3. Training Resources	35
2.3.2.4. Implementing the Training Program	36
2.3.3. Evaluation of Training Programs	37
2.3.4. Training Constraints.....	39
2.4. Overview of PSCAP Trainings	40

CHAPTER THREE

3. PRESENTATION AND ANALYSIS OF DATA.....	43
3.1. Characteristics of Respondents	43
3.1.1. Sex Profile of Respondents.....	44
3.1.2. Age Profile of Respondents.....	45
3.1.3. Educational Qualification Profile of Respondents.....	46
3.1.4. Experience Profile of Respondents.....	47
3.2. Analysis of Issues Related to the Practice of PSCAP Trainings	49
3.2.1. Training Need Assessment	49
3.2.1.1. Issues Related to Some Aspects of Training Need Assessment.....	50
3.2.1.2. Public Sectors' Specific Training Needs.....	53
3.2.1.3. Techniques of Training Need Assessment	56
3.2.1.4. Prioritization of Training Needs.....	57
3.2.1.5. Reasons for Absence of Training Need Assessment	59
3.2.2. Issues Related with Setting Training Objectives	61
3.2.3. Training Methods	63
3.2.4. Analysis of Responses on Training Resources	65

3.2.5.	Analysis of Responses on Training Evaluation	68
3.2.5.1.	Trends of Keeping Training Records	70
3.2.5.2.	Post Training Discussions	71
3.2.6.	Review of PSCAP Trainings	72
3.2.6.1.	Areas and Types of PSCAP Trainings	72
3.2.6.2.	PSCAP Training Opportunities	74
3.2.6.3.	Relevance of PSCAP Trainings	76
3.2.7.	Benefits of PSCAP Trainings	78
3.2.8.	Constraints of PSCAP Trainings	82

CHAPTER FOUR

4.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	85
4.1.	Summary	85
4.2.	Conclusions	92
4.3.	Recommendations	95
o	Bibliography	
o	Appendices	
o	Declarations	

LIST OF TABLES

Table	Page
1. Population and Sample of the Study	14
2. Frequency and Mean Distribution of Some Aspects of Training Need Assessment.....	49
3. Frequency and Mean Distribution of Some Specific Areas of Training Needs in Public Sectors	53
4. Frequency and Percentage Distribution of Techniques of Training Need Assessment	56
5. Frequency and Mean Distribution of Responses on Criteria for Prioritization of Training Needs	57
6. Frequency and Percentage Distribution of Responses on the Reasons for the Absence of Training Need Assessment	59
7. Frequency and Percentage Distribution of Ratings on Setting Training Objectives	60
8. Frequency and Mean Distribution of Responses on Issues Related to Training Methods	63
9. Frequency and Mean Distribution of Ratings on Issues Related to Training Resources	68
10. Frequency and Mean Distribution of Responses on Training Evaluation ..	68
11. Frequency and Percentage Distribution of Responses on Reasons for the Absence of Training Records	70
12. Frequency and Percentage Distribution of Responses for the Absence of Post Training Discussions	71
13. Frequency and Percentage Distribution of Responses on the Review of PSCAP Trainings	74
14. Frequency and Mean Distribution of Responses on Criteria for Offering Training Opportunities	74
15. Frequency, Percentage and Chi-Square Distribution on Cross-Tabulation between Relevance of Training and Some Personal Characteristics of Respondents.....	76
16. Frequency and Mean Distribution of Responses on Benefits of PSCAP Trainings	78
17. Frequency, Percentage and Chi-Square Distribution on Cross-Tabulation between training Benefits and Some Selected Respondent Characteristics	79
18. Frequency and Percentage Distribution of Responses on Training Constraints	81

LIST OF FIGURES

Figure	Page
1. The Systematic Training Cycle.....	4
2. Summary of the Whole Training Program Process.....	22
3. Graphic Representation for Sex Profile of Respondents.....	44
4. Graphic Representation for Age Profile of Respondents.....	45
5. Graphic Representation for Educational Qualification Profile of Respondents.....	46
6. Graphic Representation for Work Experience Profile of Respondents	47

LIST OF APPENDICES

1. Appendix A.	Questionnaire For Experts
2. Appendix B.	Questionnaire For Trainees
3. Appendix C.	Interview Questions For CBBO Focal Persons
4. Appendix D.	Interview Questions For Woreda Sector Heads
5. Appendix E.	Personal Characteristics of Respondents

ACRONYMS AND ABBREVIATIONS

- | | | |
|----|--------------|---|
| 1. | PSCAP | Public Sector Capacity Building Program |
| 2. | MCB | Ministry of Capacity Building |
| 3. | CBBO | Capacity Building Bureau of Oromia |
| 4. | BPR | Business Process Reengineering |
| 5. | ILO | International Labor Organization |
| 6. | SPM | Strategic Planning Management |
| 7. | DLDP | District Level Decentralization Program |
| 8. | CSRP | Civil Service Reform Program |
| 9. | HRM | Human Resource Management |

Abstract

The main focus of this study was to assess the practices of PSCAP trainings and investigate the major factors that have been adversely affecting these practices in West Harerge Zone. To arrive at the intended target, a descriptive survey method was employed. Data was collected using questionnaires and interviews. Moreover, relevant documents were analyzed to support the data. Statistical tools like percentages, mean, t-test and chi-square were used to analyze the data collected. According to the data, it was found out that training need assessment has not been conducted in most of the public sectors at Woreda level, and the ones that have been conducted were lacking important training principles. Service delivery, good governance, BPR, ICT and so on were found to be specific training areas in many sectors; and still there is a huge gap in many training areas in Woreda public sectors. It was also investigated that organizations rarely set training objectives and this has been adversely affecting the training process. Furthermore, the study revealed that PSCAP training programs had been using only one or two types of training methods from among different kinds available. PSCAP trainings suffer from inadequacy of various training resources like capability of trainers and shortage of budget even though a promising situation was observed in attractiveness of training contents and conduciveness of training rooms. Apart from this, Woreda public sectors were found to be reluctant in practicing training evaluation programs. It was also identified that most of the trainings delivered so far were irrelevant to employees' current job. However, improvements were observed in the areas of customer satisfaction, service delivery, and work processes in Woreda public sectors. On the other hand, PSCAP training opportunities were inappropriately applied because of absences of clear and transparent selection criteria. On top of this, the opportunities were not based on need assessment and in agreement with the overall organizational goals. The most inherent PSCAP trainings were found to be absence of training need assessments, lack of budget, irrelevance of training contents, lack of attention from management bodies and so on. Based on the findings, it was recommended that CBBO in collaboration with Zone and Woreda Capacity Building Offices should pave the way for conducting training need assessment before trainings are delivered. Furthermore, it was suggested that PSCAP trainings should be based on concrete objectives and should make use of various training methods. To resolve the inadequacy of different training resources, it was recommended that the Federal Ministry of Capacity Building needs to support the region, and the region in turn should reverse the problem by subsidizing training programs run in the region. Finally recommendations were forwarded to concerned bodies to conduct training evaluation programs, consider relevance of training contents, set clear and transparent selection criteria and seek solutions for all training constraints identified.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

Under this chapter, background of the study, statement of the problem, objectives and significances of the study as well as research design and methodology have been treated.

1.1. BACKGROUND OF THE STUDY

The term training is familiar in a day-to-day activity of any organization. In short, it means transfer of defined and measurable knowledge and skill. Training is not an end by itself but a means to effective performance. Tyson and Alfred (1996:13) define training as a learning process in which learning opportunities are purposefully structured by the managerial, personnel and training staff, working in collaboration with or by external agents acting on their behalf. Its aim is to develop in organization's employees the knowledge, skill and attitude that have been defined as necessary for effective performance of their work and hence for the attainment of organizational aims and objectives by the most cost-effective means available.

Similarly, DeCenzo and Robbins (1988:240) define training with a slight tip over the above one. They add that, it is an activity of not only altering what employees know, how they work and their attitudes towards their work, but also of changing employees' social behavior and their interaction with their co-workers and supervisors. There are still others who argue that training is more than learning. Bramle (1996:2) writes that training implies learning how to do some thing and, when it is successful, it results in things being done differently. People learn during their lives much of which is accidental and an unplanned experience. Even though this kind of learning may be powerful, it is not an efficient way of gaining experiences. But training is a process which is planned to facilitate learning so that people can become more effective in carrying out aspects of their work.

No matter how defined it is, what is agreeable in training is its importance to improve individual and organizational performance. As Critten (1993:2) rightly stated training is a key to success in the future by helping organizations become committed to the process of sharing common vision among its employees towards which every activity is to be geared.

Every training program has its own target to be hit. Cuming (1993:199) states that the purpose of training is to give employees at all levels sufficient instruction and guidance to perform their jobs effectively and prepare themselves for promotion. Graham and Bennett (1998:283) summarize the gains which it is hoped training will bring as follows:

- Greater productivity and quality
- Less scrap or spoiled work
- Greater versatility and adaptability to new methods
- Less need for close supervision
- Fewer accidents , and
- Greater job satisfaction showing itself in lower labor turnover and less absence.

Generally, developing human resource enables organizations to operate competitively in today's changing environment. The quality of human resource in any organization is directly related to the type and content of training activity that the organization undertakes under various programs and levels. This in turn, as Wayne (2003:304) states, boosts the performance of the organization and improves the quality of its service delivery to the customers.

Training improves not only the competencies of individuals in organizations, but also contributes much to the overall economic development. Optimized contribution of employees to the aims and goals of organizations sustain economy and effective performance in organizations. Hence, training stands at the heart of organizational success and continuity as it contributes to the skills, abilities, and motivation of individuals to perform well and work towards the fulfillment of organizational goals (Mullins, 1996:634).

Training has many aspects and principles. Before trainings are offered at any level, organizations have to assess training needs and prepare training plans. Upon the implementation of the plan, the training result should be evaluated to know if the objective is achieved or not. To assess the need for training the management bodies of organizations have to clearly identify organizational goals, tasks to be done to achieve those goals, behaviors that every job incumbent must have to complete those tasks; and, most importantly, deficiencies, if any; the incumbents have to perform those tasks. Finally, once the type and extent of deficiencies in skills, knowledge, and attitude is identified, commensurate training remedy must be designed (DeCenzo and Robbins, 1988:246).

For a training program to be successful, organizations need to go through its proper processes and steps. According to Critten (1993:42), in most cases, a training program consists of five consecutive and interwoven steps. First, training needs must be analyzed. This is to identify the specific job performance skills needed, to analyze the skills and needs of the prospective trainees, and to develop specific and measurable knowledge and performance objectives. Here organizations have to be sure that the performance deficiency is amenable to training rather than other factors. The second is the design step where the actual contents of the training program is compiled and produced as books, exercises, and activities. Validation of the training by introducing and presenting it to small representative audience comes as a third step. This serves as a pilot testing to see whether the training program can hit the intended target or not. Fourthly, the training program is implemented using various techniques like on-the-job training and programmed learning. Finally, the evaluation and follow-up step to assess the success and failure of the training program is logical to follow.

The evaluation and follow up step is important to make necessary amendments for future practices showing that training is a cyclical activity as can be seen from Figure 1.1.

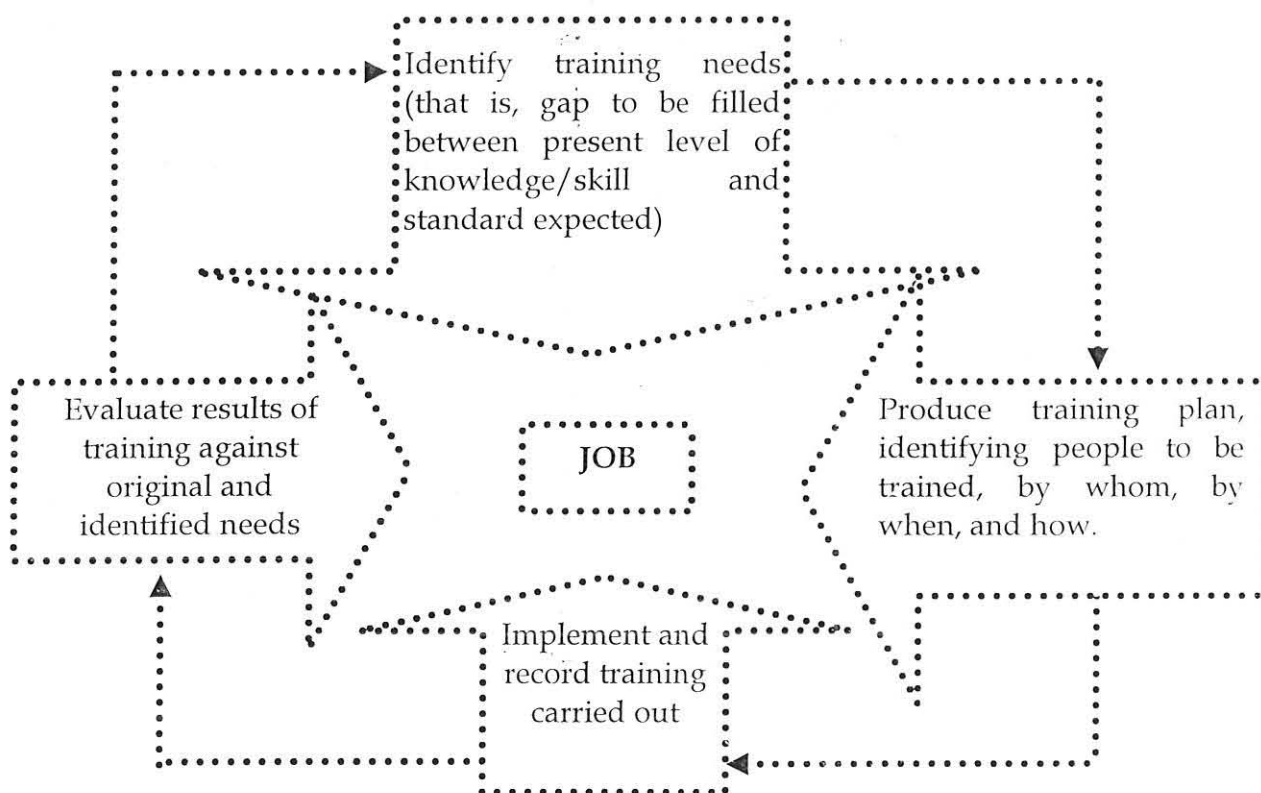


Figure 1.1. The Systematic Training Cycle. (Adapted from Critten, 1993, Page 42.)

Historical literatures indicate that the beginning of training could be traced to the Stone Age when people started transferring knowledge through signs and deeds to others. But vocational training was started during the industrial revolution when apprentices were provided direct instructions in the operation of machines. Training and development is increasingly recognized now as the most important organizational activity. Rapid technological changes require newer skills and knowledge in many areas. This necessitates training to be offered to keep employees up-dated and effective.

In Ethiopia, the practical efforts of civil service training dates back to the government order of 1961 passed to provide for the creation and functions of the Imperial Ethiopian Central Personnel Agency as a result of which training departments were established in government offices with the aim of assisting public servants at all levels to perform their works efficiently and to develop their personal capacities (Negarit Gazeta, order No. 23). More recently, in 2002, the government of the Federal Democratic

Republic of Ethiopia made a proclamation stressing on the importance of building the capacity of civil servants thereby improving their performances that enable them to be competent and able to advance through their career development (Negarit Gazeta, 2002, No.262).

At regional level, the National Regional State of Oromia has made a proclamation on civil servants confirming that there should be training opportunities for civil servants to improve their capability and achieve better performance and be prepared for higher responsibility based on career development (Megeleta Oromia, 2001, No.61)

On the other hand, the government of Federal Democratic Republic of Ethiopia established Ministry of Capacity Building by 2001 to work on key areas of capacity in the country. The Ministry, on its part, established its counterparts at regions, zones and woredas to facilitate the work of capacity building to effectively execute government programs and organizational objectives at different hierarchies in the country (MCB, 2002:1-2).

Public Sector Capacity Building Program, usually known by its abbreviated name as PSCAP, was initiated as one program of capacity building with the aim of improving the scale, efficiency and responsiveness of public service delivery at all administrative tiers. As to CBBO (2004:4), the purpose and developmental objective of PSCAP is to build and strengthen the capacity of public sector institutions, rural and urban local governments, in their efforts of discharging efficient service delivery, boosting revenue generating capacity of the government, providing transparent and predictable judicial service, building ICT infrastructure for an efficient service delivery, and renovating system of governance and improving urban service delivery all of which would have little meaning if not backed by well-tailored capacity building endeavors. It is with this frame work that Oromia PSCAP has been launched under the auspices of the overall policies and strategies for social and economic development of the regional government. It is the hope of the regional government to achieve all these through the instrumentality of trainings to be offered at various levels as a result of which various

PSCAP training programs were designed and launched.

In West Harerge zone, these trainings were offered at different times many of which were directed to improve the skills, knowledge, and competencies of civil servants and government officials working at zone and woreda public sectors.

This study generally has assessed how well these trainings were conducted as per the principles of training, their contributions to the overall organizational goal achievements, and problems pertaining to them in the zone under the study.

1.2. STATEMENT OF THE PROBLEM

Public sectors have been suffering from lack of trained manpower in Ethiopia in general. MCB (2002:5) mentions these deep-rooted deficiencies in human resources and institutional capacity in public sectors as one of the major factors constraining sustainable development and perpetrating poverty in the country. This indicates that the largest portion of Ethiopian civil servants in general and those of zones and woredas in particular do not have the opportunity of training to improve their quality of performances. West Harerge zone, supported by Oromia Capacity Building Bureau, has been attempting to reverse this situation by training individuals working in different organizations in the zone thereby bringing organizational performance improvement.

Mullins (1996:63) states that training improves the skills and knowledge of people in organizations. It increases confidence, motivation and commitment of people, and improves the level of individual and organizational competence. Hence, training is a key element of improved organizational performance. Training improves not only the skills and knowledge of people in organizations, but also the productivity and stability of public sectors. ILO, (1998:463) describes this as follows: "Low productivity in the public service sectors hampers development in other sectors of the economy; and promotes social injustice, inequality and serious political problems."

Organizations have policies, processes and programs for the delivery of learning and training. By so doing, they achieve their human resource strategies by ensuring that they have the skilled, knowledgeable and competent people required to meet their present and future needs (Armstrong, 2003:550). This is to underline that organizations are expected to have training programs in order to achieve their goals.

Nowadays, in West Harerge zone, there are more than 10,000 civil servants working in different organizations at different levels delivering services for more than 2.24 Million people residing in the zone (West Hararge Zone Finance and Economic Development Office Statistical Abstract, 2007:4). Even though the number seems small when compared with the total number of population in the zone, it is of crucial importance in discharging day to day services to the public. In other words, the civil servants play an indispensable role in executing government policies and other development programs in the zone.

To effect this, PSCAP trainings have been offered under various titles to fit individuals into the requirements of their jobs. Saiyadan (1999:217-18) states that, even though the objectives of training differ according to the employees belonging to different levels of organizations, its basic purpose is to establish a match between man and his job.

However, trainings have their own aspects, processes and principles that should be strictly followed in order to get the most out of them. First, organizations have to assess their training needs before they embark into delivering trainings. Tyson and York (1996:143) emphasize the importance of training need assessment in organizations. They say that it is necessity to make a diagnosis to determine whether there is a gap between what is required for effective performance and present level of performance, and to give appropriate remedies for deficiencies. On the other hand, trainings benefit organizations only when they are planned appropriately and executed accordingly. Mullins (1996:636) writes that, to secure the full benefits of successful training, there must be a planned and systematic approach to manage trainings. Apart from this, organizations have to evaluate the success or failure of trainings they offered.

According to DeCenzo and Robbins (1988:263), organizations must develop sustainable data to know whether training efforts have achieved their goals of correcting deficiencies in skills, knowledge and attitude that were assessed as needing attention. The purpose of training evaluation is to make necessary amendments to any of the previous stages in order to improve future practices. Moreover, the participation of top level management is of prime importance in training programs. As a training principle, the active involvement and commitment of top level management energizes the morale of both the trainees and the trainers apart from facilitating the whole training process. However, in most cases, this is not observed. Dwivedi (1984:161) writes that, top level management, be it in government administration or public or private sectors, can only be seen at the inauguration or valediction. In most cases, training principles were seldom applied in public sectors and trainings were haphazardly offered as a result of which problems encountered throughout the training process and contributions of trainings remain unknown.

In West Harerge zone, where the researcher has worked as a head of one of Woreda Capacity Building Offices, various PSCAP trainings have been delivered under the auspices of capacity building program agents of different hierarchies. The trainings were broadly categorized as in-house, specialized, and generic (CBBO, 2007:14). According to another source by the same Bureau, (2007:10) the specific areas under which these trainings have been offered include: Good governance, Leadership and Management, Strategic Planning Management (SPM), Business Process Reengineering (BPR), Civil Service Reform Program, Human Resource Management, and Anti-Corruption. The researcher, being part of the system, had been closely observing when these trainings were conducted without the application of appropriate training principles like assessing training need, evaluating training results, and so on. Therefore, this problem needs to be identified by scientific research so as to find out its extent and take appropriate measures to improve the situation for future practices.

1.3. OBJECTIVE OF THE STUDY

The importance of training is increasing from time to time to make individuals compete with and benefited from modern technological advancements and working systems. This calls for proper management of training in organizations.

1.3.1. GENERAL OBJECTIVE

The general objective of this study is to investigate the problems and practices of PSCAP trainings in West Harerge Zone, and to recommend possible solutions that enable the Zone to significantly minimize the problems.

1.3.2. SPECIFIC OBJECTIVES

The followings are specific objectives of this study:

- To investigate whether trainings were offered in public sectors based on basic principles (activities like training need assessment, planning and evaluation).
- To find out if public sectors were benefited from PSCAP trainings.
- To investigate how training opportunities were offered to individuals in public sectors.
- To identity the types of training methods frequently used.
- To identify major problems pertaining to PSCAP trainings
- To give workable recommendations on how to improve the management of PSCAP trainings in the zone.

To achieve these objectives, the following basic questions were formulated:

1. How often do organizations assess training needs for PSCAP trainings?
2. To what extent do public sectors consider the major training components (training need assessment, training objectives, training methods, training resources, and so on) when designing training programs?
3. What were the most frequently used training methods in organizations?

4. How often do organizations evaluate training programs?
5. What were the benefits of PSCAP trainings for individual and organizational performances?
6. What were the major problems that hinder PSCAP training activities in public sectors?

1.4. SIGNIFICANCE OF THE STUDY

It is true that the presence of competent human resource in a given organization is of prime importance to improve its overall performances. To make this a reality, training takes the leading role in organizations. It plays an unparalleled role to increase the responsiveness and efficiency of public sectors by improving their ways of delivering services to their customers. To make this more tangible, research activities are of paramount importance in identifying problems hindering the effectiveness of public sectors service delivery systems. With this regard, this study will have the following significances:

1. The study may provide regional, zonal and woreda capacity building officials with valuable information on the actual practice and status of PSCAP trainings, and identify major commonly occurring practical problems pertaining to it. This may be helpful for the officials to timely take corrective measures to make PSCAP trainings fruitful.
2. This study is believed to widen the frontier of knowledge by supplementing the already existing literatures in the area of training in general and PSCAP trainings in particular.
3. As the area of PSCAP training is not yet studied, this work may serve as a spring-board for other researchers who want to undertake further study in the area.
4. The study may come up with feasible alternative solutions for the problems identified in the practice of PSCAP trainings, and this may be a valuable input for future practices in PSCAP training areas.

1.5. DELIMITATION OF THE STUDY

It is obvious that it would have been more useful to investigate the practice of PSCAP trainings at national or regional level as this provides us with complete picture than what a zone does. However, this is practically difficult due to various resource constraints needed to undertake the study since the zones and regions are geographically dispersed.

Therefore, it is logical to delimit the study, first, by geographical area. On this basis, the researcher confined himself to West Harerge Zone where he had the information on the prevalence of the problem. Secondly, presently PSCAP is engaged in three major activity areas, namely: training, provision of goods, and technical assistance in public sectors. The researcher took only the training activities of Civil Service Reform Program (CSR) and District Level Decentralization Program (DLDP), as these are where PSCAP has been engaged in dominantly from among the six sub programs.

1.6. LIMITATION OF THE STUDY

The major problem that the researcher faced in undertaking this study was shortage of reference materials on PSCAP trainings both on world wide experiences and in Ethiopian contexts. The researcher feels that, had it been possible to access these literatures, it would have been possible to substantiate the practice of PSCAP trainings more and come up with better work. Hence, the researcher believes that this problem contributed to the limitation of the study. Attempts were made to overcome this limitation by making use of some unpublished but relevant materials prepared by Ministry of Capacity Building and CBBO. Apart from this, the researcher widely adapted various literatures with worldwide experiences in the area of training.

1.7. METHODOLOGY AND PROCEDURE OF THE STUDY

To carry out the research study, the following methodology and procedures were used.

1.7.1. METHODOLOGY

As indicated in the objective part, the aim of this study was to investigate the current practices and problems of PSCAP trainings in West Harerge Zone. This calls for collecting data relatively from wide areas of the zone. Under such circumstances descriptive survey method is appropriate, and hence, was employed for this study.

1.7.2. DATA SOURCES

Two types of data sources have been used for this study.

1.7.2.1. PRIMARY DATA SOURCES

Primary data was gathered from focal persons at Oromia Capacity Building Bureau, woreda sector heads, experts and trainees in woreda public sectors. The focal persons are heads of the Department of CSRP and DLDP at Bureau level. They are important agents in this program and hence are expected to be dependable informants. Woreda sector heads are believed to have valuable information on PSCAP trainings since these trainings were designed primarily to capacitate public sector officials, and hence, they have been taking part in some of PSCAP trainings. Experts in public sectors are assumed to have better information on PSCAP trainings by virtue of their roles in their respective sectors. Obviously, trainees can provide reliable information on PSCAP trainings as they practically tasted its fruits.

1.7.2.2. SECONDARY DATA SOURCES

Pertinent documents available at Region, Zone and Woreda Capacity Building Offices were consulted and served as secondary data sources. Under this were included data like number of population residing the zone, profile of civil servants in the zone, and number of trainees in each woreda.

1.7.3. SAMPLES AND SAMPLING TECHNIQUES

West Harerge has 13 Woredas out of which 5 were randomly selected for this study. This was to give equal chance for each woreda to be included in the sample. The sample woredas included in the study were:

1. Chiro
2. Chiro Town
3. Doba
4. Mieso and
5. Tulo.

Each Woreda has 24 public sectors. Purposive sampling technique was used to include 5 sectors that have higher number of experts. After sample Woredas and sectors were identified, subjects of the study were grouped as sector heads, experts and trainees.

Two focal persons from CBBO were included in the study using purposive sampling technique. In the same way, all Woreda sector heads were purposely selected as respondents of the study since their number is small and manageable, and were expected to be reliable informants. Three experts were randomly selected from each sector. This was again, to give every expert the chance of being equally included in the study. Apart from this, 12 trainees, from each woreda were included in the study using simple random sampling technique. Sample trainees were taken from the trainee population in the sample sectors and not from each sector like the experts. This was because; the number of trainees was varying and even nil in some sectors. As a whole simple random and purposive sampling techniques were employed in this study.

Table 1.1 .Population and Sample of the Study

No.	Sample Sectors	Population and Sample Type											
		Sector Heads				Experts				Trainees			
		population	%	Sample	%	population	%	Sample	%	Population	%	Sample	%
1	Education	5	100	5	100	35	100	15	43	61	100	20	33
2	Capacity Building	5	100	5	100	20*	100	17	85	22	100	15	68
3	Health	5	100	5	100	30	100	15	50	58	100	17	29
4	Finance and Economic. Development	5	100	5	100	45	100	15	33	73	100	17	23
5	Agriculture .and Rural Development	5	100	5	100	55	100	15	49	67	100	16	24
Total		25	100	25	100	185	100	77	42	281	100	85	30

* Including the two focal persons from OCBB

Generally, as indicated in the table, 25 woreda sector heads, 75 experts, 85 trainees and 2 focal persons from Oromia Capacity Building Bureau were the respondents of this study. Totally there were 187 respondents who took part in this study.

1.7.4. DATA GATHERING TOOLS

Three different kinds of data gathering tools were employed in this study.

1.7.4.1. QUESTIONNAIRES

Questionnaires were prepared and distributed among experts and trainees found at woreda level.

1.7.4.2. INTERVIEWS

Interview questions were prepared for the interview sessions held with woreda sector heads and the two focal persons.

1.7.4.3. DOCUMENT ANALYSIS

Documents were used especially to obtain back ground data for the study.

1.7.5. PILOT TESTING

Once the questionnaires were prepared, pilot testing of the instrument was made on one randomly selected woreda from non-sampled woredas. The pilot test was conducted on 20 respondents. Based on the pilot test, the internal consistency of the instrument was calculated using split half method. The Pearson Coefficient of Correlation and Spearman -Brown Prophecy formulas were applied as a result of which reliability of the instrument was found to be 92.0. Hence, the instrument was found to be reliable as statistical literatures usually recommend a test result of 0.60 and above as reliable. Apart from this, to confirm the validity of the instrument, the questionnaires were distributed among 10 experts in the area of training working in different offices. Based on the feedbacks from the experts, valuable improvements were made and irrelevant items were rejected. In general, the pilot test has helped the researcher to avoid errors related to clarity of language, ideas and contents, and to include some important but left out ideas. After the necessary amendments were made, the final copies were distributed to be filled by the respondents.

1.7.6. PROCEDURE OF DATA COLLECTION

The questionnaires and interview questions were prepared in English. The official language of the region and particularly of the zone under the study is Afan Oromo, and this calls for translation of the instruments into Afan Oromo. This helps to avoid communication barrier on one hand, and to make the respondents freely and confidently react to the questions on the other hand. The researcher hired assistant data collectors as the woredas are geographically apart from one another and can not be managed only by the researcher within the time available. However, the interview sessions with the woreda sector heads and focal persons as well as document analysis were held by the researcher himself.

1.7.7. METHODS OF DATA ANALYSIS

Personal data from all questionnaire sets were organized in tables and graphs to show the general picture of the respondents. To analyze the specific data, appropriate statistical tools like percentages, means, independent sample t-test and chi-square were used. Depending on the results of the analysis, interpretations and necessary discussions were made to clarify the issue. Finally, the major findings of the study were clearly reported and workable recommendations forwarded.

