



Civil Service Training Centre Review

VakaYiko Consortium

Ghana Information Knowledge
Network for Sharing (GINKS)

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Key findings

1. **Ghana's Civil Service Training Centre (CSTC) has no specific course on evidence informed policy making (EIPM);** however, the Centre does have courses that contain elements related to EIPM content. Among these are Change management, and Policy Formulation and Analysis. However, they are administrative and management oriented.
2. **At least 50% of the offered courses in 2013 were not delivered** due to financial constraints.
3. **MDAs have the mandate of covering the cost of staff training.** Payments depend on the resources available.
4. **Most of the courses ran for two to three days.** Some exceptional longer courses last for 20 days.
5. **The Head of the Civil Service is a key player in decision-making.** They have the final call of what courses are delivered and which are the priority topics for each year. These decisions are informed by a needs assessment and advised by CSTC.
6. **There are four non-exclusive categories of courses:** Scheme of service, competency-based, induction and promotional. 85.5% of the courses are scheme of service.
7. **Participants for CSTC courses originate from all the MDAs** (the core Civil Service comprising about 22 Ministries), the Public Services, and other extra-ministerial organizations in which the Head of Civil Service has presence, including the Pensions Regulatory Commission, Electoral Commission, National Commission on Civic Education (NCCE), National Population Council.
8. **Participants are categorised in classes (about 15 of them at time of review);** the class determines what kind of training the person will undertake.
9. **Course completion** rate at CSTC is almost a hundred percent (100%).
10. To **introduce a new course** in the school can be a challenge, however, once introduced, discontinuation is very rare and it happens only when the course topic is no longer relevant.
11. **There are 12 permanent trainers and a pool of 55 adjunct trainers.** Permanent trainers are full time employees of the centre, involved in other works like material development, or evaluating target groups for courses in the year.
12. **Peer Reviews activities** are organized among trainers. They attend a meeting for discussing and sharing topics and materials. Afterwards, all facilitators are invited to deliver lesson plans for their course.
13. CSTC believes in a **Skill Based Approach to training**, of which course activities are prominent. The Centre adapts a participatory approach to training delivery known as **Learner-Centred training**.
14. Trainers receive pedagogy skills training once when joining the centre but these are not updated regularly.

Introduction

The Ghana Information Network for Knowledge Sharing (GINKS), as part of the VakaYiko consortium, conducted this review to gain insight into the Ghana Civil Service Training Centre (CSTC). The objective of this review exercise was to gain insight that will guide GINKS in the development and institutionalization of an Evidence Informed Policy Making (EIPM) course to be delivered at the Centre.

Objectives¹:

The essence of this review is to identify the gaps that might exist in current CSTC courses related to EIPM. This will allow us to develop a course on EIPM that fits the trainees' needs and the centre's structure. Specifically we would like to understand:

1. What are the courses offered at CSTC, in terms of content and structure
2. What the profile of participants is like
3. How the courses are financially sustained
4. What availability of trainers exist and how many of those are familiar with EIPM topics.

Data from the course review will lead to the identification of the gaps in EIPM training at CSTC, whilst reducing potential duplication of courses. This would ultimately aid in the development of comprehensive course modules that satisfy specific needs of EIPM training at CSTC.

Methodology

To fulfil the mentioned objectives, GINKS with INASP support will follow the subsequent methodology:

1. At a first stage, an online desk study will be carried out, mainly to collect information from [CSTC website](#).
2. Following the desk-study, semi-structured interviews will be conducted to management team and/or key administrators. Such interviews aim at covering gaps identified in on-line study and cross check key information.

For more information regarding the methodology, please refer to appendix 1.

Background and analysis

The CSTC was established in 1953 by the Colonial Government to assist the Establishment Secretariat (now the Office of the Head of Civil Service) to train lower and middle level Civil Servants. The Centre was established as part of the Africanization policy to build the capacity of lower and middle level personnel in the Civil Service.

