

Addis Ababa
University
(Since 1950)



ADDIS ABABA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

Department of Public Administration and Development Management

**Assessment of Human Resource Capacity Building Interventions by Selected
International Organizations - (Achievements, challenges and Prospects)**

The Case of Ethiopian Institute of Agricultural Research

By: Henok Abiye

Advisor: Mulugeta Abebe (PhD)

A thesis submitted to the School of Graduate Studies of Addis Ababa University in partial fulfillment of the requirements for the degree of Masters in Public Management and Policy in the department of Public Administration and Development Management

Addis Ababa, Ethiopia

June 2017

ADDIS ABABA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

Department of Public Administration and Development Management

Assessment of Human Resource Capacity Building Interventions by Selected International Organizations - (Achievements, challenges and Prospects)

The Case of Ethiopian Institute of Agricultural Research

By: Henok Abiye

Approved by Board of Examiners:

Mulugeta Abebe, PhD
Advisor

Signature

Dr. Deribe
External examiner

Signature

Dr. Gemechu
Internal Examiner

Signature

Declaration

Student ID: GSE/1475/06

I declare that this research report on *Assessment of Human Resource Capacity Building Interventions by Selected International Organizations - (Achievements, challenges and Prospects), The Case of Ethiopian Institute of Agricultural Research* is my own original work with assistances and guidance from my Advisor and not submitted before for any institution and any purpose. I further declare that all the sources used in this research report have been properly recognized and acknowledged as in-text- citation and reference list.

Declared by:

Henok Abiye

Candidate

Confirmed by

Mulugeta Abebe (PhD)

Advisor

Signature: _____

Signature _____

Date: _____

Date: _____

Addis Ababa University,

June 2017

Acknowledgements

First I would like to express my gratitude and appreciation to my advisor, Mulugeta Abebe (Ph.D), for his continuous support, unreserved supervision, guidance and encouragement.

My sincere thanks and appreciation also go all those individuals and institutions who have contributed in my study and for their collaboration all the way throughout my study.

I also thank friends and classmates who have been giving me courage and helping to keep the momentum of passion throughout the study.

Table of Contents

Topics	Page
Acknowledgement	iii
List of Tables	vii
List of Figures	viii
Acronym	ix
Abstract	x
CHAPTER ONE – INTRODUCTION	
1.1. Background of the study	1
1.2. Statement of the problem	3
1.3. Research questions	4
1.4. Objective of the Study	4
1.5. Significance of the Study	5
1.6. Research Design and Method	6
1.6.1. Research Design	6
1.6.2. Data Collection Sources and Techniques	6
1.6.3. Target Population	9
1.6.4. Sampling Technique and Sample Size	10
1.6.5. Methods of Data Analysis	11
1.6.6. Ethical Consideration	11
1.7. Scope and Delimitations of the Study	12
1.8. Organization of the Study	12
CHAPTER TWO - LITERATURE REVIEW	
2.1. Introduction	13
2.2. Definitions and Concept of Capacity, Capacity Building and Human Capital	13
2.3. Human Resource Capacity Building through Training and Development	15
2.4. Benefits of Training and Development Programs	17
2.4.1 Individual Benefits from Training and Development Program	18

2.4.2. Organizational Benefits from Training and Development Program	19
2.5. Systematic Capacity Building Training and Development Process	20
2.5.1 Analyzing Training and Development Needs	21
2.5.2. Common Training and development Need Analysis Methods	24
2.5.3. Designing Training and Development Program	26
2.5.3.1. Developing Training and Development Program	27
2.5.3.2. Implementing Training and Development Program	27
2.5.4. Evaluating the Effectiveness of Training and Development Program	30
2.6. Conceptual Framework of the Study - Human Resource Capacity Training and Development Practice	32

CHAPTER THREE - DATA PRESENTATION, ANALYSIS AND INTERPRETATION

3.1. Introduction	34
3.2. Demographic Information of Respondents and General Issues	34
3.3. Employees Capacity Building and Training Need Assessment in EAIR	38
3.4. Training and Employees' Capacity Development Delivery Methods	45
3.5. Assessment of Engagement of CG Research Centers in Ethiopia on Human Resource Building and Training Programs in EIAR	47
3.6. Monitoring and evaluation of Human Resource Capacity development and Training Practices in EIAR	55
3.7. Key Informants Interview Summary Presentation and Analysis	57
3.7.1. Interview Summary of First Group Key Informants	57
3.7.2. Interview Summary of First Group Key Informants	60
3.8. Documentary Review and Analysis	63
3.9. Prospects of Human Resource Capacity building interventions in EAIR	66
3.10. Conclusion	66

CHAPTER FOUR - SUMMARY OF FINDINGS, CONCLUSION AND
RECOMMENDATIONS

4.1. Summary of Major Findings	68
4.2 Conclusion	70
4.3. Recommendation	71
References:	i
Annex 1: Questionnaire to be filled in by Research and Support staff of EIAR	ii
Annex 2: Interview Guide for HRD Experts in EIAR	iii
Annex 3: Interview Guide for Capacity Development Experts in CGIAR Research Centers	iv

List of tables

Table 3.1: Demographic and General information of Respondents	35
Table 3.2: Organization provide training and capacity building program since the respondent joined	39
Table 3.3: Respondent Frequency of attending training program and employee capacity development programs	39
Table 3.4: Organization on time training for Respondent	40
Table 3.5: Respondent attended training or capacity program arranged by partner organizations such as CGIAR research organization	40
Table 3.6: Organization conduct training and capacity building need assessment	42
Table 3.7: Respondent having training and capacity assessment guideline, tools and templates to conduct the assessment	42
Table 3.8: Guidelines and tools address the various dimensions of capacity building needs	43
Table 3.9: Respondent current skill gap in area of responsibility	43
Table 3.10: Are trainings relevant to respondent	44
Table 3.11: Respondent capacity and training need assessment report	44
Table 3.12: Partners involved during employee capacity building need assessment	45
Table 3.13: Respondent attended training or knowledge sharing program which were facilitated by international organization/partner	46
Table 3.14: Respondent training opportunities provided by international organization relevance for the area building and training program	46
Table 3.15: Respondent training opportunities provided by international organization significance for achieving strategic objectives of EIAR	47
Table 3.16: Do the international organizations face challenge from EIAR while involving in employees capacity development programs	47
Table 3.17: Are trainings facilitated by international organizations evaluated and monitored?	48
Table 3.18: How often training methods are used by Organization	49
Table 3.19: Respondent human resource capacity building interventions by international partner organizations?	52
Table 3.20: Are human resource capacity building processes in EIAR are comprehensive and practiced simultaneously so as to create critical mass of skill, technical capability	52
Table 3.21: Are the human resource capacity building guideline encourage the partners to involve in all aspect of capacity development for EIAR employees.	53
Table 3.22: Human resource capacity building and training method do the international organizations/partner involved in	54
Table 3.23: Respondent human resource capacity building and training method arranged by international organizations/partners have been attended	54
Table 3. 24: Are human resource capacity building and training opportunities which are provided by international organizations/partners are fairly and equally distributed to the staff	55
Table 3.25. Do you think all human resource capacity building and training opportunities which are provided by international organizations/partners are effective and impactful?	55

Table 3.26: Human resource capacity building and training opportunities which are provided by international organizations/partners aimed at addressing human capacity challenges in EIAR	56
Table 3.27: Human resource capacity building and training programs which are provided by international organizations/partners successful	57
Table 3.28: Partner organizations are involved their level of best in human resource capacity building interventions	57
Table 3.29: International organizations/partners do more than what they have done	58
Table 3.30: Organization conduct monitoring and evaluation of human resource capacity	59
Table 3.31: Framework for monitoring and evaluation of human resource capacity building and trainings	59
Table 3.32: Is M &E conducted periodically to assess human resource capacity building and trainings activities?	60
Table 3.33: M & E report available and shared across employee of the institute	60
Table 4.1. Long term trainees enrolled at different local universities	68

List Figures

Figure 2.1 Model of a Systematic Training and Development Process	21
Figure 2.2 Levels of Training Need Assessment	24
Figure 2.3 Conceptual frameworks of the study (Human Resource Capacity Development and training and practice)	33

Acronyms

ACBF	African Capacity Building Foundation
CapDev	Capacity Development
CG	Consultative Group
CIAT	International Center for Tropical Agriculture
CIFOR	Center for International Forestry Research
CIMMYT	International Maize and Wheat Improvement Center
CIP	International Potato Center
EIAR	Ethiopian Institute of Agricultural Research
EAPP	Eastern Africa Agricultural Productivity Project
GTZ	German Technical Cooperation
HRD	Human Resource Development
HRM	Human Resource Management
ICARDA	International Center for Agricultural Research in the Dry Areas
ICRAF	World Agroforestry Centre
ICRISAT	International Crops Research Institute for the Semi-Arid Tropics
IFPRI	International Food Policy Research Institute
ILRI	International Livestock Research Institute
IWMI	International Water Management Institute
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
SPSS	Statistical Package for Social Science
UNDP	United Nations Development Program
WB	World Bank

Abstract

The objective of the study is to assess human resource capacity building initiatives and engagement of selected international research organizations, and investigate achievements and challenges as well as provide with recommendations that help Ethiopian Institute of Agricultural Research to realize its missions through competitive and fully capacitated human resource. This study reviewed the composition of employees, with sample size of 124, with regard to age, service year in EIAR, educational and position profile in the institute; and their familiarity in human resource capacity building training practice – need assessment, training deliver methods, monitoring and evaluation of training and capacity building interventions. The study also reviewed and analyses the involvement of selected CG center organizations in area of human resource capacity development programs for EIAR employees. The study analyzed the data collected through semi-structured survey questions, key informant interviewees from EIAR and experts from selected partner CG research centers based in Ethiopia such as ILRI, IFPRI and CIMMYT.

The study reveals that, mainly in the organization, there is an absence of systematic employee training needs assessment and weak participation of relevant stakeholders in the training planning and need assessment stages. On top of that, the partner organizations face challenges while they seek to engage in capacity building training for EIAR employees. The finding of the study has been drawn from the analysis on the existence of big gap in terms of maintaining the collaboration between the EIAR and the partner organizations. Besides the culture of evaluation training and development is found weak which indeed needed to be customized and implemented to keep the learning process from identified improvement areas. Finally the researcher recommends the implementation of systematic capacity building training and development process with comprehensive guideline that aligned with holistic approach and sound engagement of partner international organizations for impactful training and capacity development intervention at all level in Ethiopian Institute of Agricultural Research.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Human beings have distinct qualities and needs. When the Human Capital is recruited in the organization training starts the same day, workers bring in their knowledge, skills and experience related to the jobs they perform as an on-job training. Some employees rely on organizational knowledge and training to play the role. Managers who invest in the employees to change and adapt their behavior, skills and knowledge concerning the organization's business would experience positivity and employee retention (Frazis, Gittleman & Joyce, 2000). Building a strong research capacity in the country is vital in maximizing the outcome of agricultural productions, sustaining natural resources and resist climate change. In Ethiopia the root of agricultural research starts more than half a century back ago. (EIAR, 2015).

The Ethiopian Institute of Agricultural Research (EIAR) is one of the oldest and largest agricultural institutes in Africa. EIAR was established in 1966 and was then called Institute of Agricultural Research (IAR). In 1997 it was designated the Ethiopian Agricultural Research Organization (EARO). At the moment the institute is renamed as the Ethiopian Institute of Agricultural Research, (EIAR, 2015).

During its formative periods, the institute started agricultural trials on crops and livestock on few selected research centers. Accordingly, the first crop variety was released in 1969 by the National Crop Improvement Committee. The committee was comprised of senior researchers drawn from different research centers. Technology release mechanisms continued under the leadership of the committee until early 1970s. Then, the role and representation of the committee was replaced by the National Crop Improvement Conference (NCIC) which later established the National Variety Release Committee, (EIAR, 2015).

Later on, the scope of agricultural research expanded as its role included research on soils and water, and agricultural economics. This arrangement continued until the late 1980s; then the

role of Professional Associations came to the limelight. As a result, professional societies took the role of annual conferences and begun to serve as platform for presenting findings.

EIAR has made tremendous efforts to build the national capacity of conducting agricultural researches, produce and introduce improved technologies, focusing on fostering agricultural growth and development in the country. As a result, over the last four decades the release of improved technologies in crops, livestock, soils and water, forestry and agricultural mechanization has dramatically increased. To date, the contribution of improved agricultural technologies generated and introduced by EIAR and its partners has become an engine in the national agricultural productivity gains in the economy. (EIAR at 50th Anniversary, 2015).

EIAR has been establishing partnership with Consultative Group on International Agricultural Research (CGIAR)¹ and other international organizations, which have country offices in Ethiopia, in order to strengthen its research capacity. Among the many organizations: International Maize and Wheat Improvement Centre (CIMMYT), International Potato Center (CIP), World Agroforestry (ICRAF), International Crops Research Institute for the semi-Arid Tropics (ICRISAT), International Food Policy Research Institute (IFPRI), International Center for Tropical Agriculture (CIAT), International Livestock Research Institute (ILRI) and European Union (EU) are working EIAR on different research programmes to date. These organizations also play a profound role in developing the capacity of the human capital through training and development, knowledge sharing as well as sponsoring tertiary education programmes, (EIAR, 2015).

EIAR is doing its level best to develop human capital, generate and introduce agricultural technologies, contributing to the national demands of transforming Ethiopian agriculture without undermining the contribution of international organizations. Besides, EIAR professed that ‘Capacity building of Researchers’ as one the of the four core mandates of the institute.

¹CGIAR is a global research partnership for a food-secure future which is based at Montpellier, France. Its research is carried out by 15 CGIAR centers in close collaboration with hundreds of partners, including national and regional research institutes, civil society organizations, academia, development organizations and the private sector.

In spite of the impressive growth of the partnership with international organization, there is still a need to assess the impact of the partnership in developing capacity of human resource of EIAR. In line with this, the study assessed the achievements, challenges and prospect of capacity building interventions by Consultative Group on International Agricultural Research (CGIAR) research centers² in Ethiopia.

1.2. Statement of the Problem

Agricultural sector plays the basic role for Ethiopia's economic structural transformation to industrial led economy. Ethiopian Institute of Agricultural Research (EIAR) and partner research organizations have been offering long term training and capacity development opportunities to researchers through the support of different projects and research programs. But human capacity building is not a onetime effort and needs continuous assessment for critical gaps. Attempt was made to identify priority gaps by disciplines and centers through times in the past. According to study conducted by Ethiopian Agricultural Research Council, 'The Road Map of Ethiopian Agricultural Research System, 2015', the research human resource gap analysis indicates that current agriculture research system (research human resource, research infrastructure, technology and research administration capacity) is not up to the required level to realize fast economic growth and renaissance of Ethiopia. The study further indicated that, in comparison with some countries in middle level economy, our country is far behind in terms of the number of agricultural researchers with professional quality in diverse discipline. Based on the Road Map of Ethiopian Agricultural Research System (2015), there is a gap in human capacity building initiatives; lack of fully articulated framework for assessing capacity development needs, designing and sequencing appropriate interventions and determining results of the interventions in human resource development. The Road Map of Ethiopian Agricultural Research System,

² Research Centers include Africa Rice, Bioversity International, Center for International Forestry Research (CIFOR), International Center for Agricultural Research in the Dry Areas (ICARDA), International Center for Tropical Agriculture (CIAT), International Crops Research Institute for the Semi-Arid Tropics (ICRISAT), International Food Policy Research Institute (IFPRI), International Institute of Tropical Agriculture (IITA), International Livestock Research Institute (ILRI), International Maize and Wheat Improvement Center (CIMMYT), International Potato Center (CIP), International Rice Research Institute (IRRI), International Water Management Institute (IWMI), World Agroforestry Centre (ICRAF) and WorldFish

Furthermore, there are also a number of challenges and constraints facing interested foreign organizations to be engaged in training and capacity development activities. Lack of coordination between EIAR and some CGIAR research centers in Ethiopia, lack of support and guidance from relevant officials in EIAR hinders implementation of human resource capacity building programs based on the study conducted for developing the road map of Ethiopian agricultural research system in 2015.

Therefore, the study assessed the aforementioned problems, institutional shortcomings as well as the minimal involvement of foreign organizations so that the research expected to come up with the achievements, recommendations and prospect of capacity building interventions in the institute.

1.3. Research Questions

Based on the statement of the problem, the study seeks to give answers to the following research questions.

- To what extent have the selected international research organizations involved in the human resource capacity building programs in EIAR?
- What are the achievements and contribution of those selected international research organizations to EIAR's employees training and development?
- What are the major constraints/ challenges/prevalent in the process of training and human resource capacity building in EIAR?
- What are the prospects of the human resource capacity building interventions in EIAR so as to contribute to accomplishment of institute's mission?

1.4. Objective of the Study

The study assessed human resource capacity building initiatives and engagement of selected international research organizations, and investigate achievements and challenges as well as provide with recommendations that help Ethiopian Institute of Agricultural Research to realize its missions through competitive and fully capacitated human resource.

The specific objectives of the study are;

- To review the achievements of training and employees capacity development program, and the impact in developing the human resource capacity both in management support and research staff aspects.
- To investigate challenges and gaps which influences human resource capacity building program and level of engagements of selected international organization, which are partners with EIAR.
- To analyze the current trend of human resource capacity building practice in EIAR and examine promotion strategies so as to encourage international research organizations to scale up their involvement.
- To recommend possible and applicable ways tin maximizing partnership among the partner international organizations and EIAR and indicate future prospects in HR capacity building interventions.