1.8. OPERATIONAL DEFINITIONS OF TERMS

Public Sector	National, regional or local government bodies through which the government delivers its services to the public and implements its programs.
Training	Acquisition of knowledge, and skills intended to capacitate government officials and civil servants of various levels to enable them effectively execute government programs and deliver quality services to the society (CBBO , 2006:14).
Capacity Building	Development work that strengthens the ability of community, organizations and groups to build their structures, systems, people and skills.
Expert	One who has acquired special skill in or knowledge of particular subject through professional training or practical experience (Gove, 1972:800).
Practice	Performance or operation of an activity or process.
Assessment	To analyze critically and judge definitively the nature, significance, status, merit, importance, size or value of some thing (Gove, 1972:131)

Personnel	A body of persons employed in some organization to deliver services (Gove, 1972: 1687).
Woreda	The lower government administrative level next to zone
Zone	The intermediate administrative level between regions and woreda.

1.9. ORGANIZATION OF THE STUDY

The study has got four chapters. Chapter one deals with the problem and its approach, and two with review of the related literature. Chapters three and four deal with presentation and analysis of data; and summary, conclusions and recommendations respectively.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

This chapter deals with the general conceptual frameworks of training, purposes of training, training processes and overview of PSCAP trainings.

2.1. TRAINING: CONCEPTUAL FRAMEWORK

Organizations are entities established for certain purposes that are to be achieved using various resources. The resources are needed both in quality and quantity. The human resource an organization possesses is a key pillar around which all other resources are to be rallied. Davies, (2003:166) writes that people are regarded as an organization's most valuable assets without which the organization cannot function. The quality of human resource determines how well other resources can be utilized. Effective people can often make up for a shortfall in other resources. Therefore securing the proper quality as well as quantity of human resource is of prime importance in smart management. The type of personnel in an organization is a centerpiece to decide whether the organization is in a position to achieve its objective or not. This entails that there is a need on the part of the organization to secure able personnel, or to raise the capacity of the existing ones through various types of training programs.

White (1996:164) describes training as the back bone of all performances since it is through training that people learn the basic skills they need to do their job and meet the minimum performance standards that have been set. By this, he puts training more than mere formal teaching of skill or product knowledge.

According to Dwivedi (1984:143), training is defined as the act of enhancing the knowledge and skill of employees that enable them to accomplish a specific job. This underlines that training is an instrument to raise the level of skill and knowledge of employees that enables them to perform well in their jobs. Substantiating this more,

Ilgen and Plakos (1999:367) write that training is the systematic acquisition of knowledge, skills and attitude that result in improved performance in working environment.

Basically, training is a learning experience that individuals in organizations undertake. Critten (1993:10) explains this in his definition of training as that training is a planned process directed at modifying attitude, knowledge or skills behavior, through learning experience to achieve effective performance in an activity or variety of activities. Training largely focuses on improving current performances. Cartright (1993:84) and Raymond et al (1996:341) state that the focus of training is on improving current job by raising specific skills that the person needs for the job.

Training differs from education in that the former aims at achieving short-term specific organizational objectives where as the latter is directed towards the long-term development of individuals (Walker, (1992:242), Poulter,(1982:2-3).On top of this, training objectives are expressed in behavioral terms unlike that of education which are less specific. And, training plans are shorter in time than educational plans. However, it is not deniable that both are complementing each other and have 'learning' as a common denominator (Reid, 1997:55-57).

In sum, training is an activity that is carried out by organizational management to raise the competency of employees in skills, knowledge and attitude so as to make maximum use of them in the effort of achieving organizational aims and objectives.

2.2. THE PURPOSE OF TRAINING

Training is not a choice but a necessity for organizations to survive and achieve their goals in today's competitive and dynamic world. This is to give emphasis on the importance and benefit of training both for organizations and individuals.

As to Reddy,(1991:65) the importance of training has increased commensurate with the fast changes in technology work processes, the gap in formal vocational training and the actual job requirement, and of course, the very belief that training is key to improve productivity. In addition, Landale (2004:11) mentions government legislation, aggressive competition, advances in technology, changing demographics of the workforce, and changes in customer needs as the triggers for training. From this, it can be understood that very few jobs and their way of executing remain the same year in and year out. The jobs are continuously changing from time to time and so do the people and personnel policies and structures. The technological advancement in equipments, and methods and styles of working are changing even faster. This results in not only obsolescence of the existing technologies and methodologies but also the way people think and perform. To catch up with these all, organizations have to incorporate training programs into their strategic plans and shift to think strategically. It is through training that organizations can capacitate their employees so as to be able to shoulder work loads imposed on them by job redesign or through technological break through.

Regarding the purpose that training serves, Graham and Bennett (1998:283) mention it as having dual functions. On one hand, it benefits the organization by enabling it to make use of its human resource whose ability and competence to perform organizational tasks are improved. On the other hand, training gives employees a feeling of mastery over their work and of recognition by management which in turn increases their job satisfaction. Either cases underlines why training is delivered in organizations. With regards to this, Broadwell (1989:7-8) better rationalizes the training

activity in organizations. He writes that organizations train their employees for the reason that the employees can not do something that the job requires should be done. There is some skill they have yet to perfect or acquire, or some knowledge they are lacking that keeps them from doing a completely satisfactory job. However, this has to be confirmed by careful investigation whether the deficiency is purely attributed to lack of training or to other factors.

Kilatt et al in Plunkett and Attner (1989:276) say that training is used to raise employees' skills or to brush up existing skills to the necessary level. As the job changes or as an employee demonstrates the need for additional skills the organization provides more training. Saiyadian (1999:218) generally summarizes the purposes of training under four categories. First, training institutes a significant step in the induction of individuals to blend his/her personality with the culture, vision and mission of the organization. Secondly, the jobs that employees have been doing change from time to time due to various factors. Training prevents the obsolescence of the employees by updating their skills and knowledge with the changing outlooks and working systems. Third, training is delivered to prepare individuals for future assignments. It provides employees an opportunity to climb up the promotional ladder as people are not satisfied if they continue to work in the same position for long. Finally, training develops organizational and individual competency. Organizations realize the need of having people who can innovate, think ahead and provide new directions.

In a nutshell, training improves the competency of the trainees as well as the overall performance of organizations. It is a means for effective performance, and hence must be seen as an integral and vital part of the whole work system. It should not be seen as an extraneous activity for which training staffs are largely responsible. Managers must take the initiative in setting up, providing resources, and monitoring the training practices. Due to the vital contribution that training makes to the development of human resources and achievement of organizations' aims and objectives, all those

responsible for training in any form and shape must be collaborative and themselves be trained for the task (Tyson and York, 1996:142).

2.3. THE TRAINING PROCESS

Training, being a continuous and cyclical activity has its own process that is made up of a series of interdependent functions that are practically linked together and integrated into the whole work system. The following model roughly summarizes the whole process of a tainting program.

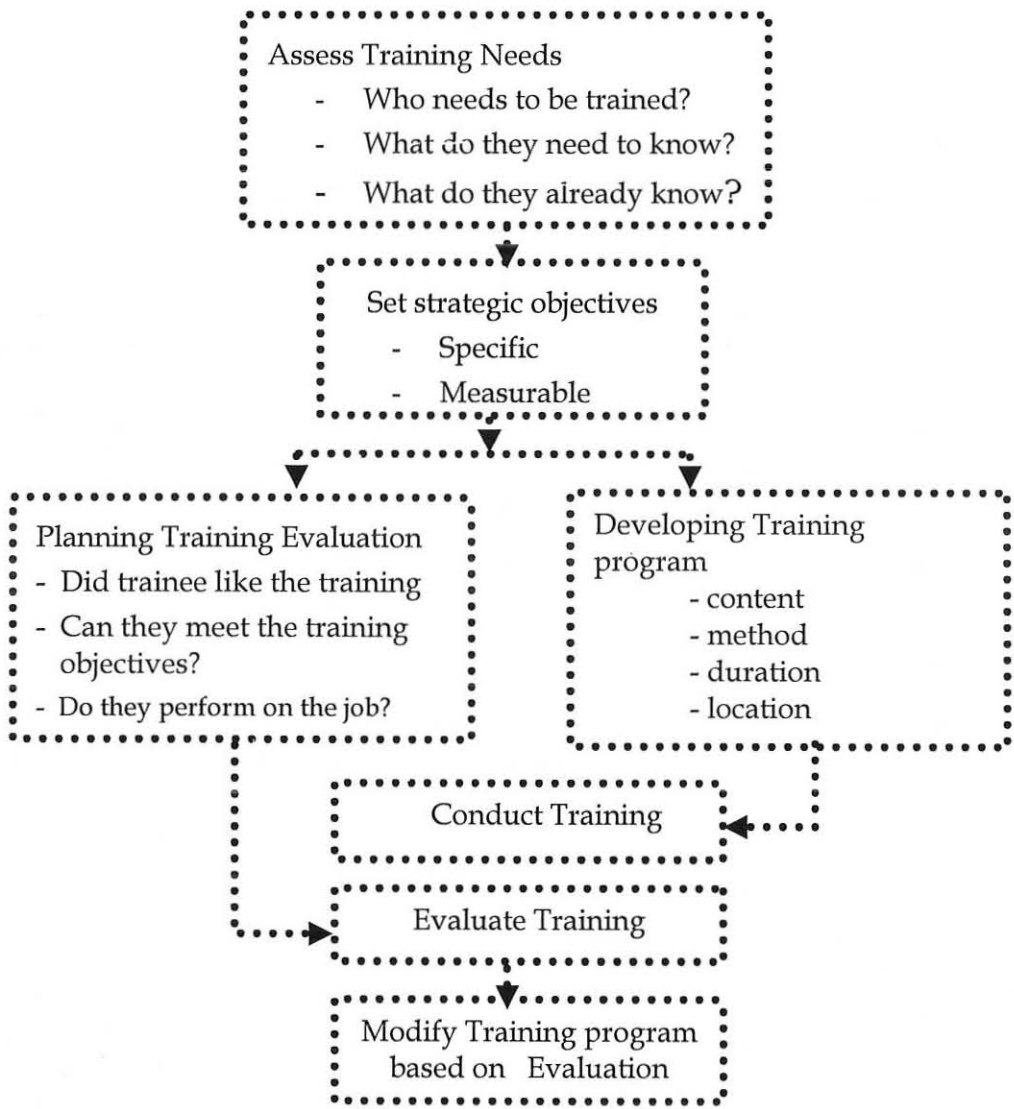


Fig.2.1. Summary of the Whole Training Program Process

Source: Griffin,(1990:362)

2.3.1 TRAINING NEED ASSESSMENT

Training need assessment is the first most important phase in the training process. It is conducted to identify and articulate the organization's human resource development needs. In planning human resource, attention has to be paid to consider the appropriate number and type of personnel that fill the current and future organizational needs. Organizational analysis should be made to identify those employees who should undergo some kind of training and development activity for upgrading and updating purposes. This situation justifies the indispensability of training need analysis before any training activity is carried out.

Training need analysis is a primary requirement for cost-effective training that must meet the actual rather than imagined needs of performance. This is an essential prerequisite to the design and provision of effective training. The purpose of this diagnosis is to determine whether there is a gap between what is required for effective performance and present level of performance in the organization (Sutherland and Canwell (2004:260) and Tyson and York (1996:143).

The objective of training need assessment is not only to test whether there is a gap between the actual and expected performance of employees but also to identify the kind and extent of deficiencies, if any, and to determine if the deficiencies are to be attributed to lack of training or to any other factors. This helps to design and deliver appropriate cost-effective training program to bridge the gap. In support of this, Critten (1993:42) states that, before any training is carried out, there should be a clear specification of the nature of the prevailing training needs as an underlying principle. This is determined by the gap between the knowledge and skills considered necessary for present and future satisfactory performance in a given job and the knowledge and skill currently possessed by the job incumbent. The resulting gaps are then identified as training needs and become the basis for a training plan in which separate objectives were set for trainings to be carried out.

According to Harris and DeSimone (1994:92) and Cartright et al. (1993:87), training need is a discrepancy between the organization's expectations and what actually happens. It helps, Harris and DeSimone continuing, to identify the goal of the organization and its effectiveness to attain those goals; and indicates discrepancies between employees' actual skills and the skills needed for effective job performance. The presence of gaps in skills, knowledge and attitudes among employees in organizations is manifested through different kinds of indicators that serve as sources of information. Darling (1993:123), Pettman (1985:87) and Pigors and Myers (1981:282) list some of the major possible sources of information about deficiencies as follows:

- Inadequate job performance
- Acute skill shortage
- Drop in productivity
- Accident reports
- Quality control records
- Increased customer complaints, etc.

However, it may be difficult to access information on these issues unless systematic approaches and continuous efforts are made and appropriate methods are employed. To assess training needs, managers should make use of methods like observation and analysis of job performance, management and staff conferences and recommendations, analysis of job requirements, consideration of current and projected changes, surveys, reports, inventories and interviews (DeCenzo and Robbins ,1988:247). As stated in EMI (2005:16-17), training need assessment has six steps: studying the culture of the organization, studying features of the job, forecasting changes in the job, determining essential knowledge, skills and attitudes, assessing current situation and identifying deficient areas.

Training needs are identified and analyzed using three techniques: Organizational individual and task analyses (Koonz and Weihric, 1988:366, Raymond et al 1996:341, and Ilgen and Pulakos, 1999:375).

2.3.1.1. ORGANIZATIONAL ANALYSIS

Trainings are undertaken for certain reasons many of which are organizational by nature. Therefore, it is reasonable to make organizational analysis to identify whether there are areas needing training or not in organizations. This helps managers to know the type and extent of training needs which in turn facilitates the remedial measures to be taken for the problem identified.

Broadly speaking, organizational training need analysis incorporates, among others, identifying organizational goals and objectives, organizational structure, roles and tasks within the organization, organizational culture, compensation system, communication networks, relationships inside and outside the organization, techniques and tools being used, and leadership (Simmond, 1995:152). Careful analysis of such broad areas finally leads to revealing detail and specific training need areas at organizational level. According to Adane (2002:102), assessing training needs at organizational level using organizational analyses includes identifying the number of human resource an organization possesses, the training that these employees have, the skills lacking, the number and category of those who need to be trained and the time needed for training. The organizational training need analysis contributes much and is the base for those analyses made at individual and task level.

2.3.1.2. INDIVIDUAL ANALYSIS

Employees usually vary in the backgrounds they have in training and experience. Organizations keep the profile of their personnel so as to help them make informed decision about the development program of every employee. Under this are included all pertinent information starting from personal data and educational background to

every detail of successes and failures that are rationally drawn from performance appraisal programs of the organization. This is done by the immediate boss of the employee. Simmond (1995:153) writes that one starting point for analyzing the training needs of individuals occurs when an immediate manager confirmed that someone has obviously failed to meet agreed upon targets. The confirmation is made by some kind of appraisal and self-admission and faults, or past failings.

The first step in analyzing individual training needs is careful analysis of the job by setting performance standards. The performance now being attained by employees can sometimes be measured, but more often it is assessed through an appraisal scheme. Management by objectives again shows a different technique by reviewing measurable performance in previously agreed upon key areas of the job. Any disparity between standards and performance levels shows possible training needs in the individual (Graham and Bennett 1998:285).

In individual training need analysis, the management body is expected to decide in advance on key areas that can reveal possible training needs in individual employees. Melaku in Adane (2002:102) in his "School Organization and Management Distance Education Material for In-service Trainees" states this as should be elaborated by identifying particular skills an individual needs to possess to perform effectively, the skills an individual has possessed, and the skills an individual must acquire to be able to do the job.

Bartram and Gibson (1997:4) on their part, considering training as an investment, add that working out benefits to be gained in comparison to the costs incurred is the first task before deciding on the investment. This is secured by conducting effective training needs analysis that identifies training issues and priorities in a systematic way, not on an ad hoc basis; and by examining individual as well as overall aspects of the organization.

2.3.1.3. TASK ANALYSIS

Dessler (1997:253) defines the training need analysis at task level as “a detailed study of a job to identify the skills required so that an appropriate training program may be instituted.” Moore and Dutton in Harris and DeSimone (1994:99) also define training need analysis at task level as a systematic collection of data about a specific job or group of jobs to determine what an employee should be taught to achieve optimum performance. This implies that training need analysis made at task level enables managers to determine the type of competency required for effective performance. It is used for determining the training needs of employees who are new to their jobs. Its aim is to develop the skills and knowledge required for effective performance, and hence the training is based on thorough analysis of the tasks to be performed.

Task analysis involves a detailed investigation of various components of jobs and how they are performed. It indicates whether tasks have changed over period of time and whether employees have adequate skills in performing these tasks. For almost all jobs, there are some standards though in some cases these standards may be more concrete than others. Jobs at lower hierarchies of the organization are more clearly defined than those at higher the echelon. But with all jobs an expectation is attached. The task analysis helps to closely look at all these expectations to see if the employees have the necessary skills to fulfill these expectations (Saiyadain, 1999:220).

After task analysis is successfully completed, relevant training program will be designed and delivered to those employees who are assigned to do those tasks so that performance will be improved. Mullins (1996:63) states that task analysis involves selecting and sending individuals for short or long term trainings to familiarize with the tasks identified.

Towards the end of training needs analysis, managers need to validate the identified training areas based on the process of training need evaluation. This is, according to

Wills, (1993:37) the phase where the training need assessment evaluation is carried out to ensure that the training is appropriate and necessary. It is done when the needs are being identified. This is why it is worth spending the time to run development open days and to train managers in development needs analysis. Upon the completion and validation of training need analysis attention has to be paid in prioritizing the delivery of training activity. Kelly (1987:4) emphasizes this by saying that needs analysis sets priorities. It determines not only which programs are most pressing, but also which can be most economically solved through training.

2.3.2. TRAINING DESIGN

The training needs analysis is logically followed by the design of actual training program to be delivered to fill the gaps identified. Systematic approach to designing training program enables to secure the full benefits of successful training programs.

This is the stage of deciding what action is more likely to meet the identified needs. It requires generating and analyzing a range of options in the light of objectives to be attained and the economic use of available resources. Making choices among the options raises questions such as who should provide training, of what kind, where and by what, the answers of which are determined by training objectives. (Tyson and York, 1996: 146-47). More magnifying the role of appropriately designed training programs, Darling (1993:122) mentions that, it serves the purpose of recognizing the need for staff to work together, allocating responsibilities and determining objectives and methods of achievement. This helps to blend the task and process activities, and serves as a vehicle for managers to play more active and supportive role in the day-to-day operational management of activities.

Designing the training program needs to decide at least on three important areas: setting training objectives, selecting appropriate training methods, and securing decisive training resources each of which is discussed hereunder.

2.3.2.1. SETTING TRAINING OBJECTIVES

Training objective is an important variable in the design of training program as it is a corner stone upon which other training plan components are to be built. It is a blue print for the whole training activity. Dessler (1991:262) in appreciating the role of training objectives writes that setting concrete, measurable training objective is the bottom line that should result from determining training needs. Well written behavioral objectives specify what the trainee will be able to accomplish after successfully completing the training program. Hence, they provide a focus for the efforts of both the trainee and the trainer as well as a benchmark for evaluating the success of the training program.

In setting the training objectives, attention has to be paid to stress on preparing invaluable objectives that are fully responsive to the gaps identified in the training need assessment. Producing sound objectives, according to Tyson and York (1996:147), is crucially indispensable in the design and provision of cost-effective training. Sound objectives specify what the trainees should be able to demonstrate by the end of the training. It enables both the trainer and the trainees to assess whether the required learning has been achieved or not. Sound training objectives have to be expressed in learner-oriented terms, specific, measurable and clearly stated. A well-set training objective benefits all training stake holders. As to Kelly (1987:24):

Every aspect of your training program should be aimed at a particular set of objectives. Ideally these should be written down, devised with the inputs of supervisors, top management and those involved in raining. Clear objectives help everyone. Trainees know what they are supposed to learn, trainers can pinpoint what to teach and make their courses "lean". Supervisors understand what workers should have learned and how their performance should improve. And, top management is better to evaluate the training effort as a whole.

Defining the program objective is the first thing a trainer should decide on. As Mager puts in Harris and DeSimone (1994: 126) and Dessler (1997:255), training objectives are descriptions of performances that we expect learners to be able to exhibit before we consider them competent. They describe the intent and desired result of human resource development program. Objectives are used to evaluate the success of the training program and help the participants to pay their own attention and efforts during the program. Appropriately stated objectives describe not only the product or result of the doing, but also the important conditions under which the performance is to occur and the criteria of acceptable performance by describing how well the trainee must perform in order to be considered acceptable.

Towards the end of setting training objectives, the trainer should think what contents are to be delivered as part of the training design. The content to be prepared should be shaped in such a way that it can fully satisfy the objectives set to fulfill the training gap. As to Carr, (1992:48) along with setting training objectives, deciding what knowledge and skills need to be taught is the important task in the development of training design. Therefore, considerable attention needs to be paid in setting training program objectives and contents to be taught in order to bridge the performance deficiencies identified by the training need assessment.

2.3.2.2. SELECTING APPROPRIATE TRAINING METHODS

Selecting training method is the next step in training design after the training objective is set. It is a matter of deciding to deliver the training content by the help of some kind of training methods from among the many. Various factors have to be considered to select one training method in a given training program. Substantiating this, Pigors and Myers (1981:283) write that the type of training method best suited to a specific organizational need depends upon a number of factors such as skills called for in jobs to be filled, qualification of the job incumbents, and the kind of operating problems confronted by the organization. Dessler (1991:262) adds other important factors in

determining training methodology such as the nature of the tasks to be performed and skills to be learned, the number of employees to be trained, and the resources available for the program. Generally, a variety of training methods are available. The choice of a method or a combination of methods is a function of a number of considerations among which the following are worth mentioning:

- The purpose of training
- The nature of contents
- The location of the training
- The level of the trainees in the hierarchy of the organization and their motivation level,
- Training cost, and
- Time allocated (Jenks, 1992:88 and Saiyadain, 1999:217).

There are numerous kinds of training methods. In general, training methods are broadly grouped in to two most popular categories: on-the job and off-the-job or classroom training methods.

2.3.2.2.1. ON- THE-JOB TRAINING

On-the-job training takes place on the actual place of the job. Trainees learn while they are on their regular working situations. On-the-job training, as is stated in Forsyth (2001:41-42), implies a range of activities or ways of working with members of the staff that can be integrated into their day-to-day activities. It is effective both for the new and existing employees in the organization.

It benefits the new employees by way of:

- Establishing skills on the right basis,
- Developing good working habit which in turn act to produce consistency of performance,
- Producing attitudes to, and understanding of what needs to be done so that a person is inherently likely to become self-sufficient in what he/she does,
- Establishing an attention to details, and
- Building confidence quickly in what the employee does.

On the other hand, on-the-job training is helpful for experienced employees too in that it fine-tunes skills and improves even the good performances. It briefs to continue as policy and practice change overtime implying that even the best performance can be improved as development certainly in many things never stops.

Harris and DeSimone (1994:133) describe on the job training as the most common form of training involving training at the trainees regular work situation. It has two distinct advantages over off-the job training. First, it facilitates transfer of learning to do the job since the trainees have an immediate opportunity to practice the work tasks on the job and the learning environment is the same as the performance environment. Second, it reduces training costs as no training facilities are needed.

As to Sutherland and Canwell (2004:193), on the-job-training is undertaken at the businesses premises. Trainees undergo on-the job training under the supervision of an experienced and qualified trainer in order to acquire the skills needed for the job. The trainees' performance under actual working condition is continually monitored and recorded in a training logbook.

On-the-job training has numerous advantages out of which the followings deserve mention:

- Reduced training cost
- Easy to assess improvement and progress, and resolve encountering problems,
- Employees gain confidence and become increasingly productive,
- Positive transfer of learning
- Quick feed-back can be provided on the spot, etc. (Dessler, 1997:256, Wexley and Latham ,1991:147,and Sutherland and Canwell 2004:193).

However, on-the-job training is not without its own drawbacks. According to Harris and DeSimone (1994:138), some of the limitations of on the job-training include the presence of physical constraints and noises at the work site, probability of costly damages to expensive equipments while running the training, customer inconvenience and reduced quality of services due to the training and threatening the safety of others working in close proximity.

However, it is agreeable that the benefits of on-the-job training usually off-set its drawbacks. Some of the major techniques included under on-the-job training are coaching, mentoring, job rotation apprenticeship, and job instruction.

2.3.2.2.2. OFF-THE-JOB TRAINING

This is a kind of training conducted out of the employees' work site. Of-the-job training, as stated in Sutherland and Canwell (2004:192), requires the attendance of trainees in places other than the working site. It is usually offered at training colleges and external training agencies. The major advantages of off-the-job training method are:

1. It is of high quality as it is given by a special instructor.
2. the trainee can learn the job in planned stages, using special exercises to enable the trainee to master particular difficult aspects.

3. In the long-term, off-the-job training may be less costly because it enables workers to reach higher standards of speed and quality.
4. It is free from the pressures of payment-by-results schemes, noise, danger or publicity.
5. The trainee learns correct methods from the onset.
6. The trainee does not damage valuable equipment or produce spoiled work or scrap (Graham and Bennett, 1998:287).

The two potential limitations of off-the-job training method, according to Graham and Bennett (1998:187-88) and Haris and DeSimone 1994:140), are increased cost (for premises, equipments, travel, instructor, etc.) and difficulty of transfer of training due to dissimilarity of the job and the training setting.

Lecture, discussion, case study, role play, demonstration, audiovisual methods, and videos can be cited as the major techniques of off-the-job training method (Jenks, 1992:89)

In general, it must be understood that there is no one perfect way to train any specific case when training is required. No one way is with out its drawbacks. There are many considerations that present themselves. Supervisors need to examine the pros and cons of each of the methods available and see what best suits their needs, problems and situations (Broadwell, 1989:47).

2.3.2.3. TRAINING RESOURCES

To carry out successful training program, the training organization needs to make use of several training resources. Davies (2003:139) defines training resources as any people, equipment and material needed to execute the training project. Others like Plunkett and Attner (1989:277) express their appreciation to those organizations which allocate and spend adequate time, money and effort for training as they are rewarded with a growing pool of talents capable of greater achievement and available for greater

responsibilities. Hence, the trainer, money, time, facilities and other materials are among others that can be regarded as training resources.

Various writers emphasize the need for a training program front runner: the trainer. Along with aiming at designing and delivering a training program, organizations need to be sure that they have a dependable trainer either from within or from external agencies. Darling (1993:80) emphasized the importance of able trainer as he/she is the one who involves in reviewing an organization's objectives and strategy, assessing training needs and priorities, securing agreement and commitment to training plans and their implementations, and discussing with managers and key personnel at appropriate points of the organization to closely examine the underlying strengths and weaknesses of the organization, the skills it possesses and the areas in which skills need to be developed. To carry out this process, the trainer must have a sound understanding of organizational behavior as a basis for intervention and raising questions which gets to the heart of the matter. This implies that, the role of a trainer is not restricted only to delivering the training content; rather it goes into all other important organizational aspects.

A potential trainer must be the one who is able to communicate effectively, and have thorough knowledge of the subject matter. He/she must be enthusiastic, experienced, adaptive, open-minded, patient and articulate. Abilities of working with others, careful and consciousness, good team spirit, humorous, readiness and willingness to work with others are also other important qualities of good trainer (Jenks, 1992:89-90).

In addition to trainers of such qualities, training requires the consideration of other resources too. Mullins (1996:636) describes the cooperation and genuine commitment of top managers, adequate allocation of finance, time and skilled staff as the underlying training resources.

Emphasizing the indispensability of investing in training programs, Melaku in Adane (2002:101) wrote that "Money spent on training and development of human resource is money well invested." A training program needs to have a budget breakdown for each activity. As it is stated in Wexley and Latham (1991:19) the training budget needs to be supported with details about each program's intended length, space requirements, number of trainees per session, audio-visual equipment and material required, and development and administrative costs. The training cost has to be adequately allocated considering all activities through out the training cycle. Each training steps, according to Davies (2003:112), from conducting training needs analysis through designing the events, conducting the sessions and post training evaluation has to be accompanied with commensurate budgeting system. Therefore, a successful training is a combined effect of committed managers, able trainers, time and budget allocation, and consideration of important facilities, equipments and materials.

2.3.2.4. IMPLEMENTING THE TRAINING PROGRAM

Once all the training preconditions are fulfilled, training is ready to be delivered by the trainer. This is the stage where the trainees interact with the subject matter in order to attain the objectives set. EMI (2005:17) states that the ultimate goal of the proceeding activities needs to be followed by proper program implementation. In delivering the training, the trainer has to be sure that the training is in line with the objectives set and address the selected target group, fill the gaps identified in knowledge, skills and attitude, and satisfy the trainees.

Harris and DeSimone (1994:159-60) put the responsibility of implementing the training program largely in the hands of the trainer. Apart from this, according to these authors, decisions must be made on arranging the physical environments to make the trainees feel comfort and concentrate on learning. The seating condition has to be arranged so as to establish a spatial relationship between the trainer and the trainees.

The physical comfort like conducive temperature is also important for successful learning. The environment must be free from physical destructors like noises, poor lighting, and physical barriers. Having all these arranged, the trainer establishes clear expectations by preparing course outline that explains the purposes and requirements of the training session and sets class norms. Finally, the trainer is expected to make every possible effort to build a climate characterized by mutual respect and openness, which in turn helps the trainees to seek help when the need arises.

The trainer has to prepare the trainees by putting them at ease. It is important to find out what the trainees already know, to stimulate their interests and to maximize the similarity between the training and the job situation. This is followed by careful presentation of the training content by stressing on key points. The trainer also has to test the trainees by asking questions and correct errors; and finally follow-up the trainees by way of frequent checking and encouraging (Pigors and Myers, 1981:288 and Dessler, 1997:256-57).

2.3.3. EVALUATION OF TRAINING PROGRAMS

Evaluation of training program is the last phase in the training process. It involves the activities of reviewing and measuring how well each training steps were carried out and the effectiveness of training program as a whole. Bramle, (1996:5) defines training evaluation as the process of gathering information that helps to make sound decision regarding training activities. This implies that reliable information is necessary to judge the success or failure of a training program and to decide on amendments to be made for future efforts. The information is a bottom line in indicating the improvements achieved as a result of training since training evaluation, as mentioned by Peppit (2004:68), is the activity of measuring changes and improvements gained as a result of training programs.