CSTC delivers leading edge Civil and Public Service training to improve the functional effectiveness and efficiency of Civil and Public servants through adult learning approaches and activities.²

Courses at CSTC

A total of 61 different courses were available for training in 2013, but the number was reduced to 60 for 2014. This was accounted for by the introduction of a new course and the discontinuation of others. Whilst some courses were scheduled for a single delivery throughout the year, others were scheduled for delivery on two and three different occasions. Some courses are delivered more than once because

¹ A second part of the review will be to assess specifically the potential trainers' pedagogical skills and EIPM knowledge. For this, a survey will be conducted after this first review is finalised.

² <http://cstc.getafricaonline.com/About>

they are in two and three tiers; for example Effective Front Desk Management and Telephone Etiquette parts 1 and 2; and Functional language parts 1, 2, and 3.

Although there were 61 courses on offer, only 50% were delivered. This is explained by the challenges that the centre faces, mainly around a lack of financial resources. In 2013 for instance, there were low financial inflows to the MDAs (Ministries, Departments and Agencies) and offices could not sponsor participants to undertake training within the year. Also, some public sector institutions requested customized training workshops. Sometimes the first announcement of new courses is only meant to enable CSTC clientele to appreciate the fact that such courses have begun running at the Centre, in order to prepare for enrolling later within the year. Another reason for not delivering courses might be because the course has not been prepared, in terms of material development and logistics acquisition, although it has been advertised.

Admission Procedure and Course Popularity

Different courses have different admission procedures. The Centre nominates Civil Servants, who access the course by virtue of their career progression. Participants are invited in batches for training by CSTC in collaboration with the OHCS. Normally the OHCS provides the data, based on which CSTC does the selection and invitation in the name of the Head of Civil Service. In most cases, letters of invitation are signed by the OHCS's Director of Recruitment, Training and Development Directorate. When invitations (including an invoice) are sent to participants, they are addressed to the Chief Directors of their institutions and copied to the participant; informing them of the participant's nomination to partake in a particular training programme. In cases where the institution does not have the funds to pay, CSTC will be informed that the participant cannot attend because of inadequate funds. For the Public Service, an enquiry is first made on the eligibility of potential participants, following which a request is made for joining a course. Alternatively, requests are made to provide customized training services for a Public Service institution. Some courses, for example Public Private Partnerships (a new course introduced) and Records Management, are open for both private and public sector participants. There are private institutions that sponsor private personnel to undertake training, and individuals also apply for courses.

Since most courses at CSTC are scheme of service, Civil Servants do not make choices with respect to courses. However, choices can be expressed in the case of competency-based courses. Ethical Leadership, Customer Care, Front Desk Management, and Managing People and Supervision are among popular courses offered at CSTC. The OHCS decides the priorities of training in a year, usually informed by a Needs Assessment. If for example there is the need to improve Civil Service report writing skills, then there will be many courses delivered on that topic. For demand-driven courses, Performance Management and Report Writing are among the courses that have normally been requested.

Structure of Courses

Four different course categories were identified to be offered by CSTC: scheme of service courses; competency-based courses; promotional courses; and courses for induction or orientation in the civil service. All courses offered by the centre fall therefore into at least one of these non-exclusive groups. The review exercise gathered that the majority (53; 85.5%) of courses offered by CSTC are competency based, followed by scheme of service courses (48; 77.4%). Only two courses (3.2% of the total) are organized as promotional courses. These are Promotion Courses to Executive, Higher Executive Officer and Analogous Grades, and Promotion Courses to Senior and Principal Executive Officer and Analogous Grades. There was no course available for induction or orientation purposes within the period studied (2013/14).

Scheme of service courses, also known as *must know courses*, are listed in the schemes of service for Civil Servants. Refusal to undertake training in these courses by a Civil Servant is cause for denial of a promotion. Competency-based courses, referred to as *should know courses*, support officers to be functionally effective in their offices. For example, Records Management may not necessarily be a scheme of service for an officer, but he/she may require such skills to retrieve records faster, and hence

will be required to undertake training in the course. Induction or orientation courses, also referred to as *nice to know courses*, are meant for newly appointed Civil Servants and occupants of new positions in the Civil Service. The Ghana Civil Service requires that these officers be inducted, and their participation in these courses is a component of the induction process. Induction courses enable new recruits to understand and appreciate the operations of the Civil Service, while orientation courses seek to sensitize newly promoted officers on the assignments and expectations of that office. Promotional courses are currently exclusive for the Executive class, which is a class in the Civil Service (mostly Senior High School (SHS) graduates, and not degree holders) that is required to write exams before promotion.