1.5. Significance of the Study

The finding of the study plays a role to identify the achievements of foreign organizations in capacity development as well as employee trainings, and the common challenges aroused while undertaking the human resource capacity development practices for management support and research staff. Therefore, the findings of this study also provided with essential information and current trend of human resource capacity building intervention in EIAR in partnership with international organizations as well as the achievements, challenges and prospects in the sector. The study also assists EIAR human resource development officials, human resource planners and research and program implementers, and foreign organization which have interest on capacity building interventions to acquire current knowledge about the subject matter to make study. The study also serves as a reference for interested researchers who have intentions for further study in the field.

1.6. Research Design and Method

1.6.1. Research Design

In this research the case study revolves on the EIAR employees, capacity building interventions by foreign and international organizations, and human capital development program will be taken as unit of analysis and assessed, as well as international organization who are partnering with of EIAR, key informants, beneficiaries of capacity development programs and trainings will be the target group of the study.

The study was conducted using mixed research approach – qualitative and quantitative. The rationale for combining both quantitative and qualitative data is to better understand a research problem by combining both numeric values from quantitative research and the details of qualitative research in order to neutralize limitations of applying any of a single approach. According to Creswell (2011), the mixed research approach uses separate quantitative and qualitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other method. The study applied descriptive method of research which helped to clearly describe relevant aspects of the phenomenon of interventions about a training and capacity building programs. For the purpose of describing human resource capacity building interventions through training and development, interview guide and questionnaire were developed and used.

1.6.2. Data Collection Sources and Techniques

As it is described above the research was conducted using both qualitative and quantitative (mixed approach) data collection technique. The following variables were incorporated in the questionnaire and interview guide to be administered.

Demographic and general information of Capacity building and Training beneficiaries/employees in EIAR:

This part incorporated the demographic information of employees of EIAR and general issues in training and employees capacity building activities.

Human resource capacity building and training need assessment:

This is one of the six items incorporated to revolve on the approaches, level and methods used in identifying human resource capacity building and training needs.

Involvement of international organizations/partners in Human resource capacity building and training programs:

The items incorporated focus assessing the engagement of selected international organization human resource capacity building and training programs, how they are considered during in need analysis, how far they went in providing trainings and facilitate knowledge sharing activities, and how the trainings are evaluated and monitored.

Techniques and methods of delivering training in EIAR:

The items incorporated focus the method frequently used, techniques of delivering trainings such as: lecturing, group discussion, case study, demonstrations, job rotation, coaching etc.

Long-term training and education sponsored by international organizations/partners:

These items incorporated are related to the interventions of human resource capacity development through long-term training and education under the support and sponsorship of partners of EIAR which have country offices in Ethiopian, inclusively the CGIAR centers.

Monitoring and evaluating human resource capacity building intervention:

These items covered the trends and practice of monitoring and evaluation for training and capacity building activities, availing reports, developing mechanism to promote M&E for effective training and capacity building programs across the institute.

In order to present a wide range of information, both primary and secondary data sources were also used in the study.

i. Primary Data Sources:

Primary data were collected by using both qualitative and quantitative data collection methods. Both techniques enabled the researcher to present numerical as well as qualitative information. The interview was conducted for two groups: one category for direct responsible officials in EIAR and the other group includes capacity development experts and relevant program leaders in purposely selected international organizations/partners.

The interview was based on structured interview guide with all the relevant questions clearly written down before the commencement of the interview sessions. The interview responses were written down and recorded during the course of conducting the interview. Indeed the key informants were not willing to record the interview session with tape recorder.

In addition, questionnaire consisting of mainly structured close-ended questions were used to collect the primary data for the study from selected samples in order to take the opinions of employees on human resource capacity building intervention in the institute and to complement the data which were obtained through distributing to beneficiaries of capacity building and training opportunities within the scope of the study. The questionnaire has six parts as it is explained above and the Likert type are used to measure interventions in the eyes and experience of employees in EIAR using a five-point scale. In all 124 questionnaires were distributed to the selected samples. In addition the collecting the questionnaires physically, the research also used email to distribute questionnaires. 5 questionnaires were not collected due to respondents' reason.

ii. Secondary Data Sources:

The researcher used data from the available archives for secondary analysis with regard to employees' capacity development and training practices in Ethiopian Institute of Agricultural Research; the engagement of its partner international organizations. The data sources include the HRD reports, journals, EIAR's organizational profile booklet, magazines, books, websites and other relevant documents and publications.

There are three precautions which the researcher considered - firstly, for reliability of data, the researcher himself collected, use relevant data sources with maximum accuracy and use proper methods. Secondly, the researcher made sure the data are suitable for the study; and finally adequacy of the data was taken in to account in order to avoid narrowness of the research.

1.6.3. Target Population

The population of the study grouped into EIAR Human Resource Development Experts, Capacity Development Experts of randomly selected CGIAR organization and employees of EIAR who are benefited from capacity building and training programs. Targeted employees selected by simple random and have been given equal chance of selection among research support employees and researchers. According to the organization profile of The Ethiopian Institute of Agricultural Research, (p.16, 2016) and data in Human resource directorate, the institute has currently 3,830 employees and among these employees, only 26% of them are from research and research support which constitute professional and core staff category. Therefore the population for this study covered employees under these professional and core staff category (research and research support). Besides, this population group is 'accessible population' and the portion of the population helped the researcher to have reasonable access for data collection. Therefore, the population for this research includes $3830 \times 0.26 = 1,002$ (one thousand and two) employees of EIAR which constitute the accessible population under the unit.

1.6.4. Sampling Technique and Sample Size

According to Sekaran (2003), sampling is “the process of selecting a sufficient number of elements from the population, so that a study of the sample and an understanding of its properties or characteristics would make it possible for us to generalize such properties or characteristics to the population elements.” The samples are drawn from the total collection of all members (population) about which this study wishes to draw conclusions. For the survey data collection using questionnaire from employees of EIAR, the researcher used sample calculator formula (<https://www.surveysystem.com/sscalc.htm>).

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 (N - 1) + z^2 \cdot p \cdot q}$$

Where,

P = sample proportion, q = 1-p;

Z = the value of the standard variant at a given confidence level and to be worked out from table showing area under Normal Curve; N = size of total population; n = size of sample.

Given: At 95% confidence level the value of Z = 1.96

P = the population proportion

N = 1002 which is population size e = 0.05 which is acceptable sample error

Therefore the sample size for a total population size of 1002 for survey data collection is 124 (one hundred twenty four).

With regard to selection of key informants from two groups, the researcher use purposive sampling which is a common non-probability sampling method and select the sample based on judgment. Purposive sampling helps to use own judgment to select cases that will best enable the study address the research question(s) and to meet the objective of the research (Sekaran, 2003). In purposive or judgmental sampling, the researcher just picks the nearest possible respondent as in convenience sampling. The first group included

purposely selected 3 key informants, Director of Human resource Development Department, Training and Development Expert and Research Program Manager in EIAR. The informants are selected purposely as they have relevant role and possess valid information for this research purpose. The second group constitutes 3 key informants, whose roles are Capacity Development Experts and Project Managers, from 3 selected international partner organizations namely; International Livestock Research Institute (ILRI), International Maize and Wheat Improvement Center (CIMMYT) and International Food Policy Research Institute (IFPRI). These organizations are partners to EIAR and are selected among the 7 CGIAR research centers which have office and operations in Ethiopia.

1.6.5. Methods of Data Analysis

The combination of quantitative and qualitative approaches has been used to analyze the data collected for this study. The qualitative data obtained through the interviews were analyzed qualitatively and presented in the form of a summary. On the other hand, the quantitative data collated through the questionnaires as well as secondary data sources were analyzed descriptively in terms of frequencies, ranges and percentile values and the results were presented in tables and chart. The collected data were processed and compiled using CPro 6.3 data entry software and SPSS (Statistical package for social science) version 23 to get frequencies and other descriptive statistics.

1.6.6. Ethical Consideration

In order to secure the consent to the study, It was clearly communicated the purpose and aim of the study. In addition, the researcher notified the participants to participate in the research willingly. Moreover, the researcher notified the participants not to disclose their names; and also assured anonymity of data.

1.7. Scope and Delimitations of the Study

The essence of capacity building is multidimensional and conceptually broad. This means, the purpose and implementation of capacity building activities vary from program to program. Hence, the scope of this research was limited to assessing of the interventions of human resource capacity building programs by CGIAR research centers in Ethiopia which ranges from employees training, sponsoring higher education and fellowships to engaging employees in knowledge sharing programs. This paper is not about assessing capacity building practices of aspects other than human resource capacity development interventions through training and development as well as knowledge sharing practices. It did not cover the regional agricultural research institutes but limited to the federal agricultural research institute. The study covered randomly selected international organizations to be part of the research as prescribed in the objectives of the study.

1.8. Organization of the Study

This research paper consists of four chapters. The first chapter is an introductory part, which includes background of the study, statement of the problem, research questions, objectives of the study, significance and scope of the study and, research methodology and Scope and Delimitations of the Study. The second chapter deals with the theoretical framework in which relevant literature is reviewed in relation to fundamental theories and their applicability *vis-à-vis* the problem under study. In which some of the major concepts in the study are clarified and components of human resource capacity building and international organizations role will be assessed in view of contemporary time and practices. The third chapter is focused on the data presentation using description tools and narratives, and data analysis as well as interpretation of the results with respect to the research question and problems and against theories as well as concepts. Finally, the fourth chapter deals with a summary of the findings, conclusions and recommendations of the researcher. References and annexes are also attached at the end.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter primarily reviews basic concepts, definitions and articles pertaining to the subject matter of the study. The chapter deals with different conceptual frameworks of capacity building concepts in human resource management, correlation between development of employees' capacity and performance enhancement and role of international organizations in capacity development in the contemporary time. Moreover, the chapter will also discuss and present literatures with regard to human resource capacity building practices in Ethiopia Institute of Agricultural Institute.

2.2. Definitions and Concept of Capacity, Capacity Building and Human Capital

The definitions of capacity building are sometimes vague, inconsistent and confusing but several scholars would like to deal the term by the defining capacity first. Usually the scholars refer capacity to the abilities of individuals or organizations to perform functions and to achieve stated objectives. Indeed United Nations Development Program (UNDP) defined capacity (World Bank, 2005).

“Capacity 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 at the individual level is the most fundamental element of capacity. It becomes the foundation for organizational capacity and refers to the will and ability of an individual to set objectives and to achieve the using one's own knowledge and skills (JICA, 2004). Capacity at the individual level includes knowledge, skills, value, attitude, health, awareness, etc. It can be developed through various ways such as formal, non- formal and/or informal education, training, on-the-job-training, independent reading, etc. In the context of organizational development, it is also referred to as human resources development. (Dessler, 2011).

Capacity is not only the abilities of individuals or organization to achieve their objective, but for others scholars it is also meeting objectives efficiently and effectively. Thus in order to meet the objectives effectively and efficiently a continuing review of framework conditions as well as a dynamic adjustment of functions and objectives are stated as the major factors.

Other scholars, even though agreed with the basic conceptual framework of capacity as abilities of individuals or organizations to achieve objectives, they would like also to state that capacity means more than technical competence or the availability of sufficient financial or material resources. Among scholars in this category, Brown et.al. (2001) defined capacity as.

“The capacity concept includes how such “inputs” are being applied and used to produce certain out puts, results and outcomes. Capacity is also a dynamic multidimensional and directly or indirectly influenced by contextual factors.

What is Capacity Building?

Most of early definition of capacity building is influenced with the practices of Non-Governmental Organizations (NGOs) concerning participation, empowerment, civil society and social movements. According to Hughes (2005), capacity building refers to the factors that act as requisites for the emergence of a learning society for employees. ACBF, 2001, cited in (GTZ-SfDM 2005:11). It focused on the process of increasing the ability of individual skills and qualifications, knowledge, attitude, work ethics and motivations of the people working in organizations. Capacity building can also be defined as a process to increase the ability of individuals, groups, organizations, communities or societies to:

- (i) analyses their environment
- (ii) identify problems, needs, issues and opportunities,
- (iii) formulate strategies to deal with these problems, issues and needs and size the relevant opportunities
- (iv) design a plan of action, and assemble and use effectively and on a sustainable basis resources to implement, monitor and evaluate the plan of action, and
- (v) use feedback to learn lessons

Looking up on the wide ranged scope about the very vague terms, capacity building definitions related to this research are the following.

- “Capacity building in collective aspects in terms of strategic steps adopted to enhance the group efficiency showing high improvements in performances, expansion of resources and more motivation among working persons”. Fullan (2007).
- Roubaie (2010) have also suggested that impact of capacity building boost up human capital, physical infrastructure and new dimensions for Research and development as value addition to local economy.
- Gull, Akbar, and Jan (2012), suggested that organizations should provide capacity development programs for employees to increase new and improved business knowledge and for enhancement of organizational growth.

What is human capital?

According Schultz (1993), the term “human capital” has been defined as a key element in improving a firm assets and employees in order to increase productive as well as sustain competitive advantage. To sustain competitiveness in the organization human capital becomes an instrument used to increase productivity. Human capitals refer to processes that relate to training, education and other professional initiatives in order to increase the levels of knowledge, skills, abilities, values, and social assets of an employee which will lead to the employee’s satisfaction and performance, and eventually on an enterprise performance. Organizations invest in their human capital and, importantly, not just in their knowledge workers but in their lower skilled employees as well. This means that they have to train and develop their existing workforce, facilitate their learning within a learning culture, and with appropriate resources. Beardwell et al., (2004).

2.3. Human Resource Capacity Building through Training and Development

According to Manpower Services Commission's (1981), training is defined as a planned process to modify attitude, knowledge, or skill behavior through learning experience to achieve

effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

Training can be defined as the systematic development of the attitude, knowledge, and skill and behavior pattern required by an individual to perform adequately given task or job (Subha, 2011:78).

CEDEFOP (1996), The European Centre for the Development of Vocational Training, defines training as an activity or program of activities designed to teach the skills and knowledge required for particular kinds of work. Training usually takes place at working places, whereas education takes place at educational establishments. Isiaka (2011) sees the word development in relation to the process of helping managerial employees who perform non routine jobs to improve their management, administrative and decision-making abilities and competence. It is needed for both present and future jobs.

Development is not primarily skill oriented. Instead it provides the general knowledge and attitudes, which will be helpful to employers in higher positions. Development provides knowledge about business environment, management principles and techniques, human relations, specific industry analysis and the like is useful for better management of a company (Subha, 2011:78).

Both of the above definitions explain the application of training to the requirements of the organization and this training tends to occur in the workplace. They also indicate a relatively narrow limitation to specific skills and operations. Moreover, training normally has an immediate application and is generally completed in a shorter time scale than education (Van, Cayer and Cark, 1993). Though development has several definitions, according to its sectoral dimensions, the relevant to the subject under study is the one defined by MSC (1981) as development is the growth or realization of a person's ability, through conscious or unconscious learning. Development programs usually include element of planned study and experience and are frequently supported by a coaching or counseling facility (MSC, 1981).

According to Bolton (1995), development occurs when a gain in experience is effectively combined with the conceptual understanding that can illuminate it, giving increased confidence both to act and to perceive how such action relates to its context.

It can be seen from the definitions that development indicates movement to an improved situation that for the individual means advancing towards the physical and mental potential one can possess. In many respects, development indicates growth and movement by the learner rather than learning itself (Wilson, 1999).

According to Bernatek (2003), training and development help to ensure that organizational members have the knowledge and skills needed to perform jobs effectively, take on new responsibilities, and adapt to changing conditions. For Fitzgerald (1992), training focuses primarily on teaching employees how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers, whereas development focuses on building the knowledge and skills of organizational members so they are prepared to take on new responsibilities and challenges. Training tends to be practiced more frequently at lower levels of an organization; development tends to be used more frequently with professionals and managers (Jones and George, 2011). Both training and development can play a critical role in attracting and retaining workforce (Wilson, 1999). Training can be an essential tool for maintaining and improving the productivity of employees there by upgrading their skills that are relevant to meet specific business, customer needs and ever changing industry standards while development Opportunities motivate employees by providing them with skill and knowledge enrichment (NISC, 2008).

2.4. Benefits of Training and Development Programs

Organizations find it difficult to stay competitive in recent global economy. Importance of employee training development program is growing for the organizations those pursuing to receive an advantage among competitors. Employees are esteemed resource of the organization and success or failure of the organization relay on the performance of employees. Therefore,

organizations are financing large amount on employee training and development programs. Furthermore, in training program it is supportive for companies to emphasis on knowledge, expertise and ability of employees. The literature described here is a vigilant benefits of training and development program to organizations and employees.

