

**Office of the Head of the Civil Service
Civil Service Training Centre
The Republic of Ghana**

**Project for
Institutional Capacity Development of
the Civil Service Training Centre
in the Republic of Ghana**

Project Completion Report

March 2014

JAPAN INTERNATIONAL COOPERATION AGENCY

PADECO Co., Ltd.

GN
JR
14-003

**Office of the Head of the Civil Service
Civil Service Training Centre
The Republic of Ghana**

**Project for
Institutional Capacity Development of
the Civil Service Training Centre
in the Republic of Ghana**

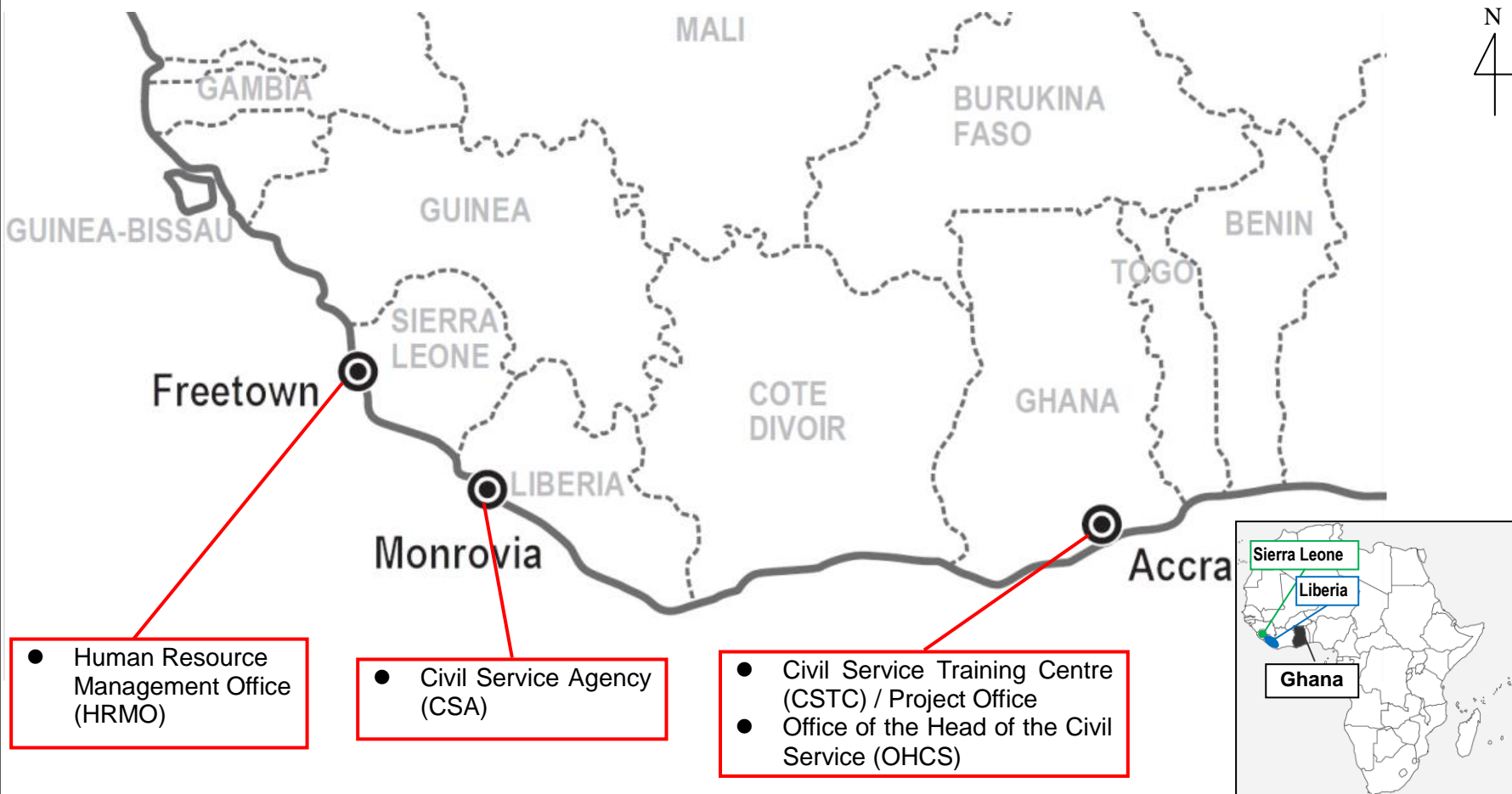
Project Completion Report

March 2014

JAPAN INTERNATIONAL COOPERATION AGENCY

PADECO Co., Ltd.