Most of the courses are both competency-based and scheme of service. This is because while some courses are competency-based for some class of officers; they are also scheme of service for others. The determination of a course category as one or another (for example, scheme of service or Promotional) is made by the scheme of service (determined by the OHCS), and the nature of an officer's assignment. The category of a course can change, especially when they become obsolete for officers. For a course to become scheme of service is dependent on the impact of that course. For example, the Ethical Leadership for Quality Productivity Improvement (ELQPI) course really met a need in the Civil Service of Ghana, and has now become a scheme of service course. Also, a course may become scheme of service when the Head of Civil Service realizes that the course is needed for training a category of Civil Servants, and yet these officers seem to show some lackadaisical attitude for training. As a training institution too, CSTC may recommend to the OHCS that some courses are becoming more important, and hence must become Scheme of Service. This happens after the Centre has undertaken its TNA (Training Needs Assessment), impact surveys, and annual reviews.

The nature of CSTC courses is short term; they span between three and 20 full days – about 90 percent of courses do not span beyond four days. There are different 90-minute sessions along a typical day; different facilitators usually deliver training in one day for a single course. During course participation, participants are allowed to take days off work. Sometimes if the courses are very long (three or four weeks), modules may be segregated, so that participants do not miss work altogether. No participant is expected to proceed on study leave in order to undergo training. In 2013 however, the Centre started some half-day programmes, and is in the process of introducing evening classes. The introduction of half-day programmes, for instance, was as a result of participants' request that courses be made responsive to their offices' assignments that demand their presence either in the morning or in the evening.

Profile of participants

About 15 different classes of participants were identified as target audiences for CSTC courses in the year 2013, apart from international audiences. The Executive class constitutes the greatest individual class of target audience for CSTC courses with participation in 39 (68.4%) different courses, followed by the Secretarial (33; 57.9%) and Administrative (30; 52.6%) classes. Concerning the categorization of course participants at CSTC, the Centre uses the norms of the Ghana Civil Service. The stage of employment or appointment and the level of qualification of an officer determine the class in which he/she will be admitted into for training at CSTC. An officer from an ICT background joins the ICT class during training, the Secretarial class is made up of the Secretaries and Support Staff; and together with the Records class these are all undergraduates. The budget class (which was part of the Ministry of Finance) is basically responsible for preparing budgets and defending the budgets of the various MDAs. The Economic class is composed of officers who are at the Ministry of Finance, studying economic trends and advising government appropriately. For a complete list of classes, refer to appendix 2.

Participants for CSTC courses originate from all the MDAs (the core Civil Service comprising about 22 Ministries), the Public Services, and other extra-ministerial organizations in which the Head of Civil Service has a presence, including the Pensions Regulatory Commission, Electoral Commission, National Commission on Civic Education (NCCE), and National Population Council. About 50 participants are invited to each course, but with the expectation that about 40 or 45 will attend the programme. Average class size is about 20 or 25. It is also possible for an individual to enrol for a course for which he/she is not a target participant; a situation known as *functional targeting*. Functional targeting occurs mostly with

competency-based courses, and is sometimes negotiated from the MDAs. Others undertake functional targeting on their own, and so pay from their personal finances.

Course completion rate at CSTC is almost 100%. Once participants enrol they complete, only on a few occasions has CSTC refused to give certificates. For private individuals, completion rate is 100%. The CSTC has a benchmark of 80% course attendance before participants are awarded certificates. Reasons for refusing certificates to participants include absenteeism due to sickness, or an urgent call to the office. Participants who are not able to complete courses are encouraged to take another course, or another session of the course, or even a new course in another year. There has never been an instance of refund because that is not done in the service. CSTC keeps information regarding the gender distribution of participants, and that is contained in our Course Reports.

Related Courses to EIPM

EIPM topics were obtained from courses designed by INASP. Topics identified included Internet Research Skills, Demystifying Science, Recognizing Bias, Summarizing Skills, and Communicating Science to Non-Specialists, and these served as a basis for evaluating CSTC's courses. The objective was to identify course contents that were close to EIPM content. More so, the content of CSTC's courses were not exclusive of each other; hence a single course contained elements of other EIPM topics identified. Three courses were deemed to have contents related to EIPM, and these included Change management, Effective Communication and Interpersonal Skills, and Policy Formulation and Analysis.