2.4.1. Individual Benefits from Training and Development Program

In every sector the accomplishment of any organization is tremendously relay on its employees. However, there are different other aspects that perform a major part; an organization need to ensure efficient employees in line with financially dominant and competitive in the market. Therefore to sustain this valuable human resource, organizations required being conscious about the employees' satisfaction and retention of employees, career competencies as discussed below.

a) Career Competencies

Employee development program help employees to survive in the future and develop their abilities to cope with new technologies, to appraise their professional capabilities to sustain their employment. Due to this situation numerous employees have rehabilitated their attitude to acquire promotion inside their organizations to work and develop out of the organization (Feldman, 2000). Therefore, workers used to prepare year plan for their future and constantly change their plans after two years as per the change of technology and information (Wilson 2000).

b) Employee satisfaction

Employees have no feeling about their organizations if they think that their organizations are not caring about them (Garger, 1999 cited in Bashir, 2013). Companies which are willing to spend money on their employees, give value to work with those companies, even though that investment eventually benefits the organization (Wilson, 2000). Companies which are providing the training and development programs for their employees are achieving high level of employee satisfaction and low employee turnover (Wagner, 2000). Training increase

organization's reliability for the reason that employees recognize their organization is spending in their future career (Rosenwald, 2000).

c) Employee Performance

Training effects on behavior of employees and their working skills which resulted in enhanced employee performance and constructive changes (Satterfield & Hughes 2007) that serves as increase trained employee. Benefits of training program are also related to technical skills of the employees.

Training positively affects employees' performance. During a qualitative study concerning mechanics in India, Barber (2004) originates that on-the-job training headed to superior novelty and implicit skills. Technical and professional skills are very important for the employees to perform a job in an effective way. Providing training opportunities to employees can enhance the performance of the employees.

2.4.2. Organizational Benefits from Training and Development Program

The organizations which are using employee development programs are getting positive results from the individuals by using this program.

a) Organizational Performance

Training has been defined as mainly contributing factor to the organizational effectiveness (Schuler and MacMillan 1984 cited in Bashir, 2013). Exploration on this topic recommends that investment in training and development program can be justified by the impact it creates to developed individual and organizational effectiveness (Bartel, 2000). Human resource management practices impacts on attitudes and work-related manners (Allen, Shore and Griffeth (2003)). To evaluate the effectiveness of training and development program it has been advised that check directly the relationship of training and organizational commitment. Further it has been revealed as certainly correlated to the efficiency of the organization (Bartlett 2001).

b) Employee Retention

The research described that employee retention is a challenging notion and there is no particular method to retain employees with the organization. Several organizations have revealed that one of the characteristic that help to retain employee is to offer them opportunities for improving their learning (Logan 2000). Therefore, it has confirmed that there is strong relationship between employee training and development, and employee retention,, Rosenwald (2000).

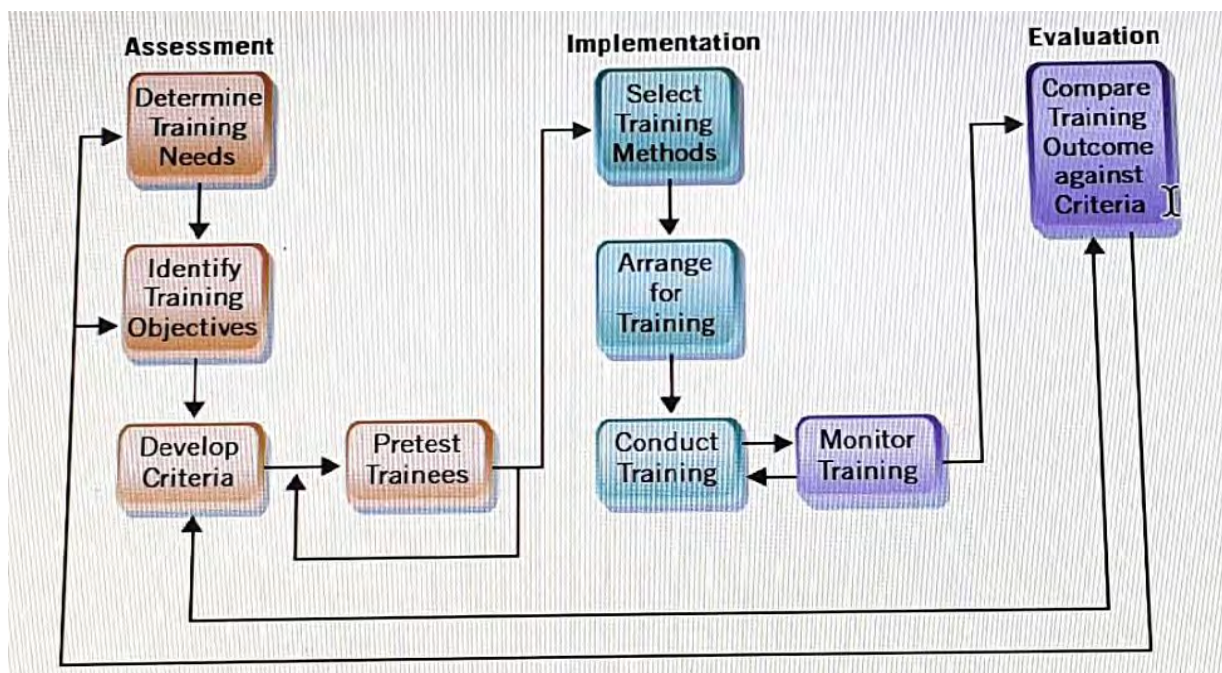
Companies should realize that experienced employees are important assets and companies have to suffer the challenge for retaining them (Garger 1999 cited in Bashir, 2013). Therefore, companies which are providing training and development programs to their employees are getting success in retaining them. Sears has established that in localities where manager provide help to their employees to develop professionally, turnover is almost 40-50 percentage fewer than those stores where association with the managers does not available (Logan 2000). On other side, numerous employees participate in employee training programs are not assured of a conventional association between programs and employee retention, Rosenwald (2000); several managers found that positive learning atmosphere directed to higher retention rates, Dillich (2000). Organizations that are offering employee development programs are getting success with retaining employees. An effective design of training program can also increase retention among employees. Employee retention is a volunteer move by organizations to create an environment which involves employees for long term (Chaminade, 2007 cited in Haslinda and Mahyuddin, (2009).

2.5. Systematic Capacity Building Training and Development Process

Training and development activities allow organizations to adapt, compete, excel, innovate, produce, be safe, improve service, and reach goals (Salas, Tannenbaum, Kraiger and Smith Jentsch, 2012). However, not all training and development practices are effective in achieving organizational objectives, Pineda (2010). In order to be effective, it is advisable to adopt a systematic approach that benefits both employers and employees, Armstrong (2006).

Too often, unplanned, uncoordinated, and haphazard training efforts significantly reduce the learning that could have occurred. Training and learning will take place, especially through informal work groups, whether an organization has a coordinated effort or not—because employees learn from other employees. But without a well-designed, systematic approach to training, what is learned may not be what is best for the organization. Figure 2.1 shows the relevant components of the three major phases in a training system: (1) the assessment phase, (2) the implementation phase, and (3) the evaluation phase. (Dessler, 2011, p. 330)

Figure 2.1 Models of a Systematic Training and Development Process



Source: Dessler, 2011

2.5.1. Analyzing Training and Development Needs

It is the first step in any training and development practice that deals with conducting a proper diagnosis of what needs to be trained, for whom, and within what type of organizational system (Salas et al., 2012). It is based on accurate and relevant information on organization's present performance, problems and future plans (Tannenbaum & Yukl, 1992). Training and development needs emanate from the deviation of actual performance from desired performance (McClelland, 2002 in Tannenbaum & Yukl, 1992). Salas et al. (2012) pointed that

training is not always the ideal solution to address performance deficiencies, and a well conducted needs assessment can also help determine whether a non-training solution is a better alternative.

According Salas et al. (2012), a thoroughly conducted assessment provides the following outcomes: Expected learning outcomes, guidance for training design and delivery, ideas for training evaluation, and information about the organizational factors that will likely facilitate or hinder training effectiveness.

The traditional tracheotomy for needs assessment involves organizational analysis, task analysis, and person analysis (McGhee & Thayer, 1961 in Latham, 2014).

i. Organizational Analysis

The purpose of this analysis is to provide information as to where and when training is needed in an organization (McGhee & Thadyer, 1961 cited in Latham, 2014). In doing so, organizational analysis provides a theme to link training and organizational strategy. Two themes underlie in this area. First, training needs must be linked to corporate strategy.

That is, training courses should support the strategic direction of the organization, and training objectives should be aligned with organizational goals. Second, organizations have an ethical responsibility for developing training programs that minimize the technical obsolescence of their employees, Sonnenfeld and Peiperl (1988).

ii. Task Analysis

A task analysis identifies the nature of the tasks to be performed on the job and the knowledge, skills, and abilities (KSAs) needed to perform these tasks. Increasingly rapid technological changes can modify task requirements, which in turn can influence knowledge, skill, and ability requirements. Rapid changes in job requirements increase the importance of cross job retraining, Latham (2014).

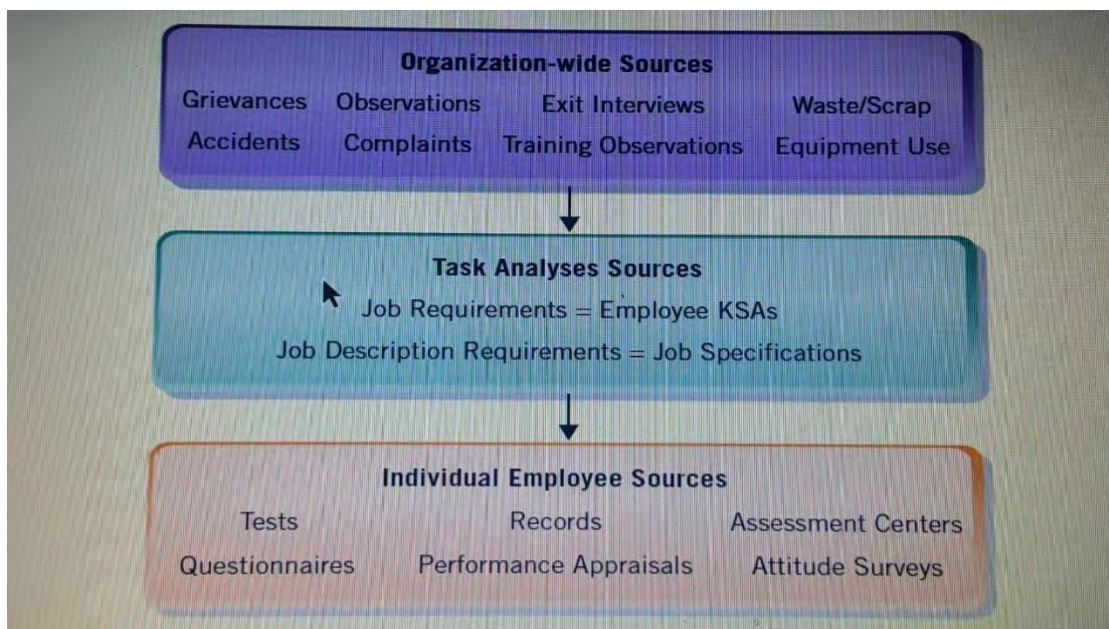
iii. Person Analysis

Person analysis focuses on identifying who should be trained and what training is needed by an individual. Inadequate person analysis can result in training targeted to inappropriate level or to the wrong people. In addition to determining who needs training, person analysis can be used to assess whether employees have the prerequisite attitude, knowledge, and motivation to benefit from training, Feldman (2000).

Individuals who lack basic skills or motivation prior to training are less likely to succeed and may require remedial preparation prior to entering a specific training program, Tannenbaum & Yukl (1992).

Ford and Noe (1987), studied self-assessed training needs and found small but significant differences for managers with different job levels, functions, and attitudes towards the utility of training. Lower-level managers reported higher needs for administrative skills than did middle managers. Managers who perceived training to be worthwhile reported greater need for training in quality-control skills. New employees also have unique training needs, and formal training programs for new employees often fail to present material at the appropriate level of difficulty and job specificity, Feldman (2000).

Figure 2.2 Levels of Training Need Assessment



Source: Dessler, 2011

2.5.2. Common Training and Development Need Analysis Methods

The common methods to analyze training and development needs according to Leat (1997) include the following:

- 1. Questionnaires:** There are different ways of writing questionnaires, but there are some common principles for writing effective questionnaires. It is important to set clear objectives, work out how you are going to analyze the information before you write the questionnaire, allow free space for people's comments, and make sure your questions are unambiguous and structured by the use of a structured questionnaire, data can easily be analyzed for TNA purpose.
- 2. Focus groups:** A focus group is essentially a group whose task is to focus on a specific issue within an organization. In the case of a focus group for training needs, the organization might (depending on what is required) select group members from the same team or from different parts of the organization, or choose representatives from a department.
- 3. Structured interviews:** These are interviews which have a formal or structured basis. When the bank sets up an interview, it finds a room that, if possible, is quiet and private. It is also important to agree on a time with the interviewee/s and to send them in writing a clear idea of what you hope to have from them.
- 4. Performance interviews/appraisals:** Effective performance interviews should result in individual development plans from which individual and team training needs may be assessed. For this to work well for both managers and team members, the format or design of the development plan needs to be agreed so that the needs assessment is perceived as constructive by both the parties.
- 5. Observation:** Assessing needs via on-job observation can give very accurate information on the skill levels of individuals, their knowledge and their behavior in the workplace.

- 6. Assessment centers:** Assessment centers can be an effective way of identifying the strengths and weaknesses of an individual. From a development view point, they can be used for identifying training needs by assessing performance through a comprehensive set of simulations ,e.g. what, if, scenarios, etc.
- 7. Critical incident analysis:** This method can be used to focus on a particular incident/situation, e.g. a project that went well or one that went badly, and to analyze reasons for this. This could be done via structured individual interviews or by putting together a focus group comprising individuals involved in the critical incident. The results can then be analyzed to find out why a particular team, for example, performed outstandingly well and to develop a set of success criteria.
- 8. The Delphi method:** It is a structured communication technique, originally developed as a systematic and interactive forecasting method which relies on a panel of experts. In the standard version, the experts answer questionnaires in two or more rounds. After each round, a facilitator provides an anonymous summary of the experts' forecasts from the previous round as well as the reasons they provide for their judgments. Thus, experts are encouraged to revise their earlier answers in light of the replies of other members of their panel. It is believed that during this process the range of the answers will decrease and the group will converge towards the "correct" answer. Finally, the process is stopped after a pre-defined stop criterion.
- 9. PERT (Program evaluation and review technique):** The Program (or Project) Evaluation and Review Technique, commonly abbreviated as PERT, is a model for project management designed to analyze and represent the tasks involved in completing a given project. Brown (2002), It is commonly used in conjunction with the critical path method or CPM. PERT is a method to analyze the involved tasks in completing a given project, especially the time needed to complete each task, and identifying the minimum time needed to complete the total project.

According to Elbadri (2001) who both found mixed evidence regarding the perceived reliability and validity of the training methods used are better and they found that multiple data collection methods and techniques were adopted to identify training needs? However, their approaches were probably less sophisticated and involved minimal analysis.

2.5.3. Designing Training and Development Program

It is an enabling factor which covers the planning and creation of training and development programs by taking in to account learning objectives, trainee characteristics, current knowledge about learning processes, and practical considerations such as constraints and costs in relation to benefits. As cited in Salas et al. (2012), empirical studies on all forms of employee training consistently show that when training is designed systematically and based on the science of learning and training, it yields positive results. Trainees are more likely to transfer the training content to the work context when they perceive that the training program was designed and delivered in such a way that maximizes the trainees' ability to transfer the training to the job (Holton, 2005 in Velada, Caetano, Michael, & Lyons, 2007). Tannenbaum and Yukl (1992:43) provided the following guidelines for design of training that would contribute significantly to training effectiveness:

1. The instructional events that comprise the training method should be consistent with the cognitive, physical, or psychomotor processes that lead to mastery
2. The learner should be induced to produce the capability actively
3. All available sources of relevant feedback should be used, and feedback should be accurate, credible, timely, and constructive
4. The instructional processes should enhance trainee self-efficacy and expectations that the training will be successful and will lead to valued outcomes
5. Training methods should be adapted to differences in trainee aptitudes and prior knowledge

2.5.3.1. Developing Training and Development Program

During the Development stage, the trainer organizes the knowledge and performance objectives, instructional materials, course design, and model. With combining effort of development and design stage can achieve learning objectives easily. During this stage, existing materials will be reviewed lesson plans will be selected and new ones will be produced. In the review process, critical input is essential to ensure that the training materials are clear, concise, and effective in addressing objectives. The objective will describe how the trainer and employees will perform during training to achieve the learning objectives (Noe, Hollenbeck, Gerhart, and Wright, 2006).

2.5.3.2. Implementing Training and Development Program

The Implementation stage is the process that cannot be taken for granted. This is when conditions are determined (who, what, when, where) under which the training will be offered and the solution implemented. This is done by reviewing the data collected during the life of the project, reviewing the lessons learned about field conditions from the validation, and discussing with employees who are knowledgeable about conditions at the job. The outcome of this step defines the guidance and support needed to ensure successful training plan. Next, the availability of trainers, facilities, and resources is confirmed and used to create the training program schedule. Training will be delivered as planned, and trainees and trainers performance is evaluated (Armstrong 2006).

I. Training Facilities and Environment

Appropriate training facilities and good training environment are another crucial factor for the effectiveness of training programs. Watson (1979:131) explains that seating arrangements and layouts of the training rooms as well as the location of the training sites are extremely important aspects of effective training.

Thus for effective training program appropriate training facilities and proper training environment (rooms and seating conditions) should be carefully planned and selected in advance.