Location Map of the Project Sites



Source: Project Team

Project Activity Photos



CSTC New Building (Since June 2013)



Trainees from Sierra Leone and Liberia



Head of Civil Service at HR Directors Workshop



Chief Director of OHCS awarding certificate



Principal of CSTC at Closing Ceremony



4th JCC Meeting (May 2013)



Project Team Leader in Advance TOT Course



Ice Breaking Activity in Advance TOT Course



Opening Ceremony of 4th EL/QPI Course



Facilitation by Adjunct Facilitator in EL/QPI Course



TNA Interview (Liberia)



Impact Survey (Sierra Leone)



Meeting in HRMO Sierra Leone



Training in Japan



Best Practice Sharing Workshop in Liberia



Project Achievement Conference in Ghana

Contents

Abbreviations and Acronyms	iv
Executive Summary	S-1
Introduction	1
1. Outline of the Project	2
1.1 Background of the Project.....	2
1.2 Period of the Project.....	2
1.3 Scope of the Project.....	3
1.3.1 Project Area.....	3
1.3.2 Related Institutions.....	3
1.3.3 Beneficiaries.....	3
1.4 Objectives of the Project	3
1.5 Transition of PDM.....	4
1.6 Implementation Structure of the Project	8
1.6.1 Project Management Structure	8
1.6.2 Technical Transfer Structure	9
2. Input Results.....	14
2.1 Input of Experts.....	14
2.2 Local Staff.....	16
2.3 Counterpart.....	16
2.4 Counterpart Training	17
2.5 Equipment	19
2.6 Local Expense	20
3. Project Activity	21
3.1 Plan of Operation	21
3.2 Major Activities for the 1st Project Year	22
3.3 Major Activities for the 2nd Project Year	22
3.4 Major Activities for the 3rd Project Year	22
3.5 Joint Coordinating Committee (JCC).....	23
3.6 Activities in Each Output	23
3.6.1 Output 1: TNA and Training Curricula and Material Development.....	23
3.6.2 Output 2: Training Delivery Capacity of CSTC Trainers.....	26
3.6.3 Output 3: Plan and Deliver Regular Training.....	30
3.6.4 Output 4: An M&E System	35
3.7 The implementation Status of the Recommendation from the Terminal Evaluation	37
3.7.1 Result of the Terminal Evaluation.....	37
3.7.2 Accelerating skill transfer	38

3.7.3	Staff Development Planning	38
3.7.4	Continuous Engagement in the Fair Wages and Salaries Commission	38
3.7.5	Revision of HR Information Communication Process to Strengthen the Effectiveness of the Scheme of Service Training	39
4.	Project Achievement	40
4.1	Achievement of Project Objectives and Outputs	40
4.2	Materials Developed in the Project	43
5.	Measures Taken, Lessons Learned, Way forward and Recommendations	45
5.1	Measures Taken through the Project	45
5.1.1	Creating Various New Platforms for Technical Transfer	45
5.1.2	Support for Organizational Capacity Development of CSTC towards COE	45
5.2	Lessons Learned	47
5.2.1	Project Management that Maximizes Counterpart's Ownership	47
5.2.2	Thorough Sharing of Organizational Vision/Mission Sharing Among All Stakeholders and Staff	48
5.2.3	Inter-Regional Cooperation Utilizing Distance Communication Tool (Video Conferencing)	48
5.3	Way Forward and Recommendations	48
5.3.1	Enhancement of Basic Work Skills and Establishment of Organizational Work Flow	48
5.3.2	Approach to Various Development Partners (DPs) Especially for Sub-Regional Training Expansion	49
5.3.3	Sustainable Mechanism to Develop as "Learning Organization"	49
	Conclusion	50

Attachments

Attachment 1	CSTC Trainers Database	A-1
Attachment 2	List of Equipment Provided	A-9
Attachment 3	Activity List	A-13
Attachment 4-1	Minutes of the First Joint Coordinating Committee (JCC) Meeting	A-16
Attachment 4-2	Minutes of the Second Joint Coordinating Committee (JCC) Meeting	A-18
Attachment 4-3	Minutes of the Third Joint Coordinating Committee (JCC) Meeting	A-21
Attachment 4-4	Minutes of the Fourth Joint Coordinating Committee (JCC) Meeting	A-25
Attachment 4-5	Minutes of the Fifth Joint Coordinating Committee (JCC) Meeting	A-29
Attachment 5	Trainee Database (Sierra Leone & Liberia)	A-32

List of Figures

Figure 1.1 Implementation Structure of the Project	8
Figure 1.2 Implementation Structure for Technical Transfer (1st Project Year)	9
Figure 1.3 Implementation Structure for Technical Transfer (2nd Project Year)	11
Figure 1.4 Implementation Structure for Technical Transfer (3rd Project Year).....	13