Change Management

Generally, the Civil Service is considered as a continuously evolving organization, which has to meet challenging times. Change Management underscores change as one of the fundamentals of life, and seeks to make participants come to terms with change and develop the skills required to lessen the pain of going through change. Content of this course includes the processes and procedures of change, change systems, change origination and management, instruments of change, stakeholders in change management, necessary tools to trigger change, systems re-engineering, and re-forecasting. Target Participants for Change Management include Senior Level as well as Middle Senior Level managers, who have subordinates under them, in order for them to lead the change.

Effective Communication and Interpersonal Skills

Effective Communication and Interpersonal Skills equips participants with the skills and knowledge necessary to effectively interact in the office, in terms of talking with superiors, juniors or subordinates, and colleagues, as well as other non-verbal means of communication. Beyond that, participants are taught administrative writings like memos, circulars, letters, and minutes (including short minutes). Since the Civil Service thrives on communication, and technology has expanded the frontiers of communication from face-to-face communication to also include telephone, electronic mails, etc, participants of this course are trained in skills for leveraging these technologies for the Civil Service's communication needs.

Policy Formulation and Analysis

The core function of the Ghana Civil Service is now the formulation of policy, with policy implementation being done at the local government level. This course seeks to achieve effectiveness in policy development among public servants by giving a broad overview of the concept of policy. Other areas covered in the course include, addressing policy challenges; the policy cycle (problem identification, developing options, allocating resources, selecting and justifying the best alternatives, and communicating the policy [to Cabinet and beneficiaries]); the policy environment (resources, constraints and opportunities); policy development in Ghanaian context (Central Policy Unit); and gender analysis (later to be covered). Due to the lack of these skills, lots of policies are implemented without careful considerations. The course therefore targets participants including Senior and Middle level Civil Servants

to appreciate their core function. This course was initially developed with support from SIDA at the Business School of the University of Ghana, without the inclusion of CSTC, until the very end of programme development where sustainability became critical. For two years (since 2011) this course has not been delivered as a result of limited human resources.

Sustainability of Courses

It was realized that fees charged per course at CSTC varied for Civil Service participants and other interested participants. Civil Service participants pay between 300 and 1000 Ghana Cedis (between around £70 and £230), whilst participants from other institutions (including international participants) pay between 400 and 1800 Ghana Cedis. Fees paid for course participation is all inclusive, and the payment plan for course participation at CSTC is normally "pay before participation". For customized training arrangements, organizations are required to pay between 60-80% of the fee before a course commences. There are no mechanisms such as scholarships, rebates, or subsidies that tend to reduce financial constraints for participants. The stipulated means of payment for course participation at CSTC is via cheque; however, cash payments can be paid to the accountant.

Factors that determine the price (fee payable) of a course include materials development (manpower involved), cost of facilitation, utilities (such as electricity, water, etc), cleaning, and maintenance. However, the real costs of these items are not used since they would make training costs very expensive. The final fee determined by CSTC is subject to approval by the OHCS. Fees are amendable after courses are incorporated in CSTC, especially when operational costs are determined to be unsustainable. Another factor that affects fee reviews is the rates charged by competitors such as MDPI (Management Development and Productivity Institute), GIMPA (Ghana Institute of Management and Public Administration), some public universities (e.g. UPSA), and other private institutions/agencies.

MDAs are charged with the mandate of bearing the cost of personnel training, whereas private institutions and individuals pay for their participation. Payments by the MDAs depend on the resources available to them in a year; target participants are not able to enrol for courses when funds are not available to their institutions. However, the Head of Civil Service is looking at several options to assist institutions in meeting the obligation. One option being explored is the creation of a centralized fund (to be managed by a Centralized body); so that some percentage of MDA's budgetary allocations could be channelled into it for purposes of training. Another option is the creation of a Service Vault that will be created for the Head of Civil Service specifically for training, and will be paid for by the Ministry of Finance as part of OHCS budget. Alternatively, when a course is realized to be suffering from poor enrolment because of financial challenges, CSTC might eliminate (in agreement with participants) the feeding component of fees and logistics, and reduce the duration of course sessions accordingly. CSTC is also working at introducing the *Minimum Step Approach to Course Development*, a course development approach that eliminates the printing of textbooks, facilitators' guides, participants' workbook, and support materials; but concentrates on using PowerPoint presentations, from which reference and support materials may be generated for each course.