With regard to the importance of selecting appropriate facilities and premises, Faller (1976:410) states that carefully selected facilities and equipment can aid a good training program in making the course content more easily understood. Supporting the above mentioned statement, Bell (1997:374) claims that well-chosen facilities and premise can enhance the effectiveness of training program by:

- Adding variety to the learning process, thereby helping maintain involvement and motivation;
- Benefiting those learners whose learning style responds better to one type of approach than another;
- Provide certain stimuli not available without their use. It is obvious that training (instructional) aids support the training program to achieve its objectives. These materials can be visual, audio or audiovisual. Audiovisual such as television, videotapes and films are the most effective means of providing real world conditions and situations in short time. The benefit of using training aids in learning is to enhance the learning process. People learn better by observing, hearing, feeling and practicing. Using visual aids makes issues more vivid for the learner. Since there are a variety of training aids available to trainers, they should decide which training aids are best for the purpose. Generally, for effective training program, appropriate training environment i.e. the location, setting, and layout of training rooms should receive proper attention. Similarly, the choice of any training method or technique for imparting training depends up on cost, time available, number of persons to be trained, depth of knowledge required, background of trainees and many other factors. As Bell, (1977:375) explains training aids must be relevant to the purpose for which they were created and to the trainee's level of understanding.

II. Selection of Trainers and Trainees

After deciding the suitable method and techniques, as well as contents of the training Program, selecting the appropriate participants of the training program comes worth and valuable. In training programs trainers and trainees are the important components of

training program. As Tracey (1984) states trainers provide guidance and assistance for trainees and trainees receive the designed content of instruction with active participation. To be efficient and effective, the training program must be provided with trainers who have been carefully screened and selected for their suitability. In the same token, it is advisable to select the correct trainees to be able to achieve the best training program results (Truelove, 2000). Taking the role of a trainer in to consideration, setting clear and well defined selection criteria of appropriate person who is capable to carry out the responsible is not arguable. A good trainer should be equipped with both knowledge of the subject matter and art of interpersonal skills, conscious of several essential elements, including a controlled environment, good planning, and the use of various training methods, good communication skills, and trainee participation (Tracey, 1984).

Regarding the criteria of selecting trainers, Chaddock (1979) lists the necessary Points as organizational knowledge, professional knowledge, personal qualifications, Education and training, skills and abilities. Tracey (1998) on his part argues that Competence of trainer performance is a function of subject matter expertise, pedagogical knowledge and skills, communication skills, and personal traits and qualities.

On the question of sources for good trainers, Tracey, 1984) indicates that from the company's trained personnel, operative and technical employees, line supervisors and managers, staff training specialists and outside experts are the main sources of instructional staff. Selecting an outside source for training has advantages and disadvantages.

The biggest advantage is that these organizations are well versed in training techniques, which is often not the case in- house personnel. The disadvantage of using outside training specialists is their limited knowledge of the company's product or service or customer needs. These trainers have a more general knowledge of customer satisfaction and needs and therefore this knowledge helps them update themselves to the real situation quickly prior to training the employees. The other disadvantage of using outside trainers is the

relatively high cost compared to in-house training, although the higher cost may be offset by the increased effectiveness of the training.

Likewise, in selecting the appropriate trainees, attention should be given to the responsibility and level of trainees, educational background, work experience, openness to new ideas and perceived need for self-improvement (Watson, 1979) Similarly, as Tracey, (1984:406) states selecting trainees needs to be based on certain factors. The main criteria should be:

- Worker's responsibilities and his/her position in the organization,
- Qualification and related requirements (language, technical skill etc.,)
- Ability to transfer the knowledge and skills required,
- Applicability of the skills/knowledge in his/her organization.

To conclude, to maximize the overall impact of the training program, the training designer should consider very much on the selection of best instructors (trainers) in addition to appropriate training content, materials, facilities and coordination. Similarly it is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Hence, selecting the right trainees is important to the success of the training program.

2.5.4. Evaluating the Effectiveness of Training and Development Program

Evaluation of training in organizations is the analysis of the total value of a training system or action in both social and financial terms, in order to obtain information on the achievement of its objectives and the overall cost-benefit ratio of training, which in turn guides decision making. Evaluation involves collecting information on the results obtained in order to analyze and evaluate them and facilitate the optimization of training in the future (Pineda, 2010). Effective evaluation enables to make adjustments, decide to continue or not (Salas et al., 2012). It ultimately focuses on determining the extent to which training has responded to the needs of the organization and its translation in terms of impact and profitability (Pineda, 2010). Lingham, Richley, & Rezani (2006) suggest that effectiveness of training should be based on the extent to

which trainees are able to apply the knowledge, skills and attitudes they obtained in the training suggesting the importance of applicability of training programs.

There are several model of training evaluation that organize the process, provide guidelines for the content and outline the phases of its implementation. According to Pineda (2010), the most commonly used is the Kirkpartick model which has four hierarchical levels:

- 1. **Reaction** - What did the participant think about the program? It helps to measure the reaction of the trainee regarding the learning experience, the instructor, the methodology used, and the like.*
- 2. **Learning** - Did the participant learn what was expected? It deals with the measurement of what new skills, knowledge, and/or change in attitude acquired by way of testing or self-assessment.*
- 3. **Behavior** - Did the learning transfer to the job? It is concerned with measuring the extent to which the participant has applied the learning to his job.*
- 4. **Results** - Has the training contributed towards the overall performance or wellbeing of the organization?*

Evaluation ultimately measures tangible outcomes of training, such as greater profit, reduced cost, or fewer errors.

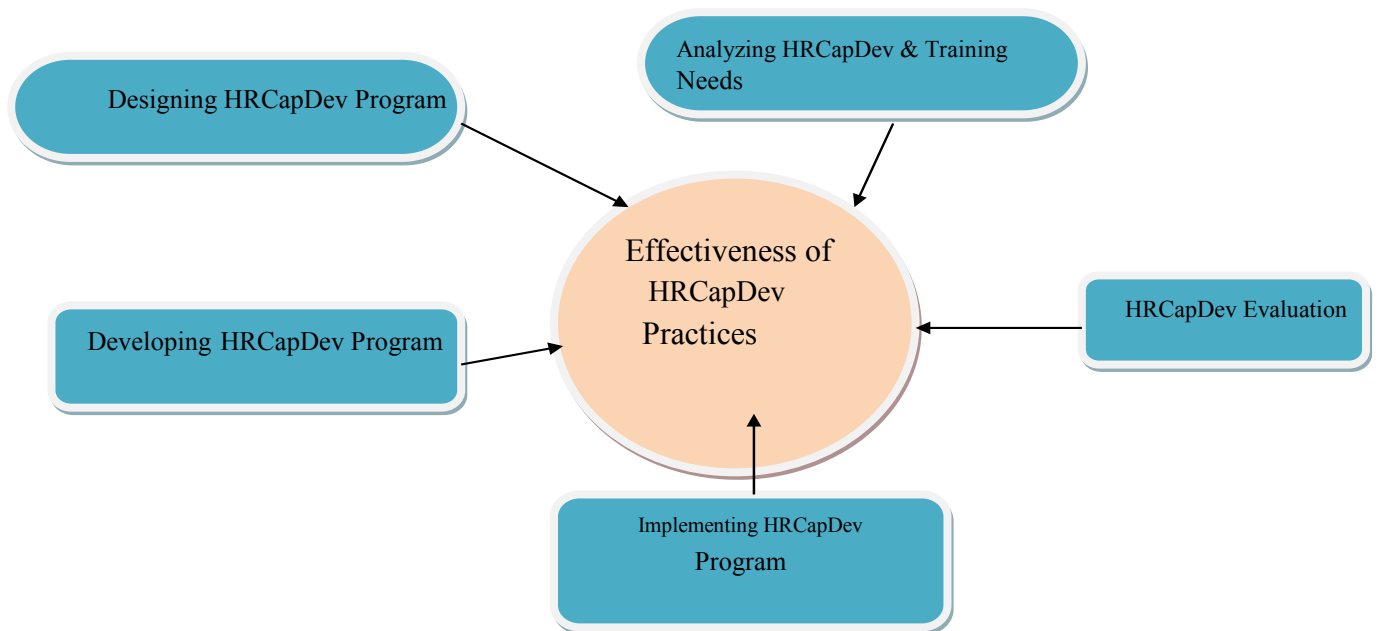
According to Salas et al. (2012), the temporal phases of evaluation process may take place before, during, and after training.

- 1. Before Training:** The participants' skills and knowledge are assessed before the training program; it helps to identify the method of training.
- 2. During Training:** It is a phase at which training is going on, and evaluation involves short test on regular basis.
- 3. After Training:** It is the phase when the participants' skills and knowledge are evaluated in a way to determine whether training has brought the desired effect.

2.6. Conceptual Framework of the study - Capacity Building Training and Development Practices

To do this study, the most critical steps in Capacity building training and development process i.e., needs Analyze, Design, Develop, Implement and Evaluate will considered as independent and effectiveness of training and development practices as dependent variables. The Five factors will take to see the effectiveness of training and development practices in EIAR, because a thorough needs assessment neither ignores relevant training nor accepts irrelevant ones and provides a clear picture for objective formulation. Sound and structured training methods also ensure training transferability. Moreover, without evaluation of training outcomes; realization of impacts as well as potential future improvements cannot be considered. To this end, with reference to the popular ADDIE model (Analyze, Design, Develop, Implement, and Evaluate), (Armstrong, 2006) and own derivation is central to capacity building training and development practices which involve the phases of human resource capacity development (HRCapDev) process through training and development.

Figure 2.3 Conceptual frameworks for human resource capacity building training and development practice



Source: Own conceptual framework for the study, 2017

CHAPTER THREE

DATA PRESENTATION ANALYSIS AND INTERPRETATION AND

3.1. Introduction

This chapter deals with data presentation, analysis and interpretation of results based on the methodology outlined in Chapter One. The data for this study have been collected through the use of questionnaire, in-depth interview of key respondents and reviewing of secondary sources in the EIAR and selected partner CGIAR research centers based in Ethiopia. This chapter covers the description and analysis of the data collected by field survey. Firstly, general and demographic features of respondents in connection with their sex, age, work experience, educational status and their current position are presented and analyzed using tables and charts. Secondly, results of the basic research questions in line with research objectives are described using the frequency table and percentage. In order to obtain the valid and relevant information, 124 copies of the questionnaire were distributed to individual employees and managers in different levels in EIAR including research centers out of Addis Ababa. Out of this, 119 copies were completed and returned and 5 copies of the questionnaire (3.3%) were not returned. This makes the response rate 96.7%. While distributing the questionnaire, the researcher has considered number of employees in head office, 44 respondents (35.5%), and research centers, 80 respondents (64.5%) where high operational activities – research programs are concentrated and where human resource capacity building programs implemented.

In order to maintain and increase the validity of the data, the researcher also collected information from key informants through interview using structured interview questions. The information will be presented and analyzed in this chapter.

As outlined in chapter one, the data collection methods incorporated different variables so as to gather valid and relevant information. These variables are:

- *Demographic and general information of Capacity building and Training beneficiaries/employees in EIAR*

- *Human resource capacity building and training need assessment*
- *Involvement of international organizations/partners in Human resource capacity building and training programs*
- *Techniques and methods of delivering training in EIAR*
- *Long-term training and education sponsored by international organizations/partners*
- *Monitoring and evaluating human resource capacity building intervention*

Based on the data presentation using frequencies, percentage and ranges, the researcher had analyzed, discussed and interpret major findings from the study survey results.

3.2. Demographic and General Information of Respondents and General Issues

The researcher collected demographic and general information based on gender, age, and employment service year in EIAR, educational status and position and job category of respondents.

Table 3.1. Demographic and general information of respondents (employees)

Category		Frequency	Percentage
Gender	Male	95	79.8
	Female	24	20.2
Age (Years) of Respondents	20-25	15	12.6
	26-30	36	30.3
	31-40	35	29.4
	41-50	26	21.8
	>50	7	5.9
Year of Service in EIAR	5-Jan	40	33.6
	10-Jun	34	28.6
	15-Nov	20	16.8
	16-20	11	9.2
	> 21	14	11.8
Educational status	Certificate	2	1.7
	Diploma	21	17.6
	BA Degree	42	35.3

	Masters	41	34.5
	PhD	13	10.9
Job Category	Research	84	70.6
	Support Staff	35	29.4

Source: Own field survey, 2017.

According to Table 3.1, the domination of male is well observed in with regard to age aspect which counts 79.8% of the total respondents while females are only 20.2 of the total respondents. Concerning age of respondents, the age of majority respondent i.e. 36 respondents (30.3%) is between 26-30 years old. Respondents whose age is 31-40 count 35 in number (29.4%) while 26 respondents age is from 41-50 years old. 15 respondents disclosed that their age falls between 20-25 years which counts 12.6% of the total respondent. Finally number of respondents whose age is more than 50 are 7 (5.9%). This implies the workforce of the institutes dominated by young professionals. As depicted in table 3.1, the respondent who served from 1 to 5 years score highest frequency, 40 (33.6%), followed by 6-10 years' service with frequency rate of 34 or 28.6% of the total respondents. But the range of service year with lowest frequency rate is 16-20 which counts 11 (9.2%). This shows that majority of respondents service (33.6%+28.6% = 62.2%) is not more than 10 years of service. From the survey result, it is observed that there are high number of senior professionals, which will be added value to knowledge sharing and mentoring facilitation especially in research activities. Young researchers will get the opportunity to learn from their seniors and those who have long years' experience in research. When there are high number of senior professionals, it will be added value to knowledge sharing and mentoring facilitation especially in research activities. Young researchers will get the opportunity to learn from their seniors and those who have long years' experience in research.

The researcher also collected information in relation to their educational qualification from the respondents as shown the table 3.1 above. The table illustrates that highest number of respondents hold BSc/BA followed by masters graduates 35.3% and 34.5 respectively. Plus that 10.9% of respondent possess PhD. The researcher's view these respondents are critical employees and active contributors for mission accomplishment in EIAR. It indicates that EIAR human resource constitutes professional employees whose education

To increase the validity of the information and for fair distribution, the survey considered job category of employees in the institute. 93 (78.2%) are non-management cadre employees while 14 (11.8%) and 12 (10.1%) are management members and supervisors respectively as explained in Table 3.1. With regard to the job category the employees are grouped into research and support staff to objectively help drawing indicator who is covered by human resource capacity building interventions in the institute. According to the collected data from total respondents and as presented in table 3.1, 84 (70.6%) respondents are working in research category whereas 35 (29.4%). The majority respondents are from research group. Thus, the larger percentage of research group is the better to draw findings from the study.

The general issues of training arrangements and facilitations were also part of the questionnaire. The respondents were requested whether the organization/institute provided them training and capacity building opportunities since they joined the organization.

Table 3.2: Organization provide training and capacity building program since the respondent joined

Does your organization provide you a training and capacity building program since you joined the organization?	Frequency	Percent
Yes	101	84.9
No	18	15.1
Total	119	100.0

Source: Own field survey, 2017.

As indicated in table 3.2 below, 101 (84.9%) respondents said ‘yes’ while the rest 18 (15.1%) respondents replied ‘no’ to confirm they have not been given training since they joined the organization. It tells that trainings have been facilitated in the institute despite it should cover all employees.

The respondents were asked how often they attended trainings and capacity development programs in the organizations. According to table 3.3, 49 (41.2%) of respondents attended ‘several times’, 39 (32.8%) attend ‘rarely’ and 21 (17.6%) attended only ‘twice’. 10 (8.4%)

of the respondents said they attend ‘only once’ (see Table 3.3). It can be understood that frequency of training delivery in the institute varied among the beneficiaries. It still expected to widen the opportunities for employees and let them trained as relevant. As surveyed data show a weak performance with rare and/or one time training opportunities had been given to the employees.

Table 3.3: Respondent frequency of attending training program and employee capacity development programs

How often do you attend training program and employees capacity development programs?	Frequency	Percent
Only once	10	8.4
Twice	21	17.6
Several times	49	41.2
Rarely	39	32.8
Total	119	100.0

Source: Own field survey, 2017.

In relation to timing of training and employees’ capacity development delivery that is facilitated in EIAR, the respondents also shared their opinion through the questionnaire. According to table 3.4, 73.1% of respondents believed that trainings are not delivered at their right time where 26.9% of respondents support that trainings are given at the right time. This shows that training are not delivered based on the preset training plan which affect the effectiveness of capacity development training initiatives.

Table 3.4: Organization on time training for Respondent

Does your organization give you on time training? (at the right time)	Frequency	Percent
Yes	32	26.9
No	87	73.1
Total	119	100.0

Source: Own field survey, 2017.

Furthermore, based on table 3.5, the respondents probed if they attended training or capacity development program arranged by partner organizations such as CGIAR research

organizations. 67 (56.3%) of respondents have never attended training while the rest 52 (43.7%) of respondents attended the trainings facilitated by partner organization to Ethiopian Institute of Agricultural Research. The employees are not favored to the capacity building training opportunities from those international research organization with advanced research capacity.

Table 3.5: Respondent attended training or capacity program arranged by partner organizations such as CGIAR research organization

Have you ever attended training or capacity development program arranged by partner organizations such as CGIAR research organizations?	Frequency	Percent
Yes	52	43.7
No	67	56.3
Total	119	100.0

Source: Own field survey, 2017.