List of Tables

Table 1.1 Project Implementation Institutions	3
Table 1.2 Project Beneficiaries.....	3
Table 1.3 Project Objectives, Outputs, and Indicators	4
Table 1.4 Original PDM	6
Table 1.5 Revised PDM	7
Table 2.1 MM and Summary of Work of Japanese Expert Team.....	14
Table 2.2 Manning Schedule of Japanese Expert Team	15
Table 2.3 JICA Project Team Local Staff	16
Table 2.4 Members of Counterpart at OHCS/CSTC	17
Table 2.5 Third Country Training in Singapore 1 (1st Project Year).....	18
Table 2.6 Third Country Training in Singapore 2 (3rd Project Year).....	18
Table 2.7 Training in Japan	18
Table 2.8 List of Equipment Accompanied by Expert Dispatch	19
Table 2.9 1st and 2nd Project Year Actual Local Expense	20
Table 2.10 3rd Project Year Actual Local Expense (Estimated).....	20
Table 3.1 Plan of Operation.....	21
Table 3.2 List of Main Activities in the 1st Project Year.....	22
Table 3.3 List of Main Activities in the 2nd Project Year	22
Table 3.4 List of Main Activities in the 3rd Project Year	23
Table 3.5 Outline of JCC Meetings	23
Table 3.6 Background Analysis Trip	24
Table 3.7 TNA Trip	24
Table 3.8 Task Team Member List	25
Table 3.9 Outline of LP Workshops	27
Table 3.10 Outline of Advanced TOT Courses	29
Table 3.11 Outline of EL/QPI Course for Sierra Leone and Liberia.....	31
Table 3.12 Outline of TOT Course for Sierra Leone and Liberia	32
Table 3.13 Outline of ICT Skill Sessions	34
Table 3.14 M&E Matrix	35
Table 4.1 Project Achievement.....	40
Table 4.2 Outputs and Materials	43
Table 4.3 List of Materials	44
Table 5.1 Platforms for Technical Transfer	45

Abbreviations and Acronyms

ADDIE	Analysis, Design, Develop, Implement, Evaluate
ARCS	Attention, Relevance, Confidence, Satisfaction
COE	Centre of Excellence
C/P	Counterpart
CSA	Civil Service Agency (in Liberia)
CSTC	Civil Service Training Centre (in Ghana)
EL	Ethical Leadership
GIMPA	Ghana Institute of Management and Public Administration
HRMO	Human Resource Management Office (in Sierra Leone)
HRD	Human Resource Development
HRM	Human Resource Management
ID	Instructional Design
INTAN	National Institute of Public Administration (in Malaysia)
IPAM	Institute of Public Administration and Management (in Sierra Leone)
JCC	Joint Coordinating Committee
JICA	Japan International Cooperation Agency
LP	Learning Platform
MDA	Ministries, Departments and Agencies
M&E	Monitoring and Evaluation
MSD	Management Service Department of OHCS (in Ghana)
OHCS	Office of the Head of the Civil Service (in Ghana)
OJT	On-the-Job Training
PDM	Project Design Matrix
QPI	Quality and Productivity Improvement
R/D	Record of Discussion
RTDD	Recruitment, Training and Development Directorate of OHCS (in Ghana)
SME	Subject Matter Expert
TNA	Training Needs Analysis
TOT	Training of Trainers
WS	Workshop

Executive Summary

Chapter 1: Outline of the Project

The Government of Ghana identified strengthening of governance as one of the priority issues in the “Ghana Poverty Reduction Strategy II 2006-2009” and “Ghana Shared Growth and Development Agenda, 2010–2013” (GSGDA), and the capacity building of Civil servants has been identified within this context as one of the key components of GSGDA: public sector reform.

JICA, in response to the request from OHCS, implemented the three-year technical cooperation project, “Capacity Development of Government Administration” (hereinafter referred as “the previous Project”) from March 2007 until February 2010. The Project aimed at improving capacity of the Civil Service Training Centre (CSTC) in training course delivery through developing and organizing a short-term training programme, “Ethical Leadership (EL)” and “Quality and Productivity Improvement (QPI).” The Project triggered increase in training courses and trainers as well as established a training evaluation cycle. Through this Project, Office of the Head of the Civil Service (OHCS) and CSTC realized the need to further improve its training capacity in order to extend its training services as “the Centre of Excellence (COE) in Civil Service training” in the West African sub-region. OHCS requested JICA to support the “Project for Institutional Capacity Development of the Civil Service Training Centre” (hereinafter referred to as “the Project”). JICA launched the successful three-year technical cooperation project from March 2011 until February 2014.

The activities of the Project focused on implementing international training courses, inviting Civil servants from Sierra Leone and Liberia in collaboration with partner institutions in the countries. Also, an international Training of Trainers (TOT) Course was developed utilizing the ADDIE cycle model in order to develop trainers who can facilitate the Ethical Leadership training in the both countries. Enhancement of the institutional skill for training /course management of CSTC was also targeted in the Project.

Overall Goal: Civil servants and Institutions in Ghana and the sub-region benefit from the services of CSTC as the ‘Centre of Excellence’ in Civil Service training.

Project Purpose: Institutional capacity of CSTC strengthened towards its functioning as a ‘Centre of Excellence’ in Civil Service training in the sub-region.

Chapter 2: Input Results

During the three-year project period, both Japanese and Ghanaian sides provided the following input to the Project. In addition to the direct input of the Project, the Japanese Counter-value Fund was utilized for the construction of a three-storey building for training purposes.

Japan Side

- Japanese Expert Team: Four members (59.56 MM in total)
- Overseas Training: One in Japan, Two in Singapore. 16 counterparts participated in total.
- Equipment: JPY 19.4 million
- Local Operation Cost: JPY 83.9 million.

Ghanaian Side

- Counterparts: 33 members

- New Training building by the Counter-value Fund
- Work space for Japanese Expert team etc.

Chapter 3: Project Activities

Activities under output 1-4 are reported below.