The response from sponsoring institutions after participants have undergone training at CSTC has been very positive. Courses are run at CSTC in competition with other service providers, therefore clients are able to evaluate fees charged in comparison with the duration of courses. Through the implementation of action plans after a training workshop, CSTC emphasizes participants' creation of change in their various institutions as the least expected commitment. Complaints do arise when the institutions have a shortage of funds, especially in comparison with packages from competitor training institutions. CSTC is currently considering the consultation of an independent evaluator to assess responses, since those from institutional surveys are very high.

Courses are currently marketed or advertised on the CSTC website; as well as through brochures distributed to all the MDAs, the public sector, and some private institutions; calendars; face-to-face meetings and presentations. The Centre is also available on Facebook. Previously, a one-day graphic (newspaper) advertisement was made, and that was quite expensive. Yet the impact was limited

because not many people could see these advertisements. The Public Service Commission also helps by sending introductory letters to public service organizations on behalf of CSTC.

Seldom, new courses are incorporated into CSTC curricular, whilst others are discontinued. Very often, courses may continue with the same name, but with reviewed content to meet emerging trends. When a facilitator is invited to teach, he/she may introduce new things that may fall outside of the curriculum provided for facilitation. When this happens, discussions are made with the facilitator concerning the necessities of the additional content introduced. If the new content is relevant, the course may be reviewed accordingly. Course discontinuation is however uncommon. The most recent course to be discontinued was English Grammar Usage and Writing, a course targeted at very basic Civil Servants such as messengers, typists, etc. The Public Service at a point in time used the advanced level as a consideration for promotion. The course was discontinued because it had been removed from the Public Service Commission's standards (diminished utility). Some courses are introduced only to solve a problem, and once that problem is rectified, the course is discontinued. An example of this is Report Writing, a course introduced about two years ago when the Head of Civil Service issued a circular that insisted that all Civil Servants improve upon their report writing skills.

Centre's Methodology

CSTC believes in a *Skill Based Approach* to training, of which course activities are prominent. Participants are given some activities to perform at the end of every learning session. In this regard, the Facilitators' Guides are prepared. The Centre's training approach has also been blended learning, where face-to-face interaction is predominant. Computer-based course delivery on CD-ROMs has been introduced, in order for participants to learn even in the absence of facilitators. Before each course session, peer-review activities are organized where trainers of the course are invited into a meeting to discuss and share the topics and materials necessary for the course. After these activities, a demonstration training session is organized, where all facilitators are invited to deliver lesson plans for the course. The Centre adapts a participatory approach to training delivery known as learner-centred training.

The instituted norm at CSTC is the preparation of an action plan by participants that will be implemented at their institutions, after they have completed a course. A participant may require months to carry out an action plan. It is therefore difficult to pinpoint any specific time as required to complete courses apart from class hours. CSTC does follow up on participants after course completion, selecting some in a random manner. Human Resource Directors and immediate supervisors are assigned the oversight responsibility for implementing action plans. To delegate as an action plan for example, participants are taken through the steps for preparing the delegate for the task, after which there will be no need to micro-manage that officer. Participants for this lesson will also be taken through the different levels of delegation, so that a superior decides the degree of authority to even assign a subordinate with delegated duties.

Trainers

There are currently four male and seven female permanent trainers, and an average ratio of 20:80 female and male adjunct trainers. There is a pool of about 55 adjunct trainers (mostly from the ministries) whose capacities were developed from a recent project sponsored by JICA (Japanese International Cooperation Agency). CSTC trainers are not mutually exclusive for courses. An individual trainer is able to handle about six different courses. In situations where permanent trainers are not able to handle a course because of limited capacity, adjunct trainers are called upon to facilitate. In this case, permanent trainers sit in the sessions in order to build their capacities. Permanent trainers are full-time employees of the centre, and when training is not going on in the classroom, they are doing other work such as material development, or evaluating target groups for courses in the year.