Rae (2003:161) in describing the concept of training evaluation further writes that, training is the process of changing people to a more effective state so as to improve the business aspects of the organization. Training should not be for its own sake; rather it should be for business improvement in organizations. Evaluation is the process of 'measuring' this improvement and achievement from the start to the end of the training process. As it is over the whole process, it must be considered early in the design and planning, and must be started before the training event. Every training evaluation aims at collecting data on how well the objectives set were attained. Phillips (2004:53) underlines this by saying that the fundamental premise of training evaluation is to collect data directly related to the objectives of human resource development. These data are the function of four primary measures of improvement: out put, quality, cost and time. Some authors also equate training with investment. Bartram and Gibson (1997:4) state that training should be seen as an investment in people like that of investing in machinery, technology, and premises. Hence, it is important to evaluate the benefits gained in comparison to the costs incurred.

Various authors in the area of training and development suggest training evaluation to be seen from different aspects. As to Burham (1995:61) excellent training programs should be evaluated from three angles. First, training programs need to be reviewed from the point of view of relevance. This is related to addressing organizational problems. Second, training evaluation has to focus on quality. Under this are included the competencies of the people involved in the training program, plausibility of the training program, resource adequacy and efficient utilization, extent of goal achievement and client satisfaction. Lastly, consideration must be made regarding commitment. This reflects the timely involvement of personnel, material, time, and agreement of top level managers.

Landale, (2004:365-66) and Bramle, (1996:133) put four popular criteria to be used for evaluating training efforts. These are reaction, learning, job behavior and results. Reaction reflects the perception of the trainees about the program. It indicates the

satisfaction level of the participants. Learning measures the extent to which trainees have grasped principles and facts and improved skills and attitudes. The changes in aspects of job performance are measured by job behavior. Finally, organizational effectiveness is assured by looking into the results of the training program.

In sum, training involves the allocation of a great deal of both human and physical resources. To know whether the investment of all these resources brought any difference on the job performance or not, organizations must evaluate training efforts according the underlying principles.

2.3.4. TRAINING CONSTRAINTS

Training is a process of improving the capacity of individuals through the acquisition of knowledge and skill using various methods. However, this process is likely to be constrained by various factors. The concern that top level management gives for training can be cited as one of the major factors that adversely influence the process and expected results. In support of this, Dwivedi (1984:146) stated that the basic problems of training are caused by an untrainable top, a confused middle and frustrated bottom in the management hierarchy that provides superficial commitment to training. Pigors and Myers (1981:282) also write that the support and commitment of managers to training and development is worth mentioning for the success of a training program. They said that, managers at all levels, particularly top level management should provide real support for training and development activities in their organizations.

In magnifying the role of top level managers for the success of training, Mabey et al (1998:174) also stated that, managers who fail to value training and development are less likely to appreciate its benefits. This in turn may affect the attitude of employees under that particular organization. When top level management thinks some thing is important, so do other members of the organization. Therefore, it should be underlined that the activity of training is directly affected by the extent of value given to it by top level managers.

Apart from this, the activity of training may also be constrained by the availability of resources an organization possesses. To make a training program successful adequate amount of money should be earmarked for the training activity. Other resources like facilities, materials, and human resources should be adequately available at every organization's disposal to run the training program properly.

2.4 OVERVIEW OF PSCAP TRAININGS

Public sectors are government entities through which the government delivers its services to the public and implements its programs. Various training programs are usually hosted by public sectors for the reason that they need to promote the competencies of their personnel to effectively and efficiently discharge their responsibilities to the public they serve. The prime objective of PSCAP trainings is to supplement these efforts in public sectors at all levels in the country. With regards to this, Ethiopia is in a big transformation endeavor designed under capacity building programs. Capacity building, as defined by UNDP in World Bank (2005:6) is:

the process by which individuals, organizations, and societies develop abilities to perform functions, solve problems and set and achieve goals premised on ownership, choice and self-esteem. Capacity building is the sustainable creation, retention and utilization of capacity in order to reduce poverty, enhance self-reliance and improve people's lives.

Building capacity of public sectors is a globally pressurized issue to speed up development endeavors under wide range of supports and interventions made by World Bank. World Bank (2005:vii) emphasizing this writes that, African countries must improve the performance of their public sectors if they are to achieve their goals of reducing poverty, accelerating economic growth and providing better services to their citizen. Achievements of such improved performance will require countries to complement reforms with sustainable capacity building.

In response to this global call, Ethiopia established a national focal point: Ministry of Capacity Building in October 2001 entrusted with the responsibility of working on key areas of capacity building in human resources, organizations, institutions, systems, and processes across sectors and regions. Accordingly, Capacity Building Bureaus were established in all regions, and, the regions in turn have extended their branches to the grass root levels (MCB, 2002:1-2).

According to the Ethiopia National Training Capacity Supply and Demand Study, in planning and developing PSCAP, both the government of Ethiopia and donors view the evident lack of capacity within federal, regional and local governments as a major obstacle to development requiring urgent attention. There is wide consensus that a serious deficiency currently exists in the number, education, training and competence of civil servants. At the same time, there is also a shortfall of significant magnitude in the quality, quantity and availability of appropriate institutions and other means in Ethiopia to supply the training needed to help address that deficiency. PSCAP generally aims at improving the scale, efficiency and responsiveness of public sectors' service delivery at federal, regional and local level, empower citizens to participate more effectively and accountability. A significant focus of PSCAP is on the training of civil servants and public sector officials at all levels and covering a wide range of topics and subject areas enabling them to carry out their duties most efficiently and effectively.

There are three training streams for PSCAP: in-house or in-service training, generic or bundled bulk training, and specialized or niche skill transfer training. In-house trainings are developed and delivered by the government itself using cascading and training of trainers approach. Generic trainings focus on prequalification of suppliers with resultant tendering on a least-cost basis. The specialized training is contracted through competitive tendering. All over the country, PSCAP plans call for a massive training program on a multitude of skills, operations and familiarizations for civil servants, elected and appointed officials and the public. Much of PSCAP trainings aim at regions and woredas as there are huge PSCAP training needs being generated at

these levels, and hence, 80% of PSCAP resources are being allocated to regions (Meheret et al, 2004:1-3).

In Oromia National Regional State, strategies were formulated to implement PSCAP within the frames set by the Federal Ministry of Capacity Building. It is hoped that PSCAP improves the efficiency and responsiveness of public sectors in delivering their services to the public. To address all these, focusing on improving the capacity of human capital is of prime importance as it is the center-piece around which all other capacity components are to be rallied. This brings training at the front line of PSCAP. Cognizant of this fact, Capacity Building Bureau of Oromia delivered various PSCAP trainings many of which were directed to improve zone and woreda public sectors performances. By this, large number of civil servants and officials at woreda and zonal level were made to take part (CBBO, 20079-10).

PSCAP trainings are supplemented by a insignificant pool of universities and colleges. These include regional universities and Addis Ababa University, autonomous training and consultancy institutes, training institutes and vocational training centers run by regional governments; Regional Management Institutes, colleges and training facilities run by NGOs, and private colleges (Meheret,et al, 2004:viii).

CHAPTER THREE

3. PRESENTATION AND ANALYSIS OF DATA

Under this chapter, data collected from respondents are presented, analyzed and interpreted. Respondents' personal characteristics, issues related to the practice of PSCAP trainings like the status of conducting training need assessment, setting training objectives, training methods used, availability of resources needed to deliver training, evaluation of training programs, review of PSCAP trainings delivered so far, benefits of PSCAP trainings, training opportunities and constraints were treated in detail.

3.1. CHARACTERISTICS OF RESPONDENTS

The study targeted 75 experts working in five different sectors in five sample woredas found in West Hararge Zone, and 85 trainees who have participated in various PSCAP training programs delivered so far. Apart from this, 25 sector heads at woreda level and two focal persons from Capacity Building Bureau of Oromia (CBBO) were included as interviewees to triangulate the practice of PSCAP trainings. A total of 160 questionnaires were distributed among the experts and trainees out of which 142 (89%) were fully responded and returned. Out of this, 66(46%) were experts and the rest 76(54%) were trainees. Generally, 169 respondents took part in this study. For the sake of statistical convenience, the two focal persons from Capacity Building Bureau of Oromia were categorized with the expert respondents at woreda level. The general characteristics of respondents are shown in Figures 3.1-3.4 below and in Appendix E. Throughout the study, comparing of the two means was made by the help of an independent t-test and interpretations were made for all five point scale measurements based on the following mean score ranges:

- | | |
|----------------------------------|------------------------------|
| 1. 1.00-1.49 = Strongly disagree | 4. 3.50- 4.49 = Agree |
| 2. 1.50-2.49 = Disagree | 5. 4.5-5.00 = Strongly Agree |
| 3. 2.50-3.49 =Neutral | 6. P Value = 0.05 |

3.1.1. SEX PROFILE OF RESPONDENTS

As can be seen from Fig. 3.1 below, in all the three respondent category cases, the number of male respondents was by far greater than that of females' may be because of their availability in all positions.

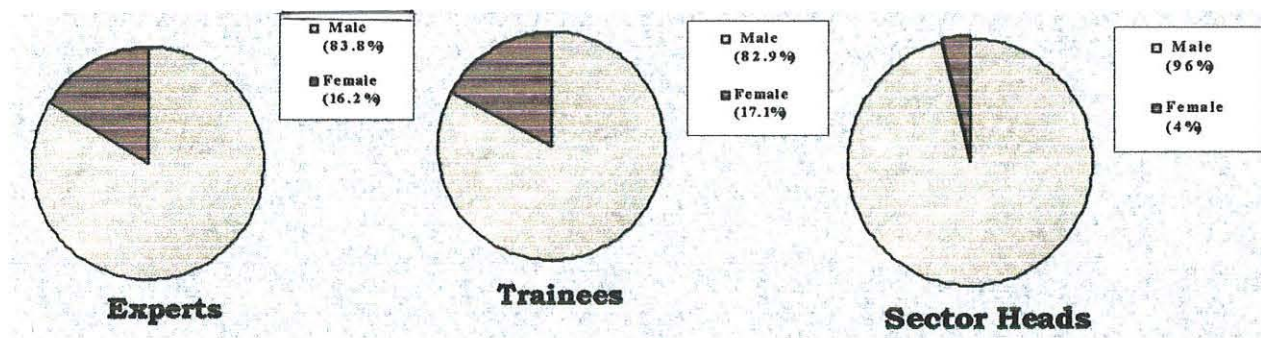


Fig.3.1. Graphic Representation for Sex Profile of Respondents

The number of female respondents even drops down more to 4% in the case of the sector heads. This implies that female civil servants have rare chance of holding leadership positions and other responsibilities in woreda sectors. Regarding this, CBBO (2007:19) has also stated that "PSCAP training opportunities were not gender sensitive".

3.1.2. AGE PROFILE OF RESPONDENTS

With reference to age of the respondents, the largest proportion of respondents, that is, 50(87 %) of experts, 56 (74%) of trainees and 23 (92%) of sector heads were found among the age categories of 25-40 years.

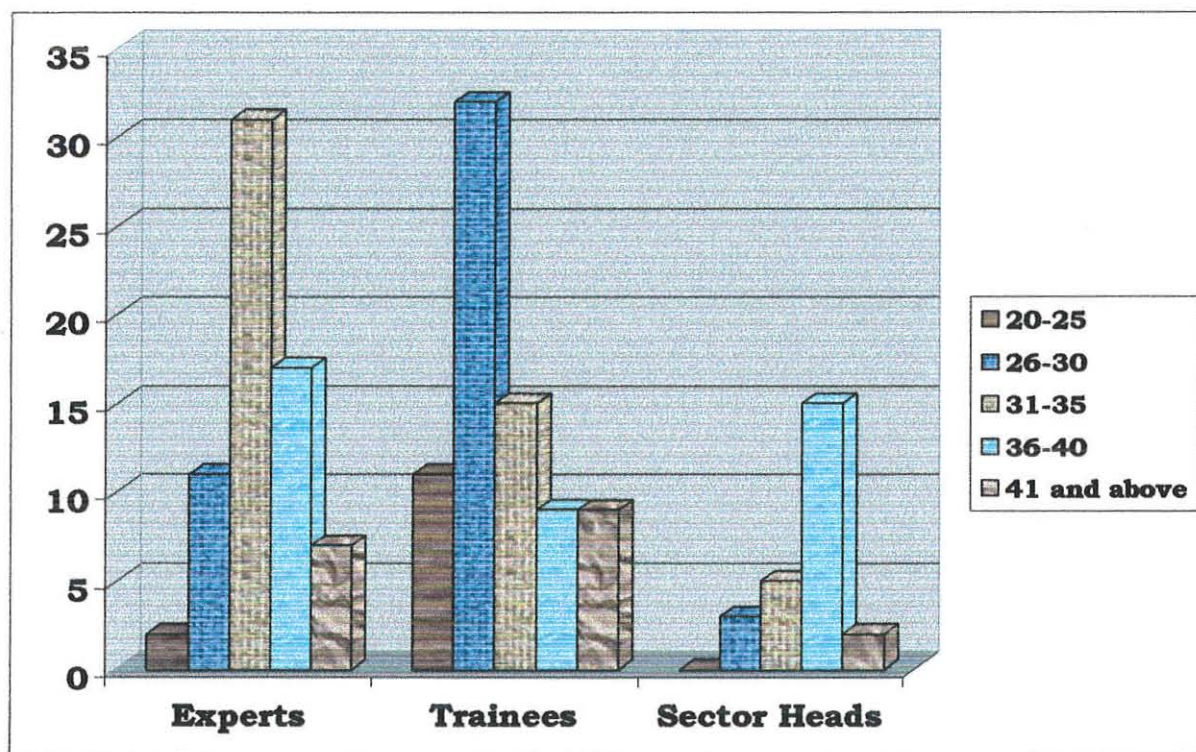


Fig.3.2 Graphic Representation for Age Profile of Respondents

This indicates that most of the respondents of this study were mature enough to know what has been happening in their respective sectors, and hence were able to provide pertinent and detail information about PSCAP trainings. The number of respondents of sector heads in the age range of 20-25 is nil showing that leadership positions were mostly held with experienced individuals to effectively shoulder the responsibility expected at that position.

3.1.3. EDUCATIONAL QUALIFICATION PROFILE OF RESPONDENTS

In relation to respondents' characteristics in terms of educational qualification, 39 (57.4%), 37(47.7%) and 15 (60%) of experts, trainees, and sector heads were diploma holders respectively.

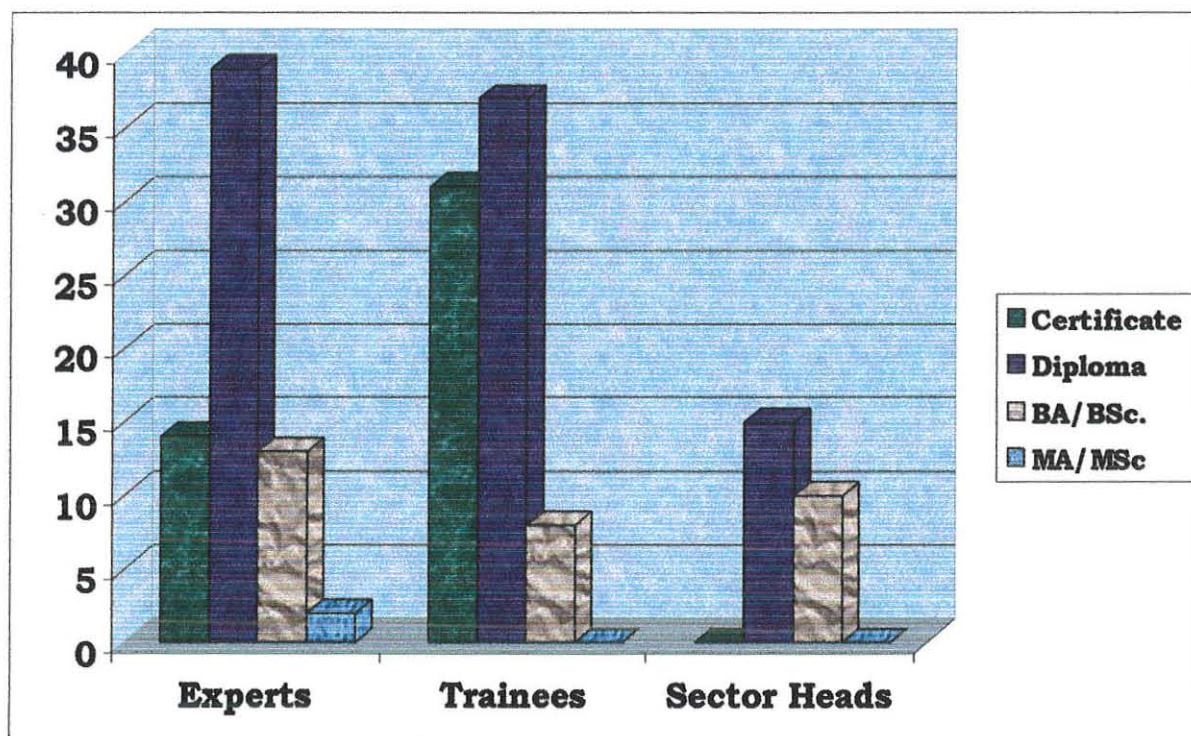


Fig. 3.3. Graphic Representation for Educational Qualification Profile of Respondents

This represents majority (53.8 %) of the total respondent and was followed by number of respondents with the educational qualification of certificate level which accounts for 20.6% of experts and 40.8% of trainees. There is no sector head with the educational qualification of below diploma level and no respondent at woreda level with a qualification level of MA or MSc degree. The two focal persons at Capacity Building Bureau of Oromia were Masters Degree holders. The number of BA/BSc Degree holders in woreda sectors was small accounting only for 18.3% of the total respondent.

3.1.4. WORK EXPERIENCE PROFILE OF RESPONDENTS

With regards to work experiences, the respondents were asked to categorize their responses in to two: experiences in their current position and in other positions in general. Significant number of respondents, (42.6% of experts and 47.4 % trainees) were identified as having 7-9 years of services in their current position.

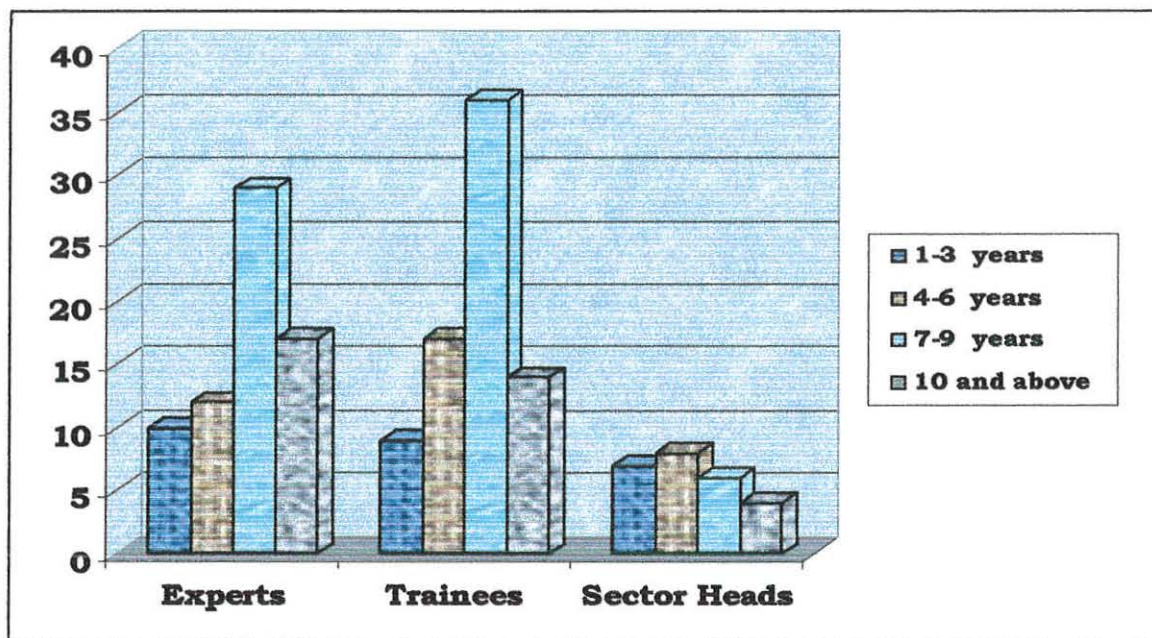


Fig 3.4. Graphic Representation for Work Experience Profile of Respondents

Among the rest, respondents having 4-6 years of experiences account for 21.9% of the total respondents and were followed by those having years of experiences of 10 and above (20.7%). However, significant numbers of woreda sector heads (32%) were identified as having only 1-3 years of experiences in their current positions. From this, it can be deduced that, since the majority of experts and trainees have adequate experiences in their current position, they were familiar with the practices and activities of PSCAP trainings, and may provide dependable data for this study.

Concerning the experiences the respondents have in positions other than their current position, respectively 44.1%, 15.8% and 40% of the experts, trainees and sector heads have served 7-9 years in other positions in the organization. From the total respondents, 29.6% and 24.3 % have the work experiences of 4-6 and 10 and above years respectively. Added to the experiences they have in their current positions, generally, the respondents can be identified as experienced civil servants.

On the whole, the personal characteristic analysis indicates that, even though public sectors at woreda level are the major centers for government services to satisfy the citizen at the grass root level, they were not well equipped with necessary education and training to qualify as civil servants so that they can commensurate with the bulk of activities and responsibilities. This is a clear indication for the need of various training programs to be arranged for civil servants to effectively discharge their responsibilities, deliver quality services and implement government policies and programs at woreda level.

3.2. ISSUES RELATED TO THE PRACTICE OF PSCAP TRAININGS

Under this part, data collected to assess the practice of PSCAP trainings in West Hararge Zone were presented and analyzed.

3.2.1. TRAINING NEED ASSESSMENT

As discussed earlier in chapter 2 of this study, training need assessment is the most important component of any training program. Below, issues related to different aspects of training need assessment were categorized in to five sub- parts and treated separately.

3.2.1.1. ISSUES RELATED TO SOME ASPECTS OF TRAINING NEED ASSESSMENT

To assess the presence and extent of training need assessment in public sectors, respondents were asked various questions to react according to the concrete reality in their respective organizations. Accordingly, at the out set, they were asked whether or not there is a practice of conducting training need assessments in public sectors. Out of 66 experts that took part in the study, 30(45.5%), and out of 76 trainees 32(42.1%) have responded by confirming the presence of the practice of training need assessment in their organizations. However, the larger proportion of both categories of respondents, (54.9% of experts and 57.9% of the trainees) replied as there was no any training need assessment practice in their organizations. Table 3.1 is based on responses given by

respondents who reacted in support of the presence of the practice of training need assessment in their organizations.

Table 3.1: Frequency and Mean Distribution of Some Aspects of Training Need Assessment

N o	Question Items	Respondents												t
		Experts (N=30)						Trainees (N=32)						
	Rating scales						Rating seals							
	The practice of TNA is *1	1	2	3	4	5	X*2	1	2	3	4	5	x	
1	the base to offer training opportunities	10	12	3	3	2	2.17	12	13	4	2	1	1.97	0.314
2	Participatory	11	10	2	2 1	2	2.13	9	13	7	1	2	2.19	-0.097
3	based on concrete evidences	7	15	2	1	1	2.23	14	8	5	2	3	2.13	0.163
4	based on well organized data	7	16	4	2	2	2.27	12	10	5	2	3	2.09	0.132
5	continuous	12	8	3	1	1	2.10	9	17	2	2	2	2.19	0.016
6	helpful for public sectors to achieve their goals	10	10	6	1	1	2.13	1	8	8	2	2	2.13	-0.097
7	conducted based on the organizations' goals.	11	14	7	2	2	2.00	12	11	6	3	1	2.16	0.203
8	based on clear procedures	9	12	3	3	3	2.30	11	10	8	1	2	2.16	0.231
[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral 3.50- 4.49 = Agree, 4.5-5.00 = Strongly Agree]														
*1 TNA= Training Need Assessment, * 2=Calculated mean across cells.														

As can be seen from table 3.1, respondents were asked to rate the extent of training provided based on training need assessment. Both expert and trainee respondents confirmed with mean scores of 2.17 and 1.97 respectively that training opportunities were not based on training need assessment in public sectors and no statistically significant difference was observed between the two means. From this, it can be deduced that in most public sectors, trainings have been delivered without conducting training need assessments and hence, no target is expected to be hit by such trainings except wasting resources which in turn means retarding expected improvements in public sectors.

Making training need assessment participatory is one precondition for successful training program. If all stakeholders are made to participate, the implementation process will be smoother since every participant puts maximum effort for the success of the program. On this basis, the participation level of members of the organization and other stakeholders in the process of training need assessment was asked and the mean scores of the experts 2.13 and that of the trainees 2.19 with no statistically significant difference revealed that the process of conducting training need assessment was not adequately participatory implying that the implementation stage is constrained as a result of which the training program may not be successful.

Training need assessment should be based on concrete evidence about the existence of discrepancies between what is expected and what exists. Accordingly, respondents were asked the applicability level of this training aspect and both experts and trainees with the mean scores of 2.23 and 2.13 respectively proved that training need assessments were not based on concrete evidences and the difference between the two mean scores was found not to be statistically significant. Therefore, such training need assessment does not convey any reality of their respective organizations and hence may not improve performance.

It is logical that once training need assessments have been carried out in an organization, the data obtained should be summarized and organized in a meaningful manner. To see the extent of such activities in public sectors, respondents were asked to rate the level of organization and application of data on training need assessment. The mean scores of 2.27 and 2.19 were found for the responses of experts and trainees respectively clearly indicating that training need assessment data, if any, were not well organized to serve as an input throughout the training process. This implies that trainings have been offered haphazardly and no useful document is organized and maintained as a ground for consecutive training programs and this is likely to make trainings to remain sterile.

Making training need assessment participatory is one precondition for successful training program. If all stakeholders are made to participate, the implementation process will be smoother since every participant puts maximum effort for the success of the program. On this basis, the participation level of members of the organization and other stakeholders in the process of training need assessment was asked and the mean scores of the experts 2.13 and that of the trainees 2.19 with no statistically significant difference revealed that the process of conducting training need assessment was not adequately participatory implying that the implementation stage is constrained as a result of which the training program may not be successful.

Literature indicated that training need assessment should be based on concrete evidence about the existence of discrepancies between what is expected and what exists. *Source?* Accordingly, respondents were asked the applicability level of this training aspect and both experts and trainees with the mean scores of 2.23 and 2.13 respectively proved that training need assessments were not based on concrete evidences and the difference between the two mean scores was found not to be statistically significant. Therefore, such training need assessment does not convey any reality of their respective organizations and hence may not improve performance.

It is logical that once training need assessments have been carried out in an organization, the data obtained should be summarized and organized in a meaningful manner. To see the extent of such activities in public sectors, respondents were asked to rate the level of organization and application of data on training need assessment. The mean scores of 2.27 and 2.19 were found for the responses of experts and trainees respectively clearly indicating that training need assessment data, if any, were not well organized to serve as an input throughout the training process. This implies that trainings have been offered haphazardly and no useful document is organized and maintained as a ground for consecutive training programs and this is likely to make trainings to remain sterile.

Training need assessment is not an activity that we undertake today and leave out tomorrow. It is a continuous process throughout organizational life as organizations are expected to adapt and upgrade themselves to the rapidly changing demands in all their aspects. With regards to this, both experts and trainees revealed that training need assessment was not continuously conducted. The mean scores were found to be 2.10 and 2.09 for experts and trainees respectively and no significant difference was observed between the two mean scores. Concerning whether or not the training needs identified were helpful for the goal achievement of public sectors, both categories of respondents, experts with the mean score of 2.13 and trainees with 2.19 responded and questioned its valuability for organizational goal achievement. The response obtained from woreda sector heads on the interview session more elaborates this. According to the interviewees, basically, conducting training need assessment is unequivocally of prime importance for organizational goal achievement. However, the assessments that were made once in a blue moon by people and order of bureaus were of no value as it was made only for the sake of conducting. It also lacks continuity, detail and practicality. Hence, since the training need assessments were not helpful for organizational goal achievements, organizations were not benefited in general.

Organizations have goals to be achieved at different time frames with varieties of inputs. This implies that there is a strong tie between organizations' goals and the human resource to be trained, which is a decisive input to achieve those goals. To secure such a trained human resource, deficiencies in skills knowledge and attitude have to be identified based on training need assessment. With regards to this aspect, respondents replied in the absence of conducting training need assessments based on organizational goals, and this was rated as mean scores of 2.00 and 2.13 for experts and trainees respectively with no statistically significant difference. Therefore, it can be deduced that, training need assessments were not in agreement with organizational goals and hence do not serve any purpose for organizational goal achievement. Similarly, in the last item of table 3.1, both the experts and the trainees replied with mean scores of 2.30 and 2.16 that there is no a clear procedure to assess training needs at

woreda public sector, and this implies that there is no transparent and clear direction on how to undertake training need assessments in woreda public sector which in turn hampers the success of training programs.

In general, under this section, attempts were made to investigate the status of various training need assessment aspects. However, all in all, respondents confirmed that there is no satisfactory practice of any of these aspects in public sectors at woreda level. In addition, CBBO (2007:18) wrote that one of the major problems in PSCAP trainings is absence of training need assessment in general. This implies that public sectors at woreda level have not got the desired benefits from trainings delivered so far since the trainings were not based on properly assessed needs.

3.2.1.2. PUBLIC SECTORS' SPECIFIC TRAINING NEEDS

Every organization has its own specific training area. The most urgent training need for one organization may be the least for the other. Table 3.2., generally deals with specific training needs in public sectors at woreda level.