Output-1: OHCS/CSTC personnel have developed capacity to conduct Training Needs Analysis (TNA) and to develop training curricula and materials for Ghana and the sub-region

In the first project year, the training needs analysis methodology to be adopted in this activity was summarized into TNA Guidelines and shared among CSTC trainers, which includes junior Staff Training Officers and senior management staff trainers in CSTC and adjunct trainers in OHCS and various MDAs, through a LP workshop organized in the early part of the Project. Two trips to Sierra Leone and Liberia were conducted to survey the Public Service systems in each country and to identify training needs. Back in Ghana, task teams were formed for Leadership, Ethics, and Quality Productivity Improvement and curricula based on the result of the TNA was designed. Trainee's Manuals of the EL/QPI Course were subsequently developed. A peer review meeting was conducted with task team members and facilitators in charge of the EL/QPI Course in order to ensure that the quality of the materials developed by each facilitator was consistent with the Trainee's Manual. Through these activities, the EL/QPI Trainee's Manuals for Leadership, Ethics and Quality Productivity Improvement were completed. In addition, presentation materials and lesson plans for each session were developed.

In the second project year, based on the lessons learned from the 1st and 2nd EL/QPI Course evaluation and the Third Country Training in Singapore in the 1st project year, the EL/QPI Course was restructuring in order to make it more focused in developing skills. The three independent topics (Leadership, Ethics and Quality Productivity Improvement) were integrated into one curriculum, ensuring that the contents of each module and the action plan were connected closely to make the course more skill focused.

In the third project year, new training courses and training materials were developed for Ghanaian Civil/Public servants by utilizing know-how acquired through international training courses for Sierra Leone and Liberia. The Project standardized the training development process named "Minimum Steps Approach" by making the process simple. This approach enables CSTC to develop training courses without using external expertise and funds, enhancing sustainability after the Project.

Output 2: Training delivery capacity of the CSTC trainers has been strengthened for delivery of training for Ghana and the sub-region

Capacity development of CSTC trainers was conducted through various training workshops such as LP workshops, Advanced TOTs, Third Country Trainings and training in Japan. In addition, day-to-day capacity development through OJT enhanced internalization of the capacity. After the second year of the Project, CSTC Staff Training Officers/management staff trainers presented to adjunct trainers in LP workshops to effectively learn by presenting to others. In addition, the contents introduced in the TOT Manual developed and utilized for Sierra Leone and Liberia were shared with CSTC trainers including adjunct ones through LP workshops and Advanced TOT Courses for their capacity development.

Output 3: Capacity to plan and deliver regular training for participants from Ghana and the sub-region has been developed at CSTC

The Training Administration Manual (Standardized Version) was completed based on the

experiences of implementation of a total of seven international courses and some domestic courses. It contributed to the capacity development of trainers in planning and delivering trainings. Other activities listed below also contributed to the enhanced capacity of CSTC.

- Sensitization workshop on Sierra Leone and Liberia
- Implementation of EL/QPI and TOT
- Implementation of domestic courses (Basic Customer Care Course /M&E Course)
- Monitoring of CSTC Action Plan
- HRD Plan development
- Competency analysis of CSTC Staff Training Officers
- Kaizen Platform implementation
- ICT skill development sessions

Output 4: An M&E system to ensure quality training has been established and implemented by CSTC

The existing M&E system at CSTC was improved based on the instructional model of ADDIE and revision of the system. For the international training courses, OHCS/CSTC, HRMO and CSA agreed on the M&E framework and decided to conduct: 1) Pre-Course evaluation, 2) In-Course Evaluation, 3) End-Course Evaluation and 4) Impact Survey. MSD mainly conducted M&E until the second project year. After the third project year, Mr. Michael Ohene Marfo was selected to be trained as the evaluator of CSTC, and M&E activities were handed over to him. Also, other CSTC trainers joined the Impact Survey conducted in Sierra Leone and Liberia and they learn the evaluation processes and methods from Mr. Marfo. This facilitated skill transfer from him to other CSTC trainers. Through these surveys, improvements have been observed in the M&E skills ranging from questionnaire sheet development for evaluation, interview methodology, data input by MS Excel, analysis of the data and grasping the lessons.

In the domestic courses, monitoring of the action plans developed by participants was mainly conducted by the MDAs involved. The HR Director at each MDA submitted monitoring forms to CSTC. This new process was summarized into the Training Administration Manual (Standardized Version).

Chapter 4: Project Achievement

The Project's PDM was revised in March 2013 in response to the recommendation of the Mid-term Review. The amendment was made based on the following two points: to institutionalize the skills and knowledge acquired through the international courses by replicating the whole process in new domestic courses; to strengthen the administrative management skills of CSTC by providing indirect support to the CSTC's medium term strategic management plan (CSTC Action Plan 2013–2016). As a result, activities to develop two pilot domestic training courses and the monitoring of the CSTC Action Plan were added to the project activities. Most of the outputs were achieved by the end of the Project, considering the result of the Terminal Evaluation and progress after it. The overall goal of the Project is highly expected to be achieved because positive actions were observed after the Terminal Evaluation. The Project objective and four outputs mentioned in the revised PDM are as follows.