The Training of Trainers (ToT) course concentrates on; adult learning (andragogy), curriculum design, training materials development (PowerPoint development, getting materials, and designing), training

implementation (facilitation) and administration, and Training Needs Analysis (TNA) (questionnaire design and administration, collation of results, and analysis). Assessment is a major component of CSTC training. The feedback is needed to improve upon work being done at the Centre, which is why a TNA component is recommended even during the planning and development of the EIPM course. Hours worked per week vary and depend on a number of factors; the courses that are being organized, the venue where the training is being conducted (for instance, last year there was a nationwide travel to deliver training all over the country), among a host of other factors.

Conclusion and recommendations

The course review exercise has revealed that the majority of the offered courses are determined not to be in the domain of Evidence Informed Policy Making (EIPM), with the exception of two: Change Management and Policy Formulation and Analysis. As a result, the Ghana Information Network for Knowledge Sharing (GINKS), as part of the VakaYiko consortium, can proceed with the intended capacity building programme to institute a course in EIPM to be delivered at the CSTC.

Findings also triggered some recommendations, which follow below:

1. **Conduct Needs Assessment and organize a Trainer of Trainers (ToT)** session for potential EIPM trainers. Consider doing this by combining with the peer assistance activity that the centre already undertakes.
2. **Involve trainers in EIPM course content development**; identified trainers must be involved in course content development. Respondents to the course review exercise expressed poor trainer involvement as the prime factor for course failure at CSTC, and hence made this recommendation. Likewise, trainers will be motivated by the degree of their involvement.
3. Given the difficulties in getting funds for people to attend the offered courses, **VakaYiko will consider funding the first cohorts of course delivery** and review them. If the courses are welcomed by the participants, a strong case needs to be made for CSTC to embed the course and recommend it; for OHCS to make it a priority; and for the MDAs to allocate budget for them.
4. The centre already conducts a needs assessment of participants; **find out more** about these before developing ours.
5. Consider what the **best approach in terms of homework** is since some of the participants are expected to carry out an implementation of action plans after attending a training workshop.
6. VakaYiko needs **to be involved in the selection of participants** since they come from multiple public institutions: all the MDAs (the core Civil Service comprising about 22 Ministries), the Public Services, and other extra-ministerial organizations in which the Head of Civil Service has presence, including the Pensions Regulatory Commission, Electoral Commission, National Commission on Civic Education (NCCE), National Population Council
7. Make sure that **EIPM course is included in all CSTC adverts**: Courses are currently marketed on the CSTC website; as well as through brochures distributed to all the MDAs, the public sector, and some private institutions; calendars; face-to-face meetings and presentations.
8. For the future, it might be worth considering whether to **include some EIPM content** on some of the courses that are already being delivered at CSTC, such as *Change Management*
9. It is worth considering how the **build-up of the EIPM course is relation to the existent Policy Formulation and Analysis**. Either make this course a module to the EIPM course, or take some aspects that are important to ours and include them - instead of developing new content. It might be worth trying to get hold of the content of this course in order to consider a reasonable course of action.
10. We will have to ensure our **training plan is in line with the timescales of CSTC** course delivery.
11. The course on Electronic Record Management can be considered when developing the module on how to use existing databases / sources of information.

References

Civil Service Training Centre (CSTC). 2013. *Course Brochure*. Available at: https://www.dropbox.com/s/524ql0nnoe8xgb7/CSTC_CourseBrochure%202013.pdf. Accessed on: December 2, 2013.

Interviews to Mrs. Dora Dei-Tumi, The Principal, CSTC; and Saani Adams, the centre's administrator.

Appendix 1: Methodology

ONLINE DESK STUDY³

This study aims at exploring the courses offered at CSTC, in terms of **content** and **structure**. Data to be gathered will include an average of the total number of courses delivered per year and how many of these are part of the scheme of service. Furthermore it will identify the structure of the offered courses (i.e. how long they are, if they are divided by modules, if they are conducted after office hours, etc). Finally it will identify what courses have relation with EIPM topics and it will capture relevant features of these.