Table 3.6: Frequency and Mean Distribution of Some Specific Areas of Training Need Assessment in Public Sectors

No.	Question Items	Respondent												t
		Experts [N=66]						Trainees [N=76]						
		Rating scales						Rating scales						
		1	2	3	4	5	X*4	1	2	3	4	5	X	
1	BPR*1	3	3	8	28	24	4.02	5	3	10	32	26	3.93	0.139
2	Good government	2	1	3	27	33	4.33	1	1	9	32	33	4.25	0.111
3	ICT*2	2	1	6	30	27	4.20	2	1	7	34	32	4.22	-0.041
4	SPM*3	7	10	7	17	25	3.65	2	13	10	32	19	3.70	-0.085
5	Change management	2	8	8	26	22	3.84	4	13	7	26	26	3.75	-0.147
6	Service delivery	1	2	10	19	34	4.33	1	7	1	28	39	4.28	0.076
7	Personnel administration	14	26	8	8	5	2.45	18	20	27	6	5	2.47	-0.029

[1.00-1.49= Strongly disagree,1.50-2.49=Disagree,2.50-3.49=Neutral 3.50- 4.49 = Agree,4.5-5.00 = Strongly Agree]

* 1= Business Process Reengineering

* 3=Strategic Planning Management

* 4=Calculated mean across cells

* 2=Information Communication Technology

Public sectors, as the name indicates, are government bodies through which the government delivers its services to the public and implements its policies and programs. However, when the quality of services delivered by these sectors is not up to the standard, their mission will be unequivocally questioned. In item 6 of table 3.2 respondents were asked to rate the urgency level of specific training needs in service delivery among public sectors. On this basis, both the experts and the trainees expressed their agreement with the highest mean scores (4.33 and 4.28 respectively). On the interview held with Woreda sector heads, a contextually similar idea was reported. According to some of the Woreda sector heads, the government decentralized most of the authorities down to the Woredas to serve the public at the nearest possible proximity. Trainings have been delivered for civil servants and sector officials on service delivery. But there is still a huge need for more training to satisfy the community. CBBO (2004:1) also stated that, PSCAP is initiated mainly as one of Capacity Building Program with the aim of improving the scale, efficiency, and responsiveness of public sectors to deliver quality services to the society. Therefore, it

can be concluded that training need in service delivery is the first and most important priority area in public sectors at Woreda level.

On the other hand, on the basis of the question forwarded to the respondents to investigate the importance level of training need in good governance, agreement was reached by experts with mean scores of 4.33 and trainees with 4.25 indicating that good governance is the 2nd most important training need area in public sectors with no statistically significant difference between the means of the two respondent categories. Supporting this, (MCB, 2004:2) also stated that good governance is one of the major focal areas of PSCAP training as improvement in good governance is hoped by the government to be a good ground for many other development activities in the country.

Information Communication Technology is an important element in creating a well informed society and facilitating development activities. As can be seen from item 3 of table 3.2, respondents were asked to rate the urgency level of training need in Information Communication Technology. Accordingly, both respondent groups agreed on its importance with a mean score of 4.20 for experts and 4.22 for trainees with no statistically significant difference calculated. As a whole, Information Communication Technology is rated as the 3rd most important training need in public sectors at woreda level. According to CBBO (2004:12) Information Communication Technology is one of the six major sub-programs of PSCAP that are run under the auspices of Oromia Capacity Building Bureau. Therefore, Information Communication Technology, being one of a crucial infrastructure at Woreda level, has a gap to be filled by training urgently. Hence, unless the gap is filled as urgent as possible, it is likely to hamper the Woreda communication system in particular and development programs of the government in general.

As depicted in table 3.2, both experts and trainees were asked whether or not there is a training need in Business Process Reengineering. The agreement was expressed by both parties by mean scores of 4.02 and 3.93 for experts and trainees respectively and the t-test indicated as no statistically significant difference. Hence, training need in Business

Process Reengineering is the 4th most urgent area in public sector. Moreover, on the basis of the responses given by both experts with a mean score of 3.84 and trainees 3.75, agreements was reached on the presence of training need in change management.

On the other hand, visionary organizations obviously prepare strategic plans of various time frames. However, besides the knowledge of purpose and goals of the plan, acquisition of specific skills and knowledge on how to prepare and manage the plan is of great importance. With regards to this, respondents were asked to show their agreement level on the importance of training needs in Strategic Planning Management. Both the experts and the trainees showed their agreement by mean scores of 3.65 and 3.70 respectively showing that eventhough trainings have been offered on Strategic Planning Management, still there is a gap to be filled by training to make public sectors successful.

Respondents were asked in the last item of table 3.2 to rate the importance level of training needs in personnel administration. On this item, the expert and trainee respondents replied with mean scores of 2.45 and 2.47 respectively indicating that there is no urgent training need in personnel administration in woreda public sectors. The calculated t- value also showed as no statistically significant difference between the two means.

As a whole, eventhough trainings have been offered under various titles, there is still a huge need for trainings to be offered in woreda public sectors covering wide areas of knowledge.

3.2.1.3. TECHNIQUES OF TRAINING NEED ASSESSMENT

Training need assessment is not conducted haphazardly. It has its own scientific method, procedures and techniques. To investigate whether the assessment activity is to be carried out in public sectors, respondents who agreed with the presence of training need assessment in public sectors were further asked and their responses are summarized on table 3.3 below.

Table 3.3: Frequency and Percentage Distribution on Techniques of Training Need Assessment

	Question Items	Respondents					
		Experts (N=30)		Trainees (N=32)		Total*2 (N=62)	
		No	% *1	No	%	No	%
1	Organizational Analysis	1	3.33	4	12.50	5	8.06
2	Person Analysis	3	10.00	4	12.50	7	11.28
3	Task Analysis	4	13.33	4	12.50	8	12.90
4	Customer opinion analysis	7	23.33	9	28.15	16	25.81
5	Analysis of feed backs of higher authorities	15	50.00	11	34.38	26	41.94

*1 % is calculated from N.

*2 Total number of responses is greater than N due to multiple responses

Table 3.3 illustrates that analysis of feedbacks from higher authorities as a major training technique was confirmed by 50% of the experts and 34.38% of the trainees and was followed by customer opinion analysis whose share was 23.33% and 28.13% for the experts and the trainees respectively. This was again confirmed by the total percentage of respondents as can be seen from the table. The importance of the rest items, that is, organizational, individual and task analyses was identified in the ascending order from item 1 to item 3 showing that eventhough the applicability level varies among the levels and methods, more or less, there is a trend of conducting training need assessment at all levels. The trend of relying more on the analysis of feedbacks from higher authorities may be attributed to political command than scientific theory such as organizational, individual and task analyses. In support of this, Rymond et al (1996:341) and Ilgen and Pulakos (1999:375) also stated that there are techniques of training need assessments which are conducted at organizational, individual and task levels.

3.2.1.4. PRIORITIZATION OF TRAINING NEEDS

Upon the completion of the process of training need assessment, training agents need to prioritize the needs identified in accordance with various factors that can determine the fate of training success .This is because of the reason that training needs identified are best and most valuable only when they are prioritized on justifiable and reasonable grounds. Below, table 3.4 deals with prioritization of training needs identified.

Needs.

N o.	Question Items	Respondents												t
		Experts (N=30)						Trainees (N=32)						
		Rating scale						Rating scale						
	TN*1 is prioritized based on::													
		1	2	3	4	5	x*2	1	2	3	4	5	x	
1	availability of budget	1	1	5	12	11	4.03	1	1	5	12	13	4.09	-0.61
2	urgency of identified need	11	9	6	3	1	2.13	11	11	4	5	1	2.10	-0.061
3	trainees' motivation	5	16	3	3	3	2.43	10	10	9	4	1	2.44	-0.012
4	availability of training institution is	7	12	7	3	1	2.30	11	8	4	7	2	2.40	-0.150
5	interests and top level management	4	4	5	7	10	3.50	4	5	3	10	10	3.53	-0.034

*1=TN=Training Need

In the first item of table 3.4, respondents were asked to rate the availability of budget as a prioritizing criteria for training needs. In this regards, both experts and trainees agreed that availability of budget is the most important criteria used to prioritize training needs in public sectors and the agreement level rated was as high as 4.03 and 4.09 for experts and trainees respectively with no statistically significant difference between their means. In relation to this issue, Woreda sector heads were interviewed and they have also responded in support of this agreement. They said that there were times when unplanned training programs were shortly designed and offered to consume the money that was available as a result of certain opportunity. This is especially evident in some sectors towards the end of fiscal years.

Urgency of the training need identified was presented in item 2 of table 3.4 to be rated by respondents. Accordingly, both the experts and the trainees replied by mean scores of 2.13 and 2.19 as there were no rooms for prioritizing training needs identified based on urgency of the need ,and no statistically significant difference was found between the two means. Paradoxically, on a logical basis, urgency of training need identified should be prioritized as 2nd to none and should not have been rated low unless there was some distortion in the application of training principles. On the other hand, as observed in table 3.4, item number 3 and 4, respondents preferred to stand on the side of neither agreeing nor disagreeing of both consideration of trainees' motivation and availability of training institutions at Woreda levels as a criterion to prioritize training need. Here again, there was no statistically significant difference was reported between the two means.

On the whole, it can be inferred that prioritization of training needs identified have not been based on logical and scientifically established principles in public sectors at Woreda level, and hence are not expected to serve organizational goals. Reversing this, Kelly, (1987:4) writes that training need analysis should set priorities. It determines not only which programs are most pressing, but also identifies which can be most economically solved through training.

3.2.1.5. REASONS FOR ABSENCE OF TRAINING NEED ASSESSMENT

As discussed at the beginning of the training need assessment section, out of 66 expert respondents 36(54.9%), and out of 76 trainee respondents 44(57.9) have replied against the existence of training need assessment practice in their respective organizations. It is the responses of these respondents which were dealt with in table 3.5 to investigate some of the reasons for the absence of training need assessment in Woreda public sectors.

Table 3.5: Frequency and Percentages Distribution of Responses on Reasons for the Absence of Training Need Assessment

No	Question Item	Respondent					
		Experts (N=36)		Trainees (N=44)		Total (N=80) *3	
		No	%*2	No	%	No	%
1	Absence of experts to conduct TNA*1	8	22.2	10	22.7	18	22.5
2	Lack of budget	6	16.7	4	9.1	10	12.5
3	Lack of awareness about the importance of conducting TNA	15	41.7	19	43.2	34	42.5
4	TNA is not accustomed	11	30.6	12	27.3	23	28.8
5	No attention is given from the management body	12	33.3	14	31.8	26	32.5
6	TNA does not serve any purpose	2	5.6	3	6.8	5	6.25

*1= Training Need Assessment; *2-% is calculated from N.; *3-Total number of responses is greater than N due to multiple responses

As can be observed from the table above, considerable number of respondents, (41.7% of experts and 43.2% of trainees) attributed the absence of training need assessment activity in organizations to lack of awareness about the importance of conducting training need assessment. Following this, the responses given by the respondents indicated that lack of attention from the management body was identified by 33.3% of experts and 31.8% of trainees as the second reason for the absence of training need assessment in public sectors. Other factors identified by the respondents in order of their degree of influence were absence of the trend and culture of conducting training need assessment in organizations, absence of individuals who have the expertise to conduct training need assessment, and lack of budget. Amazingly, except insignificant number of respondents who said training need assessment does not serve any purpose, majority of both kinds of respondents with the total percentage of 93.75% have some knowledge about the importance of conducting training need assessment in organizations. In conclusion, absence of training need assessment can be attributed to numerous reasons which may surely impede organizational goal achievement unless reversed on time.

3.2.2. ISSUES RELATED TO SETTING TRAINING OBJECTIVES

Every training program has its own objective to be achieved in the end. To investigate this issue, respondents were first asked whether or not there was an activity of setting training objectives in their organizations. On this basis, out of the 66 experts 55(83.3%), and out of the 76 trainees 64 (84.2) confirmed that there was a practice of setting training objectives. The rest, (16.7% of the experts and 15.8% of the trainees) replied denying the practice. Hence, table 3.6 deals with analysis of the responses of 55 experts and 64 trainees.

Table 3.6: Frequency and Mean Distribution of Ratings on Setting Training Objectives

No	Question Items	Respondents												t
		Experts (N=55)						Trainees (N=64)						
		Rating scales						Rating scales						
	TO *1are:	1	2	3	4	5	x*2	1	2	3	4	5	x	
1	derived from the broad organizational goal	12	22	6	10	5	2.53	15	25	8	13	3	2.44	0.150
2	measurable	14	18	9	8	6	2.53	17	22	10	9	8	2.53	0
3	sound enough to solve organizational problems	13	24	6	7	5	2.40	20	23	10	7	6	2.24	-0.032
4	sound enough to solve employees' problems	12	22	9	8	4	2.45	15	24	12	10	5	2.48	-0.048
5	achievable	9	7	7	18	12	3.2	10	11	13	17	15	3.24	-0.068
6	realistic	10	6	15	16	8	3.10	13	12	12	17	12	3.05	0.085
7	time bound	9	9	21	10	6	2.91	12	13	20	13	10	3.03	-0.206
8	set in a participatory process	22	17	7	6	3	2.12	23	21	9	8	3	2.17	-0.070
[1.00-1.49= Strongly disagree,1.50-2.49=Disagre,2.50-3.49=Neutral 3.50- 4.49 = Agree,4.5-5.00 = Strongly Agree]														
*1= Training objectives , *2= Calculated Mean across cells														

Training objectives are sound enough and best fruitful if they are anchored to the general and broad organizational goals. As depicted in the first item of table 3.6,

respondents were asked to rate whether or not training objectives were derived from the broad organizational goals. They responded to this idea with mean scores of 2.53 and 2.44 indicating that training objectives were not derived from the broad organizational goals and the calculated t-test also showed as there was no significant difference between the two means. This clearly indicates that the training objectives set were not derived from the broad organizational goals in public sectors at Woreda level. Regarding the degree of measurability of training objectives, both categories of respondents took the neutral stand with identical mean of scores (2.53) and this may indicate that either they were not sure about the measurability level of training objectives or they preferred to be reserved from rating it. Therefore, it can be possibly inferred that training objectives that are not derived from the broad organizational goals are unlikely to go hand in hand with organizational objectives and solve problems. Stressing on this, Dessler (1991:262) also mentioned that setting concrete measurable training objective is the bottom line that should result from determining training needs.

Respondents were also asked to judge the training objectives from the angle of their capability to solve organizational problems in general. With this regards, experts with the mean scores of 2.40 and trainees with 2.42 clearly indicated without statistically significant difference between the two means that the training objectives were not sound enough to solve organizational problems. Similarly, the question of soundness of training objectives to solve employees' problems was responded by both categories of respondents with mean scores of 2.45 and 2.48 for the experts and the trainees respectively indicating that the objectives set were not sound enough to solve employees' problems.

A question directed to identify the achievability level of training objectives, set at Woreda public sector level was presented to the respondents as the 5th item of table 3.6. In responding to this question, the respondents took the neutral stand by mean scores of 3.20 for experts and 3.24 for trainees and no statistically significant difference was

observed. The neutral position was held by the respondents also in the case of judging whether or not the training objectives were realistic and time bound. However, regarding the last item of table 3.6, that is, to rate if the process of setting training objectives was participatory, respondents with no statistically significant difference clearly showed that the process was not participatory and this was indicated by the mean scores of 2.12 and 2.17 for experts and trainees respectively. In relation to this issue, the focal persons at Oromia Capacity Building Bureau were interviewed, and they indicated that most of PSCAP training objectives were set at Bureau level by experts. However, the focal persons could not dare to say the process of setting the training objective was participatory. Generally, the data shows that PSCAP training objectives have been suffering from various internal difficulties. Failure to set a healthy and sound objective leads to failure to achieve organizational goals as objectives are the ground stone upon which every practice is established.

3.2.3. TRAINING METHODS

Under this section, the types of training methods employed in PSCAP trainings were investigated. Table 3.7 shows the summary of responses on the two major training methods: on the job and off-the-job.

Table 3.7: Frequency and Mean Distribution of Responses on Issues Related to Training Methods

No.	Question Items	Respondents												t
		Experts (66)						Trainees (76)						
		Rating Scale						Rating scale						
		1	2	3	4	5	χ^*	1	2	3	4	5	x	
A. ON - THE -JOB TRAINING														
1	Action learning	21	18	14	8	5	2.36	24	26	13	8	5	2.26	0.480
2	Coaching	17	25	15	6	3	2.29	24	26	14	8	4	2.24	0.261
3	Job rotation is	20	19	13	8	6	2.41	18	29	14	12	3	2.38	0.152
4	Job instruction	21	18	10	11	6	2.44	15	32	10	9	9	2.50	-0.270
5	Mentoring	15	24	16	7	4	2.41	18	28	12	12	6	2.47	-0.310
6	Distance learning	8	14	10	18	16	3.06	14	12	12	20	18	3.13	-0.200
B. OFF - THE -JOB TRAINING														
1	In-service training	8	14	10	18	16	3.06	14	12	12	20	18	3.13	0.450
2	Trainees attend higher institutions	9	10	17	15	15	3.26	12	19	6	20	19	3.20	0.26-
3	Scholarship	15	20	20	6	5	2.48	15	25	28	5	5	2.50	-0.11
4	E-learning	23	25	11	5	2	2.06	29	27	5	9	6	2.15	-0.47
5	Lecture	6	10	3	25	22	3.71	9	14	9	22	22	3.50	0.95
6	Visits to other organizations	11	12	8	19	16	3.26	9	19	11	16	21	3.28	-0.08

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral 3.50- 4.49 = Agree, 4.5-5.00 = Strongly Agree]

*= Calculated mean across cells

As it is depicted in the table above, respondents were asked to rate the frequency level of using some of on-the-job training methods in their organization for PSCAP trainings. Accordingly, without any statistically significant difference, respondents clearly indicated the absence of frequent utilization of items 1 to 5 in table 3.7 as a PSCAP training method at Woreda level. Hence, PSCAP training programs do not frequently make use of action learning, coaching, job rotation, job instruction and mentoring. The only on-the-job training method that is not rated either agreeably or disagreeably but neutrally was distance learning. Hence, even though on-the-job trainings have many advantages, they were rarely applied in PSCAP training programs delivered so far; and this obviously limits the use of different kinds of training methods that make training programs more fruitful.

Concerning the frequency level in the utilization of off-the-job training methods, questions were presented to the respondents to be rated. Accordingly, respondents of

both categories rated the first three items of table 3.7 that is, attending higher educational institution, in-service training, and opportunity of scholarship abroad neutrally. Respondents were further asked the applicability level of e-learning method in PSCAP training. The experts and the trainees showed the absence of the application of e-learning and this was rated as 2.06 and 2.15 mean scores respectively for the two groups and no significant difference was reported between the two means. Nevertheless, on the interview session held with Woreda sector heads, it was mentioned that there were times when some bulk training programs were taught through plasma television to access many centers at a time. This implies that Woreda public sectors were not beneficiaries of the modern electronic learning technology applicable for quality and cost-effective training programs which may result in improved performance.

Respondents rated lecture method as the most frequently used training method of PSCAP training programs. Here, it is worth noting that eventhough lecture method has some advantages over other methods, it has a retention problem which in turn may affect transferability of training content. Finally, respondents were asked to judge the applicability level of visits to other organizations, and both respondent categories took the neutral position with a mean score of 3.26 and 3.28 for experts and trainees respectively. This issue was better elaborated by the interview responses held with Oromia Capacity Building Bureau focal persons. They mentioned that visits to other organizations have been used in many sectors to substantiate trainings offered in BPR. It was undertaken by visiting some sectors selected as a bench mark for their better performances in BPR activities. In general, from among off-the-job training methods, PSCAP trainings were limited only to lecture method at the expense of other equally important training methods. This makes PSCAP training methods to lose many advantages and benefits that would have been earned from applying varieties of on-the job training methods.

3.2.4. ANALYSIS OF RESPONSES ON TRAINING RESOURCES

Training programs can be successful only when they are furnished with necessary inputs. Hence, it is upon originations to allocate adequate resource for the training program they design. Some of the important training resources are presented in table 3.8 hereunder and analyzed.

Table 3.8: Frequency and Mean Distribution of Ratings on Issues Related to Training Resources

No.	Question Items	Respondents												t
		Experts (N=66)						Trainees (N=76)						
		1	2	3	4	5	X*	1	2	3	4	5	X	
A. TRAINERS														
1	They have knowledge of the subject matter	16	24	11	8	7	2.48	18	29	12	9	87	2.47	0.048
2	They have ability to communicate	8	13	10	17	18	3.36	18	29	12	9	87	2.47	0.681
3	They are punctual	9	11	10	16	20	3.41	11	15	11	18	21	3.32	0.375
4	They respect the trainees	9	14	15	18	20	3.39	10	17	8	21	20	3.32	0.292
5	They entertain trainees' opinion	16	28	8	7	7	2.38	17	33	10	10	6	2.41	-0.143
6	They facilitate trainees' discussions	20	18	13	10	5	2.42	24	18	16	13	5	2.43	-0.048
7	They have good relation with trainees	12	10	23	13	8	2.92	16	13	20	14	13	2.93	-0.045
8	They relate the training with trainees' real life	23	25	9	6	3	2.11	26	26	10	8	6	2.24	-0.65
9	They give equal chances for trainees to react	15	14	7	16	14	3.00	14	16	9	18	19	2.92	0.32
B. FINANCE														
1	Adequate money is earmarked for training programs	22	20	15	7	2	2.20	30	23	10	8	5	2.14	0.300
2	Payments for trainees is adequate	24	23	10	4	5	2.14	24	29	12	5	6	2.22	-0.350
3	Refreshment programs are good	19	26	11	6	4	2.24	23	25	19	7	2	2.34	-0.526
4	Training benefits commensurate the investment	23	22	7	8	6	2.27	21	30	12	8	5	2.29	-0.095
5	Adequate money is earmarked to prepare training modules	16	25	15	8	2	2.32	25	24	9	13	5	2.33	-0.052
6	Adequate money is allocated to my stationary materials	32	18	8	5	3	1.92	30	33	10	2	1	1.83	0.529
C. OTHER RESOURCES														
1	Condition of training room is good	9	6	6	25	20	3.62	8	10	9	23	26	3.64	-0.087
2	The training compound is attractive	10	7	9	19	21	3.50	8	12	9	27	20	3.51	-0.044
3	Training content is attractive	3	7	5	23	28	4.00	6	5	5	32	28	3.93	0.350
4	Flow of information is good	24	20	13	8	1	2.12	25	20	12	9	10	2.46	0.213
5	The training schedules are convenient	30	18	8	6	4	2.03	22	26	12	9	7	2.38	0.118
[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral 3.50- 4.49 = Agree, 4.5-5.00 = Strongly Agree]														
* Calculated mean across cells														

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral 3.50- 4.49 = Agree, 4.5-5.00 = Strongly Agree]

* Calculated mean across cells

In table 3.8, various training resources were categorized under three major groups as trainers, finance and other resources. To start with, from among the question items presented to investigate various aspects related to the trainers, respondents clearly questioned the knowledge of subject matter of the trainers, their ability and willingness to entertain every trainees' opinion, to facilitate trainees' discussions and to relate the whole training content with the trainees' real life. As can be understood from the table, the rest items were rated neutrally. Amazingly, there was no item with which the respondents were satisfied and rated as agreeable. In general, as can be deduced from

the data, there is a big deficiency in various aspects pertaining to trainers of PSCAP trainings and this is likely to restrict training programs from achieving their targets.

Six items were asked in table 3.8 to investigate the adequacy level of money earmarked for training programs. As can be easily seen from the table, without any statistically significant difference, all the six items were rated by both categories of respondents as rarely available and applicable in PSCAP training programs. This is a clear indication that the amount of money allocated for training purpose is undoubtedly inadequate to cover various expenses surrounding training programs which in turn has the implication of hindering the program from achieving its goals.

Regarding resources other than trainers and finance, both categories of respondents agreed with the comfortability of training room, convenience of training compound, and attractiveness of training contents with a calculated t-test indicating no significant difference between the means. However, respondents were not satisfied with the presence of smooth flow of information pertaining to training with mean scores which were as low as 2.12 for the experts and 2.46 for the trainee respondents. Hence, the flow of information from and among various hierarchies and structural net works to facilitate and coordinate training programs was by far below the standard. This implies that PSCAP trainings have been run by weak organizational communication networks which again reduce its quality and organization as a result of which its contribution is minimized.

Lastly, respondents were asked to rate their judgments about the convenience of training schedules. Accordingly, the respondents indicated their clear agreements on the inconvenience of the schedules with mean scores which were as low as 2.03 and 2.38 for experts and trainees respectively. In addition to this, on the interview session, Woreda sector heads mentioned some instances where the schedules were proved to be in convenient. According to them, some times Woreda officials and civil servants were called for new trainings while they were at a critical condition to implement the trainings offered earlier.

In sum, the study revealed that PSCAP training have been under various training resource constraints implying that the trainings were not of good quality and have not served much for performance improvements in organizations. Indicating the decisiveness of training resources, Plunkett and Attner (1989:277) also stated that appreciation should be extended for those organizations which allocate and spend adequate time, money and effort for training as they are rewarded with a growing pool of talents, capable of greater achievement and available for greater responsibility.

3.2.5. ANALYSIS OF RESPONSES ON TRAINING EVALUATION

As a principle, training programs need to be evaluated at various stages. Evaluations are undertaken, among others, to identify some problems encountering throughout the training program and to seek remedies for the future. First, respondents were asked whether or not there is a trend of evaluating training programs in their organizations. Accordingly, out of 66 experts 31(47%) and out of 76 trainees 33(43%) have confirmed that there was an activity of evaluating training programs in their organizations. Nevertheless, above half of the total number of both experts and trainees did not accept the existence of the practice of training evaluation in their organizations. Below, table 3.9 deals with the analysis of data presented to investigate the status and applicability level of training evaluation in PSCAP trainings in Woreda public sectors.

Table 3.9: Frequency and Mean Distribution of Responses on Training Evaluation

No.	Question Items	Respondents												t
		Experts (66)						Trainees (76)						
		Rating Scale						Rating scale						
	1	2	3	4	5	X *	1	2	3	4	5	x		
1	is continuous	12	13	2	1	3	2.03	12	14	4	2	1	1.97	0.274
2	has relevant criteria of evaluation	10	15	4	1	1	1.97	10	15	3	3	2	1.88	0.342
3	Participatory	8	14	2	4	3	2.32	7	16	1	6	3	2.45	-0.435
4	has formal formats for evaluation	6	17	3	3	2	2.29	8	15	4	2	4	2.36	-0.219
5	has well organized results	10	13	2	3	2	2.06	10	17	1	3	2	2.09	-0.106
6	is made throughout the training process	9	12	4	3	3	2.32	14	8	2	4	5	2.33	-0.029
7	solves Problem timely	11	11	2	4	3	2.26	9	15	2	3	4	2.33	-0.214
8	is efficient	13	9	3	4	2	2.13	15	9	4	3	2	2.03	0.322
9	is effective	9	14	2	2	4	2.29	10	15	4	2	2	2.12	0.336
10	is based on training objectives	12	10	6	1	2	2.06	10	15	4	2	2	2.09	0.098

1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral 3.50- 4.49 = Agree, 4.5-5.00 = Strongly Agree]

* = Calculated mean across cells

As illustrated in table 3.9, various training evaluation aspects were presented to be replied by respondents. On this basis, respondents showed their agreement with the discontinuity nature of training evaluation with mean scores of 2.03 for experts and 1.88 for trainees with no statistically significant difference calculated between the two means. Similarly, the responses given by respondents proved the absence of relevant criteria to evaluate training programs.

As can be seen from the table, based on the responses given by the respondents, it can be understood that, in the evaluation of training program the process was not participatory, there were no formal formats for evaluation, evaluation results were not well organized; and the evaluation was not conducted throughout the training program. Apart from this, one of the purposes of training program evaluation is to seek immediate solutions for problems encountered in the training process. However, respondents' responses clearly indicated the absence of this with mean scores which were as low as 2.26 and 2.33 for experts and trainees respectively. In item 8 table 3.9, respondents were asked to rate the efficiency level of training program evaluation in general. As revealed in the table, respondents reacted to the efficiency level of evaluation with mean scores of 2.26 and 2.03 for experts and trainees respectively. Similarly, the respondents agreed with the ineffectiveness of the training program

evaluation in general. Therefore, according to these data, the evaluation programs were neither efficient nor effective. Finally, respondents were asked to rate if the evaluation program is based on general training objectives. As can be seen from table 3.9, item 10, the respondents indicated that the training program evaluation was not anchored to the general training objective with mean scores of 2.06 and 2.12 for experts and trainees respectively.

Generally, all training evaluation aspects presented in table 3.9 were rated by the respondents as they were inadequately and unsatisfactorily applied in PSCAP trainings. This implies that, if weak and strong sides of training programs are not identified through evaluation, improvements are unlikely to be made for consequent activities as a result of which organizations may not benefit from training programs. In support of this, CBBO (2007:7) mentioned that one of the major problems in PSCAP trainings was absence of evaluating training results. In addition, the focal persons from Oromia Capacity Building Bureau on the interview session confirmed as the training program evaluations were seldom conducted.

3.2.5.1. TRENDS OF KEEPING TRAINING RECORDS

Keeping training records, be it good or bad, is useful as it can serve as good ground for further activities and evaluation. In some organizations, training records are kept well and serve for further use, while in others nothing is either recorded or kept about training program. Concerning this, respondents of this study were asked to categorize their organization to either of these two categories with regards to PSCAP trainings. Accordingly except 32(48.5%) and 35(46.1%) of experts and trainees respectively, the majority denied the presence of the trend of documenting training records. Table 3.10, depicts some of the reasons for the absence of trends of keeping training records.

experts and 10.5% of trainees), the majority, that is, 92.4% of the experts and 89.5% of the trainees replied as there was no discussion with trainees. The latter ones were further asked to choose some of the reasons for the absence of such discussions and the data were summarized in table 3.11 below.