3.3. Human Resource Capacity Building Training Need Assessment in EIAR

This part of the data description and analysis incorporated responses of respondents in relation to need assessment practices, need assessment guidelines, relevance of trainings to job descriptions of employees as well as compilation of need assessment reports in EIAR. The literature review section of this paper explains that a thoroughly conducted assessment provides the outcomes including expected learning outcomes, guidance for training design and delivery, ideas for training evaluation, and information about the organizational factors that will likely facilitate or hinder training effectiveness. Employee’s capacity building training are designed to help the organization accomplish its objectives. According to ‘The Roadmap of Ethiopian Agricultural Research (2015:16), the federal Ethiopian Institute of Agricultural Research is working with different stakeholders to develop the capacity of researcher based on the gap analysis conducted by the Ethiopian Agricultural Research Council in 2015. Having reviewing the documents and literature works, additionally, the research made effort to gather survey data from employees included in the sample

population. According to table 3.6, majority of the respondents, 65 (54.6%) responded ‘no’ as the organization does not conduct training and capacity building need assessment. From the total respondents, 52 (43.7%) replied ‘yes’ that EIAR conducts training and capacity building need assessment.

Basically, training needs survey can be taken the form of questionnaires or interviews with supervisors and employees on an individual or group basis. (Dessler, 2011:333). But significant number of respondents (54.6%) mentioned that they do not know when training need assessment is being conducted in EIAR. These respondents have never participated when training needs survey take place in the organization. Leat (1997), training need survey conducted to gather information through questionnaires records of critical incidents, job knowledge tools, data from assessment centers, skill tests, role-playing results and attitude surveys.

Table 3.6: Organization conduct training and capacity building need assessment

Does your organization conduct training and capacity building need assessment?	Frequency	Percent
Yes	52	43.7
No	65	54.6
Other	2	1.7
Total	119	100.0

Source: Own field survey, 2017.

In addition, the respondents were also asked regarding presence of training and capacity assessment guidelines, tools and templates to conduct the assessment in EIAR. Based on the research survey conducted to employees of Ethiopian Institute of Agricultural Institute, the core issue are were practice the employees capacity building training assessments, the guidelines, tools. 68 (57.1%) said ‘no’ while 44 (37%) of the total respondents said ‘yes’. The rest 7 (5.9) respondents responded neither ‘yes’ nor ‘no’ as described in table 3.7.

Table 3.7: Respondent response for having training and capacity assessment guideline, tools and templates to conduct the assessment or not

Does your organization have training and capacity assessment guidelines, tools and templates to conduct the assessment?	Frequency	Percent
Yes	44	37.0
No	68	57.1
Other	7	5.9
Total	119	100.0

Source: Own field survey, 2017.

Furthermore, based on table 3.8, 77 (64.7%) of the respondents said ‘no’ if the guidelines and tools address the various dimensions of capacity building need at all levels in EIAR. But 22 (18.5%) respondents replied ‘yes’ while the remaining 20 (16.8%) of the total respondents selected ‘other’ from the choices. Large number of respondents are aware of guidelines, tools and templates do not address the various dimensions of capacity building training needs which in turn hinders attempts to carry out systematic capacity building training and development to employees.

Table 3.8: Guidelines and tools address the various dimensions of capacity building need at all levels

Are the guidelines and tools address the various dimensions of capacity building need at all levels?	Frequency	Percent
Yes	22	18.5
No	77	64.7
Other	20	16.8
Total	119	100.0

Source: Own field survey, 2017.

With regard to the skill gap, higher rate of respondents, 99 (83.2%), goes to ‘yes’ as they know their current skill gap. 14.3% of respondent do not know their current skill gap at work whereas 3 respondents have different opinion (see table 3.9). It can be seen clearly that

having employees who know his/her skill gap provide with good input for training need assessment.

Table 3.9: Respondent current skill gap in area of responsibility

Do you know the current skill gap of your area of responsibility?	Frequency	Percent
Yes	99	83.2
No	17	14.3
Other	3	2.5
Total	119	100.0

Source: Own field survey, 2017.

The respondents also gave their feedback the relevance the trainings. Based on table 3.10, 91 respondents said ‘yes’ to confirm that the trainings are relevant whereas 22 respondents replied ‘no’ and 6 respondents select ‘other’ for their answer on relevance of the trainings they have attended.

Table 3.10: Are trainings relevant to respondent

Do you think the training given to you is relevant?	Frequency	Percent
Yes	91	76.5
No	22	18.5
Other	6	5.0
Total	119	100.0

Source: Own field survey, 2017.

In related issue, concerning capacity and training need assessment report, 33 of the total respondents think there is not capacity building and training need assessment reports but 27.7% said ‘yes’ as there are reports as depicted in the below table 3.11. The larger percentage of respondents (61.3%) think there is not capacity building and training need assessment reports. The remaining 10.9% of the respondents have different idea than to say yes or no as depicted in the below table 3.11.

Table 3.11: Respondent capacity and training need assessment report

Is there capacity and training need assessment report?	Frequency	Percent
Yes	33	27.7
No	73	61.3
Other	13	10.9
Total	119	100.0

Source: Own field survey, 2017.

Based on the need to manage the scope and meeting the objective of the study, the researcher considered selected GIAR research center who have office in Ethiopia and have official partnership with Ethiopian Institute Agricultural Research. As part the partnership and collaboration to work on shared goals, the researcher gathered relevant information how the partners' involvement looks like in human resource capacity building training need assessment. Accordingly, 60.5% of respondents think that the partner organizations do not participate in need assessment while 26.9% only agreed that the partner organization involve in need assessment, see table 3.12. It shows yet the partner organization are expected to work closely with EIAR for better outcome on developing the capacity of employees and meet the shared goals. According to the 'Capacity Development Guideline and Toolkit of International Livestock Research Institute (ILRI), there is a tendency of working on capacity development training need assessment in collaboration. The document outlines that ILRI, consider integrating the priorities and existing human resource capacity gaps of its partners such EIAR and other public organizations. One of the option to learn about the training delivery rate of the partner CG research centers in Ethiopia, respondents have given their opinion through the survey data.

Table 3.12: Partners involved during employee capacity building need assessment

Are partners involved during need assessment?	Frequency	Percent
Yes	32	26.9
No	72	60.5
Other	15	12.6
Total	119	100.0

Source: Own field survey, 2017.

According to the below table 3.13, 61 (51.3%) respondents have attended trainings while the researcher still understood that sound number of the respondents, 56, (47.1%), have never got a chance to attend trainings facilitated by the international partner organization.

Table 3.13: Respondent attended training or knowledge sharing program which were facilitated by international organization/partner

Have you ever attended training or knowledge sharing program which were facilitated by international organization/partner?	Frequency	Percent
Yes	61	51.3
No	56	47.1
Other	2	1.7
Total	119	100.0

Source: Own field survey, 2017.

Relevancy of trainings are judged based on the response rates, as per table 3.14, 76 (63.9%) said 'yes' as the training opportunities provided by the international organizations relevant to their area of roles. 34 (28.6%) and 9 (7.6%) of respondents replied 'no' and 'other' respectively.

Table 3.14: Respondent training opportunities provided by international organization relevance for the area

Are the training opportunities provided by the international organizations relevant to your area?	Frequency	Percent
Yes	76	63.9
No	34	28.6
Other	9	7.6
Total	119	100.0

Source: Own field survey, 2017.

The survey data also depicted the response rate whether the training opportunities provided by international organization significance for achieving strategic objectives of EIAR. In reply to the questions, 62.2% of the respondents have positive feedback that the capacity building training opportunities contribute to achieving strategic objectives of EIAR while the 32.2% of respondent negate on the idea, see table 3.15

Table 3.15: Respondent training opportunities provided by international organization significance for achieving strategic objectives of EIAR

Do you think training opportunities provided by the international organizations are significant for achieving strategic objectives of EIAR?	Frequency	Percent
Yes	74	62.2
No	39	32.8
Other	6	5.0
Total	119	100.0

Source: Own field survey, 2017.

As per the response of the respondents presented in the preceding chapter, table 3.16, from the total respondents, 53 (44.5%) believed that the international organizations face challenge from EIAR while involving in employees capacity building trainings while (42%) disagree on the presence of challenged and barriers to the partners organizations. The partner organizations face challenge from EIAR while involving in employees capacity development programs. As it is presented in the below table 3.16, the remaining 16 (13.4%) replied 'other'.

Table 3.16: Do the international organizations face challenge from EIAR while involving in employees capacity development programs

Do you think the international organizations face challenge from EIAR while involving in employees capacity development programs?	Frequency	Percent
Yes	50	42.0
No	53	44.5
Other	16	13.4
Total	119	100.0

Source: Own field survey, 2017.

It was also mentioned by the key informants in the interview sessions. The common challenges are:

- Unable to meet gender balance for training and capacity development opportunities for EIAR employees.
- Mismatching of training plans of the partner organization and EIAR itself.

- Trainee selection from EIAR may not be based on the training needs assessment outcome.
- Lack of trustworthy relationship between EIAR and the partner organization (which facilitate the training) which
- Weak collaboration during capacity development process
- Inconsistent trainees' participation and attendance.
- Considering training session by training as means of getting financial incentives for training attendance rather than grabbing the necessary skills and knowledge.

In connection to evaluation and monitoring of trainings which are facilitated by partner international organizations, table 3.17 demonstrated that there is weak performance in this matter. According to Salas et al. (2012), the temporal phases of evaluation process may take place before, during, and after training. However, the highest response rate shows, 61.3% of respondents believed that there is not monitoring and evaluation for employees' capacity building trainings and only 21% of the respondents agreed on presence of M&E and the 17.6% of respondents have different idea.

Table 3.17: Are trainings facilitated by international organizations evaluated and monitored?

Are trainings facilitated by international organizations evaluated and monitored?	Frequency	Percent
Yes	25	21.0
No	73	61.3
Other	21	17.6
Total	119	100.0

Source: Own field survey, 2017.

3.4. Training and Employees' Capacity Development Delivery Methods

Respondent were also asked to compare training methods and how often these methods are used the organization. As per the table 3.18 below, the respondent rated the training methods using scales: Never, Rarely, Sometimes, Mostly and Always. In order to assess the methods of training which EIAR applied, the researcher had incorporated eight methods so that

respondents could share their reaction how often the methods implemented. Table 3.18 presented the methods including Lectures, Group work (discussion), Individual projects, Demonstration, Case studies, Computer based training, Coaching and Job rotation. Based on the survey result, EIAR majorly use lecture method in comparison with the other methods as responded by the respondents whereas the least used method are job rotation, 58 (48.7%) said ‘never’ and coaching with response rate 45 (37.8%) responded ‘never’ used method.

Table 3.18: How often training methods are used by Organization

Trainings methods	Never		Rarely		Sometimes		Mostly		Always	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lectures	7	5.9	17	14.3	33	27.7	52	43.7	10	8.4
Group work (discussion)	19	16.0	45	37.8	34	28.6	15	12.6	6	5.0
Individual projects	29	24.4	54	45.4	25	21.0	8	6.7	3	2.5
Demonstration	22	18.5	30	25.2	43	36.1	19	16.0	5	4.2
Case studies	34	28.6	45	37.8	30	25.2	6	5.0	4	3.4
Computer based training	23	19.3	29	24.4	42	35.3	19	16.0	6	5.0
Coaching	45	37.8	40	33.6	24	20.2	7	5.9	3	2.5
Job rotation	58	48.7	36	30.3	22	18.5	2	1.7	1	.8

Source: Own field survey, 2017.

- **Lectures** - 52 (43.7%) replied ‘Mostly’ whereas the least response rate, 7 (5.9%) replied ‘Never.’
- **Group work (discussion)** - 45 (37.8%) replied ‘Rarely’ whereas the least response rate, only 6 (5%) replied ‘Always’.
- **Individual projects** - The highest response rate is 54 (45.4%) that respondents said ‘Rarely’ but the least rate is that only 3 (2.5%) respondents said ‘Always’.
- **Demonstration** - Based on the survey result shown in the table, 43 (36.1%) responded ‘sometime’, 30 (25.2) responded ‘rarely’, 22 (18.5%) responded ‘never’, 19 (16%) responded ‘mostly’ and 5 (4.2%) responded ‘Always’

- **Case studies** - As depicted in the table, the response for 'rarely' is the highest i.e. 45 (36.1%), 'never' 28.6%, 'sometimes' 30 (25.2%), 'mostly' 6 (5%) and 'always' 4 (3.4%).
- **Computer based training** - The response rates for 'sometime' is 42 (35.3%), for 'rarely' 29 (24.4%), for 'never' 23 (19.3%), for 'mostly' 19 (16%) and for 'always' 6 (5%).
- **Coaching** - In this regard the survey result shows 45 (37.8%) responded 'never', 40 (33.6%) responded 'rarely', 24 (20.2%) responded 'sometimes', 7 (5.9%) responded 'mostly' and lastly 3 (2.5%) responded 'always'.
- **Job rotation** - 58 (48.7%) said 'never', 40 (33.6%) said 'rarely', 24 (20.2%) said 'sometimes', 7 (5.9%) said 'mostly', while 3 (2.5%) responded 'always'.

According to Dessler, 20011, regardless of whether the training is job specific or broader in nature, the appropriate training approach or method must be chosen, such as on-hob training, classroom training,, simulation, computer based training and the like. EIAR had commonly and mainly practice the class room lecturing training delivery method.

3.5. Assessment of Engagement of CG Research Centers in Ethiopia on Human Resource Building and Training Programs in EIAR

This part present and analyze the responses of employees in relation to interventions of human resource capacity development through long-term training and education under the support and sponsorship of partners of EIAR which have country offices in Ethiopian, inclusively the CGIAR centers. The contribution of research partners to achieve the milestones of EIAR is tremendous. It is from carrying jointly the research projects, germplasm exchange, technology demonstration and promotion, value chain development and creating market access, to physical and human capacity buildings, etc. However, the contribution is not adequate while it is seen from to the extent that the country hosted large number of CG centers. (<http://www.eiar.gov.et/index.php/partnership/>). The existing situation and survey shows the CG centers are contributing their role in employees' capacity building trainings and knowledge sharing using different mechanism and approaches.

Based on the survey result respondents, the researcher able to know their opinion through the questionnaire how best it looks the human resource capacity building intervention by international partner organizations. According to table 3.19, 49 (41.2%) replied that ‘Human resource capacity building programs involve training, long term learning and organizing workshop’; 45 (37.8%) respondents said that ‘human resource capacity building should involve both research and support staff’; and 23 (19.3) replied that ‘Human resource capacity building involves only research staff’. From the table 3.25, 49.6% of respondents ‘agree to some extent’ that all human resource capacity building and training opportunities which are provided by international organizations/partners are effective and impactful. But 19.3% of respondent ‘disagree’ in this regard. Indeed 8.4% and 21.8% of respondents ‘strongly agree.’ and ‘agree’ respectively. The level of the success of the intervention, majority of the respondent, 44.4% ‘agree to some extent’. However, 29.4% disagree and 23.5% ‘agree’ on the success of the intervention.

Table 3.19: Respondent human resource capacity building interventions by international partner organizations?

In your opinion which of the following best describes human resource capacity building interventions by international partner organizations?	Frequency	Percent
Human resource capacity building involves only research staff	23	19.3
Human resource capacity building involves training, long term learning and organizing workshop	49	41.2
Human resource capacity building should involve both research and support staff	45	37.8
Any other specify	2	1.7
Total	119	100.0

Source: Own field survey, 2017.

The survey also checked if the human resource capacity building process in EIAR are comprehensive and practiced simultaneously so as to create critical mass of skill, technical capability. In this regard, 44 (37%) agree to some extent, 35 (29.4%) disagree, 25 (21%) disagree while 12 (10.1%) and 3 (2.5%) strongly disagree and strongly agree respectively as explained in below table 3.20.

Table 3.20: Are human resource capacity building processes in EIAR are comprehensive and practiced simultaneously so as to create critical mass of skill, technical capability

Do you think human resource capacity building process in EIAR are comprehensive and practiced simultaneously so as to create critical mass of skill, technical capability?	Frequency	Percent
Strongly disagree	12	10.1
Disagree	35	29.4
Agree to some extent	44	37.0
Agree	25	21.0
Strongly agree	3	2.5
Total	119	100.0

Source: Own field survey, 2017.

Furthermore the respondents were asked if the human resource capacity building guideline encourage the partners to involve in all aspect of capacity development for EIAR employees. According to table 3.21 below, 49 (42.2%) disagree, 44 (37%) agree some extent, 19 (16%) agree, 5 (4.2%) strongly disagree and 2 (1.2%) strongly agree that he human resource capacity building guideline encourage the partners to involve in all aspect of capacity development for EIAR employees.

Table 3.21: Are the human resource capacity building guideline encourage the partners to involve in all aspect of capacity development for EIAR employees.

Does the human resource capacity building guideline encourage the partners to involve in all aspect of capacity development for EIAR employees?	Frequency	Percent
Strongly disagree	5	4.2
Disagree	49	41.2
Agree to some extent	44	37.0
Agree	19	16.0
Strongly agree	2	1.7
Total	119	100.0

Source: Own field survey, 2017.