Questions that will guide research:

- How many courses does the centre deliver in average per year
- Which of the courses are part of the scheme of service
- How are the courses structured, i.e. what is the maximum length, what is the minimum length? Are they delivered after office hours?
- What are the courses that seem to be related to EIPM or that might include EIPM topics?

INTERVIEWS

The interviews with management team and/or key administrators regarding identified gaps or unclear information assessed online about the courses' **content and structure** will be developed after the online desk study is completed.

Regarding the courses' **participants**, the interviews will try to find out detailed information such as roles and job functions and what the educational background is. Furthermore, it will try to capture the procedures for selecting participants, what is the gender distribution (and if there is any policy regarding this) as well as percentage of course completion.

Regarding **sustainability**, interviews will touch on the sources of income of the centre, the associated costs for participants' enrolment and explore if there is any support from an external institution/department.

Regarding **trainers**, the interviews will try to identify which are the trainers with more experience in EIPM and understand the time they allocate to the centre.

Interview guide:

Section 1: General Information

1. By doing an online study we saw that CSTC offers 61/60 courses per year. Were all delivered in 2013? Are all expected to be delivered in 2014?
2. What determines whether a course is delivered or not?
3. How many participants apply for CSTC courses, and how many are selected?
4. Have there been instances where participants have not completed the courses enrolled? What factors accounted for these?
5. Which are the most popular courses? (*the ones that are always full*)

Section 2: Content (EIPM)

1. By our online study, we realise that there are some courses that you offer that might be related to EIPM. We would like to get a little bit more of detail of the content of these. For example, what are the goals and objectives of the following courses? (*This is to avoid overlap with our course content*).
 - a. Proof Reading
 - b. Change Management
 - c. Effective Communication and Interpersonal Skills
 - d. Policy Formulation and Analysis
 - e. Report Writing Skills

³ https://www.dropbox.com/s/524ql0nnoe8xgb7/CSTC_CourseBrochure%202013.pdf

2. What skills and/or competencies are students expected to develop after completing each course identified in section 1.1 above?
3. From the identified courses related to EIPM, could we have the names and contact details of the trainers? Are they permanent CSTC trainers or external?
4. How many hours a week do these trainers work?
5. Who designs courses for CSTC. Who decides on a new course then develops the materials and training approach?

Section 3: Structure

1. Why are some course offered only once during the year and some others offered several times?
2. At what time periods are classes held within the day? For example, working hours, break periods, after work?
3. Why are classes not held on weekends?
4. How much time do the courses generally demand from participants (*besides the hours of class attendance*)? Does the structure of classes cause some participants to embark on study leaves?
5. CSTC courses are categorized into scheme of service, competency-based, promotional, and induction/orientation courses. What does each of these mean? Why are most of the courses both competencies based and scheme of service? What determines that a course is one or the other?
6. Can the category of a course change? E.g. from scheme of service to promotional. And how can a course become part of the scheme of service?

Section 4: Participants

1. 15 different categories of course participants have been identified at CSTC based on information on your website. What factors inform this categorization? For example, Executive class, Secretarial class, etc. Are these related to the participants' jobs and/or functions in their work?
2. From which institutions/departments/ministries do participants come from?
3. Is it possible for an individual to enrol for a course for which s/he is not a target participant?
4. What is the selection/admission procedure?
5. How do participants choose which course to take?
6. What is the rate (percentage) of completion of the courses
7. Do you have any information regarding the gender distribution of course participants? Does CSTC routinely collect this information?