Table 3.11: Frequency and percentage Distributions of Responses on Reasons for the Absence of Post Training Discussion

No	Question Item	Respondents					
		Experts (N=61)		Trainees (N=68)		Total* ² (N=129)	
		No.	% * ¹	No.	%	No.	%
1	The trainees were not willing to discuss	3	4.9	2	2.9	5	3.9
2	The leaders do not create conducive condition for discussion	18	29.5	23	33.8	41	31.8
3	The trainees were busy after they come back	6	9.8	4	5.9	10	7.8
4	No responsible body to coordinate	19	31.1	25	36.8	44	34.1
5	Lack of awareness about its importance	29	47.5	24	35.3	53	41.1

*¹= % is calculated from N, *²= Total number of responses is greater than N due to multiple responses

As confirmed by 47.5% of experts and 35.3% of trainees, lack of awareness about the importance of conducting post training discussion with trainees was the most from among the other reasons for its absence. The responses given by the respondents attributed the problem again to absence of responsible body to coordinate the discussion, and to negligence of leaders to create fertile condition for the discussion to be held as the second and third factors respectively. As can be seen from the table, problems related to trainees like unwillingness to discuss and being busy after they come back from training were replied by the respondents insignificantly. Therefore, even though post training discussions were invaluable input to substantiate and apply training programs; they have not been conducted in woreda public sectors due to various reasons. This in turn may lead the training program to remain sterile and public sectors to lose the expected benefits from the program which may impede organizational performance improvement.

3.2.6. REVIEW OF PSCAP TRAININGS

Under this section, attempts were made to review the general back grounds and some issues related to the nature and practice of PSCAP trainings at Woreda level.

3.2.6.1. AREAS AND TYPES OF PSCAP TRAININGS

PSCAP trainings have been offered with the aim of capacitating civil servants and government officials at various levels. In this section, categorizations were made among some important aspects of PSCAP trainings and then analyzed. Table 3.12 deals with responses of experts who participated in one or more of PSCAP trainings and that of all trainee respondents.

Table 3.12: Frequency and Percentage Distribution of Responses on the Review of PSCAP Trainings

No	Question item	Respondents					
		Experts (N=37)		Trainees (N=76)		Total * ² (N=113)	
		No	% * ¹	No	%	No	%
A. WHO PREPARES PSCAP TRAININGS?							
1	Woreda capacity Building Office	10	27.0	15	19.7	25	22.1
2	Zone Capacity Building Office	7	18.9	12	15.5	19	16.8
3	Oromia Capacity Building Bureau	15	40.5	34	44.7	49	43.4
4	Ministry of Capacity Building	5	13.5	17	22.4	22	19.5
5	NGOs	4	10.8	4	5.3	8	7.1
B. WHAT ARE THE TYPES OF TRAINING PROGRAM?							
1	Short term trainings	18	48.6	31	40.8	49	43.4
2	Attending higher education	5	13.5	6	7.9	11	9.7
3	Distance education	8	21.6	17	22.4	25	22.1
4	In-service training	7	18.9	16	21.1	23	20.4
5	Plasma Conference	6	16.2	11	14.5	17	15.0
C. WHAT ARE THE CONTENTS OF TRAININGS PROGRAM?							
1	Strategic Planning Management	9	24.3	11	14.5	20	17.7
2	Good Governance	15	40.5	21	27.6	36	31.9
3	BPR	13	35.1	23	30.3	36	31.9
4	Performance appraisal	11	29.7	18	23.7	29	25.7
5	Information communication technology	2	5.2	1	1.3	3	2.7

*1= % is calculated from N, *2= Total number of responses is greater than N due to multiple responses

As indicated in section 'A' of table 3.12, regarding the responsible body to prepare PSCAP trainings, 40.5% and 44.7% of experts and trainees respectively replied as it is Oromia Capacity Building Bureau. The rest items were replied descendingly as Woreda Capacity Building Office, Ministry of Capacity Building, Zone Capacity Building Office and NGOs with a total percentage of 25, 22, 19, and 8 respectively. This reality can be

more substantiated with the interview responses gained from focal persons in Oromia Capacity Building Bureau. They said that the responsible body to design and offer PSCAP trainings is Oromia Capacity Building Bureau. However, they explained that the Bureau works under the general frameworks set by Ministry of Capacity Building. The Zone and the Woreda Capacity Building Offices were major stakeholders with which the Bureau runs the training activity.

Regarding the issues related to the type of training program offered under PSCAP training programs, short-term training programs were replied by 48.6% and 40.8% of experts and trainees respectively and followed by distance education and in-service training programs almost closely with total percentage of 22.1% and 20.4% respectively. The data also indicated that there were possibilities of offering trainings through plasma television and some times attending training programs in higher learning institutions. In general, it can be deduced from this section that most of the training programs run by PSCAP were of short-term nature focusing on capacitating government officials and civil servants. According to Meharet et al, (2004:2), a significant focus of PSCAP is on the training of civil servants and public sector officials at all levels and covering a wide range of topics and subject areas enabling them to carry out their duties most efficiently and effectively.

Concerning the contents of PSCAP trainings, the most top-five areas frequently mentioned in PSCAP literatures were presented to be replied by respondents. With regards to this, the total picture of the data indicated that good governance and Business Process Reengineering (BPR) were identified as the two most important PSCAP training areas with an identical total percentage of 36. Woreda sector head interviewees have also stressed on the importance of training in these two areas. They said that good governance and BPR are the two most urgent areas towards which attention of the government is directing to improve the effectiveness of public sectors. As a result, a number of training programs have been designed and offered at different times.

As one can easily observe from table 3.12, performance appraisal and strategic planning management were identified as the 3rd and 4th focal areas of PSCAP training programs. Among areas of training depicted in the table, Information Communication Technology was identified as the least; and this may not be because of its less importance but as a result of its specialized nature taught only to selected few.

3.2.6.2. PSCAP TRAINING OPPORTUNITIES

Organizations train or send their employees for training for various reasons. However, the criteria upon which selections are held may not be equally applied in all organizations in the same manner. Below, in table 3.13, are some issues dealing with selection criteria for training opportunities delivered so far in woreda public sectors.

Table 3.13: Frequency and Mean Distribution of Responses on Criteria for Offering Training Opportunity

No.	Question Items	Respondents												t
		Experts (N=66)						Trainees (N=76)						
		Rating Scale						Rating Scale						
		1	2	3	4	5	χ *	1	2	3	4	5	x	
1	clear and transparent criteria	23	20	5	10	8	2.39	29	22	7	11	8	2.34	0.214
2	offering as incentives	27	19	10	5	5	2.20	31	25	9	7	4	2.05	0.739
3	good will of leaders	6	8	14	18	20	3.58	12	10	6	25	23	3.49	0.346
4	Personal relation	6	7	9	21	23	3.73	8	8	13	25	22	3.59	0.651
5	training need assessment	24	18	8	9	7	2.35	32	20	5	10	9	2.26	0.385
6	organizational goal achievement direction	19	27	11	6	3	2.20	24	30	13	6	3	2.13	0.385
7	well communicated criteria	22	21	14	5	4	2.21	21	27	16	5	7	2.34	-0.653
8	considering potential for advancement	25	24	9	6	4	2.18	28	30	7	5	6	2.09	0.45
9	recorded information	30	19	8	3	6	2.03	23	33	12	3	5	2.13	-0.505

(1.00-1.49= Strongly disagree,1.50-2.49=Disagree,2.50-3.49=Neutral 3.50- 4.49 = Agree,4.5-5.00 = Strongly Agree)

* Calculated mean across cells

The stage of giving training opportunities to individuals is a highly sensitive stage for which every body eagerly waits to comment on and hastily praise or blame the whole training process. In this section, attempts have been made to investigate how well selection criteria have been employed in public sectors for PSCAP trainings. Accordingly, as depicted in item 1 of table 3.13, both experts and trainees agreed with the absence of clear and transparent criteria to give training opportunities for individuals with mean scores of 2.39 and 2.34 respectively and no statistically

significant difference between the two means was observed. On this point, the focal persons at Oromia Capacity Building Bureau were interviewed if there was a clear selection criterion for PSCAP training opportunities; and they replied that there was no any known selection criterion in general. From this, it can be inferred that absence of clear and transparent direction on selection criteria exposes the selection process to be personal and dissatisfying and this may finally end up with dissatisfaction and lack of motivation among employees to labor towards organizational goals. Similarly, the respondents replied that training opportunities were not given for well performing employees as incentives to improve more in that particular area and this implies that training opportunities do not serve as a motivating factor for employees to work hard, and further improve their performances which in turn may help to achieve organizational goals.

Furthermore, as depicted in items 3 and 4 of table 3.13, the respondents confirmed that training opportunities were given based on good will of managing bodies, and the opportunities were personal in nature. The respondents also proved with mean scores of 2.35 for experts and 2.26 for trainees that the training opportunities were not based on training need assessment since training need assessment itself was almost non-existent in PSCAP trainings as discussed in the earlier sections all of which are likely to work against organizational goal.

Every activity in any organization should be geared to and serve as an input for the overall organizational goal achievement. In the case of training too, this reality should not be overlooked and training opportunities should be directed towards organizational goal achievement. However, this is not true in the case of PSCAP trainings delivered so far as both experts and trainees indicated this with the mean scores of 2.20 and 2.13 respectively, and no statistically significant difference was observed. As can be seen from table 3.13, the respondents proved that in PSCAP trainings selection criteria were not communicated to all employees, employees' potential for advancement was not considered, and previously recorded information about employees' performances did

not serve any purpose in giving training opportunities. Hence, it is possible to deduce that there is a profound problem in the application of selection criteria and process of PSCAP trainings in public sectors at Woreda level and this can be cited as a serious threat for employees’ development in particular and organizational goal achievement in general.

3.2. 6.3. RELEVANCE OF PSCAP TRAININGS

Both categories of respondents were requested to respond to additional question regarding relevance of the training content with the current job of employees. From among 66 experts and 76 trainees, the majority, that is, 49 (74.2%) and 52(68.2%) respectively replied as the training content was irrelevant to their current jobs. This was also identified by the interview held with Oromia Capacity Building Bureau focal persons as one of the major problems of PSCAP trainings. Hence, it can be concluded that as irrelevant training contents are not expected to contribute to organizational performance improvements, it can be deduced that Woreda public sectors were not benefited much by PSCAP trainings delivered so far. Cross tabulation between the qualification and experience of trainees was also made to see opinion differences, if any, across these personal characteristics and relevance of training programs.

Table 3.14: Cross Tabulation between Relevance of Training and Some Personal Characteristics of Respondents

No.	Respondents’ Characteristic (Trainees)	Relevance of training:					df ^{*3}	x ² *1	cv ^{*4}
		Relevant		Not Relevant		Total (N)			
1	Qualification	No.	%	No.	%				
1.1	Certificate	5	16.3	26	84	31	2	7.13 ^{*2}	5.99
1.2	Diploma	14	37.8	23	62	37			
1.3	BA/Bsc	5	62.8	3	38	8			
2	Experience(in current position)	No.	%	No.	%	Total (N)	3	2.0	7.82
2.1	1 – 3	3	33.3	6	67	9			
2.2	4 – 6	7	41.2	10	59	17			
2.3	7 – 9	9	25	27	75	36			
2.4	10 and above	5	35.7	9	64	14			

^{*1} X2 = Calculated chi value
^{*3} df = degree of freedom

^{*4} cv = critical value
^{*2} = Significant at 0.05

According to item 1 of table 3.14, respondents' qualification was cross tabulated with relevance of training programs attended by trainees. As one can observe from the table, majority of the respondents with qualification level of certificate (83.9%) found the training to be irrelevant to their current jobs, where as the reverse was observed in the case of BA/BSc and Diploma holders, and the computed Chi-square value has also exceeded the critical value at a significance level of 0.05. This established the fact that the two variables were systematically related indicating that respondents with low qualification have found the training program irrelevant to their jobs where those with higher qualification saw it as relevant. This may be an indication for inclination of training relevance to one side of the respondents' qualification, the worst of which may be when less qualified employees are underserved by relevance of the training program.

Finally, experience of respondents in their current position was cross tabulated with relevance of training programs. In this case, the calculated Chi-square value indicated that respondents' experience in their current position does not have a statistically established relationship with relevance of training programs delivered so far.

3.2.7. BENEFITS OF PSCAP TRAININGS

Event though PSCAP trainings have their own problems and weaknesses, their contributions in improving performances of public sectors should not be overlooked. Below, in table 3.15, various organizational aspects that were assumed to enable assess the extent of contributions and benefits of PSCAP trainings were presented and replied by the respondents.

Table 3.15: Frequency and Mean Distribution of Responses on Benefits of PSCAP Trainings

No.	Question Items	Respondents												t
		Experts (N=66)						Trainees (N=76)						
		Rating Scale						Rating Scale						
		1	2	3	4	5	X *	1	2	3	4	5	x	
1	Sectoral Effectiveness is improved	10	18	10	16	12	3.03	17	13	17	14	15	2.96	0.299
2	Employees performance is improved	13	6	15	14	18	3.27	15	9	14	20	18	3.22	0.173
3	Public sector officials' capacity is improved	8	17	12	20	9	3.08	11	19	9	19	18	3.18	0.446
4	Employees are acquainted with new work system	11	10	5	19	22	3.50	9	10	7	24	26	3.61	0.455
5	Employees are satisfied with their work	11	13	13	19	10	3.06	11	18	12	19	15	3.14	-0.355
6	Customer complaints are reduced	3	8	10	24	21	3.79	5	12	9	27	23	3.67	0.594
7	Quality of service delivery is improved	9	4	6	27	20	3.68	8	13	5	31	19	3.53	0.676
8	Good governance is improved	12	10	15	15	14	3.14	9	15	15	17	20	3.33	-0.864
9	Employee attitude towards work is improved	21	19	9	10	7	2.44	23	17	16	13	7	2.53	-0.400
10	Employee turn over is reduced	10	10	29	9	8	2.92	14	12	20	16	14	2.87	0.235
11	Employees 'work behavior is improved	8	10	32	6	10	3.00	13	14	26	11	12	2.93	0.343
12	Sectoral work process is improved	7	12	8	15	24	3.56	14	8	11	16	27	3.53	0.122
13	Sectoral work culture is improved	21	19	9	11	6	2.42	26	17	11	12	10	2.51	-0.389

[1.00-1.49= Strongly disagree,1.50-2.49=Disagree,2.50-3.49=Neutral 3.50- 4.49 = Agree,4.5-5.00 = Strongly Agree]

* = C calculated Mean across cells

In general, as shown in the table above, both groups of respondents expressed their agreements without statistically significant difference between their means with the contributions of PSCAP trainings and improvements observed in reduction of customer complaints, quality of service delivery, acquaintance of employees with new work systems, and sectoral work process .On the interview session held with woreda sector heads, the interviewees mentioned that, upon the general objectives of PSCAP to bring improvements in service delivery and customer satisfaction, recently new positions have been opened in all sectors at woreda level to deal with client affairs. Added to PSCAP trainings delivered to civil servants, now days, there are improvements in service delivery and customer satisfaction in woreda public sectors. However, regarding the rest items presented in table 3.15, the respondents preferred to hold the middle position may be because they were doubtful to decide whether the improvements were observed or not. The focal persons at Oromia Capacity Building Bureau described the improvements in general by the phrase “to some extent”.

Training is delivered to benefit employees and/or organizations in one way or another. It is upon this assumption that organizations allocate resources to train their employees thereby bringing improved organizational performance. Below, table 3.16 shows an attempt made to cross tabulate assumed training benefits with some selected expert respondents' characteristics to investigate whether they were related or not.

Table 3.16: Frequency, Percentage and Chi-Square Distribution on Cross Tabulation of Training Benefits with Some Selected Respondent Personal Characteristics.

No.	Respondents' Characteristic (Experts)	From PSCAP Trainings, Organizations have been:					df*3	x ² *1	cv*4
		Benefited		Not benefited					
1	Sex	No.	%	No.	%	Total(N)			
1.1	Male	35	63.6	20	36.4	55	1	4.0 ²	3.8
1.2	Female	2	18.1	9	81.8	11			
2	Age (in year)	No.	%	No.	%	Total			
2.1	20 – 25	2	10	0	-	2	4	2.2	9.5
2.2	26 – 30	6	54.5	5	45.5	11			
2.3	31 – 35	16	51.6	15	48.4	31			
2.4	36 – 40	11	64.7	6	35.3	17			
2.5	41 and above	2	40	3	60	5			
3	Qualification	No.	%	No.	%	Total			
3.1	Certificate	6	42.9	8	57.1	14	2	2.4	6
3.2	Diploma	25	64.1	14	35.9	39			
3.3	BA/Bsc	6	46.2	7	53.8	13			
4	Experience incurent position(in year)	No.	%	No.	%	Total			
4.1	1 – 3	7	70	3	30	10	3	1.6	7.8
4.2	4 – 6	6	60	4	40	10			
4.3	7 – 9	15	51.7	14	48.3	29			
4.4	10 and above	9	52.9	8	47.1	17			

*1 X2 = Calculated chi value

*3 df = degree of freedom

*2 Significant at 0.05

*4 cv = critical value

In the first item of table 3.16, training benefits were cross tabulated with respondents' sex to see if there is a relationship between the two. As indicated in the table, the computed x² value exceeded the critical value at significance level of 0.05 showing that there is a significant relationship between respondents' sex and their attitude towards

the benefit of PSCAP trainings delivered so far in their respective organizations. In support of this, OCBB (2007:19) stated that there was a problem of gender disparity in PSCAP trainings in general. This may indicate that females were underserved by PSCAP trainings like in other opportunities in public sectors at Woreda level. In the second item of the table, attempts were made to identify whether there exists a statistically significant relationship between respondents' age and training benefits. As it is depicted in the table, no significant relationship between the two variables was reported at a significance level of 0.05.

In item 3 of table 3.16, respondents' qualification was cross tabulated with training benefits. The computed Chi-square value at significance level of 0.05 indicated that there was no a statistically established relationship between the two variables.

Similarly, in the last item of the table, respondents' experience in their current position was cross tabulated with the expected training benefits. Here, again, the computed Chi-square value was by far below the critical value at a significance level of 0.05. This indicates that there is no statistically significant relationship between the two variables under discussion and they have no a statistically established relationship that transcends chance and sampling error.

3.2.8. CONSTRAINTS OF PSCAP TRAININGS

Training may be constrained by various factors. Among others, as mentioned by Dwivedi (1984:146) training may be constrained by the attitude of top level management. The support they extend may encompass the allocation of finance and other resources and facilities. Table 3.17 reveals the summary of the responses on some important training constraints.

Table 3.17: Frequency and Percentage Distribution of Responses on Training Constraints

No.	Question item	Respondents					
		Experts (N=66)		Trainees (N=76)		Total * ² (N=142)	
		No	% * ¹	No	%	No	%
1	Lack of budget	12	18.2	18	23.7	30	21.10
2	Irrelevance of training contents	15	22.7	14	18.4	29	20.40
3	Lack of attention from managing bodies	14	21.2	14	18.4	28	19.7
4	Absence of planning in advance	13	19.7	15	19.7	28	19.7
5	Absence of training institutions	9	13.6	6	7.9	15	10.6
6	Lack of proper training management	12	18.2	15	19.7	27	19.0
7	Absence of training departments	11	16.7	13	17.1	24	16.9
8	Absence of training need assessment	13	19.7	18	23.7	31	21.8
9	Non-transferability of trainings	10	15.2	12	15.8	22	15.5

*¹=% is calculated from N., *²=Total number of responses is greater than N due to multiple responses

As discussed in chapter II, training need assessment is an essential pre-requisite for the design and provision of cost-effective trainings. Inversely, as can be seen from table 3.17, the absence of training need assessment in organizations is identified as the most serious problem in PSCAP trainings. In support of this, CBBO (2007:15) also mentioned that the practice of training need assessment is either marginalized or forgotten as subsidiary affairs. Besides, respondents indicated inadequacy of budget as the second major factor constraining training program. This implies that, under such serious bottle necks, it is less likely to expect improved employee performances and achieved organizational goals.

The other factor that was cited as a training constraint was irrelevance of training content with trainees' current job. The focal persons at Oromia Capacity Building Bureau also confirmed in the interview that irrelevance of training content with employees' current job is a profound problem in PSCAP trainings. Lack of attention from the managing body, absence of planning in advance, lack of proper training management, absence of training departments in organizations, non-transferability of training and absence of training institutions, were identified in their descending order

CHAPTER FOUR

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Under this last chapter, summary of the whole thesis work, conclusions drawn and recommendations forwarded were dealt with.

4.1. SUMMARY

PSCAP was initiated as a package of programs with its various components among which training of civil servants and public sector officials account for a sizable proportion. Accordingly, trainings have been delivered to civil servants and government officials covering a wide range of topics and subject areas. Most of the trainings were made to focus on woreda levels as this is believed to enable to access large number of work forces serving the community at the nearest possible proximity and solve different societal problems at the grassroots level.

From this point of view, the purpose of this study is to investigate the practices used in the course of these training programs and to identify major factors that had been adversely affecting these practices. To achieve this, the following guiding basic questions were formulated:

1. How often do organizations assess training needs?
2. How often do organizations consider the major training components (training objective, training methods, training resources and implementation program) when designing training program?
3. What are the most frequently used training methods in organization?
4. How often do organizations evaluate training programs?
5. What are the benefits of PSCAP trainings for individual and organizational performance?

6. What are the major problems that hinder PSCAP training activities in organization?

A descriptive survey method was employed for the study. Accordingly, five Woredas found in West Hararge Zone were randomly selected for the study. Again, five sectors from each Woreda with relatively higher number of experts were selected to be included in the study. Finally; experts, trainees and woreda sector heads from these sectors were selected as sources of data for the study. Besides, focal persons for PSCAP training from Oromia Capacity Building Bureau were included. In general, the study included 169 respondents.

Questionnaire and interview were employed for the study as data gathering tools and finally appropriate statistical tools (percentages, means, independent sample t-test and chi-square) were used to analyses and interpret the data. Accordingly, the following major findings were drawn from the study.

4.1.1. CHARACTERISTICS OF RESPONDENTS

In relation to respondents' characteristics, it was investigated that the majority were males. Female civil servants were deprived of various responsibilities and positions in woreda public sectors in general. With regards to age, majority of the respondents were found to be matured people found within the age range of 25-40 years. Hence, they were assumed to be good informants. Educational qualification profile of the respondents was dominated by diploma holders even though the range extends from certificate to Masters Degree holders level, and this revealed that there is still a gap to be filled to serve the community at the grass root level by equipping civil servants with necessary training and qualification. It was also reported that all categories of respondents have relatively adequate experience both in their current and other positions.

4.1.2. TRAINING NEED ASSESSMENT

☐ Training Need Assessment is a backbone for any training program. However, it has been rarely conducted for PSCAP trainings in Woreda public sectors.

☐ Even though public sectors conduct training need assessments once in a blue moon, its practice had been lacking some of the crucial aspects in the training process. To cite some:

- The training need assessment processes were not participatory,
- Training need assessments were not based on concrete evidences,
- Training need assessments conducted in public sectors were not continuous,
- The training needs identified themselves were not of crucial valuability for organizational goal achievement as they were not goal-based from the out set.
- The training need assessment conducted lack detail and practicality, and
- There was no clear and transparent procedure on how to undertake PSCAP training need assessments in woreda public sectors.

☐ Every organization has its own specific training need. In Woreda public sectors too, there is a huge training gap to be filled urgently. Accordingly, the following training areas were identified in Woreda public sectors in order of their urgency and importance:

- Service delivery.
- Good governance ,
- Information Communication Technology (ICT),
- Business Process Reengineering (BPR),
- Change Management and,
- Strategic Planning Management (SPM),

Amazingly, training need in personnel administration was found to be the least urgent area in Woreda public sectors.

■ Training need assessment has its own scientifically established techniques like organizational, individual and task analysis. However, it was found out that, in public sectors, these scientific techniques were rarely used or completely neglected. Instead, orders and feedbacks from higher authorities which are more of political were used and were followed by customers' opinion analysis.

■ Once the process of training need assessment is complete, it is logical to prioritize the needs identified in accordance with some justifiable factors. In Woreda public sectors, it was found out that PSCAP training need assessments have been prioritized based on availability of budget and interests of top level management at the expense of urgency of the need identified and other pressing factors. Surprisingly, in some public sectors unplanned trainings were delivered for the mere instrumentality of training to plunder public money.

■ The most important reasons for the absence of training need assessment in public sectors were lack of awareness about the importance of conducting training need assessments, lack of attention from the management body, absence of trend and culture of conducting training need assessments, absence of specialists/experts to conduct the need assessment and inadequacy of budget.

4.1.3. SETTING TRAINING OBJECTIVES

■ PSCAP training objectives were investigated to be suffered from intricacies of many problems. Among others, the training objectives were not derived from the broad organizational goals, their measurability level was not clearly known and objectives were not sound enough to solve organizational and employee problems. Besides, their achievability and reality level were questioned. More adversely, the process of setting these training objectives were rarely time bound and participatory in general.

4.1.4. TRAINING METHODS

- ▣ On-the-job training methods like action learning, coaching, job rotation, job instruction and mentoring were found to be rarely used in PSCAP trainings.
- ▣ From among various kinds of off-the-job training methods, lecture was the most frequently used training method in PSCAP trainings
- ▣ E-learning method was investigated to be none except in some bulk trainings that make use of plasma television to access many centers at a time.
- ▣ Visits to other organizations were used as an off-the-job training method especially when better performing sectors were visited as experience sharing and bench marking.

4.1.5. TRAINING RESOURCES

- ▣ Pertinent to PSCAP trainers, their knowledge of subject matter, ability and willingness to entertain trainees' opinion, facilitate training discussion and relate the training with the trainees' real life were highly questioned. Generally, none of the issues related to trainers was satisfactory.
- ▣ The amount of money earmarked for the training purpose was inadequate by large to cover training expenses.
- ▣ A promising situation was observed in conditions like training rooms, training compound, and attractiveness of the training contents. However, the flow of information to facilitate and coordinate training program; and convenience of training schedules were confirmed to be weak.

4.1.6. TRAINING EVALUATION

- ▣ PSCAP training program evaluation was found to be non-existent in most woreda public sectors, and those reported to be existent were also internally unhealthy among which the following instances deserve mention:

- The evaluation program was not continuous

- There were no relevant and formal formats for evaluation
- The process was not participatory
- The evaluation results were not well organized
- Problems were not solved immediately upon follow up and the training evaluation program was neither efficient nor effective in general.

▣ In Woreda Public Sectors, keeping training records that were crucial for training evaluation and other analyses was neglected as a result of various factors like lack of follow-up from the management body and absence of clear training policy and direction.

▣ Post-training discussions made with trainees to substantiate the training and create fertile ground under which the training could be practical were also investigated to be non-existent in public sectors because of lack awareness about the importance of such discussion, absence of responsible body to coordinate, and negligence of leaders to create fertile conditions.

4.1.7. REVIEW OF PSCAP TRAININGS

▣ Even though it was under the general frame work and auspices of Ministry of Capacity Building, all PSCAP trainings that have been run in Woreda public sectors were designed and delivered by Oromia Capacity Building Bureau. Most of these trainings were short-term by nature and focusing on areas of good governance, Business Process Reengineering (BPR), performance appraisal, strategic planning management and information communication technology.

▣ The largest proportion of PSCAP trainings was found to be irrelevant to the current jobs of employees and organizational performances.

▣ There was a profound problem in PSCAP trainings with reference to selection criteria. Some of the major problems found out include the following:

- there was no clear and transparent selection criteria that are communicated to all employees ,
- training opportunities were not based on training need assessments,
- training opportunities were given on good will of the managing bodies and were personal by nature, and
- training opportunities were not in agreement with the over all organizational goals.

4.1.8. BENEFITS OF PSCAP TRAININGS

▣ PSCAP trainings have brought a relatively promising contribution in Woreda public sector. Out of the areas where improvements were observed, the followings are worth mentioning:

- Customer Complaints are reduced ,
- Quality of service delivery is improved ,
- Employees were acquainted with new work system, and
- Sectoral work process is improved in general.

4.1.9. PSCAP TRAINING CONSTRAINTS

▣ The Most inherent PSCAP training problems were:

- Absence of Training need assessment,
- Inadequacy of budget ,
- Irrelevance of training contents ,
- Lack of attention from the managing body,
- Absence of planning in advance,
- Lack of training management ,
- Absence of training departments ,

- Non - transferability of training, and
- Absence of training institutions at woreda level.

4.1.10. SOLUTIONS SUGGESTED BY RESPONDENTS

- conducting training need assessment,
- allocating adequate budget ,
- considering relevance of training,
- setting and applying clear and transparent selection criteria
- securing support from the management body and
- following-up and evaluation.

4. 2. CONCLUSIONS

Based on the findings, the following conclusions were drawn.

1. Training need assessment practice is a crucial base line on which consequent training activities are based. However the activity of conducting PSCAP training need assessment is marginalized in most public sectors at woreda level due to various reasons. It was found out that those which have been conducted were against training principles and intricate with countless problems in general. Under such circumstances, it is likely for the expected training returns and benefits to be devaluated apart from expending the scarce resources unfairly and unwisely.
2. In woreda public sectors, still there are huge gaps in trainings like Business Process Reengineering, good governance, Information Communication Technology, and service delivery which are specific to different sectors. Failure to bridge these gaps is likely to lead organizations fail to discharge their responsibilities effectively and deliver quality services to the public. Besides, training need prioritization was based on some unjustifiable factors like interests of top level management, disregarding expected returns and urgency of the need identified. Hence, it is obvious that the return of the whole effort and endeavor will be by far below the expectation.
3. According to the finding of this study, the practice of setting training objectives was neglected in many sectors or poorly set in many others in general. Inherently, the objectives were entangled with intricacies of problems such as lack of goal orientation, lack of soundness to solve organizational and employee problems, and

its being non-participatory by nature. Apart from this, the objectives set were less realistic and lack measurability. Hence, it can be concluded that, this trainings may contribute less to the over all organizational and employee performance improvement and goal achievement as a whole.

4. The finding of the study revealed that lecture was the most frequently employed type of training method in PSCAP trainings over other more effective methods such as mentoring, job instruction, and visits. However, the drawbacks in lecture method itself, and failure to make use of varieties of training methods in accordance with the nature of training program may discredit value of the training in general.
5. Resources are decisive inputs for any training program to be effective. However, the quality and quantity of various training resources were reported to be weak in woreda public sectors. Obviously, this condition adversely affects the probability of achieving targeted objectives, which in turn largely restricts public sectors from intended improvement.
6. Like other aspects of PSCAP trainings, the practice of evaluating training programs was also found to suffer from various problems. In most organizations, it was reported that the practice of training program evaluation was non – existent, and in the rest, it was constrained with numerous impediments. This implies that the effectiveness of the whole training process and problems encountered in the whole training process were not known and no experience was gained to serve as an input for further activities.