Concerning the areas and types of human resource capacity building and training in which the international organizations/partner involved in, the information are collected as presented in table 3.22. As a result the response rate is:

- Organizations involved in short term training, sponsoring long term education such as MSc and PhD as well as facilitating workshop for knowledge sharing programs are 69 (58%) respondents.
- Short term training are 14 (11.8%)
- Sponsoring long term education such as MSc and PhD are 23 (19.3%)
- Facilitating workshop for knowledge sharing are 13 (10.9%)

Table 3.22: Human resource capacity building and training method do the CGIAR research centers involved in

Which human resource capacity building and training method do the international organizations/partner involved in?	Frequency	Percent
Short term training	14	11.8
Sponsoring long term education such as MSc and PhD	23	19.3
Facilitating workshop for knowledge sharing	13	10.9
All	69	58.0
Total	119	100.0

Source: Own field survey, 2017.

The respondents also provided their answers about the human resource capacity building and training areas which they attended. The table 3.23 shows that 48 (40.3%) attended short term trainings, 33 (27.7%) attended workshops set for knowledge sharing 18 (15.1%) benefited from sponsorship of long term educations such as masters and PhD. Besides, 18 (15.1%) benefited all opportunities and the rest 2 (1.7%) are seconded as research fellow.

Table 3.23: Respondent human resource capacity building and training method arranged by international organizations/partners have been attended

Among the following, in which human resource capacity building and training areas arranged by international organizations/partners you have been attended?	Frequency	Percent
Short term training	48	40.3
Sponsoring long term education such as MSc and PhD	18	15.1
Facilitating workshop for knowledge sharing	33	27.7
Seconding research fellowship	2	1.7
All	18	15.1
Total	119	100.0

Source: Own field survey, 2017.

According to table 3.24, respondents replied to the question ‘do you think human resource capacity building and training opportunities which are provided by international organizations/partners are fairly and equally distributed to the staff? In reply to the question, 47 (39.5%) disagree, 34 (28.6%) agree to some extent, 28 (23.5%) strongly disagree, 8 (6.7%) agree and 2 (2.17) strongly agree with fairness and equal distribution of the human resource capacity building and training opportunities among EIAR employees.

Table 3.24: Are human resource capacity building and training opportunities which are provided by international organizations/partners are fairly and equally distributed to the staff?

Do you think human resource capacity building and training opportunities which are provided by international organizations/partners are fairly and equally distributed to the staff?	Frequency	Percent
Strongly disagree	28	23.5
Disagree	47	39.5
Agree to some extent	34	28.6
Agree	8	6.7
Strongly agree	2	1.7
Total	119	100.0

Source: Own field survey, 2017.

The researcher also seeks to see how all human resource capacity building and training opportunities which are provided by international organizations/partners are effective and

impactful. In reply to the question, table 3.25, 59 (49.6%) agree to some extent, 26 (21.8%) agree, 23 (19.3%) disagree, 10 (8.4%) strongly agree and 1 (0.8) strongly disagree.

Table 3.25. Do you think all human resource capacity building and training opportunities which are provided by international organizations/partners are effective and impactful?

Do you think all human resource capacity building and training opportunities which are provided by international organizations/partners are effective and impactful?	Frequency	Percent
Strongly disagree	1	0.8
Disagree	23	19.3
Agree to some extent	59	49.6
Agree	26	21.8
Strongly agree	10	8.4
Total	119	100.0

Source: Own field survey, 2017.

Furthermore, according to Table 3.26, 44.5% of the total respondents agree to some extent, 29.4% disagree, 23.5% agree and 2.5% strongly agree with that human resource capacity building and training opportunities which are provided by international organizations/partners aimed at addressing human capacity challenges in EIAR

Table 3.26: Human resource capacity building and training opportunities which are provided by international organizations/partners aimed at addressing human capacity challenges in EIAR

Do human resource capacity building and training opportunities which are provided by international organizations/partners aimed at addressing human capacity challenges in EIAR?	Frequency	Percent
Strongly disagree	0	0
Disagree	35	29.4
Agree to some extent	53	44.5
Agree	28	23.5
Strongly agree	3	2.5
Total	119	100.0

Source: Own field survey, 2017.

In relation to how the human resource capacity building and training programs which are provided by international organizations/partners are successful. Based on table 3.27, the response rate is:

- 61 (51.3%) of respondent said agree to some extent
- 35 (29.4) of respondents replied disagree
- 19 (16%) said agree
- The remaining respondent, 2 (1.7%) strongly agree and 2 (1.7%) strongly disagree.

Table 3.27. Human resource capacity building and training programs which are provided by international organizations/partners successful

Are the human resource capacity building and training programs which are provided by international organizations/partners successful?	Frequency	Percent
Strongly disagree	2	1.7
Disagree	35	29.4
Agree to some extent	61	51.3
Agree	19	16.0
Strongly agree	2	1.7
Total	119	100.0

Source: Own field survey, 2017.

As per the survey result, respondents also responded their answers in connection with the involvement of partner international organization in human resource capacity development is up to level of their best. As presented in table 3.28, 45 respondents disagree, 38 agree to some extent, 18 agree, 15 strongly disagree but only 3 respondents strongly agree that the organization involved to their level of best.

Table 3.28: Partner organizations are involved their level of best in human resource capacity building interventions

Do you think the partner organizations are involved their level of best in human resource capacity building interventions?	Frequency	Percent
Strongly disagree	15	12.6
Disagree	45	37.8
Agree to some extent	38	31.9
Agree	18	15.1
Strongly agree	3	2.5
Total	119	100.0

Source: Own field survey, 2017.

On top of that the survey also look into should the international organizations/partners do more than what they have done in the eyes of the respondents. According to the gathered responses from respondents, depicted in bale 3.29 below, 38 of the respondents replied strongly agree, 41 agree, 18 disagree, 11 agree to some extent and rest 3 respondents said strongly disagree.

Table 3.29: International organizations/partners do more than what they have done

Do you think international organizations/partners should do more than what they have done?	Frequency	Percent
Strongly disagree	3	2.5
Disagree	18	15.1
Agree to some extent	11	9.2
Agree	41	34.5
Strongly agree	46	38.7
Total	119	100.0

Source: Own field survey, 2017.

3.6. Monitoring and Evaluation of Human Resource Capacity Development and Training Practices in EIAR

As it is explained in the literature review, training evaluation ultimately focuses on determining the extent to which training has responded to the needs of the organization and its translation in terms of impact and profitability (Pineda, 2010). The analysis points to how monitoring and evaluation of human resource capacity building and training program are conducted in Ethiopian Institute of Agricultural Research. It is visible that the institute is not working well the monitoring and evaluation, see table 3.30. 59.7% of respondents proved there is not evaluation practice whereas 34.5% of respondents agreed that EIAR conduct M&E for capacity building and trainings. In view of this EIAR needs to refer training evaluation models such as the Kirkpartick model, as explained in chapter two of this paper. Besides, as it is seen on the survey result and interview with key informants, the monitoring and evaluation report are not prepared by the responsible body – HRD and program team.

Table 3.30: Organization conduct monitoring and evaluation of human resource capacity building and training program

Does your organization conduct monitoring and evaluation of human resource capacity building and training program?	Frequency	Percent
Yes	41	34.5
No	71	59.7
Other	7	5.9
Total	119	100.0

Source: Own field survey, 2017.

According to table 3.30 below, the survey also incorporated response regarding the monitoring and evaluation frameworks for capacity building and trainings in the organization. Hence 71 (59.7%) said ‘no’ to show there are no frameworks for M&E for capacity building and trainings 36 (30.3%) said ‘yes’ and only 12 (10.1%) preferred to say other.

Table 3.31: Framework for monitoring and evaluation of human resource capacity building and trainings

Do your office have framework for monitoring and evaluation of human resource capacity building and trainings?	Frequency	Percent
Yes	36	30.3
No	71	59.7
Other	12	10.1
Total	119	100.0

Source: Own field survey, 2017.

With regard conducting monitoring and evaluation periodically to assess human resource capacity development and training activities and how reports are available to be shared with employees as illustrated in Table 3.32 and 3.33. Based response by the respondents, 78 (65.5%) of them said ‘no’ to confirm that M &E is not conducted periodically to assess human resource capacity building and trainings activities while 27 (22.7%) said ‘yes’ it is conducted. Only 14 (11.8%) have different idea and chose other.

Table 3.32: Is M &E conducted periodically to assess human resource capacity building and trainings activities?

Is M &E conducted periodically to assess human resource capacity building and trainings activities?	Frequency	Percent
Yes	27	22.7
No	78	65.5
Other	14	11.8
Total	119	100.0

Source: Own field survey, 2017.

Table 3.33 also shows response rate for availability of the report of monitoring and evaluation. 84 (70.6%) negate by saying ‘no’ and 25 (22.7%) said ‘yes’ to support the reports are available for employees, but 14 (11.8%) said neither ‘yes’ nor ‘no’.

Table 3.33: M & E report available and shared across employee of the institute

Is M & E report available and shared across employee of the institute?	Frequency	Percent
Yes	25	21.0
No	84	70.6
Other	10	8.4
Total	119	100.0

Source: Own field survey, 2017.

3.7. Key Informants Interview Summary Presentation

The interview sessions were set for two groups. The first group included 3 key informants, Director of Human resource Development Department, Training and Development Expert and Research Program Manager in EIAR. The informants are selected purposely as they have relevant role and possess valid information for this research purpose. The second group constitutes 3 key informants, whose roles are Capacity Development Experts and Project Managers, from 3 selected international partner organizations namely; International Livestock Research Institute (ILRI), International Maize and Wheat Improvement Center (CIMMYT) and International Food Policy Research Institute (IFPRI). These organizations are partners to EIAR and are selected among from the 7 CGIAR research centers which have office and operations in Ethiopia.

3.7.1. Interview Summary of First Group Key Informants

According to the interview procedure, the questions are semi-structured to gather adequate and valid information from the informants - Director of Human resource Development Department, Training and Development Expert and Research Program Manager in EIAR. As a result the interviewees’ responses to the questions are summarized as follows.

- **Is there training and development that aimed to developed capacity of the human resource in the institute?**

According to the response of the interviewees, there are a number of training and development opportunities in the moment which aimed to develop the capacity of human resource. Besides, the HRD department is working on the training and development plan that objectively aimed to address the skill gap among employees of EIAR. As mentioned by the respondents, different types of trainings are targeted to meet different objectives in connection with enhancing the skills, knowledge and ability of employees at different occupational levels.

▪ **How does your organization assess and prioritize the training needs of employees?**

The respondents explained that EIAR assesses the training needs based on identifying the skill gaps through performance evaluation and collecting employees. The prioritization was considered based on the magnitude of the skill gap and the need to acquire new knowledge, technology adaptation and the need to meet performance targets. These activities will be undertaken by the collaboration with the research program and project supervisors and the Human Resource Development department (HRD).

▪ **How does your organization design the training and development program?**

As it is discussed during the interview, the respondents mentioned that training programs are designed based on the need assessment outcomes, the structure of programs and geographical dispersion of research activities. Indeed, the HRD director referred to the partner organization's interest and the capacity development plan they came with.

▪ **Does the institute develop frameworks that enable partners and/or international organizations to involve in human resource capacity building and training programs?**

Based on the answer provided by the interviewees, it has not been given the exact answer 'yes' or 'no' to confirm whether the institute develops a framework that enables partners and/or international organizations to involve in human resource

capacity building and training programs. Commonly the frameworks are imbedded with the project plans which are launched by EIAR and the partner organization.

▪ **What are the major achievements in regard to human resource capacity building and training programs?**

As explained by the director of HRD and Research program manager, a lot of activities have been done in relation to employees' capacity building and training, some of them are:

- Short term and long term trainings for research and support staff of EIAR
- Facilitating knowledge sharing workshops for employees in different programs and projects
- Collaborating with partner organizations for employees training opportunity
- Partnering with international organizations such as CYMMIT, ICARDA, ILRI, CIP and IFPRI to help employees benefited from sponsoring of long term education opportunities such as pursuing MSc/ MA and PhD studies.

▪ **In your view, to what extent the international organizations/partners have been engaged in human resource capacity building and training programs? Is that sufficient or need to work more?**

The interviewees described that the international partner organizations involved in training arrangements, sponsoring long term educations facilitating workshops for learning and knowledge sharing especially in research areas. The respondents spoke that the organizations need to work more in the capacity development.

▪ **How is human resource capacity building and training evaluated in your organization?**

As indicated by the respondents, HRD department conducted evaluation while training are underway. But there is not structured and comprehensive evaluation framework to evaluate the capacity development and training deliveries in EIAR.

- **What are possible factors that might hinder trainings in your organization?**

The common factors mentioned during interview are: lack of adequate human and financial resources, due diligence on executing training plans, lack of robust training guideline etc.

3.7.2. Interview Summary of Second Group Key Informants

The second group interview was conducted for Capacity Development Experts and Project Managers who work in three selected partner CGIAR research centers in Ethiopia such as CYMMYT, ILRI and IFPRI.

- **Does your organization work with EIAR on human resource capacity building activities?**

The interviewees were in agreement that their organizations are working with Ethiopian Institute of agricultural to contribute the research capacity building through trained and capacitated e employees. Especially, the representative of ILRI in the interview explained that ILRI has recently launch new research fellowship procedure for advance collaborative research and development projects that provide opportunities for early-career scientists and young professionals to excel in research and development capacity.

- **How do you describe the engagement of your organization in human resource capacity building activities for EIAR?**

As it is heard from the interview, these organizations are have concluded partnership and work together in different aspect of researcher and contribute reduction of poverty in the country. As a result when projects are designed to work on agricultural research activities, knowledge sharing is one of the objectives of working in partnership. This is commonly done through trainings, capacity development initiatives, and participatory action research activities in the involvement of researchers from EIAR and providing research fellowship to young researcher and

supervising/advising their MSc/PhD dissertations during studying. The interviewees share these issues to confirm how their organization engaged on human capacity development intervention for EIAR human resource development need. CYMMIT, under its NuME project, selected researchers from EIAR have been benefited from sponsorship quota for covering PhD study cost.

■ **What are the major challenges and barriers your organization faces while working with EIAR on human resource capacity building and training initiatives?**

With regard to challenges to the partner organizations, the interviewees able to mention the some of the common and major challenges which affect the partnership for better employees' capacity development. According the interview, the researcher understood that the challenges are shared among the three partner research organizations represented by the key informants. The shared challenges are:

- Unable to meet gender balance for training and capacity development opportunities for EIAR employees.
- Mismatching of training plans of the partner organization and EIAR itself.
- Trainee selection from EIAR may not be based on the training needs assessment outcome.
- Lack of trustworthy relationship between EIAR and the partner organization (which facilitate the training) which
- Weak collaboration during capacity development process
- Inconsistent trainees' participation and attendance.
- Considering training session by training as means of getting financial incentives for training attendance rather than grabbing the necessary skills and knowledge.

■ **How can these challenges and barriers be addressed?**

As sum up by the interviewees, the possible ways to combat challenges the barriers are:

- Collaborative action for better human resource development and training practices.

- Use multiple approach for success of intervention, involve relevant stakeholders during need assessment and training plans
 - Empowering female researchers and professionals
 - Rely on training needs assessment and based on the skill gap to nominate trainees for training that would be facilitated by the partner organizations.
 - Work on pre-training orientations to brainstorm the benefit of the training and how to fill the skill gap for better performance.
- **Do you think your organization work to its best with EIAR on human resource capacity building and training initiatives?**

The answer of the interviewees for this question was ‘no’. They explained the existence of aforementioned challenges while working with EIAR and internal institutional drawbacks do not allow to them work their level of best on employees’ capacity development need in EIAR.

- **Do you often evaluate outcome and impact of human resource capacity building and training activities which your organization provides for EIAR employees?**

Based on the response of the interviewees, their organization does not conduct comprehensive evaluation and assess impact of the human resource capacity building and trainings delivers to EIAR employees. They simply collate feedback of training during closure of each training session. Basically the training participants’ feedback will be incorporated in reports.

- **Any issues raised by the participant and relevant to the study?**

According the opinion provided by two of the interviewees, human resource capacity development strengthen research and development through training and coaching employees new and advance knowledge, adapt technology. Therefore the activity needs strong collaboration of relevant stakeholders, deploying holistic approach and deploying good leadership.

3.8. Documentary Review and Analysis

Ethiopian Institute of Agricultural Research (EIAR) is doing its level best to generate and promote agricultural technologies, contributing to the national demands of transforming Ethiopian agriculture. The institute has signed Memorandum of Understanding (MOU) with a number of international, regional, and national research institutions through which it can further collaborate in joint research, germplasm and staff exchange, supporting laboratories as well as promoting scaling up of agricultural technologies. EIAR is promoting strong relationships with several universities to enhance staff development programs and joint research activities. EIAR has been working on human and physical capacity development since 1970s, (EIAR at 50th Anniversary, 2015: 229).

The Consultative Group on International Agricultural Research (CGIAR), also called CG centers: Non-government organizations are increasingly involved in technology and input supply, training, financing, and monitoring and evaluation, etc. In particular to CGIAR, Ethiopian Institution of agricultural Research is working with 15 CG centers mainly CIAT, CIMMYT, CIP, ICARDA, ICRAF, ICRISAT, and ILRI through either represented branch offices in Ethiopia or they cooperate through their various networks. The specific mission that CG centers are working in partnership with EIAR is to support scientific research and research-related activities in the fields of agriculture, forestry, fisheries, policy, and environment and thereby to generate and transfer suitable agricultural technologies to the beneficiaries for sustainable food security and reduction of poverty in Ethiopia. (www.eiar.gov).