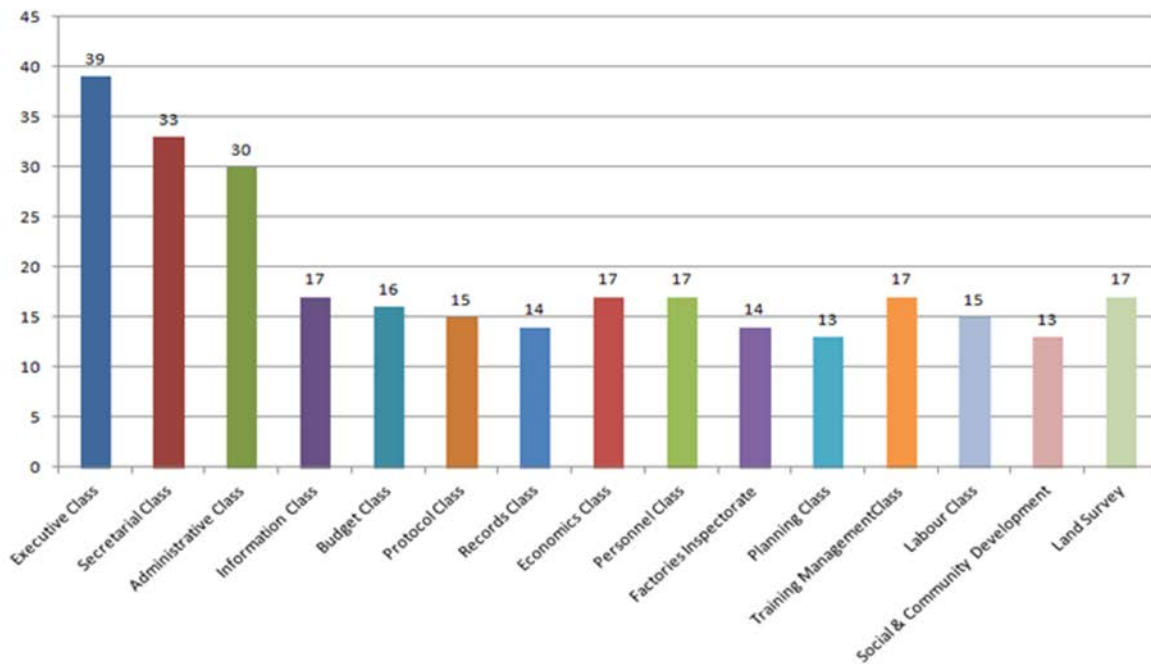
Section 5: Sustainability

1. Courses are incorporated and others are discontinued at CSTC. How often does this happen? What factors influence the introduction and/or discontinuation of a course?
2. How are CSTC courses marketed or advertised?
3. What determines the price of a course?
4. Are fees amendable after courses are incorporated in CSTC?
5. Are there any plans to help participants to pay fees at CSTC, either in terms of method of payment, like flexible payment terms, or by providing mechanisms to assist participants, such as scholarships, rebates, subsidies, etc.?
6. Are there any other costs to participate in a course at CSTC?
[E.g. admission, books, graduation, etc] Are these expected to be paid by participants?
7. What are the usual means of payment for course participation at CSTC?
[E.g. personal payment, sponsorships, ministries etc] (*Make sure to get in this question who actually pays for the civil servants to attend a course. Do ministries pay? Does it depend on the resources that they have per year? What are the courses that the ministries support the most?*)
8. What has been the response from sponsoring institutions (if applicable) on the costs of training at CSTC, and associated value of graduates?

Section 6: Training Methodology (Pedagogy)

1. What course delivery modes are used at CSTC?
[E.g. face-to-face; computer-based; instructor-led; or community-based, e.g. social media]
2. How many permanent trainers does CSTC have?
3. What is the gender distribution of permanent trainers at CSTC?
4. Does CSTC make use of external trainers? How many?
5. What is the gender distribution of external trainers at CSTC?
6. Is there a methodology of teaching that characterises CSTC or does each trainer have their own methodology?
7. We saw on our online study that you offer Training for Trainers. What does the Training for Trainers course involve?

Appendix 2: Classes





GINKS is a network of individuals and organisations sharing information and knowledge that facilitates capacity building for ICT use and evidence-informed policy making in Ghana.

HSRC is a research institute conducting large-scale, policy-relevant, social scientific research on the African continent for public sector users, non-governmental organisations and international development agencies.

INASP leads the VakaYiko consortium. It is an international development charity working to improve access, production and use of research information in Africa, Asia and Latin America. By collaborating with a global network of partners, it aims to put research knowledge at the heart of development.

ODI is the UK's leading independent think tank on international development and humanitarian issues. The Research and Policy in Development programme works to understand the relationship between research, policy and practice and to promote evidence-informed policy-making.

ZeipNET coordinates overarching national processes for evidence-informed policy-making in Zimbabwe through capacity building and active engagement of all stakeholders in the policy-making matrix.

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