Project Objective: Institutional capacity of CSTC strengthened towards its functioning as the 'Centre of Excellence' in Civil Service training in Ghana and the sub-region

In total seven batches of sub-regional training courses (four batches of EL/QPI Course and three batches of TOT for Sierra Leone and Liberia) were implemented. CSTC is increasingly receiving training requests from various Public Service institutions such as the Local Government Services. Satisfaction rates on trainers' performance received at the end of each of

the four EL/QPI Courses are 75%–100%, which was highly appreciated. The number of Staff Training Officers and management staff trainers working at CSTC has increased from 4 to 14. Also the number of adjunct ones based in OHCS and various MDAs has increased from 22 to 30 despite several resignations. The number of classrooms has increased from 3 to 12. The capacity of CSTC was strengthened both in terms of soft skills and the pre-requisite infrastructure. CSTC can develop and implement new domestic courses without technical support from the Expert team through utilizing skills acquired from implementing international courses. This means that Institutional capacity of CSTC has been well strengthened.

Output 1: OHCS/CSTC personnel have developed capacity to conduct TNA and to develop training curricula and materials for Ghana and the sub-region.

OHCS/CSTC conducted Training Needs Assessment (TNA) in Sierra Leone and Liberia, and TNA guidelines and TNA report were compiled. Based on the results of the TNA, the course curricula and material for the EL/QPI Course were developed. In addition, in response to increasing training needs from Ghanaian Public Service, CSTC developed domestic courses by utilizing the skills acquired international courses. CSTC has demonstrated an enhanced and standardized training development capacity through development of the domestic courses. Participants' satisfaction rates on the relevance of the courses to their personal needs was 96%-100% and satisfaction rates on the quality of the course materials was 81%-100%. This is enough evidence to showcase capacity development of the CSTC in developing curriculum that matches training needs.

Output2: Training delivery capacity of the CSTC trainers has been strengthened for delivery of training for Ghana and the sub-region.

Training delivery capacities of CSTC trainers have been developed through various TOT activities including OJT and TOT programs in Ghana, Overseas counterpart training in Japan and in Singapore. Through implementation of the EL/QPI training and TOT Courses for Sierra Leone and Liberia, CSTC trainers have developed practical skills to facilitate skill-focused training sessions. The skills developed were applied when they facilitated domestic courses. In addition, the TOT Manual was developed and utilized by the trainers and 31 out of 39 (79%) of the CSTC trainers (excluding five Staff Training Officers who were recruited in January 2014 from the denominator) can facilitate more than one module compared with 11 out of 17 when the Project started. This also indicates that the capacity of trainers have improved significantly over the short period of time.

Output 3: Capacity to plan and deliver regular training for participants from Ghana and the sub-region has been developed at CSTC.

The capacity to plan and coordinate training courses following ADDIE cycle was strengthened through various TOT programs and OJT. Standardized Training Administration procedure was compiled into a "Training Administration Manual" and utilized seven times for international courses and three times for domestic courses. 94% of TOT participants demonstrated the ability to deliver training sessions. As such, CSTC's capacity to deliver trainings has been well developed.

Output 4: An M&E system to ensure quality training has been established and implemented by CSTC.

The "M&E Guideline" was developed and utilized for international EL/QPI Courses, TOT Courses and domestic courses. The feedback from participants after each batch was utilized to improve on subsequent batches. By that, a feedback system was established to ensure improvements in subsequent courses. Further, CSTC obtained a better understanding of M&E principles through the independent development and implementation of the M&E Course. The

M&E Course was conducted based on the “M&E Guidelines.” It is also proof that a sustainable M&E system has been established to ensure quality of training programmes.

Chapter 5: Lessons Learned, Measures Taken, Challenge and Recommendations

Measures Taken through the Project

In order to adjust to changing organizational needs and priority, various and new platforms for technical transfer were flexibly introduced in each year of the Project. Those platforms include the Learning Platform, Advance TOT, Task Team System, Skill Transfer Mechanism. The Project also supported differentiation of the CSTC from other training institutions by offering “Result-Oriented” and “Skill-Focused” training methods, reorganizing the roles among training stakeholders, and supporting comprehensive efforts for institutional capacity development.

Lessons Learned

The Project constantly revised activities in a flexible manner by listening to counterpart members within the project scope. This resulted in a positive impact in that the Project was led by the counterpart, and ownership was enhanced. The Project facilitated the process towards achieving the desired target by sharing the vision and mission to be COE in Ghana and in the West African sub-region not only with core counterpart members such as management members, trainers, but with all the CSTC staff including secretaries, receptionists, cleaners, drivers, etc. The Project contributed to the establishment of a good relationship between Ghana, Sierra Leone, and Liberia by providing the opportunity for trainers from Ghana to interact with participants in Sierra Leone and Liberia through training programmes and Impact Surveys. The trust developed through this mutual learning experience was firm and strong. It will serve as an effective platform for future regional cooperation.

Way Forward and Recommendations

The three-year project period offered the opportunity for CSTC to build its capacity. CSTC needs to further develop the institutional culture to learn from each other and to establish system for that. Additionally, training for basic administration skills such as file management of training materials and administrative documents, data management of training and participant data, etc. are needed to be continued after the Project. With regards to the training delivery to sub-regional countries such as Sierra Leone and Liberia, it is indispensable for CSTC to continue to approach relevant international development partners because the funding situation in those countries is not yet stable.