7. Eventhough many of PSCAP trainings delivered so far were found to be irrèlevant to employees' current jobs, a promising indication has been observed in areas like service delivery and customer satisfaction. From this, it can be deduced that there is a possibility of arriving at concrete improvement in public sectors provided that the trainings are prolonged and solution are sought for their inherent problems.
8. It was found out that there were many problems pertaining to offering training opportunities. Apart from being unjust, in the long run, such practice erodes the thrust that the community has on the public sectors in particular and on the government system in general.
9. In public sectors, generally the practices of PSCAP trainings were under countless difficulties. Unless remedial measures are taken to solve these difficulties, it is unlikely to bring improvements in public sectors.

4.3. RECOMMENDATIONS

On the basis of the findings and conclusion, the following points were found to be worth recommending:

1. Training programs should be based on identified training need. Delivering trainings without conducting training need assessment is like prescribing medicine without diagnosis, which may be either useless or may cause additional health problem. Therefore, public sectors need to have a readily available profile of training need areas and extents assessed in their employees, tasks and organization in general, which are to be prioritized. In addition to this, Oromia Capacity building Bureau in strong collaboration with Zone and Woreda Capacity Building Offices, should labor to combat the major problems found out in the area of training need assessment by strict and close follow - up and monitoring.
2. It was found out that in public sectors; training objectives were either not set or not properly designed as per their principles. Under such situation, it is hardly possible to expect a success story as anything wrong in the objective is likely to devalue the whole process. Hence, consecutive short term awareness creation trainings on the importance of training objectives, the way they are to be set, and how pertinent problems could be minimized, should be offered by able experts under the auspices of Oromia Capacity Building Bureau to Woreda and Zone public sector experts, so that they could possibly implement it.
3. PSCAP trainings were largely dependent on lecture method. However, making use of various of on -the-job and off -the-job training methods exposes the trainees to

differing situation where memorability of the training content could be easily achieved and practicality of the training may be maximized. Therefore, designers of PSCAP trainings at Oromia Capacity Building Bureau should design the training program on the way that varieties of methods such as visits to other organization, e-learning, distance learning, and job instruction could be used depending on the nature of the training content so as to expose the trainees to various experiences. Apart from this, assurance should be gained that trainers have the capabilities of implementing different training methods.

4. PSCAP trainings have been suffering from lack of multifarious training resources. Since PSCAP is a national program, the Federal Ministry of Capacity Building needs to review the adequacy of resources that have been allocated for regions, and the regions in turn should make wise use of the scarce resources to achieve a nationally agreed upon objective. Besides PSCAP training contents are very attractive and are promising for improvement. They should not be interrupted due to lack of resource. Hence, the regional government on its side should subsidize the program and cover most of its logistics.
5. Public sectors were found to be reluctant to properly evaluate PSCAP trainings. As a result, successes and failures encountered throughout the process remain unknown and data for further endeavors are non-existent. To reverse this situation, Oromia Capacity Building Bureau should review its training efforts (as the Bureau was found to be the first to fail conduct training evaluation) and design techniques and

strategies on how to fully incorporate the evaluation system into PSCAP training programs and minimize problems pertaining to evaluation of training program.

6. Despite the fact that PSCAP trainings that were offered so far were irrelevant to employees' current job, promising improvements were reported in some areas. Here, it is highly recommendable that the already observed improvements are to be maintained and efforts are to be exerted by all stakeholders to resolve the inherent PSCAP trainings and pushed forward for further achievements.
7. The criteria on the basis of which employees are to be selected for PSCAP training opportunities were among the most problematic areas in PSCAP trainings starting from Bureau level. Therefore, the Federal Ministry of Capacity Building, in collaboration with regional bureaus should set a clear and transparent policy and direction for training in general and selection criteria in particular. On this basis, Oromia Capacity Building Bureau, along with its Zonal and Woreda stake holders should adapt and implement the policy and the direction in public sectors at all levels.
8. A number of constraints that have been impeding the implementability of PSCAP trainings were found out. As the problems were deep-rooted and multifarious for which ready made answers are not available, they call for strong collaboration among various parties from Federal Ministry of Capacity Building to Woreda public sectors' employees.

BIBLIOGRAPHY

- Adane Melese (2002). "In-service Training Processes and Problems of Five Senior High Schools In South Gondar" Educational Journal. Vol.VI.
- Armstrong, M. (2003) **A Handbook of Human Resource Management Practice**. London: Kogan Page.
- Bartram, S. and B. Gibson (1997) **Training Needs Analysis** (2nd ed.) Vermont: Gower.
- Biirro Ijaarsa Dandeettii Oromiyaa(2006) "Jijjiirama Bu'uura Adeemsa Hojii Ijoo Leejiwwan Gaggabaaboo".Adaamaa (Unpublished)
- Bramle, P. (1996) **Evaluating Training**. London: Institute of Personnel and Development.
- Burham,B.R. (1995) **Evaluating Human Resources, Programs and Organizations**. Florida: Krieger Publishing Company.
- Carr, C.(1992) **Smart Training: The Managers Guide to Training for Improved Performance**. New Delhi: McGraw-Hill, Inc.
- Cartright, R. et al (1993) **Managing People: A Competence Approach to Supervisory Management**. Oxford: Black well publishers.
- CBBO (2004) "Regional Capacity Building Program (2004/5-2008/9)".Addis Ababa (Unpublished).
- CBBO, (2007) "Informational Brochure on Oromia PSCAP." Addis Ababa (Unpublished)
- CBBO, (2007) "Training Need Assessment of Some Selected Rural Woreda and Kebele Basic Sectors" Finfinnee (Unpublished).
- Critten,P. (1993) **Investing In People: Towards Corporate Capability**. London: Butterworth-Heinemann Ltd.
- Cuming, M.W. (1993) **The Theory and Practice of Personnel Management** (7th ed.) London: Clays Ltd, St. Ives Plc.
- Darling, P (1993) **Training for Profit**. London: McGraw-Hill Book Company.
- Davies, E. (2003) **The Training Managers: A Handbook**. New Delhi: Crest Publishing House.

- DeCenzo,D.A. and S.P. Robbins (1988) **Personnel/Human Resource Management**. New Jersey: Prentice Hall.
- Dessler,G. (1991) **Personnel/Human Resource Management**. New Jersey: Prentice Hall.
- _____ (1997) **Human Resource Management**. New Jersey: Prentice Hall
- Dwivedi, R.S. (1984). **Manpower Management: An Integrated Approach to Personnel Management and Labour Relations**. New Delhi: Prentice-Hall
- EMI (2005)"Training and Development".(Unpublished Training Material) Addis Ababa: EMI.
- Forsyth, P. (2001) **Developing Your Staff**. London: Kogan Page Ltd.
- Gove,P.B. (1972) **Webster's Third New International Dictionary** .Colombia: Dartmouth College
- Graham, H.T. and R. Bennett (1998) **Human Resource Management** (9th ed.) London: Pitman Publishing.
- Griffin, R.W. (1990) **Management** (3rd ed.) Boston:Houghten Miflin Company.
- Harris, D.and R.L.DeSimone (1994) **Human Resource Development**. Philadelphia: Harcourt Brace College Publishers.
- Ilge, D.R. and D. Pulakos (1999). **The Changing Nature of Performance: Implication for Staffing, Motivation, and Development**. San Francisco: Jossey-Bass publishers.
- ILO, (1998) **Management Development**. England.
- Jenks, J.M.(1992) **The Hiring, Firing (and Every Thing in Between) Personnel Forms Book**. Ridgefield: Round Lack publishing.
- Kelly, J.M. (1990) **Building Cost-Effective Training Programs**. New Jersey: Alexander Hamilton Institute, Inc.
- Koonz, H.and H.Weihric (1988) **.Management** (9thed.) New York: McGraw Hill Book Company.

- Landale, A. (2004) (ed.) **Training and Development: A Complete Hand Book**. New Delhi: Gower Publishing Limited.
- Mabey, C. and others, (1998) **Human Resource Management** (2nd ed.). Oxford Blackwell Publishing Ltd.
- MCB (2002) **Towards a Holistic Approach to Build Capacity for Sustainable Development**. Addis Ababa.
- Megeleta Oromia (2001) "Oromia Civil Servants Proclamation", No.61,2000.
- Meheret and others, (2005) "Ethiopia National Training Capacity Supply and Demand Study". Addis Ababa (Unpublished).
- Mitchel, D.J. (1989) **Human Resource Management**. Boston: PWS-Kent Publishing Company.
- Mullins, L.J. (1995) **Managing People and Activities: An Active Learning Approach**. Oxford: Blackwell Publishers Ltd.
- Negarit Gazeta (1961) "An Order to Provide for the Creation and Functions of the Imperial Ethiopian Central Personnel Agency", Order No.23.
- Negarit Gazeta (2002) "The Federal Civil servants proclamation" No. 262
- Peppit, E. (1994) **Retaining Staff**. London: Hodder and Stoughton Ltd.
- Pettman, B.O. (1985) **The Supervisor and On-the-Job Training** (3rd ed.) Reading: Addison-Wesley Publishing Company, Inc.
- Phillips, J.J. (2004) **Handbook of Training Evaluation and Measurement Methods** (3rd ed.) Mumbai: Jaico Publishing House.
- Pigors, P. and C.A. Myers (1981) **Personnel Administration: A point of View and Method**. London: McGraw-Hill Book Company
- Plunkett, W.R. and R.F. Attner, (1989) **Introduction to Management**. Boston: PWS-Kent Publishing Company
- Poulter B. (1982) **Training and Development**. North Ryde: CCH Australia Limited.
- Rae, L. (2003) **How to Plan and Design Training Programs**. New Delhi: Gowers Publishing Ltd.
- Reddy, Y. R. K. (1991) **Strategic Approach to Human Resource Management**. New Delhi: Wiley Eastern limited.

- Reid, M.A.(1997) **Training Interventions: Managing Employee Development** (5th ed.)
London: Institute of Personnel and Development.
- Rymond, A.N. et al (1996) **Human Resource Management: Gaining a Competitive Advantage** (2nd ed). Boston: McGraw-Hill.
- Saiyadain, M.S.(1999) **Human Resource Management**. New Delhi: McGraw Hill Publishing Company
- Simmond, (1995) **Managing People and Activities: An Active Learning Approach**. Oxford: Blackwell Publishers Ltd.
- Sutherland, J.and D.Canwell (2004) **Key Concepts in Human Resource Management**. New York: Plagrove Macmillan.
- Tyson,S.and A.York (1996) **Human Resource Management**. Great Britain: Educational and professional Publishing Ltd.
- Walker, J.W. (1992) **Human Resource Strategy**. New York: McGraw Hill, Inc.
- West Hararge Zone Finance and Economic Office (2007)"Yearly Statistical Abstract" Chiro: (Unpublished).
- Wayne, F. (2003) **Managing Human Resource** (6th ed.) Boston: McGraw-Hill
- Wexly,K.N. and G.P.Latham (1991).**Developing and Training Human Resources in Organizations**. New York: Harper Collins Publishers Inc.
- White, A. (1996) **Managing for Performance**. Guildford: Bids Ltd.
- Wills, M. (1993) **Managing the Training Process: Putting the Basics in to Practice**. London: McGraw-Hill Book Company.
- World Bank, (2005) **Capacity Building in Africa**. Washington: USA
- [http://en wikipedia. Org/wiki/public seelor](http://en.wikipedia.Org/wiki/public_seelor)
- [http://en. Wikipedia. Org/wiki/Training](http://en.Wikipedia.Org/wiki/Training)
- <http://www.dgrc.org/vem/capacity-define.htm/>

APPENDICES

APPENDIX - A₁

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES (COLLEGE OF EDUCATION)

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Experts

Dear Experts!

The purpose of this questionnaire is to gather relevant data that will help to assess the practice of Public Sector Capacity Building Program (PSCAP) Trainings* in West Harerge zone. I would like to assure you that this study is purely academic and hence would not affect anyone in anyway as all the information will be kept confidential. Rather, the results of this study are believed to be invaluable input to improve the practice of PSCAP trainings in the zone. Therefore, your genuine, frank, and timely responses are of prime importance for the success of this study. Thus, you are kindly requested to respond to each question items carefully and responsibly.

General Direction

- You are not required to write your names.
- Respond to all close - ended question items by putting a <✓> mark in the boxes and to all open - ended ones by writing your comments on the spaces provided.
- It is possible to use Afan Oromo, Amharic or English in giving comments
- For this study, the term "organization" represents sectors at woreda level.

Thank you!

* PSCAP Trainings are those trainings offered to scale up the capacity of civil servants and government officials in public sectors since the establishment of Federal Ministry of Capacity Building in 2001.

PART I- PERSONAL DATA

1. Sex: a. ☐ Male b. ☐ Female
2. Age: a. ☐ 20-25 b. ☐ 25-30 ☐ 30-35
 d. ☐ 35-40 e. ☐ 40 and above
3. Educational Background
 a. ☐ Certificate/TTI c. ☐ First Degree
 b. ☐ College diploma d. ☐ MA/MSc.
4. Current position _____
5. Years of service: a) In current position _____
 b) In other position _____
 c) Total _____

PART II- SPECIFIC INFORMATION

A. TRAINING NEED ASSESSMENT

1. Does your organization conduct training need assessment?
 a. ☐ Yes b. ☐ No
2. If your response is "yes" for question No.1, indicate your agreement with the following items. Use the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neural, 4= Agree and 5= Strongly Agree)

4. If your response for question No.1 is "yes", which technique does your organization use to conduct training need assessment (**More than one alternative can be chosen**)

- a. ☐ Analyzing overall organizational performance.
- b. ☐ Analyzing how individuals perform their jobs.
- c. ☐ Analyzing how organizational tasks are performed.
- d. ☐ Analyzing customer's comments.
- e. ☐ Analyzing feed back of higher authorities.
- f. Others(if any)_____

5. Indicate your level of agreement with the following factors that serve as criteria for prioritizing training needs identified in your organization.

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Training need identified is prioritized based on availability of budget.					
2	Training need identified is prioritized based on urgency of the training need.					
3	Training need identified is prioritized based on trainees' motivation.					
4	Training need identified is prioritized based on availability of training institutions.					
5	Training need identified is prioritized based on interests of top level management.					
Others(if any)						

6. If your response for question No.1 is "No", what are the reasons for the absence of training need assessment?

- a. ☐ Absence of experts to conduct training need assessment.
- b. ☐ Lack of budget.
- c. ☐ Lack of awareness about the importance of conducting training need assessment.

- c. ☐ Training need assessment is not accustomed.
- d. ☐ Attention is not given from the management body.
- d. ☐ Training need assessment does not serve any purpose.

Others (if any) _____

B. SETTING TRAINING OBJECTIVES

1. Does your organization set objectives for the trainings it delivers?

- a. ☐ Yes b. ☐ No

2. Indicate the level of your agreement or disagreement with the following question items using the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Training objectives are derived from the broad organizational goals.					
2	Training objectives are measurable.					
3	Training objectives are sound enough to solve organizational problems.					
4	Training objectives are sound enough to solve employees' problems					
5	Training objectives are achievable.					
6	Training objectives are realistic.					
7	Training objectives are time bound.					
8	Training objectives are set in a participatory process.					
Others(if any) _____						

C. TRAINING METHODS

1. Indicate the level of your agreement or disagreement with the following training methods used in your organization. Use the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

No	Question Items	Rating Scales				
		5	4	3	2	1
A. ON- THE- JOB TRAINING						
1	Action learning is used.					
2	Coaching is used.					
3	Job rotation is used.					
4	Mentoring is used.					
5	Distance education is used.					
6	Job instruction is used.					
Others(if any) _____						
B. OFF- THE- JOB TRAINING						
1	In- service training is used.					
2	Trainees attend higher education					
3	Scholarship is offered.					
4	E-learning is used.					
5	Lecture method is used.					
6	Visits to other organizations are used.					
Others(if any) _____						

D. TRAINING RESOURCES

1. How do you rate the condition of training Resources in most of the PSCAP training programs you have attended? Use the following scales: (1= very poor, 2= poor, 3= Natural 4= good and 5= very good)(To be filled only by those experts who have participated in PSCAP trainings).

NO	Question Items	Rating Scales				
		5	4	3	2	1
A- Trainers						
1	They have knowledge of subject matter.					
2	They have ability to communicate.					
3	They are punctual in their works.					
4	They have ability of relating the training with the trainees' real life.					
5	They respect the trainees.					
6	They entertain trainees' opinion.					
7	They facilitate trainees' discussion.					
8	They have good relation with the trainees.					
9	They give equal chance for trainees to react.					
Others (if any)						
B. Financial Resource						
1	Adequate money is earmarked for the training program.					
2	Payments for the trainees are good.					
3	Refreshment programs are good.					
4	Training benefits commensurate the investment.					
5	Adequate money is earmarked to prepare training modules.					
6	Adequate money is allocated for buying stationary materials.					
Others (if any)						
C. Other Facilities						
1	Conditions of training rooms are good.					
2	The training compound is attractive.					
3	The training content is attractive.					
4	Flow of information is good.					
5	The training schedules are convenient.					

E. EVALUATION OF TRAINING

1. Indicate your agreement or disagreement level on the following aspects of training evaluation practice in your organization. Use the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree).

NO	Question Items	Rating Scales				
		1	2	3	4	5
1	Your organization evaluates training programs continuously.					
2	There are relevant criteria to evaluate training program.					
3	Training evaluation process is participatory.					
4	Training evaluation results are well organized.					
5	There are formal training evaluation formats in the organization					
6	Training evaluation is made through out the training process.					
7	Problems are timely solved based on the training evaluation.					
8	The training program is efficient.					
9	The training program is effective.					
Others (if any)						

2. Is there a trend of keeping training records attended by employees and officials in your organization?

a. ☐ Yes

b. ☐ No

3. If your response for question number 2 above is "No", what do you think are the reasons? (More than one alternative can be chosen).

a. ☐ Lack of follow up from managing bodies.

b. ☐ Lack of transparent and clear training policy and direction.

c. ☐ Keeping training records is not accustomed.

d. ☐ It is assumed of no value.

e. ☐ It is time taking.

f. ☐ It is costly.

g. **Others** (if any) _____

4. Does your organization hold discussions with employees after they have completed a training program?

a. ☐ Yes

b. ☐ No

5. If your answer for question No 4 is "No", what do you think are the reasons? (More than one alternative can be chosen).

- a. ☐ The trainees are not willing or volunteering to discuss.
- b. ☐ The leaders do not create conducive situation for discussion.
- c. ☐ The trainees are busy after they come back.
- d. ☐ Absence of responsible body to coordinate this.
- e. ☐ Lack of awareness about the importance of such discussions.
- f. **Others** (if any) _____

F. REVIEW OF PSCAP TRAININGS

1. Have you attended any PSCAP trainings?

- a. ☐ Yes
- b. ☐ No

2. If your answer for question No. 1 is "Yes", who prepared the program?

- a. ☐ Woreda Capacity Building Office
- b. ☐ Zone Capacity Building Office
- c. ☐ Capacity Building Bureau of Oromia
- d. ☐ Federal Ministry of Capacity Building.
- e. ☐ Do not know
- f. ☐ NGO's
- g. **Others** (if any) _____

3. If your answer for question No. 1 is "Yes", what were the types of training programs you have attended?

- a. ☐ Short term trainings
- b. ☐ Attending Higher Education Institutions (Colleges)
- c. ☐ Distance Education Program

- d. ☐ In-service (summer) trainings
- e. ☐ Scholarship abroad
- f. ☐ Plasma conference.
- g. **Others** (if any) _____
- h. _____

4. What were the areas (contents) of PSCAP training you have attended?

- a. ☐ Strategic Planning Management (SPM)
- b. ☐ Information Communication Technology (ICT)
- c. ☐ Business Process Reengineering (BPR)
- d. ☐ Performance Appraisal
- e. ☐ Good governance .
- f. **Others (specify)** _____
- g. _____

5. Was the training you have attended relevant to your job?

- a. ☐ Yes b. ☐ No c. ☐ I. do not know

8 BENEFITS OF PSCAP TRAININGS

1. How do you rate the benefits of PSCAP trainings in general? Use the following Scales (1= Strongly Disagree, 2= Disagree, 3= Neutral 4= Agree and 5= Strongly Agree)

Strongly Agree		Rating Scale				
No	Question Items	1	2	3	4	5
1	It improved sectoral effectiveness.					
2	It improved performance of employees.					
3	It improved the capacity of public sector officials.					
4	It enabled the employees to adapt to new technological developments.					
5	It brought employees' higher job satisfaction.					
6	It reduced customer complaints.					
7	It improved quality of service delivery.					
8	It motivated employees to perform better.					
9	It improved good governance.					
10	It brought improved attitudinal change towards work.					
11	It reduced employees' turn over.					
12	It improved sectoral work processes.					
13	It improved sectoral work culture.					
Others (if any)						

H. TRAINING OPPORTUNITIES

1. Indicate the level of your agreement or disagreement on the following aspects of training opportunity. Use the following scales: (1= Strongly Disagree 2= Disagree, 3= Neutral, 4= Agree, and 5=Strongly Agree)

No.	Question Items	Rating Scale				
		1	2	3	4	5
1	There is clear and transparent criteria for giving training opportunities For individuals .					
2	Training opportunities are offered to individuals as incentives.					
3	Training opportunities are offered based on good will of leaders.					
4	Training opportunities are personal.					
5	Training opportunities are offered based on training need assessment.					
6	Training opportunities are offered to enable the organization achieve its objective					
7	Employee's potential for advancement is considered.					
8	Selection criteria are well communicated to all employees.					
9	Recorded information serves as selection criteria.					
Others (if any)						

I. PSCAP TRAINING CONSTRAINTS

1. What are the major PSCAP training constraints (More than one alternative can be chosen).
- ☐ Lack of budget
 - ☐ Lack of relevance of training contents to trainees' current job,
 - ☐ Lack of attention by sector heads/leaders
 - ☐ Lack of planning in advance
 - ☐ Absence of training need assesement
 - ☐ Lack of training institutions at woreda level
 - ☐ Lack of training management
 - ☐ Absence of training departments in organizations
 - ☐ Non-transferability of training.

j. **Others** (if any) _____

29 What do you think are the solutions for these problems?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

Thank You!

APPENDIX-A₂

YUNIVARSIITII ADDIS ABABAA

SAGANTAA BARNOOTA DIGIRII LAMMAFFAA (KOOLEEJJII BARNOOTAA)

MUUMMEE KAROORAA FI HOOGGANSAA BARNOOTAA

Gaafannoo Eksipartootaan Guutamu

Eksipartoota!

Kaayyoon gaafannoo kanaa ragaa leenjiwwan* Sagantaalee Ijaarsa Dandeettii Waajjiraalee Mootummaa (SIDWM) qorachuuf oolu Godina Harargee Lixaa keessaa funnaanudhaafi. Ragaan kun iccitiidhaan qabamee dhimma qu'annoo qofaaf kan oolu ta'a. Ragaan isin iftoomaan naaf laattan galma gahiinsa hujii qu'annoo kanaaf marteessaa dha. Kanaafuu, gaafilee hundaa obsaa fi ofeeggannoon akka naaf deebistann kabajaan gaafadha.

Qajeelfama Waliigalaa

- Maqaa keessan barreessun hin barbbachisu,
- Afaan Oromoon, Amaariffaan ykn Ingiliffaan deebisuu dandeessu,
- Gaafilee sanduuqni qophaa'efiif, mallattoo "✓" sanduuqa keessa kaa'udhaan deebisaa. Gaafilee yaada keessan gaafataniif iddoo duwwaa irratti barreessun deebisaa.

Galatoomaa!

*Leenjiwwan SIDWM erga Ministeerri Ijaarsa Dandeettii bara 1993 dhaabbatee kaasee Dandeettii hooggantootaa fi hojjattoota Waajjiraale Mootummaa fooyyeessuf kan kennamaa turanii dha.

1. Saala: a. Dhiira b. Dhalaa

2. Umrii: 20-25 25-30 30-35 35-40 40 fi sanii ol

3. Sadarkaa Barnootaa

- a. ☐ Sartifikeetii/TTI b. ☐ Dippiloomaa
- c. ☐ Digirii duraa d. Digirii 2^{FFAA} _____
4. Gita hujii amma irra jirtan _____
5. Bara tajaajilaa :
- a) Iddoo ammaatti _____
- b) Iddoo biraatti _____
- c) Waliigala _____

A.QORANNAA FEDHII LEENJII

- 1.Waajjirri keessan qorannaa fedhii leenjii ni adeemsisaa?
- a. ☐ Eeyyen b. ☐ Hin adeemsisu
- 2 .Gaafii 1^{ffaa} f deebi keessan ”Eeyyen” yoo ta’e,walii galtee himoota armaa gadii irratti qabdan agarsii.(Hubachiisa: 1=Tasumaa walii hingalu, 2=walii hingalu, 3=Hinmurteessine 4=Waliigala, 5=Haalaan waliigala)

Akaakuu Gaafii		Madaala				
		5	4	3	2	1
1	Carraan leenjii kan kennamu qorannaa fedhii leenjii irratti hundaa'eti					
2	Qorannaan fedhiin leenjii waajjirichaa hirmaachisaa dha.					
3	Qorannaan fedhii leenjii raga qabatamaa irratti hundaa'a					
4	Qorannaan fedhiin leenjii waajjirichaa bakka tokkotti qindaa'a.					
5	Waajjirri keessan qorannaa fedhii leenjii kan walirraa hincinne adeemsisa.					
6	Fedhiin leenjii qoratamanii argaman kaayyoo waajjirichaa fiixaa baasuf ni gargaaru					
7	Fedhiin leenjii kan qoratamu kaayyoo waajjirichaa irratti hundaa'eti					
8	Fedhii leenjii waajjirichaa qorachuudhaaf adeemsi sirrii ta'e ni jira					
Kan biraa (yoo jiraate) _____ _____ _____						

3. Dhimmoota armaa gadii irratti waliigaltee keessan agarsiisaa. (**Hubachiisa:** 1=Tasumaa walii hingalu, 2=walii hingalu, 3=Hinmurteessine 4=Waliigala, 5=Haalaan waliigala)

Akaakuu Gaafii		Madaala				
		5	4	3	2	1
1	Fedhiin leenjii JABH(BPR) irratti jiru guddaa dha.					
2	Fedhiin leenjii bulchiinsa gaarii irratti jiru guddaa dha.					
3	Fedhiin leenjii hooggansa jijjiiramaa irratti jiru guddaa dha.					
4	Fedhiin leenjii Teknolojii odeeffannoo irratti jiru guddaa dha.					
5	Fedhiin leenjii karoora tarsiima'aa (SPM) irratti jiru guddaaa dha.					
6	Fedhiin leenjii kennaa tajaajilaa irratti jiru guddaa dha.					
7	Fedhiin leenjii bulchiinsa hojjattootaa irratti jiru gudda dha.					
Kan biraa (yoo jiraate) _____ _____ _____						

4. Gaaffii 1^{ffaa} f deebiin keessan “Eeyyen” yoo ta’e, waajjirri keessan mala kamiin fedhii leenjii qorata? (Deebii tokko ol kennuun ni danda’ma)

- ☐ Waliigala Hujii waajjirichaa hubachuudhaan(organizational analyses)
- ☐ Akkaataa hojjattoonni hujii itti hojjatan hubachuudhaan(person analyses)
- ☐ Akkaataa hujii itti hojjatamu hubachuudhaan(task analyses)
- ☐ Yaada maamiltoota qacessuudhaan
- ☐ Yaadaa fi deebii hoggantoota ol'aano qacessuudhaan
- Kan biraa** (yoo jiraate) _____

5. Gaaffii 1^{ffaa} f deebiin keessan "Eeyyen" yoo ta'e, wajjirri keessa fedhii leenjii tokkoof dursa kennuudhaaf ulaagaalee armaa gadii keessaa kamitti akka fayyadamu waliigaltee kessan agarsiisaa.

		Madaala				
		5	4	3	2	1
1	Bajanni jiraachuun ni ilaalama.					
2	Dandeettii fi kaka'umsa leenjifamtootaa ni ilaalama.					
3	Dhaabbileen leenjii jiraachuu ni ilaalama.					
4	Fedhii Hooggantoota ol'aanaa ni ilaalama.					
5	Barbaachisummaa fedhii leenjii sanii ni ilaalama.					
6	Firii argamsiisuu danda'u leenjii sanii ni ilaalama.					
Kan biraa (yoo jiraate) _____						

6.Gaffii 1ffaa f deebin keessa "hin adeemsisu" ta'e, sababaan isaa maali jettaniit yaaddu? (Deebii tokkoo ol kennuun ni danda'ma)

- a. ☐ Eksipartoonni fedhii leenjii qoratan waan hinjirreef
- b. ☐ Hanqina bajataa
- c. ☐ Barbaachisumma isaa irratti hubannoo dhabuu
- d. ☐ Fedhii leenjii qorachuun waan hin barataminiif
- e. ☐ Fedhiin leenjii qorachuun waan hin fayyadneef
- f. ☐ Qaamni waajjira hoogganu waan itti hin yaadneef

g. Kan biraa _____

B. KAAYYOO LEENJII

1. Waajjirri keessan leenjjiif kaayyoo ni qopheessaa?

- a. ☐ Eeyyen
- b. ☐ Hin qopheessu

2.Gaaffii 1ffaa f deebiin keessan "Eeyyen" yoo ta'e,sadarkaa waliigaltee himoota armaa gadii irratti qabdan agarsiisaa (Hub. 1=Tasumaa walii hingalu, 2=walii hingalu, 3=Hinmurteessine 4=Waliigala, 5=Haalaan waliigala)

Akaakuu Gaafii		Madaala				
		5	4	3	2	1
1	Waajjira keessanitti kaayyoon leenjii kaayyoo waajjirichaa irraa madda					
2	Kaayyoon leenjii waajjira keessanii safaramuu ni dandaa					
3	Kaayyoon leenjii waajjira keessanii rakkoo waajjirichaa hiikuu ni danda'a.					
4	Kaayyoon leenjii waajjira keessanii rakkoo hojjattootaa hiikuu ni danda'a.					
5	Kaayyoon leenjii waajjirichaa kan raawwatamuu danda'uudha.					
6	Kaayyoon leenjii waajjirichaa haala qabatamaa waliin kan deemudha.					
7	Kaayyon leenjii waajjirichaa yeroodhhan kan daangeffameedha.					
8	Qophiin kaayyoo leenjii waajjira keessanii hirmaachisaa dha.					
Kan biraa (yoo jiraate) _____						

C.MALA LEENJIIN ITTIIN KENNAMU

Waajjira keessan keessatti mala adda addaa leenjiin ittiin kennamu irratti waliigaltee qabdan mallattoo”✓”agarsiisaa.