According the terminal report for Eastern Africa Agricultural Productivity Project (EAPP) 2015, m Ethiopian Institute of Agricultural Research (EIAR) has been offering long term training opportunities to researchers through the support of different projects. But human capacity building is not a onetime effort and needs continuous assessment for critical gaps. Attempt was made to identify priority gaps by disciplines and centers during the design of the project. All trainings were planned to be in local universities as given direction by the government (Table 4.1). Except one PhD student from Bako Research Center that declined because of his own problem, all have pursued their study. The MSc students have completed

their study and all were back to their duty station. One PhD student has also completed his study and is on his duty at the WRCoE. The remaining PhD students are in good phase, all undertaking their research without problem. The project has also finalized all student related payments with no pending issues. Hence, there will not be any hindrance even if students may not complete the write up of their thesis within the project period.

Table 4.1. Long Term Trainees Enrolled at Different Local Universities

Center	Discipline	Program	University
Areka	Crop Breeding (Casava)	PhD	Haramaya
Ambo	Pathology (wheat)	PhD	Haramaya
Bako	Pathology (wheat)	PhD	AAU
Mekele	Agronomy (wheat)	PhD	Haramaya
Melkasa	Food Science (wheat)	PhD	AAU
D/Zeit	Dairy Breed Improvement	PhD	AAU/DZ
Holetta	Feed Safety	PhD	AAU
Mekele	Pathology (wheat)	MSc	Ambo
Bonga	Pathology (rice)	MSc	Ambo
Sinana	Pathology (wheat)	MSc	Haramaya
Jinka	Crop Breeding (casava)	MSc	Jima
Werere	Agronomy /soils	MSc	Hawasa
Werer	Breeding (wheat)	MSc	Haramaya
Kulumsa	Soils (wheat)	MSc	B/Dar
Kulumsa	Agri. Economics	PhD	Haramaya
Melkasa	Mechanization	MSc	Adama

Melkasa	Mechanization	MSc	Adama
Areka	Breeding (wheat)	MSc	Haramaya
Holeta	Extension (wheat)	MSc	Hawasa
Jigjiga	Plant pathology (wheat)	MSc	Haramaya
Kulumsa	Breeding (wheat)	MSc	Hawasa

Source: Terminal Report of EAAPP, 2015

The project also made financial support for MSc thesis research work of four students. These students were from different research centers working in different disciplines. Two were from Asossa Research Center one working on rice breeding and the other on socioeconomics, and another from RWCoE on wheat breeding. There was also a PhD student from Addis Ababa University working on screening of durum wheat germplasm for acid tolerance. The project supported only the field evaluation part so that the student will provide the information to the institute.

Short Term Trainings and Experience Sharing Visits

Various short period experience sharing or training visits were done for researchers. Notable one were three months intensive practical and theoretical training provided at CIMMYT (International Wheat and Maize Research Center), Mexico to junior wheat breeders. Very good training visit to Egypt was also organized for five researchers working on wheat agronomy from WRCoE, Werer, Mekele, and Ethiopian Somali Region Pastoral and Agro-pastoral Research Institute. Irrigated wheat agronomic practices and research undertakings were visited and practical exposure to some of the laboratory facilities was done. The team delivered full report of the visit which shall adopt the practices to improve irrigated wheat production and productivity in Ethiopia. Translation of the experience gained to our condition rests, however, on the respective research directorates of the institutions. Two junior researchers (one from Mohoni Research Center and the other from Afar Regional Research Institute) were also sent to Africa Rice Center in Tanzania for four days practical

visit on rice production and research. The researchers expressed that it was good for them but requested to get any future opportunity of the regular training program of the center.

3.9. Prospects of Human Resource Capacity building interventions in EAIR

The capacity development interventions that focused employees capacity is taken as one of the strategy the EIAR based on interview session with the experts. According to the key informants,

- Issue of capacity building trainings and employees development programs are imbedded in the core values of the institute
- Gaps and areas of the improvement in capacity building are identified
- The institute have gone through promising steps to collaborate with CGAIR research center through memorandum of understandings, joint project implementation and research activities
- Employees participation in trainings and knowledge sharing is increasing as indicated in the survey results.

The institute had given emphasis to collaborate with the partners CGIAR organization so as to scale up the interventions. As per the survey result, respondents agreed that the involvement of CGAIR research centers in Ethiopia is growing in different ways such as providing trainings, sponsoring higher education programs.

3.10. Conclusion

From the survey result and interview as well as document review and subsequent analysis, it is possible to conclude that the Ethiopian Institute of Agricultural Research is working to keep human resource capacity training going well despite constraints to deploy systematic capacity building trainings practice at all level. The institute has been working on designing comprehensive capacity building training guidelines that enables efficient training and development process. In addition to in-house trainings, the institute is also working with CG research centers which have office in the Ethiopia such as ILRI, IFPRI, CIMMYT, ICARDA, ICRISAT and CIP. These international research organization and research partners with EIAR have been engaged in employees' short term and long term training and

knowledge sharing platforms. These partners indeed face challenges from EIAR as the level of collaboration is not going as expected and as required. They do not involve in capacity building training needs, plans and cannot access consolidate training need report.

According the finding from the analysis and interpretations, HRD department of EIAR should work to develop systematic trainings practice and consider the five factors that will help to see the effectiveness of training and development practices in the institute, because a thorough needs assessment neither ignores relevant training nor accepts irrelevant ones and provides a clear picture for objective formulation. It can be concluded that monitoring and evaluation of training development has been carried out but not in consistent and systematic ways. Assessing and monitoring employees' capacity deployment training programs needs to be systematic and conceptualized to identify gaps and leverage all options for effective employees' training and development practice across the institute.

CHAPTER FOUR

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter of the study put together the summary of major findings based on the data presented and analyzed in chapters three and four, conclusions and recommendations by the researcher.

4.1. Summary of Major Finding

The study intended to assess human resource capacity building initiatives and engagement of selected international research organizations, and investigate achievements and challenges as well as provide with recommendations that help Ethiopian Institute of Agricultural Research. In line with this objective of the study, the researcher therefore has drawn the following findings based on the analysis made against survey result, interview outputs and document review in the preceding chapter of this paper.

➤ **Training and capacity building need assessment**

Following the analysis result, the need assessments for employees' capacity building and trainings have been give consideration by HRD department of EIAR. The problem is the assessment was not undertaken in the involvement of the wide users and stakeholders. The response rate of the respondents shows majority of respondent are not aware of when need assessment is conducted. Even 54.6% of respondents believed that that EIAR does not conduct training need assessment since they joined the institute. This results that EIAR overlook the comprehensive need assessment practice and implementing the need assessment model. Beside need assessment reports are not communicated to the wider society as per the survey result.

➤ **Partner organizations in human resource capacity building and training interventions**

As it is explained in chapter one and chapter four, EIAR is working with CG research centers who have country office and program in Ethiopia. The data collected from respondents and interview key informants strengthen this information. They involve in

many aspects such as research activities, human and physical capacity building in research and collaborate in agricultural research and development activities. Based on the analysis against the collected data, partner organization provide trainings, mentorship for research fellow from EIAR, facilitate knowledge sharing platforms and cover higher education cost for EIAR researchers. 51.3% of respondents proved that they have got a chance to attend trainings facilitated by the international partner organization. The survey indeed shows the partner organizations faces challenged while working on training and employees developments. They are expected to work more than what they are doing for better success as pointed out by the respondents.

➤ **Techniques and methods of delivering training in EIAR**

With regard to the training deliver methods, the common and widely used in ‘lecture’ suggested by majority of respondent. It is the most used method. The least used method are job rotation which respondent rate is 48.7% to say ‘never’ used and coaching with response rate 37.8% responded ‘never’ used method.

➤ **Long-term training and education trends and partner organizations role-CG Centers**

According to survey result and documents, the international organizations are contributing their role in employees’ capacity building trainings and knowledge sharing using different mechanism and approaches. For instance respondents (49.6%) ‘agreed to some extent’ that all human resource capacity building and training opportunities which are provided by international organizations/partners are effective and impactful even though considerable number of respondents, (19.3%,) ‘disagree’ in this regard. Besides, the partner organizations are not also working to level of their best according the survey result. The respondents also proves the need for the collaboration and 38.7% strongly agree and 34.5 of respondent agree that international organizations/partners should do more than what they have done with regard to enhancing long term educational opportunities such as masters and PhD studies.

➤ **Monitoring and evaluating human resource capacity building intervention**

Based on the overall analysis, the monitoring and evaluation culture is not well developed for capacity developments and training intervention in Ethiopian Institute of Agricultural Research. The analysis finding reveals that monitoring and evaluation of human resource capacity building and training program are conducted in Ethiopian Institute of Agricultural Research but up to level of acceptable standard. The large number of respondents proved there is not evaluation practice. Only 34.5% of respondents agreed that EIAR conduct M&E for capacity building and trainings.

➤ **Prospects of Human Resource Capacity building interventions in EAIR**

The capacity development interventions that focused employees capacity is taken as one of the strategy the EIAR based on interview session with the experts. The institute had given emphasis to collaborate with the partners CGIAR organization so as to scale up the interventions. As per the survey result, respondents agreed that the involvement of CGAIR research centers in Ethiopia is growing in different ways such as providing trainings, sponsoring higher education programs.

4.2. Conclusion

This study was conducted to assess the employees' capacity building and training intervention with the involvement of selected partner international organization to Ethiopian Institute of Agricultural Research (EIAR). EIAR is working with the partner organization in many aspects and approaches. One of the aspects is capacity building and knowledge, experience sharing with employees of the institute; capacitate the employee with regard to research and scientific competency. For instance, as research partner, the International Livestock Research Institute have incorporated the capacity development intervention for partners in relation to human and physical capacity of national research institutes in Ethiopian government. The same goes to IFPRI and CIMMYT Ethiopia and other CG research centers in Ethiopia country offices.

Based on the findings, it was observed that training and employees' capacity building is considered and an important issue to contribute the achievement of strategic objectives of

EIAR, but to some extent many respondents could explained the current training practice are not successful and impactful. The fluency of training delivery to employees, timing and relevancy of training and capacity building opportunities are not consistent in the institute. It is observed that basic issues are not undertaking while managing training need assessment. The collaboration between HRD department, program supervisors/personnel and other stakeholders have not been give adequate attention. As a result employees do not involve or participate in training need assessment, are not communicated about training plans and opportunities, they just be able to know by chance and spontaneously.

There has been an effort by the partner organization to involve in human resource capacity development programs in collaboration with EIAR for its employees. From the survey and analysis made by the researcher, these partner organization are working on training and human development – facilitating short term training, forming platforms for knowledge sharing in research, sponsoring long-term educations, mentoring and coaching research fellows in EIAR. However considerable number of respondents also mentioned that these partner organizations needs to work more by resisting prevalent challenges in due course.

With regard to monitoring and evaluations, the practice looks a bit sluggish in relation to capacity building and trading process in EIAR based on the survey result in this study. Monitoring and evaluation is a key learning tool that draws particular attention to the extent of how the results and impact are achieves in human resource capacity building and training programs. Even though many respondents agree that the M&E conducted in EIAR, large number of respondents and interviewees negate to the implementation and promotion in the institute particularly in HRD department. It also indicates the institute does not apply the systematic training and development models which hinders opportunities to maximize the interventions by partner CG organizations as well as in house capacity development trainings.

4.3. Recommendation

Based on the findings and conclusions of the study, the following recommendations are produced and forwarded.

- ❖ In order to potential of employees to contribute to achievement of organizational goals, they have to be capacitated and grow in professional values. EIAR, as a pioneer research institute in the country, shall focus on strategic issues of human resource development. One of the issue should be developing capacity of its employees through scientific holistic approach of capacity development programs.
- ❖ To take corrective action on identified gaps in the finding part of this study, the responsible body in the institute needs work on establishment of comprehensive and efficient training and development guideline that guides decision makes and users of capacity building training opportunities as well as partner organizations for impactful outcome
- ❖ In order to maximize the engagement of partner organization, EIAR has to introduce new mechanism to promote and strengthen partnership so as to gain best practice, adapt new technology and share advanced research experience. Such opportunities will have aggregate contribution for economic growth of the country.
- ❖ The operational procedure of training and development should be effective and improved. This helps the conduct effective training need assessment, to set smart training and development objectives in the institute, and address the challenges that threat partner organizations while involving the training programs, as explained in chapter three of this paper.
- ❖ The research also recommends that EIAR shall use divers and convenient training delivery method based on the subject matter. Rather relying on class lecturing method, it is advisable to analyze the best method ahead and employs appropriate way that creates conducive learning opportunity.
- ❖ Training and capacity building process should be fairly distributed and be inclusive so as to benefit both individuals and organizations.

- ❖ EIAR should also work on attitude of employees for capacity building trainings so as to be successful in the process. Employees should know the benefits of trainings and how they applied to their job for better performance.

- ❖ Finally the researcher recommends deploying culture of conducting monitoring and evaluations as well and impacting assessment on human resource capacity building and training deliveries. The institute shall adhere to the systematic training and development model and able to evaluate the training and capacity developments program. Otherwise the institute will not able to know where and what gaps are existed in terms of employees' capacity. The reports shall be generated and be promoted at all level for lesson and improve the practice.

References:

- Allen, D.G., Shore, L.M., and Griffeth, R.W. (2003). The role of Perceived Organizational Commitment. *American Journal of Scientific Research*, Vol.6, pp.39-51.
- Aragon-Sanchez, A., Barba-Aragon, I., & Sanz-Valle, R. (2003). Effects of training on business results. *International Journal of Human Resource Management*, 14(6), 956-980
- Armstrong, M. (2006). *A Handbook of Human Resource Management*, 10th ed, Kogan Page Limited.
- Armstrong, M. (2008). *Strategic Human Resource Management: A Guide to Action*, 4th ed, Kogan Page Limited.
- Atsushi, M. 2006. *The Capacity Building Framework: International Institute for Capacity Building in Africa*. Addis Ababa; UNESCO.
- Barber J. (2004). Skill upgrading within informal training: lessons from the Indian auto mechanic. *International Journal of Training and Development*, 8:128-39.
- Bartel, A.P. (2000). Measuring the employer's return on investment in training: evidence from the literature. *Industrial Relations*, 39, 3, 502-524.
- Bartlett, K.R. (2001). The relationship between Training and Organizational Commitment: A Study in the Health Care Field. *Human Resource Development Quarterly*, 12, 4, 335-352.
- Bashir, N. (2013). Training and development program and its benefits to employee and organization. *European Journal of Business and Management* vol.5.
- Becker, G.S. (1993). *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education* (3rd Ed.) Chicago: University of Chicago Press.
- Bell, Chris (1997). "Using training aids." In John Prior (ed). *Handbook of training and development*. Hampshire: Gower.
- Bernatek, B.T., (2003). *Training and Development*, Available at:
- Brown, J 2002, 'Training needs assessment: a must for developing an effective training program', *Public Personnel Management*, vol. 31, no. 4, pp. 569 - 79.
- CEDEFOP, (1996). *Glossarium: Vocational Training*, (Luxemburg: Office for Official Publications of the European Communities)

- Chaddock, Paul H. (1976). "selection and development of training staff." In Robert L.Craig (ed). Training and Development Handbook. New York: McGraw-HillBook Company.
- Chaurasia, K. (2014). Analysis and Evaluation of training methods. International journal of multidisciplinary research in social & management sciences, vol.2.
- Chris, A. (2010). How contributor “Relationship between training and employee performance”
- Craig, R. L., (1987). Training and Development Handbook: A Guide to Human Resources Development, 3rd ed. (New York: McGraw-Hill.
- Creswell, J. W., (2011). Research Design: Qualitative, Quantitative, and Mixed Methods
- Cuniff, J. (2000). Lifelong education has become the norm. milwaukee journal sentinel, 35Q.
- D.Fletcher (Eds.), Training and retraining: A Handbook for Business, Industry, Government and the Military (312-335), (Farmington Hills, MI: Macmillan)
- DeCenzo and Robbins(2008). Training and development needs assessment: a practical model for partner institutes, journal of European Industrial training, Vol. 22/1, pp. 18-27.
- Dessler, G., &Varkkey, B. (2010). Human Resource Management, 11th Edition. Delhi: Pearson Prentice Hall.
- Dillich, S. (2000). Corporate universities. Computing Canada, 26 (16), 25.
- Elbadri, ANA 2001, ‘Training practices of polish companies: an appraisal and agenda for improvement’,Journal of European Industrial Training, vol. 25, no. 2, pp. 69 –79.
- Elnaga A. and Imran A. (2013). The effect of training on employee performance. European journal of business and management, vol 5.
- Erasmus, B, Schenk, H., Swanepoel, B and Van Dyk, W.(2000), “South African Human
- Ethiopian Agricultural Research Council, 2015. The Road Map of Ethiopian Agricultural Research System, Addis Ababa
- Faller, R.R. (1976). "Training Facilities." In Robert L. Craig (ed). Training and development handbook. New York: McGraw-Hill Book Company.