It is certain that CSTC will further develop and function as a COE in Ghana and the West African sub-region when the activities introduced by the Project are sustained with enthusiasm and with a strong leadership.

Introduction

The Government of Ghana identified strengthening of governance as one of the priority issues in the middle term national development agenda. With regard to Civil Service training, the Civil Service Training Centre (CSTC) has been providing training for Civil servants in the Republic of Ghana under the Office of the Head of the Civil Service (OHCS) for the sake of improving quality and efficiency of Public Services. The Japan International Cooperation Agency (JICA) implemented the three-year technical cooperation project, named “Capacity Development of Government Administration” (hereinafter referred as “the previous Project”) to develop OHCS/CSTC’s capacity to launch and implement training programmes for the target group, middle and lower level Civil servants, from March 2007 until February 2010. The Project developed and organized the short-term training programme, “Ethical Leadership for Quality and Productivity Improvement (EL/QPI).” As a result, CSTC succeeded in strengthening its institutional capacity such as designing and implementing training courses for Civil servants, with increased numbers of training courses and trainers of CSTC. During the operational period of the previous Project, OHCS/CSTC invited Civil servants from Sierra Leone and Liberia in the West African sub-region.

JICA launched the three-year technical cooperation project -named “Project for Institutional Capacity Development of the Civil Service Training Centre” scheduled from March 2011. It was aimed that CSTC develops its capacity for training cycle management (which includes Analyzing, Designing, Development, Implementation, and Evaluation) through developing, implementing and evaluating training courses for participants from Sierra Leone and Liberia (Ethical Leadership for Quality Productivity Improvement). At the same time, Civil servants from these two countries were trained as trainers for sustainable implementation of the course mentioned above. These series of activities contributed to improving the quality of Public Services in the two countries. In addition, CSTC learned and developed its capacity effectively by delivering trainings to counterpart institutions in the two countries.

1. Outline of the Project

1.1 Background of the Project

The Government of Ghana identified strengthening of governance as one of the priority issues in the “Ghana Poverty Reduction Strategy II 2006–2009” and “Ghana Shared Growth and Development Agenda, 2010–2013” (GSGDA), and the capacity building of Civil servants has been identified as one of the key components of GSGDA: public sector reform.

With regard to Civil Service training, the Civil Service Training Centre (CSTC) has been providing training for middle and lower level Civil servants in the Republic of Ghana under the Office of the Head of the Civil Service (OHCS). Since the targeted trainees play core roles in formulation and implementation of policies in the Government, their capacity building is crucial in order to improve quality and productivity of the service delivery. However, practical training of leadership, work ethics as well as quality and productivity improvement had not been carried out before 2007 due to the lack of capacity of OHCS/CSTC, in spite of the need for training in the country.

In response to those needs and the request from OHCS, Japan International Cooperation Agency (JICA) implemented the three-year technical cooperation project, named “Capacity Development of Government Administration” (hereinafter referred as “the previous Project”) to develop OHCS’s capacity to launch and implement training programmes for the target group from March 2007 until February 2010. The Project aimed at improving CSTC’s capacity in training course delivery through developing and organizing the short-term training programme, “Ethical Leadership for Quality and Productivity Improvement (EL/QPI).” As a result, CSTC succeeded in strengthening its institutional capacity such as designing and implementing training courses for Civil servants, with increased numbers of training courses and trainers of CSTC as well as implementing ADDIE (Analyze, Design, Development, Implement, and Evaluate) cycle.

During the operational period of the previous Project, OHCS/CSTC invited Civil servants from Sierra Leone and Liberia (six from each respective country) to participate in the Ethical Leadership training course in Ghana. The Governments of Sierra Leone and Liberia expressed appreciation to OHCS and have requested OHCS to provide more training opportunities for their Civil servants. Through the previous Project, OHCS/CSTC realized the need to further improve its training capacity in order to extend its training services to English-speaking countries in the West African sub-region.

In order to respond to the increasing needs of providing training not only in Ghana but also in the sub-region as “the Centre of Excellence (COE)”, OHCS, in 2009, requested JICA for the “Project for Institutional Capacity Development of the Civil Service Training Centre” (hereinafter referred to as “the Project”), and JICA launched the succeeding three-year technical cooperation project scheduled from March 2011 until February 2014.

1.2 Period of the Project

March 2011–March 2014

1.3 Scope of the Project

1.3.1 Project Area

The project office is located in CSTC in Accra, Ghana. Most of the project activities are implemented in Accra, but some of the activities are implemented in Sierra Leone and/or Liberia.

1.3.2 Related Institutions

Project related institutions are listed in Table 1.1.

Table 1.1 Project Implementation Institutions

Ministry in charge	OHCS (Office of the Head of the Civil Service), Ghana
Counterpart Institute	CSTC (Civil Service Training Centre), Ghana
Partner institute in Ghana	MSD (Management Service Department) of OHCS, Ghana
Partner institute in Sierra Leone	HRMO (Human Resource Management Office), Sierra Leone
Partner institute in Liberia	CSA (Civil Service Agency), Liberia

1.3.3 Beneficiaries

Beneficiaries of the Project are shown in Table 1.2.