(Hub. 1=Tasumaa walii hingalu, 2=walii hingalu, 3=Hinmurteessine 4=Waliigala, 5=Haalaan waliigala)

Akaakuu Gaafii		Madaala				
A. Leenjii Hojii Irraa (On-the Job Training)		5	4	3	2	1
1	Leenjiin waajjirichaa hojii irratti shaakaluudhaan (action learnig) kennama.					
2	Leenjiin hojii irratti leenji’uudhaan (coaching) kennama.					
3	Leenjiin hojii adda addaa irraa muuxannoo fudhachuudhaan (job rotation) kennama.					
4	Leenjiin qajeelfama hojii irratti kennamuun (job instruction) kennama.					
5	Leenjiin gorsa ogeessatiin (mentoring) kennama.					
6	Leenjiin barnoota fagootin kennama.					
7	Kan biraa(yoo jiraate)_____					
B.Lenjii Hojiin Alaa (Off-the-job Training)						
1	Leenjiin barnoota ol’aanaa seenudhaan kennama.					
2	Leenjiin hojirra osoo jiran barachuudhaan kennama (In-service training).					
3	Leenjiin biyya alaatti barachuudhaan kennama(scholarship)					
4	Lenjiin elektirooniksiidhaan kennama (e-learning)					
5	Lenjiin lekchariidhaan kennama.					
6	Leenjiin waajjiroota biraa daawwachuun kennama.					
7	Kan biraa (yoo jirate)_____ _____ _____					

D. LEECALLOO LEENJII (Training Resources)

1. Leecalloo leenjii akkamiti madaaltu? Madaala armaa gadiitti fayyadamaa (1=Baay'ee dadhabaa, 2=Dadhabaa 3= Hinmurteessine 4= Gaarii) 5= Baay'ee gaarii)(Eksipartoota leenjii SIDWM irratti hirmaatan qofaan kan guutamu)

Akaakuu Gaafii		Madaala				
A- Leenjistoota (Trainers)		5	4	3	2	1
1	Wanta barsiisan ni beeku.					
2	Namaan waliigaluu ni danda'u.					
3	Yaroo hujii ni kabaju.					
4	Leenjifamtoota ni kabaju.					
5	Yaada leenjifamtoota ni keessummeessu.					
6	Leenjifamtoota ni mari'achiisu.					
7	Dandeettii mala leenjii adda addaa uumuu ni qabu.					
8	Leenjifamtoota waliin walitti dhfeenya gaarii ni qabu.					
9	Muuxannoo leenjifamtootaaf ni qoodu.					
10	Hirmattotaaf carraa walqixaa ni laatu					
Kan biraa (yoo jiraate) _____ _____ _____						
B Mallaqa						
11	Maallaqni sagantaa leenjii waliin walgitu ni ramadama.					
12	Kaffaltii leenjifamtootaaf godhamu gahaa dha.					
13	Haalli bashannanaa yeroo boqonnaa (shaayii...kkf.) gaarii dha.					
14	Mallaqni leenjiidhaaf ramadamu bu'aa leenjii irraa argamuun walgita					
15	Barreeffamoonni leenjii qopheessudhaaf mallaqni gahaan ni ramadama.					
16	Meeshaaalee barreefamaa bituudhaaf mallaqni ni ramadama					
Kn biro (yoo jiraate) _____ _____ _____						
C Leecalloo Biraa						
17	Halli dareewwan leenjii gaarii dha.					
18	Haalli teessoo dareewwan leenjii gaarii dha.					
19	Iddoon leenjii mijaawaa dha.					
20	Qabiyyeen leenjii nama hawwata.					
21	Halli yaainsa odeeffannoo gaarii dha.					
22	Halli qophii sagantaa (schedule) gaarii dha.					
Kan biraa (yoo jiraate) _____ _____ _____ _____ _____ _____						

E.MADAALLII BU'AA LEENJII

Waajjirri keessan bu'aa leenjii ni madaalaa?

- a. ☐ Eeyyen b. ☐ Hin madaalu

Gaafii 1^{ffaa}f deebiin keessan “Eeyyen” yoo ta’e, himoota armaa gadii irratti haala waliigaltee keessanii agarsiisaa
(Hub. 1=Tasumaa walii hingalu, 2=walii hingalu, 3=Hinmurteessine 4=Waliigala, 5=Haalaan waliigala)

	Akaakuu Gaafii	Madaala				
		5	4	3	2	1
1	Waajjirri keessan yaroo hundaa sagantaalee leenjii ni madaala					
2	Ulaagaalen bu'aa sagantaalee leenjii ittiin madaalan ni jiru.					
3	Qaamoleen dhimi ilaalu hunduu madaallii leenjii irratti ni hirmaatu.					
4	Waajjirri keessan “foormaatota” leenjii ittiin madaalu ni qaba					
5	Ragaan madaallii leenjii haalaan qindaa’anii hojii irra ni oolu.					
6	Leenjii irratti hordoffiin jalqabaa hanga dhumaatti ni adeemsifama.					
7	Hordoffii irratti hundaa’udhaan rakkooleen yeroon ni furamu.					
8	Lenjiin kennamu bu’a –qabeessa (Efficient).					
9	Leenjii kennamu galma yaadameef ni gaha (Effective)					
10	Madaallin leenjii kaayyoo leenjii irratti hundaa’et adeemsifama.					
Kan biraa (yoo jiraate) _____						

3. Waajjira keessan keessa aadaan bu’aalee leenjii galmeessanii kaa’uu ni jiraa?

- a. ☐ Eeyyen b. ☐ Hinjiru

4. Gaafii 3^{ffaa}f deebin keessan “hin jiru” yoo ta’e, sababaan isaa maali jattaniit yaaddu? (Deebii tokkoo ol deebisuun ni mala.)

- a. ☐ Qaamni hooggansaa hordoffii waan hin goonef
b. ☐ Imaammannii fi qajeelfamni leenjii kan ifa ta’e waan hin jirreef
c. ☐ Ragaalee leenjii galmeessanii kaa’un hin baratamne
d. ☐ Faaydaa hinqabu jedhamee waan yaadamuuf
e. ☐ Yeroo baay’ee waan fudhatuuf
f. ☐ Gatii baay’ee waan nama gaafatuuf (qaalii)

h. Kan biraa (yoo jiraate) _____

5. Waajjirri keessan yaroo leenjii xumurame leenjifamtoota waliin marii ni adeemsisaa?

- a. ☐ Eeyyen b. ☐ Hin adeemsisu

6. Gaaffii 5^{ffaa}f deebin keessan “hin adeemsisu” yoo ta’e, sababni isaa maali jettaniit yaaddu?(Deebii tokkoo ol kennuun ni danda’ma)

- a. ☐ Leenjifamtoonni mari'achuuf fedha hin qaban.
- b. ☐ Hooggantoonni waajjiraa mariidhaaf halaa hin mijjeessan
- c. ☐ Leenjifamtooanni yoo deebi'an hujjin waan itti baay'atuuf
- d. ☐ Qaamni kana qindeessu waan hin jirreef
- e. ☐ Barbaachisuumaa marii kanaa irratti hubannoon waan hin jirreef
- g. **Kan biraa** (yoo jiraate) _____

F. LEENJIWWAN SIDWM

1. Leenjii SIDWM irratti hirmaattanii beektuu?

- a. ☐ Eeyyen
- b. ☐ Hin hirmaanne

1. Gaaffii 1^{ffaa} f "Eeyyen" yoo jettan, leenjii san eenyutu qopheesse?

- a. ☐ Waajjira Ijaarsa Dandeettii Aanaa
- b. ☐ waajjira Ijaarsa Dandeettii Godinaa
- c. ☐ Birroo Ijaarsa Dandeettii Oromiyaa
- d. ☐ Ministeera Ijaarsa Dandeettii
- e. ☐ Enyu akka qopheesse hin beeku.
- f. ☐ Dhaabbilee mit-motummaa

g. **Kan biraa** (yoo jiraate) _____

3. Gosti leenji isin irratti hirmaattanii maal fa'a? (Deebii tokko ol kennuun ni danda'ama.)

- a. ☐ Leenjii yaroo gabaabaa
- b. ☐ Barnoota ol'aanaa seenuu
- c. ☐ Barnoota fagoo
- d. ☐ Leenjii hujii-irraa (fkn. Leenjii gannaa)
- e. ☐ Supparvaayzaroota keessaniin hujirratti leenjifamuu (coaching)
- f. ☐ Barnoota biyya alaa (scholarship)
- g. ☐ Konfaransii pilaazmaa

h. **Kan biraa** (yoo jiraate) _____

4. Qabiyyeen leenjii isin irratti hirmaattanii maali?

- a. ☐ Bulchinsa gaarii
- b. ☐ SPM
- c. ☐ BPR
- d. ☐ Madaallii hojii
- e. ☐ Teknolojii Odeeffannoo
- f. **Kan biraa** _____

e. **Kan biraa** (yoo jiraate) _____

5. Leenjiin isin irratti hirmaattan hujii keessaniin walitti firooma ni qabaa?

a. ☐ Eeyyen

b. ☐ Hin qabu

G. BU'AAWWAN LEENJII SIDWM

1. Akka waliigalaatti bu'aa leenjii SIDWM akkamitti madaaltu? (**Hub.1**=Tasumaa walii hingalu, 2=walii hingalu 3=Giddugaleessa 4=Waliigala, 5=Haalaan waliigala).

Akaakuu Gaafii		Madaala				
		5	4	3	2	1
1	Gahumsa waajjirichaa foyyesseera					
2	Hujii hojjattootaa foyyesseera					
3	Dandeettii hooggantoota waajjiraalee foyyesseera					
4	Hojjattoonni mala hujii haarawa akka hubatan taasiseera					
5	Hojjattoonni akka hujii isaanitti gammadan taasiseera					
6	Komii maamiltootaa hir'iseera.					
7	Qulqullina keennaa tajaajilaa foyyesseera					
9	Bulchiinsa gaarii fideera					
10	Ilaalcha namoonni hujiiif qaban foyyesseera					
11	Lakkoofsa hojjataa hujii gad dhiisanii hir'iseera					
12	Amala hojjattootaa jijjiireera.					
14	Aadaa hojii waajjirichaa jijjiireera.					
15	Adeemsa hojii waajjirichaa jijjiireera.					
Kan biraa (yoo jiraate)						

H. CARRAA LEENJII

1. Carraa leenjiiin walqabatee, himoota armaa gadii irratti sadarkaa waliigaltee keessanii agarsiisaa. (**Hub.1**=Tasumaa walii hingalu, 2=walii hingalu, 3=Giddugaleessa 4=Waliigala, 5=Haalaan waliigala)

Akaakuu Gaafii		Madaala				
		5	4	3	2	1
1	Carraa leenjii namootaa kennuudhaaf ulaagaaleen ifa ta'an ni jiru					
2	Carraan leenjii hojjattota badhaasuf (jajjabeessuf) kennama					
3	Carraan leenjii kan kennamu fedhii hooggantoota waajjiraatini.					
4	Namoonni carraa leenjii kan argatan yoo hooggantoota isaanitiin walitti dhufeenna gaarii qabaatan qofa.					
5	Carraan leenjiin kan kennamu qorannaa fedhii leenjii irratti hundaa'eti					
6	Carraan leenjii kan kennamu kaayyoo waajjirichaa galmaan gahuufi.					
7	Hojjataa hundaafuu ulaagaaleen filannoo leenjii ni beeksifamu .					
8	Hawwiin hojjataan leenjiif qabu yeroo filannoo ni ilalama .					
9	Carraan hojjataan fuula dura guddinaaf qabu ni ilalama .					
10	Ragaaleen galmeefamani kaa'aman akka ulaagaatti ni gargaaru.					
Kan biraa (yoo jiraate)						

I. RAKKOOWWAN LEENJIIN WALQABATAN

1 .Rakkooleen leenjii SIDWM keessatti mul'atan maal maal fa'a? (Deebii tokkoo ol kennuun ni danda'ama)

- a. ☐ Hanqina bajataa
- b. ☐ Qabiyyeen leenjii fi hujjii hojjataan hojjatu garagara ta'uu
- c. ☐ Hanqina hordoffii hoggantoota waajjiraalee
- d. ☐ Karoorri duraan durfamee baafamuu dhabuu
- e. ☐ Sadarkaa aanaatti dhaabbileen leenjii- dhabamuu
- f. ☐ Hanqina hooggansa leenjii
- g. ☐ Waajjiroota keessatti gareen leenjii dhabamuu
- h. **Kan biraa** (yoo jiraate) _____

2. Rakkoolee kanaaf furmaanni maali fa'a jettaniit yaaddu?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

GALATOOMAA !

APPENDIX - B₁

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES (COLLEGE OF EDUCATION) DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Trainees

Dear Trainees!

The purpose of this questionnaire is to gather relevant data that will help to assess the practice of Public Sector Capacity Building Program (PSCAP) Trainings* in West Harerge zone. I would like to assure you that this study is purely academic and hence would not affect anyone in anyway as all the information will be kept confidential. Rather, the results of this study are believed to be invaluable input to improve the practice of PSCAP trainings in the zone. Therefore, your genuine, frank, and timely responses are of prime importance for the success of this study. Thus, you are kindly requested to respond to each question items carefully and responsibly.

General Direction

- You are not required to write your names.
- Respond to all close – ended question items by putting a <✓> mark in the boxes and to all open – ended ones by writing your comments on the spaces provided.
- It is possible to use Afan Oromo, Amharic or English in giving comments
- For this study, the term “organization” represents sectors at woreda level.

Thank you!

PSCAP Trainings are those trainings offered to scale up the capacity of civil servants and government officials in public sectors since the establishment of Federal Ministry of Capacity Building in 2001.

PART I- PERSONAL DATA

1. Sex: a. ☐ Male b. ☐ Female
2. Age: a. ☐ 20-25 b. ☐ 25-30 ☐ 30-35
- d. ☐ 35-40 e. ☐ 40 and above

3. Educational Background

- a. ☐ Certificate/TTI c. ☐ First Degree
- b. ☐ College diploma d. ☐ MA/MSc.

4. Current position _____

5. Years of service: a) In current position _____
- b) In other position _____
- c) Total _____

PART II- SPECIFIC INFORMATION

A. TRAINING NEED ASSESSMENT

1. Does your organization conduct training need assessment?

- a. ☐ Yes b. ☐ No

2. If your response is "yes" for question No. 1, indicate your agreement with the following items. Use the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

No.	Question Item	Rating Scales				
		5	4	3	2	1
1	Training opportunities are offered based on training need assessments.					
2	Training need assessment process is participatory.					
3	Training need assessment is based on concrete evidences.					
4	Training need assessment documents are well organized and used.					
5	Training need assessment is continuous.					
6	Training needs identified is helpful for public sectors to achieve their goals					
7	Training need assessment is conducted based on organizational goals.					
8	There is clear procedure for training need assessment process.					
Others (if any)						

3. The following are some training areas specific to different organization. With reference to your organization, indicate your agreement with each item using the following scales:(1= Strongly Disagree,2= Disagree, 3= Neural, 4= Agree and 5= Strongly Agree).

No.	Question Items	Rating Scales				
		5	4	3	2	1
1	There are training needs in Business Process Reengineering (BPR).					
2	There are training needs in Good governance.					
3	There are training needs in Information Communication Technology (ICT).					
4	There are training needs in Change Management.					
5	There are training needs in Service delivery.					
6	There are training needs in Personnel administration					
7	There are training needs in Strategic Planning Management(SPM)					
Others(if any)						

4. If your response for question No.1 is "yes", which technique does your organization use to conduct training need assessment (**More than one alternative can be chosen**)

- a. ☐ Analyzing overall organizational performance.
- b. ☐ Analyzing how individuals perform their jobs.

- c. ☐ Analyzing how organizational tasks are performed.
- d. ☐ Analyzing customer's comments.
- e. ☐ Analyzing feed back of higher authorities.
- f. Others (if any)_____

4. Indicate your level of agreement with the following factors that serve as criteria for prioritizing training needs identified in your organization.

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Training need identified is prioritized based on availability of budget.					
2	Training need identified is prioritized based on urgency of the training need.					
3	Training need identified is prioritized based on trainees' motivation.					
4	Training need identified is prioritized based on availability of training institutions.					
5	Training need identified is prioritized based on interests of top level management.					
Others(if any)						

6. If your response for question No.1 is "No", what are the reasons for the absence of training need assessment?

- a. ☐ Absence of experts to conduct training need assessment.
- b. ☐ Lack of budget.
- c. ☐ Lack of awareness about the importance of conducting training need assessment.
- d. ☐ Training need assessment is not accustomed.
- e. ☐ Attention is not given from the management body.
- f. ☐ Training need assessment does not serve any purpose.

Others (if any)_____

B. SETTING TRAINING OBJECTIVES

1. Does your organization set objectives for the trainings it delivers?
- a. ☐ Yes b. ☐ No
2. Indicate the level of your agreement or disagreement with the following question items using the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Training objectives are derived from the broad organizational goals.					
2	Training objectives are measurable.					
3	Training objectives are sound enough to solve organizational problems.					
4	Training objectives are sound enough to solve employees' problems					
5	Training objectives are achievable.					
6	Training objectives are realistic.					
7	Training objectives are time bound.					
8	Training objectives are set in a participatory process.					
Others(if any)_____						

C. TRAINING METHODS

1. Indicate the level of your agreement or disagreement with the following training methods used in your organization. Use the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

No	Question Items	Rating Scales				
		5	4	3	2	1
A. ON- THE- JOB TRAINING						
1	Action learning is used.					
2	Coaching is used.					
3	Job rotation is used.					
4	Mentoring is used.					
5	Distance education is used.					
6	Job instruction is used.					
Others(if any)						
B. OFF- THE- JOB TRAINING						
1	In- service training is used.					
2	Trainees attend higher education					
3	Scholarship is offered.					
4	E-learning is used.					
5	Lecture method is used.					
6	Visits to other organizations are used.					
Others(if any)						

D. TRAINING RESOURCES

- How do you rate the condition of training Resources in most of the PSCAP training programs you have attended? Use the following scales: (1= very poor, 2= poor, 3= Natural 4= good and 5= very good)

NO	Question Items	Rating Scales				
		5	4	3	2	1
A- Trainers						
1	They have knowledge of subject matter.					
2	They have ability to communicate.					
3	They are punctual in their works.					
4	They have ability of relating the training with the trainees' real life.					
5	They respect the trainees.					
6	They entertain trainees' opinion.					
7	They facilitate trainees' discussion.					
8	They have good relation with the trainees.					
9	They give equal chance for trainees to react.					
Others (if any)						
B. Financial Resource						
1	Adequate money is earmarked for the training program.					
2	Payments for the trainees are good.					
3	Refreshment programs are good.					
4	Training benefits commensurate the investment.					
5	Adequate money is earmarked to prepare training modules.					
6	Adequate money is allocated for buying stationary materials.					
Others (if any)						
C. Other Facilities						
1	Conditions of training rooms are good.					
2	The training compound is attractive.					
3	The training content is attractive.					
4	Flow of information is good.					
5	The training schedules are convenient.					

E. EVALUATION OF TRAINING

1. Indicate your agreement or disagreement level on the following aspects of training evaluation practice in your organization. Use the following scales:
- (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree).

NO	Question Items	Rating Scales				
		1	2	3	4	5
1	Your organization evaluates training programs continuously.					
2	There are relevant criteria to evaluate training program.					
3	Training evaluation process is participatory.					
4	Training evaluation results are well organized.					
5	There are formal training evaluation formats in the organization					
6	Training evaluation is made through out the training process.					
7	Problems are timely solved based on the training evaluation.					
8	The training program is efficient.					
9	The training program is effective.					
Others (if any)						

2. Is there a trend of keeping training records attended by employees and officials in your organization?

a. ☐ Yes

b. ☐ No

3. If your response for question number 2 above is "No", what do you think are the reasons? (More than one alternative can be chosen).

a. ☐ Lack of follow up from managing bodies.

b. ☐ Lack of transparent and clear training policy and direction.

c. ☐ Keeping training records is not accustomed.

d. ☐ It is assumed of no value.

e. ☐ It is time taking.

f. ☐ It is costly.

h. **Others** (if any) _____

4. Does your organization hold discussions with employees after they have completed a training program?

a. ☐ Yes

b. ☐ No

5. If your answer for question No 4 is "No", what do you think are the reasons? (More than one alternative can be chosen).

- a. ☐ The trainees are not willing or volunteering to discuss.
- b. ☐ The leaders do not create conducive situation for discussion.
- c. ☐ The trainees are busy after they come back.
- d. ☐ Absence of responsible body to coordinate this.
- e. ☐ Lack of awareness about the importance of such discussions.
- f. **Others** (if any) _____

F. REVIEW OF PSCAP TRAININGS

1. Who has prepared the PSCAP training you have attended?

- a. ☐ Woreda Capacity Building Office
- b. ☐ Zone Capacity Building Office
- c. ☐ Capacity Building Bureau of Oromia
- d. ☐ Federal Ministry of Capacity Building.
- e. ☐ Do not know
- f. ☐ NGO's
- h. **Others** (if any) _____

2. What were the types of training programs you have attended?

- a. ☐ Short term trainings
- b. ☐ Attending Higher Education Institutions (Colleges)
- c. ☐ Distance Education Program
- d. ☐ In-service (summer) trainings
- e. ☐ Scholarship abroad
- f. ☐ Plasma conference.

g. **Others** (if any) _____

3. What were the areas (contents) of PSCAP training you have attended?

- a. ☐ Strategic Planning Management(SPM)
 b. ☐ Information Communication Technology (ICT)
 c. ☐ Business Process Reengineering (BPR)
 d. ☐ Performance Appraisal
 e. ☐ Good governance .

f. **Others (specify)** _____

g. _____

5. Was the training you have attended relevant to your job?

- a. ☐ Yes b. ☐ No c. ☐ I. do not know

G BENEFITS OF PSCAP TRAININGS

1. How do you rate the benefits of PSCAP trainings in general? Use the following Scales (1= Strongly Disagree, 2= Disagree, 3= Neutral 4= Agree and 5= Strongly Agree)

No	Question Items	Rating Scale				
		5	4	3	2	1
1	It improved sectoral effectiveness.					
2	It improved performance of employees.					
3	It improved the capacity of public sector officials.					
4	It enabled the employees to adapt to new technological developments.					
5	It brought employees' higher job satisfaction.					
6	It reduced customer complaints.					
7	It improved quality of service delivery.					
8	It motivated employees to perform better.					
9	It improved good governance.					
10	It brought improved attitudinal change towards work.					
11	It reduced employees' turn over.					
12	It improved sectoral work processes.					
13	It improved sectoral work culture.					
Others (if any)						

H. TRAINING OPPORTUNITIES

Indicate the level of your agreement or disagreement on the following aspects training opportunity in your organization. Use the following Scales: (1= Strongly Disagree, 2= Disagree, 3= Neutral 4= Agree and 5= Strongly Agree

NO	Question Items	Rating Scale				
		5	4	3	2	1
1	There are clear and transparent criteria for giving training opportunities for individuals.					
2	Training opportunities are offered to individuals as incentives.					
3	Training opportunities are offered based on good will of leaders.					
4	Training opportunities are personal.					
5	Training opportunities are offered based on training need assessment.					
6	Training opportunities are offered to enable the organization achieve its objective					
7	Employee's potential for advancement is considered.					
8	Selection criteria are well communicated to all employees.					
9	Recorded information serves as selection criteria.					
Others (if any)						

I. PSCAP TRAINING CONSTRAINTS

1. What are the major PSCAP training constraints (More than one alternative can be chosen).
 - a. ☐ Lack of budget
 - b. ☐ Lack of relevance of training contents to trainees' current job,
 - c. ☐ Lack of attention by sector heads/leaders
 - d. ☐ Lack of planning in advance
 - e. ☐ Absence of training need assesement
 - f. ☐ Lack of training institutions at woreda level
 - g. ☐ Lack of training management
 - h. ☐ Absence of training departments in organizations

i. ☐ Non-transferability of training.

j. **Others** (if any) _____

29. What do you think are the solutions for these problems?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

Thank You!

APPENDIX-B₂

YUNIVARSIITII ADDIS ABABAA

SAGANTAA BARNOOTA DIGIRII LAMMAFFAA (KOOLEEJJII BARNOOTAA)

MUUMMEE KAROORAA FI HOOGGANSAA BARNOOTAA

Gaafannoo Hirmaattota Leenjiitiin Guutamu

Kabajamtoota Hirmaattota Leenjii SIDWM !

Kaayyoon gaafannoo kanaa ragaa leenjiwwan* Sagantaalee Ijaarsa Dandeettii Waajjiraalee Mootummaa (**SIDWM**) qorachuuf oolu Godina Harargee Lixaa keessaa funnaanudhaafi. Ragaan kun iccitiidhaan qabamee dhimma qu'annoo qofaaf kan oolu ta'a. Ragaan isin iftoomaan naaf laattan galma gahiinsa hujii qu'annoo kanaaf marteessaa dha. Kanaafuu, gaafilee hundaa obsaa fi ofeeggannoon akka naaf deebistann kabajaan gaafadha.

Qajeelfama Waliigalaa

- **Maqaa keessan barreessun hin barbbachisu,**
- **Afaan Oromoon, Amaariffaan ykn Ingiliffaan deebisuu dandeessu,**
- **Gaafilee sanduuqni qophaa'efiif, mallattoo "✓" sanduuqa keessa kaa'udhaan deebisaa. Gaafilee yaada keessan gaafataniif iddoo duwwaa irratti barreessun deebisaa.**

Galatoomaa!

* Leenjiwwan SIDWM erga Ministeerri Ijaarsa Dandeettii bara 1993 dhaabbatee kaasee Dandeettii hooggantootaa fi hojjattoota Waajjiraale Mootummaa fooyyeessuf kan kennamaa turanii dha.

1. Saala: a. Dhiira b. Dhalaa

2. Umrii: 20-25 25-30 30-35 35-40 40 fi sanii ol

3. Sadarkaa Barnootaa

- a. ☐ Sartifikeetii/TTI b. ☐ Dippiloomaa
- c. ☐ Digirii duraa d. Digirii 2^{FFAA} _____
4. Gita hujii amma irra jirtan _____
5. Bara tajaajilaa :
- a) Iddoo ammaatti _____
- b) Iddoo biraatti _____
- c) Waliigala _____

A. QORANNAA FEDHII LEENJII

- 1.Waajjirri keessan qorannaa fedhii leenjii ni adeemsisaa?
- a. ☐ Eeyyen b. ☐ Hin adeemsisu
- 2 .Gaafii 1^{ffaa} f deebi keessan ”Eeyyen” yoo ta’e,walii galtee himoota armaa gadii irratti qabdan agarsii.(Hubachiisa: 1=Tasumaa walii hingalu, 2=walii hingalu, 3=Hinmurteessine 4=Waliigala, 5=Haalaan waliigala)

Akaakuu Gaafii		Madaala				
		5	4	3	2	1
1	Carraan leenjii kan kennamu qorannaa fedhii leenjii irratti hundaa’eti					
2	Qorannaan fedhiin leenjii waajjirichaa hirmaachisaa dha.					
3	Qorannaan fedhii leenjii raga qabatamaa irratti hundaa’a					
4	Qorannaan fedhiin leenjii waajjirichaa bakka tokkotti qindaa’a.					
5	Waajjirri keessan qorannaa fedhii leenjii kan walirraa hincinne adeemsisa.					
6	Fedhiin leenjii qoratamanii argaman kaayyoo waajjirichaa fiixa baasuf ni gargaaru					
7	Fedhiin leenjii kan qoratamu kaayyoo waajjirichaa irratti hundaa’eti					
8	Fedhii leenjii waajjirichaa qorachuudhaaf adeemsi sirrii ta’e ni jira					

Kan biraa (yoo jiraate) _____

3. Dhimmoota armaa gadii irratti waliigaltee keessan agarsiisaa. (**Hubachiisa:** 1=Tasumaa walii hingalu, 2=walii hingalu, 3=Hinmurteessine 4=Waliigala, 5=Haalaan waliigala)

	Akaakuu Gaafii	Madaala				
		5	4	3	2	1
1	Fedhiin leenjii JABH(BPR) irratti jiru guddaa dha.					
2	Fedhiin leenjii bulchiinsa gaarii irratti jiru guddaa dha.					
3	Fedhiin leenjii hooggansa jijjiiramaa irratti jiru guddaa dha.					
4	Fedhiin leenjii Teknolojii odeeffannoo irratti jiru guddaa dha.					
5	Fedhiin leenjii karoora tarsiima'aa (SPM) irratti jiru guddaaa dha.					
6	Fedhiin leenjii kennaa tajaajilaa irratti jiru guddaa dha.					
7	Fedhiin leenjii bulchiinsa hojjattootaa irratti jiru gudda dha.					
Kan biraa (yoo jiraate) _____						

4. Gaaffii 1^{ffaa} f deebiin keessan “Eeyyen” yoo ta’e, waajjirri keessan mala kamiin fedhii leenjii qorata? (Deebii tokko ol kennuun ni danda’ma)

- a. ☐ Waliigala Hujii waajjirichaa hubachuudhaan(organizational analyses)
- b. ☐ Akkaataa hojjattoonni hujii itti hojjatan hubachuudhaan(person analyses)
- c. ☐ Akkaataa hujii itti hojjatamu hubachuudhaan(task analyses)
- d. ☐ Yaada maamiltootaa qaccessuudhaan
- e. ☐ Yaadaa fi deebii hoggantoota ol’aanoo qaccessuudhaan
- f. **Kan biraa** (yoo jiraate) _____

5.Gaaffii 1^{ffaa} f deebiin keessan ”Eeyyen” yoo ta’e, wajjirri keessa fedhii leenjii tokkoof dursa kennuudhaaf ulaagaalee armaa gadii keessaa kamitti akka fayyadamu waliigaltee kessan agarsiisaa.