- Fantahun M., Abebe K. 2015. Ethiopian Institute of Agricultural Research: From Establishment to 50th Golden Anniversary, Addis Ababa
- Feldman, D. (2000, May). The Dilbert syndrome: How employee cynicism about ineffective management is changing the nature of careers in organizations. *American Behavioral Scientist*, 43, 1286-1301.
- Fitzgerald, W., (1992). Training versus development, training and development, 46(5).81-84
- Ford, J. K., & Noe, R. A., (1987). Self-Assessed Training Needs: The Effects of Attitudes toward Training, Managerial Level, and Function, *Personal Psychology*, 40: 39-53
- Frazis, H., Gittleman, M., & Joyce, M. (2000). Correlates of Training: An Analysis Using Both Employer and Employee Characteristics. *Industrial and Labor Relations Review*.
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). New York: TeachersCollege Press.
- Goldstein IL, Ford JK. (2007). Training in Organizations. Belmont, CA:Wadsworth. 4th ed.
- Greengard, S. (2000, June). Going the distance. *Workforce*, 79 (6), 22-23. Hales, L. D.
- GTZ-SfDM. 2005. *Capacity Building Cycle: Guidelines on Capacity Building in the Regions-Module-A*. [www.recofte.org/.../capacity building/GTZ_cab_assess_1.pdf](http://www.recofte.org/.../capacity%20building/GTZ_cab_assess_1.pdf).
- Gul, A., Akbar,S., & Jan, Z. (2012). Role of Capacity Development, Employee empowerment and Promotion on Employee Retention in the banking sector of Pakistan. *International Journal of Academic Research in Business and Social Sciences*.
- Hameed,A. & Waheed,A. (2011).Employee Development and Its effect on Employee Performance: A Conceptual framework. *International Journal of Business and Social Science*, Vol. 2, No. 13, pp.45-65.
- Harrison, R. (2002) *Learning and Development*. London: Chartered Institute of Personnel and Development.
- Haslinda, A, & Mahyuddin, M.Y. (2009). The Effectiveness of Training in the Public Service. HMSO) <http://www.referenceforbusiness.com/encyclopedia/Thir-Val/Training-and->

- Hughes, D.K. (2006). Exploring Motivation and Success among Canadian Women Entrepreneurs. *Journal of Small Business & Entrepreneurship*. 19 (2).
- I. Beardwell, L. Holden, T. Claydon, 2004. *Human Resource Management – A Contemporary Approach*, 4th ed. Pearson Education Ltd.
- Isiaka, B. (2011). Motives for Training and Management Development in the Nigerian Banking Industry. *Asian Social Science, University of Ilorin*, Vol. 7, No. 3.
- Jones, G.R & George, J.M., (2011). *Contemporary Management*, 7th ed. (NY, USA:
- Kinsey, Mc.2003. *Capacity Building Framework*.<http://www.vppartners.org/>. Accessed on April 15, 2009.
- Latham, G. P., (2014). Human resource training and development, *annual review of psychology*, 39, 545-582
- Leat, MJ & Lovell, MJ (1997), ‘Training needs analysis: weaknesses in the conventional approach’, *Journal of European Industrial Training*, vol. 21, no. 4, pp. 143 – 53.
- Lingham, T., Richley, B., & Rezania, D. (2006). An Evaluation system for training programs:A case study using four-phase approach, *Career Development International*, 11(4), 334-351
- Logan, J. K. (2000, April). Retention tangibles and intangibles: More meaning in work is essential, but good chair massages won’t hurt. *Training and Development*, 54 (4), 48-50.
- Manpower Services Commission, (1981). *Glossary of training terms*, 3rd ed. (London)
- Mastura, M., and Imam, O., and Osman, S. (2013). Employability skills and Task performance of employees in government Sector. *International journal of humanities and social science* volume 3.
- Maurya, V.N., & Kaushik, A.P., (2013). On the Job Training: a step towards job satisfaction – A Case Study of Public Sector Organization in Indian Scenario, *International Journal of Mathematical Modeling and Applied Computing*, 1(2), 11 -17 McGraw-Hill Irwin)
- Mel Kleiman (2000, January). What happens if you don’t train them and they stay? *Occupational Health and Safety*, 69 (1), pp. 18, 70.
- Miller, J.(2002). Training needs assessment. Pp. 1-5.

- Noe, R. A., Hollenbeck, J. R., Gerhart, B. and Wright, P. M. (2006). Human resource management: gaining a competitive advantage, 6th ed. (Boston, MA: McGraw-Hill Irwin)
- Pineda, P., (2010). Evaluation of training in organizations: a proposal for an integrated model, *Journal of European Industrial Training*, 34(7), 673 – 693.
- Ogiogio, G. 2005. *Capacity Building and Knowledge Management in Africa: ACBF, Concepts, Issues and Implications for NETF*. <http://www.lins.no/events/NETF>. Accessed on March 01, 2009
- Rosenwald, M. (2000, October 15). Working class: More companies are creating corporate universities to help employees sharpen skills and learn new ones. *Boston Globe*, H1.
- Salas, E., Tannenbaum, S.I., Kraiger, K., & Smith-Jentsch, K.A., (2012). The science of training and development in organizations: What Matters in Practice, *Psychological Science in the Public Interest*, 13(2), 74 – 101
- Samwel M. Wangwe, Dennis C. Rweyemamu, (2001): Human Resource and Institutional Development in Africa: An Overview, Economic and Social Research Foundation (ESRF), Dar es Salaam
- Satterfield JM, Hughes E. (2007). Emotion skills training for medical students: a systematic review. *Medical Education*, 41:935–41.
- Schultz, T.W. (1993). The economic importance of human capital in modernization. *Education Economics*.
- Sekaran, U., (2003). *Research Methods for Business: A Skill Building Approach*, 4th ed. (USA: John Wiley & Sons, Inc.)
- Sonnenfeld, J.A. & Peiperl, M. A. (1988). Staffing policy as a strategic response: A Typology of Career Systems, *Academic Management Review*, 13 :588 – 600.
- Subha, S. (2011). *Employees Attitude Towards the Training Program: Adithya Institute of Technology, New Delehi*. ,78. Available at: http://www.scribd.com/gsankar_12/d/59031461Subha-PDF. [Accessed 23 January 2012].
- Subha, S. (2011). *Employees Attitude towards the Training Program: Adithya Institute of Technology, New Delehi*. ,78. Available at: http://www.scribd.com/gsankar_12/d/59031461Subha-PDF. [Accessed 23 January 2012].

- Tannenbaum, Scott I. & Yukl, Gary, (1992). Training and Development in Work Organizations, Annual Review Psychology, 43, 399 – 441.
- Tannenbaum, Scott I. & Yukl, Gary, (1992). Training and Development in Work Organizations, Annual Review Psychology, 43, 399 – 441.
- Tracy, W. (1984). Designing training & development systems. New York: American Management Association Inc.
- Truelove, S. (2000). Hand book of Training & Development. New Delhi: Efficient Off set Printers.
- Velada, R., Caetano, A., Michael, J.W., & Lyons, B.D., (2007). The Effects of training design, individual characteristics, and work environment in transfer of training, international journal of training and development, 11(4): 282 – 294.
- Vemic,J.(2007). Employee training and development and the learning organization. *Economics and organization*, Vol. 4, No. 2, pp. 209 – 216.
- Wagner, S. (2000, August). Retention: finders, keepers. Training and development, 54 (8), 64.
- Website: Official Website of EIAR: www.eiar.gov.et.
- Wilson, J. P., (1999). Human Resources Development: Learning for Individuals and Organizations, 2nd ed. (UK: Kogan Page Ltd.)
- World Bank. 2004. *Project Appraisal document on proposed credit: PSCAP*, Addis Ababa. World Bank. Africa Region.
- Zaidatol A.L., & Bagheri A. (2009), Entrepreneurship as a center choice: An analysis of entrepreneurial self- efficiency and intention of university student. European Journal of social science, 9(2): 338-346.

Annex: 1

Addis Ababa University
College of Business and Economics
Department of Public Administration and Development Management

Questionnaires to be filled by Researchers and Support staff in EIAR

Dears Respondent,

My name is **Henok Abiye**. I am studying Masters of Art in Public Management and Policy in Addis Ababa University. I kindly request your assistance in completing a questionnaire which I am using to collect data for my research study. I am working on my project entitled ‘**Assessment of Human Resource Capacity Building Interventions by Selected International Organizations - The Case of Ethiopian Institute of Agricultural Research**’. Your assistance in completing this questionnaire is completely voluntary and will be highly appreciated. Please give you’re most thoughtful and honest answers. The data is completely confidential and reported only in anomaly format. If you would like to receive the result of the survey, please write your email address in the end of the questionnaire.

Thank you for your valuable assistance!!

Part one: Demographic and Information and General Issues

Instruction: Please tick ($\sqrt{\quad}$) in the box that best reflects your answer for each question.

- | | | | | | | |
|----------------------------|---------|--------------------------|---------|--------------------------|---------|--------------------------|
| 1. Gender: | Male | <input type="checkbox"/> | Female | <input type="checkbox"/> | | |
| 2. Age (years) | < 20 | <input type="checkbox"/> | 20 – 25 | <input type="checkbox"/> | 26 – 30 | <input type="checkbox"/> |
| | 31 – 40 | <input type="checkbox"/> | 41 – 50 | <input type="checkbox"/> | >50 | <input type="checkbox"/> |
| 3. Service (years) in EIAR | 1 – 5 | <input type="checkbox"/> | 6 – 10 | <input type="checkbox"/> | 11 – 15 | <input type="checkbox"/> |
| | 16 – 20 | <input type="checkbox"/> | > 21 | <input type="checkbox"/> | | |

4. Educational status: Certificate Diploma BA/BSc Degree
 Masters PhD

5. Position in the organization: Staff /non-management Supervisor
 Management

6. Your job Category Research Support Staff

7. Does your organization provide you a training and capacity building program since you joined the organization?

Yes No

8. How often do you attend training program and employees capacity development programs?

Only once Twice
 Several times Rarely

9. Does your organization give you on time training? (at the right time)

Yes No

10. Have you ever attended training or capacity development program arranged by partner organizations such as CGIAR research organizations?

Yes No

Part 2: Questions to Assess Human Resource Capacity Building and Training Need

No	Item	Yes	No	Other
11.	Does your organization conduct training and capacity building need assessment?			
12.	Does your organization have training and capacity assessment Guidelines, tools and templates to conduct the assessment?			
13.	Are the guidelines and tools address the various dimensions of capacity building need at all levels?			
14.	Do you know the current skill gap of your area of responsibility?			
15.	Do you think the training given to you match your job/position?			
16.	Do you think the training given to you is relevant?			

17.	Is there capacity and training need assessment report?			
-----	--	--	--	--

Part 3:- Question to assess engagement of selected international organizations/partners in training and Capacity Building programs

No	Item	Yes	No	Other
18.	Are partners involved during employees' capacity building need assessment?			
19.	Have you ever attended training or knowledge sharing program which were facilitated by international organization/partner?			
20.	Are the training opportunities provided by the international organizations relevant to your area? <small>RA</small>			
21.	Do you think training opportunities provided by the international organizations are significant for achieving strategic objectives of EIAR?			
22.	Do you think the international organizations face challenge from EIAR while involving in employees capacity development programs?			
23.	Are trainings facilitated by international organizations evaluated and monitored?			

Part 4: Training and HR Capacity Development Methods

24. Which of the following **training methods** are used by your organization? Please **circle** in the box that best reflects your answer where. You can **circle** more than one answer.

1=Never	2=Rarely	3=Sometimes	4 = Mostly	5=A1ways
---------	----------	-------------	------------	----------

Identification of training delivery methods or techniques employed in EIAR					
Lectures	1	2	3	4	5
Group work (discussion)	1	2	3	4	5
Individual projects	1	2	3	4	5
Demonstration	1	2	3	4	5
Case studies	1	2	3	4	5
Computer based training	1	2	3	4	5

Coaching	1	2	3	4	5
Job rotation	1	2	3	4	5
Other, Please Specify.....					

Part 5 - Questions to assess long term learning programs sponsored by international organization/partners

25. In your opinion which of the following best describes human resource capacity building interventions by international partner organizations?

- Human resource capacity building involves only research staff
- Human resource capacity building involves training, long term learning and organizing workshop.
- Human resource capacity building should involve both research and support staff
- Any other, please specif. _____

26. Do you think human resource capacity building process in EIAR are comprehensive and practiced simultaneously so as to create critical mass of skill, technical capability?

- Strongly disagree disagree agree to some extent agree strongly agree

27. Does the human resource capacity building guideline encourage the partners to involve in all aspect of capacity development for EIAR employees?

- Strongly disagree disagree agree to some extent agree strongly agree

28. Which human resource capacity building and training method do the international organizations/partner involved in?

- Short term training
- Sponsoring long term education such as MSc and PhD
- Facilitating workshop for knowledge sharing
- Seconding research fellowship
- All

29. Among the following, in which human resource capacity building and training method arranged by international organizations/partners you have been attended?

- Short term training
- Sponsoring long term education such as MSc and PhD
- Facilitating workshop for knowledge sharing
- Seconding research fellowship
- All

30. Do you think human resource capacity building and training opportunities which are provided by international organizations/partners are fairly and equally distributed to the staff?

- Strongly disagree disagree agree to some extent agree strongly agree

31. Do you think all human resource capacity building and training opportunities which are provided by international organizations/partners are effective and impactful?

- Strongly disagree disagree agree to some extent agree strongly agree

32. Do human resource capacity building and training opportunities which are provided by international organizations/partners aimed at addressing human capacity challenges in EIAR?

- Strongly disagree disagree agree to some extent agree strongly agree

33. Are the human resource capacity building and training programs which are provided by international organizations/partners successful?

- Strongly disagree disagree agree to some extent agree strongly agree

34. Do you think the partner organizations are involved their level of best in human resource capacity building interventions?

- Strongly disagree disagree agree to some extent agree strongly agree

35. Do you think international organizations/partners should do more than what they have done?

- Strongly disagree disagree agree to some extent agree strongly agree

Part 6: Questions to monitoring and evaluation in human resource capacity building and training process in EIAR

No	Item	Yes	No	Other
36.	Does your organization conduct monitoring and evaluation of human resource capacity building and training program?			
37.	Do your office have framework for monitoring and evaluation of human resource capacity building and trainings?			
38.	Is monitoring and evaluation important for human resource capacity building and trainings?			
39.	Does your office identify key performance gap using monitoring and evaluation system?			
40.	Is M &E conducted periodically to assess human resource capacity building and trainings activities?			
41.	Is M & E report available and shared across employee of the institute?			
42.	Are the purposes of M & E to promote learning and Ensure accountability?			
43.	Do you practice survey, checklist, and reporting and partners' opinion as mechanism for M &E?			

Thank you very much for your time and great assistance to complete the questionnaire!!

Annex 2: Interview Guide for HRD Experts in EIAR

Name: _____ Gender: _____

Position: _____ Educational Qualification: _____

1. Is there training and development that aimed to developed capacity of the hunman resource in the institute?
2. How does your organization assess and prioritize the training needs of employees?
3. How does your organization design the training and development program?
4. Does the institute develop a framework that enables partners and/or international organizations to involve in human resource capacity building and training programs?
5. What are the major achievements in regard to human resource capacity building and training programs?
6. In your view, to what extent the international organizations/partners have been engaged in human resource capacity building and training programs? Is that sufficient or need to work more?
7. How is human resource capacity building and training evaluated in your organization?
8. What are possible factors that might hinder trainings in your organization?

Thank you very much for your time and great assistance!!

Annex 3: Interview Guide for Capacity Development Expert in Selected international Organizations (partners for EIAR)

Name: _____ Gender: _____

Position: _____ Educational Qualification: _____

1. Does your organization work with EIAR on human resource capacity building activities?
2. How do you describe the engagement of your organization in human resource capacity building activities for EIAR?
3. What are the major challenges and barriers your organization faces while working with EIAR on human resource capacity building and training initiatives?
4. How can these challenges and barriers be addressed?
5. Do you think your organization work to its best with EIAR on human resource capacity building and training initiatives?
6. Do you often evaluate outcome and impact of human resource capacity building and training activities which your organization provides for EIAR employees?
7. Any issues raised by the participant and relevant to the study?

Thank you very much for your time and great assistance!!

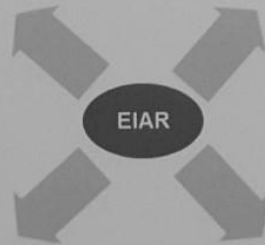
EIAR Public and Private Sector Partnership

Public sector partners

- Ministry of Agriculture (MoA)
- Regional Agricultural Bureaus (BoA)
- Agricultural Transformation Agency (ATA)
- Technology multipliers
 - Ethiopian Seed Enterprise
 - Oromia Seed Enterprise
 - Amhara Seed Enterprise
 - South Seed Enterprise
- Farmers' cooperatives
- Local government administration
- Farmers/Pastorals
- Institute of Biodiversity and Conservation
- ECX

Private sector partners

- Breweries (e.g., Meta, BGI Group, Heineken)
- Pasta factories (e.g., Kality Food Complex, Diredawa Food Complex)
- Malt factories (e.g., Assela malt factory)
- Oil factories



Research partners

- CG centers: CIAT, CIMMYT, CIP, ICARDA, ICRAF, ICRISAT, and ILRI
- AGRA
- ASARICA
- Virginia City University
- Cornell University
- Purdue University
- University of Bern
- University of Queensland

Development partners

- JICA
- BMGF
- McKnight
- Governments: Netherlands, China, Korea
- NGOs: FAO, IFAD, UNDP and the World Bank