Table 1.2 Project Beneficiaries

Direct beneficiaries (Targets of the technical transfer)	<ul style="list-style-type: none"> • OHCS Officers (RTDD and others): 13 officers • Management staff and Staff Training Officers at CSTC: 20 officers • Officers at MSD of OHCS (Officers in charge of monitoring and evaluations): about three officers • Adjunct trainers: about 40 trainers
Indirect beneficiaries	<p>Civil servants who receive trainings at CSTC during the project period</p> <ul style="list-style-type: none"> • Ghanaian Civil servants: about 4,000 officers • Sierra Leonean Civil servants: about 40 officers • Liberian Civil servants: about 40 officers

1.4 Objectives of the Project

Overall Goal

Civil servants and Institutions in Ghana and the sub-region benefit from the services of CSTC as the 'Centre of Excellence' in Civil Service training.

Project Objective

Institutional capacity of CSTC strengthened towards its functioning as the 'Centre of Excellence' in Civil Service training in Ghana and the sub-region.

Project Outputs

- Output 1: OHCS/CSTC personnel have developed capacity to conduct Training Needs Analysis (TNA) and to develop training curricula and materials, including for Ghana and the sub-region
- Output 2: Training delivery capacity of the CSTC trainers has been strengthened for delivery of training for Ghana and the sub-region

- Output 3: Capacity to plan and deliver regular training for participants from Ghana and the sub-region has been developed at CSTC
- Output 4: An M&E system to ensure quality training has been established and implemented by CSTC.

Several indicators were set for the Project objectives and each output to measure the level of achievement. Those indicators are listed in Table 1.3 below.

Table 1.3 Project Objectives, Outputs, and Indicators

Project Objective/Outputs	Indicators
Project Objective: Institutional capacity of CSTC strengthened towards its functioning as the 'Centre of Excellence' in Civil Service training in Ghana and the sub-region.	<ul style="list-style-type: none"> • CSTC increases its training resources, in terms of number of trainers and facilities (e.g. Lecture rooms) by at least 50%. • Trainers' average performance (EL/QPI and TOT Courses for Sierra Leone/Liberia as well as newly developed courses referred in Activity 1.5 and 1.6) scoring by the end of each course evaluation by participants averaged at least 60% • A training cycle management of training delivery for Ghana and the sub-regional participants established. • Host institutions of the participants indicate interest in further collaboration with CSTC in capacity development.
Output 1: OHCS/CSTC personnel have developed capacity to conduct Training Needs Analysis (TNA) and to develop training curricula and materials, including for Ghana and the sub-region.	<ul style="list-style-type: none"> • Participants of sub-regional training and the newly developed courses indicate relevance of training curricula and materials developed by CSTC. • OHCS/CSTC personnel demonstrate ability to develop training curriculum and materials based on appropriate training needs assessment.
Output 2: Training delivery capacity of the CSTC trainers has been strengthened for delivery of training for Ghana and the sub-region.	<ul style="list-style-type: none"> • CSTC trainers who are qualified to teach more than one module increased up to 80%. • TOT manuals developed and used by CSTC trainers.
Output 3: Capacity to plan and deliver regular training for participants from Ghana and the sub-region has been developed at CSTC.	<ul style="list-style-type: none"> • Procedures for organizing national and sub-regional training established and implemented at CSTC and OHCS. • 50% of sub-regional participants for TOT sessions demonstrate ability to deliver training.
Output 4 An M&E system to ensure quality training has been established and implemented by CSTC.	<ul style="list-style-type: none"> • Feedbacks from training participants are reflected on delivery of the next training course by CSTC trainers. • M&E Guideline is compiled for both EL/QPI and newly developed courses and monitoring of the follow-up actions of participants is implemented following the guideline.

1.5 Transition of PDM

As part of monitoring the smooth progress of the Project, the Terminal Evaluation conducted in November and December 2013 suggested several activities such as further systematic and deep technical transfer and monitoring of the CSTC Action Plan 2013-2016. In response to these, the PDM was revised in March 22, 2013 with consultation between JICA and OHCS/CSTC. This

revision contributed to the application of knowledge and skills acquired through international training courses to domestic courses. This is to improve the quality and efficiency of existing courses and to respond to increasing training needs in the country. The original PDM was agreed between JICA and OHCS in July 2010. The original one is shown in Table 1.4.

This report explains the status of achievement of Project objectives and outputs based on the revised PDM. The revised PDM is shown in Table 1.5.