	Akaakuu Gaafii	Madaala				
		5	4	3	2	1
1	Bajanni jiraachuun ni ilaalama.					
2	Dandeettii fi kaka’umsa leenjifamtootaa ni ilaalama.					
3	Dhaabbileen leenjii jiraachuu ni ilaalama.					
4	Fedhii Hooggantoota ol’aanaa ni ilaalama.					
5	Barbaachisummaa fedhii leenjii sanii ni ilaalama.					
6	Firii argamsiisuu danda’u leenjii sanii ni ilaalama.					
Kan biraa (yoo jiraate) _____						

6. Gaffii 1ffaa f deebin keessa "hin adeemsisu" ta'e, sababaan isaa maali jettaniit yaaddu? (Deebii tokkoo ol kennuun ni danda'ma)

- ☐ Eksipartoonni fedhii leenjii qoratan waan hinjirreef
- ☐ Hanqina bajataa
- ☐ Barbaachisumma isaa irratti hubannoo dhabuu
- ☐ Fedhii leenjii qorachuun waan hin baratamiiniif
- ☐ Fedhiin leenjii qorachuun waan hin fayyadneef
- ☐ Qaamni waajjira hoogganu waan itti hin yaadneef

g. Kan biraa _____

B. KAAYYOO LEENJII

1. Waajjirri keessan leenjjiif kaayyoo ni qopheessaa?

- a. ☐ Eeyyen b. ☐ Hin qopheessu

2.Gaaffii 1^{ffaa} f deebiin keessan ”Eeyyen” yoo ta’e,sadarkaa waliigaltee himoota armaa gadii irratti qabdan agarsiisaa (**H**ub. 1=Tasumaa walii hingalu, 2=walii hingalu, 3=Hinmurteessine 4=Waliigala, 5=Haalaan waliigala)

Akaakuu Gaafii		Madaala				
		5	4	3	2	1
1	Waajjira keessanitti kaayyoon leenjii kaayyoo waajjirichaa irraa madda					
2	Kaayyoon leenjii waajjira keessanii safaramuu ni dandaa					
3	Kaayyoon leenjii waajjira keessanii rakkoo waajjirichaa hiikuu ni danda'a.					
4	Kaayyoon leenjii waajjira keessanii rakkoo hojjattootaa hiikuu ni danda'a.					
5	Kaayyoon leenjii waajjirichaa kan raawwatamuu danda'uudha.					
6	Kaayyoon leenjii waajjirichaa haala qabatamaa waliin kan deemudha.					
7	Kaayyon leenjii waajjirichaa yeroodhhan kan daangeffameedha.					
8	Qophiin kaayyoo leenjii waajjira keessanii hirmaachisaa dha.					

Kan biraa (yoo jiraate) _____

C.MALA LEENJIIN ITTIIN KENNAMU

Vaajjira keessan keessatti mala adda addaa leenjiin ittiin kennamu irratti waliigaltee qabdan mallattoo”✓”agarsiisaa.

(Hub. 1=Tasumaa walii hingalu, 2=walii hingalu, 3=Hinmurteessine 4=Waliigala, 5=Haalaan waliigala)

	Akaakuu Gaafii	Madaala				
	A. Leenjii Hojii Irraa (On-the Job Training)	5	4	3	2	1
1	Leenjiin waajjirichaa hojii irratti shaakaluudhaan (action learnig) kennama.					
2	Leenjiin hojii irratti leenji’uudhaan (coaching) kennama.					
3	Leenjiin hojii adda addaa irraa muuxannoo fudhachuudhaan (job rotation) kennama.					
4	Leenjiin qajeelfama hojii irratti kennamuun (job instruction) kennama.					
5	Leenjiin gorsa ogeessatiin (mentoring) kennama.					
6	Leenjiin barnoota fagootin kennama.					
7	Kan biraa(yoo jiraate)_____					
	B.Lenjii Hojiin Alaa (Off-the-job Training)					
1	Leenjiin barnoota ol’aanaa seenudhaan kennama.					
2	Leenjiin hojirra osoo jiran barachuudhaan kennama (In-service training).					
3	Leenjiin biyya alaatti barachuudhaan kennama(scholarship)					
4	Lenjiin elektirooniksiidhaan kennama (e-learning)					
5	Lenjiin lekchariidhaan kennama.					
6	Leenjiin waajjiroota biraa daawwachuun kennama.					
7	Kan biraa (yoo jirate)_____					

D. LEECALLOO LEENJII (Training Resources)

1. Leecalloo leenjii akkamiti madaaltu? Madaala armaa gadiitti fayyadamaa (1=Baay'ee dadhabaa, 2=Dadhabaa 3= Hinmurteessine 4= Gaarii) 5= Baay'ee gaarii)

Akaakuu Gaafii		Madaala				
A- Leenjistoota (Trainers)		5	4	3	2	1
1	Wanta barsiisan ni beeku.					
2	Namaana waliigaluu ni danda'u.					
3	Yaroo hujii ni kabaju.					
4	Leenjifamtoota ni kabaju.					
5	Yaada leenjifamtootaa ni keessummeessu.					
6	Leenjifamtoota ni mari'achiisu.					
7	Dandeettii mala leenjii adda addaa uumuu ni qabu.					
8	Leenjifamtoota waliin walitti dhfeenya gaarii ni qabu.					
9	Muuxannoo leenjifamtootaaf ni qoodu.					
10	Hirmattotaaf carraa walqixaa ni laatu					
Kan biraa (yoo jiraate) _____ _____ _____						
B Mallaqa						
11	Maallaqni sagantaa leenjii waliin walgitu ni ramadama.					
12	Kaffaltii leenjifamtootaaf godhamu gahaa dha.					
13	Haalli bashannanaa yeroo boqonnaa (shaayii...kkf.) gaarii dha.					
14	Mallaqni leenjiidhaaf ramadamu bu'aa leenjii irraa argamuun walgita					
15	Barreeffamoonni leenjii qopheessudhaaf mallaqni gahaan ni ramadama.					
16	Meeshaalee barreeffamaa bituudhaaf mallaqni ni ramadama					
Kn biro (yoo jiraate) _____ _____ _____						
C Leecalloo Biraa						
17	Halli dareewwan leenjii gaarii dha.					
18	Haalli teessoo dareewwan leenjii gaarii dha.					
19	Iddoon leenjii mijjaawaa dha.					
20	Qabiyyeen leenjii nama hawwata.					
21	Halli yaainsa odeeffannoo gaarii dha.					
22	Halli qophii sagantaa (schedule) gaarii dha.					
Kan biraa (yoo jiraate) _____ _____ _____ _____ _____ _____						

E.MADAALLII BU'AA LEENJII

1. Waajjirri keessan bu'aa leenjii ni madaalaa?

- a. ☐ Eeyyen b. ☐ Hin madaalu

2. Gaafii 1^{ffaa}f deebiin keessan “Eeyyen” yoo ta’e, himoota armaa gadii irratti haala waliigaltee keessanii agarsiisaa (Hub. 1=Tasumaa walii hingalu, 2=walii hingalu, 3=Hinmurteessine 4=Waliigala, 5=Haalaan waliigala)

	Akaakuu Gaafii	Madaala				
		5	4	3	2	1
1	Waajjirri keessan yaroo hundaa sagantaalee leenjii ni madaala					
2	Ulaagaalen bu'aa sagantaalee leenjii ittiin madaalan ni jiru.					
3	Qaamoleen dhimi ilaalu hunduu madaallii leenjii irratti ni hirmaatu.					
4	Waajjirri keessan “foormaatota” leenjii ittiin madaalu ni qaba					
5	Ragaan madaallii leenjii haalaan qindaa’anii hojii irra ni oolu.					
6	Leenjii irratti hordoffiin jalqabaa hanga dhumaatti ni adeemsifama.					
7	Hordoffii irratti hundaa’udhaan rakkooleen yeroon ni furamu.					
8	Lenjiin kennamu bu’a –qabeessa (Efficient).					
9	Leenjii kennamu galma yaadameef ni gaha (Effective)					
10	Madaallin leenjii kaayyoo leenjii irratti hundaa’et adeemsifama.					
Kan biraa (yoo jiraate) _____						

3. Waajjira keessan keessa aadaan bu’aalee leenjii galmeessanii kaa’uu ni jiraa?

- a. ☐ Eeyyen b. ☐ Hinjiru

4. Gaafii 3^{ffaa}f deebiin keessan “hin jiru” yoo ta’e, sababaan isaa maali jattaniit yaaddu? (Deebii tokkoo ol deebisuun ni mala.)

- a. ☐ Qaamni hooggansaa hordoffii waan hin goonef
b. ☐ Imaammannii fi qajeelfamni leenjii kan ifa ta’e waan hin jirreef
c. ☐ Ragaalee leenjii galmeessanii kaa’un hin baratamne
d. ☐ Faaydaa hinqabu jedhamee waan yaadamuuf
e. ☐ Yeroo baay’ee waan fudhatuuf
f. ☐ Gatii baay’ee waan nama gaafatuuf (qaalii)

h. Kan biraa (yoo jiraate) _____

5. Waajjirri keessan yaroo leenjin xumurame leenjifamtoota waliin marii ni adeemsisaa?

- a. ☐ Eeyyen b. ☐ Hin adeemsisu

6. Gaaffii 5^{ffaa}f deebiin keessan “hin adeemsisu” yoo ta’e, sababni isaa maali jettaniit yaaddu?(Deebii tokkoo ol kennuun ni danda’ma)

- a. ☐ Leenjifamtoonni mari'achuuf fedha hin qaban.
- b. ☐ Hooggantoonni waajjiraa mariidhaaf halaa hin mijjeessan
- c. ☐ Leenjifamtooanni yoo deebi'an hujiiin waan itti baay'atuuf
- d. ☐ Qaamni kana qindeessu waan hin jirreef
- e. ☐ Barbaachisuumaa marii kanaa irratti hubannoon waan hin jirreef
- g. **Kan biraa** (yoo jiraate) _____

F. LEENJIWWAN SIDWM

1. Leenjii SIDWM isin irratti hirmaattan eenyutu qopheesse?

- a. ☐ Waajjira Ijaarsa Dandeettii Aanaa
- b. ☐ waajjira Ijaarsa Dandeettii Godinaa
- c. ☐ Birroo Ijaarsa Dandeettii Oromiyaa
- d. ☐ Ministeera Ijaarsa Dandeettii
- e. ☐ Enyu akka qopheesse hin beeku.
- f. ☐ Dhaabbilee mit-motummaa

g. **Kan biraa** (yoo jiraate) _____

3. Gosti leenji isin irratti hirmaattanii maal fa'a?(Deebii tokko ol kennuun ni danda'ama.)

- a. ☐ Leenjii yaroo gabaabaa
- b. ☐ Barnoota ol'aanaa seenuu
- c. ☐ Barnoota fagoo
- d. ☐ Leenjii hujii-irraa (fkn. Leenjii gannaa)
- e. ☐ Supparvaayzaroota keessaniin hujirratti leenjifamuu (coaching)
- f. ☐ Barnoota biyya alaa (scholarship)
- g. ☐ Konfaransii pilaazmaa

h. **Kan biraa** (yoo jiraate) _____

4. Qabiyyeen leenjii isin irratti hirmaattanii maali?

- | | |
|--|---|
| a. ☐ Bulchinsa gaarii | b. ☐ SPM |
| c. ☐ BPR | d. ☐ Madaallii hojii |
| e. ☐ Teknolojii Odeeffannoo | f. Kan biraa _____ |

e. **Kan biraa**(yoo jiraate) _____

5. Leenjiin isin irratti hirmaattan hujii keessaniin walitti firooma ni qabaa?

- | | |
|------------------------------------|--------------------------------------|
| a. ☐ Eeyyen | b. ☐ Hin qabu |
|------------------------------------|--------------------------------------|

G. BU'AAWWAN LEENJII SIDWM

1. Akka waliigalaatti bu'aa leenjii SIDWM akkamitti madaaltu? (Hub.1=Tasumaa walii hingalu, 2=walii hingalu 3=Giddugaleessa 4=Waliigala, 5=Haalaan waliigala).

Akaakuu Gaafii		Madaala				
		5	4	3	2	1
1	Gahumsa waajjirichaa foyyesseera					
2	Hujii hojjattootaa foyyesseera					
3	Dandeettii hooggantoota waajjiraalee fooyyesseera					
4	Hojjattoonni mala hujii haarawa akka hubatan taasiseera					
5	Hojjattoonni akka hujii isaanitti gammadan taasiseera					
6	Komii maamiltootaa hir'iseera.					
7	Qulqullina keennaa tajaajilaa fooyyesseera					
9	Bulchiinsa gaarii fideera					
10	Ilaalcha namoonni hujjif qaban fooyyesseera					
11	Lakkoofsa hojjataa hujii gad dhiisanii hir'iseera					
12	Amala hojjattootaa jijjiireera.					
14	Aadaa hojii waajjirichaa jijjiireera.					
15	Adeemsa hojii waajjirichaa jijjiireera.					
Kan biraa (yoo jiraate)						

H. CARRAA LEENJII

1. Carraa leenjitiin walqabatee, himoota armaa gadii irratti sadarkaa waliigaltee keessanii agarsiisaa. (Hub.1=Tasumaa walii hingalu, 2=walii hingalu, 3=Giddugaleessa 4=Waliigala, 5=Haalaan waliigala)

Akaakuu Gaafii		Madaala				
		5	4	3	2	1
1	Carraa leenjii namootaa kennuudhaaf ulaagaaleen ifa ta'an ni jiru					
2	Carraan leenjii hojjattota badhaasuf (jajjabeessuf) kennama					
3	Carraan leenjii kan kennamu fedhii hooggantoota waajjiraatini.					
4	Namoonni carraa leenjii kan argatan yoo hooggantoota isaanitiin walitti dhufeenna gaarii qabaatan qofa.					
5	Carraan leenjiin kan kennamu qorannaa fedhii leenjii irratti hundaa'eti					
6	Carraan leenjii kan kennamu kaayyoo waajjirichaa galmaan gahuufi.					
7	Hojjataa hundaafuu ulaagaaleen filannoo leenjii ni beeksifamu .					
8	Hawwiin hojjataan leenjiif qabu yeroo filannoo ni ilaalama .					
9	Carraan hojjataan fuula dura guddinaaf qabu ni ilalama .					
10	Ragaaleen galmeefamanii kaa'aman akka ulaagaatti ni gargaaru.					
Kan biraa (yoo jiraate)						

I. RAKKOOWWAN LEENJIIN WALQABATAN

1 .Rakkooleen leenjii SIDWM keessatti mul'atan maal maal fa'a? (Deebii tokkoo ol kennuun ni danda'ama)

- a. ☐ Hanqina bajataa
- b. ☐ Qabiyyeen leenjii fi hujiin hojjataan hojjatu garagara ta'uu
- c. ☐ Hanqina hordoffii hoggantoota waajjiraalee
- d. ☐ Karoorri duraan durfamee baafamuu dhabuu
- e. ☐ Sadarkaa aanaatti dhaabbileen leenjii- dhabamuu
- f. ☐ Hanqina hooggansa leenjii
- g. ☐ Waajjiroota keessatti gareen leenjii dhabamuu
- h. **Kan biraa** (yoo jiraate) _____

2. Rakkoolee kanaaf furmaanni maali fa'a jettaniit yaaddu?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

GALATOOMAA !

APPENDIX -C₁

ADDIS ABABA UNIVERSITY

SCHOOL OF GRAGUATE STUDIES

COLLEGE OF EDUCATION (DEPARTMENT OF EDUCATIONAL PLANNING AND MAMAGEMENT)

INTRVIEW QUESTIONS FOR PSCAP-TRAINING FOCAL PERSONS IN CBBO

A - TRAINING NEED ASSESSMENT

1. Does your Bureau conduct training need assessment?
 - a. Yes
 - b. No
2. If your answer is "No", who is the responsible body to conduct training need assessment?
 - a. Experts at Bureau level
 - b. Woreda Capacity Building Offices
 - c. Zone Capacity Building Offices
 - d. Trainers
 - e. Other _____

B. TRAINING OBJECTIVES

1. Does your Bureau set training objective for training programs?
 - a. Yes
 - b. No
2. If you said "Yes" for Question No. 1, who participates on the process of setting training objectives?
 - a. Experts at Bureau level
 - b. Woreda Capacity Building Offices
 - c. Zone Capacity Building Offices
 - d. Trainers
 - e. Others _____

C - TRAINING METHODS

1. What are the major training method(s) used in your Bureau for PSCAP trainings?

D - TRAINING RESOURCES

1. What are the conditions of the following training facilities in training programs?

	V.good	Good	Medium	Poor	V.poor
• Trainers	_____	_____	_____	_____	_____
• Finance	_____	_____	_____	_____	_____
• Location	_____	_____	_____	_____	_____
• Schedules	_____	_____	_____	_____	_____
• Training content	_____	_____	_____	_____	_____
• Information flow	_____	_____	_____	_____	_____
• Other facilities like rooms, furniture, etc	_____				

2. What are the problems pertaining to training resources?

E - EVALUATION OF TRAINING

1. Does your organization undertake training evaluation?

- a. Yes b. No

2. If you said "Yes" for Question No. 1, how does your Bureau conduct training evaluation?-

3. What were the contents of trainings delivered so far under the auspices of your Bureau?

- | | |
|---------------------------|----------------------------------|
| a. Good Governance | d. BPR |
| b. Performance Appraisal | e. Strategic Planning Management |
| c. Finance Administration | f. Other _____ |

F - TRAINING OPPORTUNITIES

1. Are there clear criteria and direction on training opportunities?

- a. Yes b. No

2. If you said "Yes" for Question No. 1, do public sectors at Woredas and Zones have access to these directions and criteria?

- a. Yes c. No

G. BENEFITS OF PSCAP TRAININGS

1. Do think that PSCAP trainings delivered so far have benefited organization?

- a. Yes b. No c. To some extent

2. If you said "Yes", what do you think are the benefits?

- a. _____
- b. _____
- c. _____
- d. _____

H. PSCAP TRAINING CONSTRAINTS

1. What are the major PSCAP training constraints?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

I. SOLUTIONS

1. What do you think are the solutions for these problems?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Thank you!

APPENDIX - C₂

YUNIVARSIITII FINFINNEE

SAGANTAA BARNOOTA DIGIRII LAMMAFFAA

KOLLEEJII BARNOOTAA(MUUMMEE KAROORAA FI HOOGGANSAA BARNOOTAA)

Gaafinoo Afaanii

(Biiroo Ij/Dan/Ormiyaatti Hoggantoota Ol'aanoo SIDWM tiif kan Qophaa'e)

A. FEDHII LEENJII QORACHUU

1. Biiroon keessan qorannoo fedhii leenjii ni adeemsisaa?
 - a. Eeyyen
 - b. Hin adeemsisu
2. Deebiin keessan "hin adeemsisu" yoo ta'e, qaamni qorannoo fedhii leenjii adeemsisu eenyu?
 - a. Waajjira Ijaarsa Dandeettii Aanaalee
 - b. Waajjira Ijaarsa Dandeettii Godinaalee
 - c. Eksipartota sadarkaa Biiroo jiran
 - d. Leenjistoota
 - e. Kan biraa(yoo jiraate)_____

B. KAAYYOO LEENJII

1. Biiroon keessan kaayyoo leenjii ni qopheessa?
 - a. Eeyyen
 - b. Hin qopheessu
2. Gaaffii^{ffaa} f "Eeyyen" yoo jettan, kaayyoo leenjii kana qopheessuu irrattiqaamonni hirmaatan eenyu fa'a?
 - a. Waajjira Ijaarsa Dandeettii Aanaalee
 - b. Waajjira Ijaarsa Dandeettii Godinaalee
 - c. Eksipartota sadarkaa Biiroo jiran
 - d. Leenjistoota
 - e. Kan biraa(yoo jiraate)_____

C. MALA LEENJIIN ITTIIN KENNAMU

1. Malli leenjiin SIDWM ittiin kennamaa ture maal maal fa'a?_____

D. LEECALLOO LEENJII

1. Leenjii SIDWM keessatti haali leecalloowwan armaa gadii maal fakkaata?

B.gaarii	Gaarii	G.galeessa	Laafaa	B.laafa
----------	--------	------------	--------	---------

- Leenjistoota _____
- Maallaqa _____
- Iddoo Leenjii _____
- Qophii saganta _____
- Qabiyyee leenjii _____
- Yaa'insa odeeffanno _____
- Other facilities like rooms, furniture, etc _____

E. LEENJII MADAALUU

1. Biirron keessan bu'aawwan leenjii kennamanii ni madaalaa?
a. Eeyyen b. Hin galmeessu
2. Gaaffii 1^{ffaa} f "Eeyyen" yoo jettan, madaallin haala kamiin adeemsifama? _____

3. Qabiyyeen leenjiwwan hanga ammaa Biirrii keessaniin kennamanii maal maal fa'a?
a. Bulchiinsa gaarii d. Qophii karoora
b. JBAH e. Bulchiinsa maallaqaa
c. Madaallii hojii f. Kan biraa _____

F. CARRAA LEENJII

1. Carraa leenjii kennuudhaaf qajeelfamoonni ifa ta'an ni jiru?
a. Eeyyen b. Hin jiran
2. Gaaffii 1^{ffaa} f "Eeyyen" yoo jettan, qajeelfamoonni kun sadarkaa Godinaalee fi Aanaaleetti ni darbuu?
a. Eeyyen b. Hin darban

G. FAAYDAALEE(BU'AAWWAN) LEENJII SIDWM

1. Leenjiwwan SIDWM hanga ammaatti kennaman faaydaa(bu'aa)buusan jettanii yaadduu?
a. Eeyyen b. Bu'aa hin buusne c. Hanga tokkoku'aa buusaniiru.
2. Deebin keessan "Eeyyen" yoo ta'e, faaydaaleen isaanii maal maal fa'a?
a. _____
b. _____
c. _____
d. _____

H. RAKKOOWWAN LEENJIIN WALQABATAN

1. Rakkoowwan leenjii SIDWM keessatti mul'atan maal maal fa'a?
a. _____
b. _____
c. _____
d. _____
e. _____

I. FALA(FURMAATA) RAKKOOWWANII

1. Rakkoolee mul'ataniif furmaanni maal maali jettaniit yaaddu?
a. _____
b. _____
c. _____
d. _____
e. _____

GALATOOMAA!

APPENDIX -D₁

ADDIS ABABA UNIVERSITY

SCHOOL OF GRAGUATE STUDIES

COLLEGE OF EDUCATION (DEPARTMENT OF EDUCATIONAL PLANNING AND MAMAGEMENT)

INTRVIEW QUESTIONS FOR WOREDA SECTOR HEADS

A - TRAINING NEED ASSESSMENT

2. Does your organization conduct training need assessment?
 - a. Yes
 - b. No
2. If your answer is" No", who is the responsible body to conduct training need assessment?
 - a. Woreda Capacity Building office
 - b. Zone Capacity Building office
 - c. Oromia Capacity Building Bureau
 - d. Ministry of Capacity Building
 - e. Other_____
3. What is the extent of training need at woreda level?
 - a. High
 - b. Medium
 - c. Low
 - d. No training need at all
4. What are the areas of training needs?
5. What criteria are used to prioritize training needs identified?

B. TRAINING OBJECTIVES

1. Does your organization set training objective for training programs?
 - a. Yes
 - b. No
2. How is the process of setting training objectives? _____

C - TRAINING METHODS

1. What are the most popular training method(s) used in your organization? _____

D - TRAINING RESOURCES

2. What are the conditions of the following training facilities in your organization
 - Trainers_____
 - Finance _____
 - Other facilities like rooms, furniture, etc_____
2. What are the problems pertaining to training resources?

E - EVALUATION OF TRAINING

1. Does your organization undertake training evaluation?
 - a. Yes
 - b. No

F - TRAINING OPPORTUNITIES

1. What criteria are used in your organization to offer training opportunities?

- a. _____
- b. _____
- c. _____
- d. _____

2. Are there clear criteria and directions on training opportunities?

G. BENEFITS OF PSCAP TRAININGS

1. Do think that PSCAP trainings delivered so far have benefited your organization?

- a. Yes
- b. No
- c. To some extent

2. If you said "Yes", what do you think are the benefits?

- a. _____
- b. _____
- c. _____
- d. _____

H. PSCAP TRAINING CONSTRAINTS

2. What are the major PSCAP training constraints?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

I. SOLUTIONS

1. What do you think are the solutions for these problems?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Thank you

APPENDIX - D₂

YUNIVARSIITII FINFINNEE SAGANTAA BARNOOTA DIGIRII LAMMAFFAA

KOLLEEJII BARNOOTAA(MUUMMEE KAROORAA FI HOOGGANSAA BARNOOTAA)

Gaafinoo Afaanii (Hooggantoota Sektaroota Aanaatiif kan Qophaa'e)

A. FEDHII LEENJII QORACHUU

2. Waajjirri keessan qorannoo fedhii leenjii ni adeemsisaa?
 - a. Eeyyen
 - b. Hin adeemsisu
2. Deebiin keessan "hin adeemsisu " yoo ta'e,qaamni qorannoo fedhii leenjii adeemsisu eenyu?
 - a. Waajjira Ijaarsa Dandeettii Aanaa
 - b. Waajjira Ijaarsa Dandeettii Godinaa
 - c. Biiroo Ijaarsa Dandeettii Oromiyaa
 - d. Ministeera Ijaarsa Dandeettii
 - e. Kan biraa(yoo jiraate)_____
3. Sadarkaa aannaatii fedhiin leenjii jiru maal fakkaata?
 - a. Guddaa dha
 - b. Giddugaleessa
 - c. Xiqqaa dha
 - d. Fedhii leenjii hin jiru
4. Fedhiin leenjii kan jiru maal maal fa'a irratti?
5. Waajjirri keessan ulaagaa maal irratti hundaa'et fedhii leenjii argameef dursa kenna?

B. KAAYYOO LEENJII

1. Waajjirri keessan kaayyoo leenjii ni qopheessa?
 - a. Eeyyen
 - b. Hin qopheessu
2. Haalli qophii kaayyoo leenjii maal fakkaata?_____

C. MALA LEENJIIN ITTIIN KENNAMU

1. Malli leenjiin SIDWM ittiin kennamaa ture maal maal fa'a?_____

D.LEECALLOO LEENJII

1. Leenjii SIDWM keessatti haali leecalloonwan armaa gadii maal fakkaata?
 - a. Leenjistoota _____
 - b. Maallaqa _____
 - c. Leecalloo biraa _____
2. Rakkoleen leecalloon walqabqatan maal fa'a? _____

E. LEENJII MADAALUU

1. Wajjirri keessa leenjii madaalee raga isaa ni galmeessaa?

a. Eeyyen

b. Hin galmeessu

F. CARRAA LEENJII

1. Waajjirri keessan carraa leenjii namootaaf kennuudhaaf ulagaalee maal maal fa'atti fayyadama?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Carraa leenjiitiin walqabatee qajeelfamoonni ifa ta'an ni jiru?

G. FAAYDAALEE (BU'AAWWAN) LEENJII SIDWM

1. Leenjiwwan SIDWM hanga ammaatti kennaman faaydaa(bu'aa)buusan jettanii yaadduu?

a. Eeyyen

b. Bu'aa hin buusne

c. Hanga tokkoku'aa buusaniiru.

2. Deebin keessan "Eeyyen" yoo ta'e,faaydaaleen isaanii maal maal fa'a?

- a. _____
- b. _____
- c. _____
- d. _____

H. RAKKOOWWAN LEENJIIN WALQABATAN

1. Rakkoowwan leenjii SIDWM keessatti mul'atan maal maal fa'a?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

I. FALA(FURMAATA) RAKKOOWWANII

1. Rakkoolee mul'ataniif furmaanni maal maali jettaniit yaaddu?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

GALATOOMAA!

APPENDIX - E

Personal Characteristics of Respondents

Variables	Respondents							
	Experts		Trainees		Sector Heads		Total	
	No.	%	No.	%	No.	%	No.	%
1. SEX								
a. Male	57	84	63	83	24	96	144	85.2
b. Female	11	16	13	17	1	4	25	41.8
Total	68	100	76	100	25	100	169	100
2. AGE								
a. 20-25	2	2.9	11	15	-	-	13	27.2
b. 26-30	11	25	32	42	3	12	46	30.2
c. 31-35	31	46	15	20	5	20	51	24.3
d. 36-40	17	16	9	12	15	60	41	10.7
e. 41 and above	7	10	9	12	2	8	18	100
Total	68	100	76	100	25	100	169	27
3. EDUCATIONAL QUALIFICATION								
a. Certificate	14	21	31	41	-	-	45	53.8
b. Diploma	39	57	37	49	15	60	91	53.8
c. BA/BSc.	13	19	8	11	10	40	31	18.3
d. MA/MSc	2	2.9	-	-	-	-	2	1.2
Total	68	100	76	100	25	100	169	100
4. WORK EXPERIENCE								
4.1- In Current Position								
a. 1-3 years	10	15	9	12	7	28	26	15.4
b. 4-6 years	12	18	17	22	8	32	37	21.9
c. 7-9 years	29	43	36	47	6	24	71	42
d. 10 and above	17	25	14	18	4	16	35	20.7
Total	68	100	76	100	25	100	169	100
4.2-In Other Positions								
a. 1-3 years	8	12	17	22	1	4	26	15.4
b. 4-6 years	11	16	31	41	8	32	50	29.6
c. 7-9 years	30	44	12	16	10	40	52	30.8
d. 10 and above	19	28	16	21	6	24	41	24.3
Total	68	100	76	100	25	100	169	100

Declaration

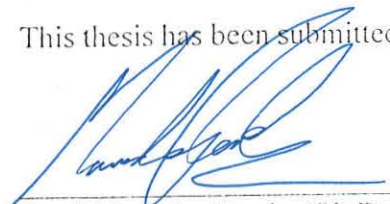
I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name- Misbahu Dayud

Signature- 

Place and date of submission: AAU. June 2008.

This thesis has been submitted for examination with my approval as a University advisor.



Prof. Manisha Pandey(Ph.D)