Table 1.5 Revised PDM

Project for Institutional Capacity Development of the Civil Service Training Centre			
Direct Beneficiary (Target Group): OHCS/CSTC	Indirect Beneficiaries: Ghanaian, Sierra Leonean and Liberian Civil/Public servants	Project Area: Accra, Ghana and the sub-region (i.e. English-speaking countries in Western Africa: Sierra Leone and Liberia)	Project Period: 2011 Mar. - 2014 Feb. (3 years)
Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Overall Goal			
Civil servants and Institutions in Ghana and the sub-region benefit from the services of CSTC as the 'Centre of Excellence' in civil service training.	1. CSTC provides training and/or advice to the national and sub-regional counterpart institutions at their request.	1-1. Official requests from national and sub-regional counterpart institutions for provision of CSTC's training and advisory service.	
	2. Sierra Leone and Liberia replicate EL/QPI training in their respective countries.	1-2. CSTC's implementation report on national and sub-regional training. Participants List. 2. Implementation Plan or Report of Civil Service Training (EL/QPI) in Sierra Leone and Liberia.	
Project Purpose			
Institutional capacity of CSTC strengthened towards its functioning as the 'Centre of Excellence' in civil service training in Ghana and the sub-region.	1. CSTC increases its training resources, in terms of number of trainers and facilities (eg. Lecture rooms) by at least 50%.	1. OHCS/CSTC annual report. Trainers Database.	OHCS/CSTC stay committed to the vision of 'Centre of Excellence' by allocating their own resources in accordance with CSTC Action Plan. The concerned organizations in Sierra Leone and Liberia replicate EL/QPI training in their respective countries by allocating their own resources.
	2. Trainers' average performance (EL/QPI and TOT courses for Sierra Leone/Liberia as well as newly developed courses referred in Activity 1.5 and 1.6) scoring by the end of each course evaluation by participants averaged at least 60%.	2. Participants' evaluation sheets.	
	3. A training cycle management plan for training delivery for Ghanaian and sub-regional participants established.	3. M&E report. OHCS/CSTC annual report.	
	4. Host institutions of the participants indicate interest in further collaboration with CSTC in capacity development.	4. Post training evaluation report. Letters from the host institutions.	
Outputs			
1. OHCS/CSTC personnel have developed capacity to conduct TNA and to develop training curricula and materials for Ghana and the sub-region.	1-1. Participants of sub-regional training and the newly developed courses indicate relevance of training curricula and materials developed by CSTC.	1-1. Participants' evaluation sheets.	Civil service training budget is adequately allocated in Ghana. OHCS/CSTC allocate their own resources to implement CSTC Action Plan.
	1-2. OHCS/CSTC personnel demonstrate ability to develop training curriculum and materials based on appropriate training needs assessment.	1-2. Training materials for learners. TNA report.	
2. Training delivery capacity of the CSTC trainers has been strengthened for delivery of training for Ghana and the sub-region.	2-1. CSTC trainers who are qualified to teach more than one module increased up to 80%**.	2-1. Trainers Database. Advanced TOT report. LP report.	
	2-2. Training manuals for trainers developed and used by CSTC trainers.	2-2. Copies of the training materials for trainers.	
3. Capacity to plan and deliver regular training for participants from Ghana and the sub-region has been developed at CSTC.	3-1. Procedures for organizing national and sub-regional training established and implemented at CSTC.	3-1. Interviews with OHCS/CSTC personnel. Course Administration manual. OHCS/CSTC annual report.	
	3-2. 50% of sub-regional participants for TOT sessions demonstrates ability to deliver training***.	3-2. CSTC TOT implementation report.	
4. An M&E system to ensure quality training has been established and implemented by CSTC.	4-1. Feedback from training participants is reflected on delivery of the next training course by CSTC trainers.	4-1. M&E Report. Revision of training materials for learners.	
	4-2. M&E Guideline is compiled for both EL/QPI and newly developed courses and monitoring of the follow-up actions of the participants is implemented following the guideline.	4-2. M&E Report. M&E Guideline.	
Activities		Inputs	
1.1 Train CSTC trainers on training needs assessment methods.		Ghanaian side	Japanese side
1.2 Conduct training needs assessment among selected potential participants from Sierra Leone and Liberia.		<Human Resource>	<Human Resource>
1.3 Revise training manuals for Ethical Leadership and Quality and Productivity Improvement based on evaluation.		> Counterpart1(OHCS)	> Expert(s)
1.4 Train CSTC trainers on curriculum design and material development.		> Counterpart2(CSTC)	> Local Supporting staff
1.5 Develop additional training curricula for Ghanaian civil/public servants by using the skills acquired through developing curricula for Sierra Leone and Liberia.			
1.6 Develop additional training materials (including case studies) for Ghanaian civil/public servants by using the skills acquired through developing training materials for Sierra Leone and Liberia.		<Necessary Equipment>	<Necessary Equipment>
2.1 Develop TOT manuals.		> PC, Printers, Copiers	> PC, Printers, Copiers
2.2 Conduct TOT for CSTC trainers.			> Furniture for the new
2.3 Train additional trainers as adjunct trainers.		<Facility>	
2.4 Conduct peer review exercises for trainers to improve their delivery skills.		> Project office	<Training Cost>
3.1. Review the current process of CSTC's training delivery and draft an Action Plan for further development of becoming a COE.		> Recurrent cost of the office (utility)	> Cost of SL and LR trainees
3.2. Conduct sensitization workshop for OHCS/CSTC staff on the situation of Sierra Leone and Liberia.		> New training building	> External TOT training
3.3 Organize EL/QPI and TOT courses for participants from Sierra Leone and Liberia.			
3.4 Coordinate and deliver the newly developed courses for Ghanaian civil/public servants.			
3.5 Monitor the progress of implementing CSTC Action Plan.			
4.1 Review the existing M&E system.			
4.2 Develop M&E systems for sub-regional EL/QPI and TOT courses as well as the newly developed courses for Ghanaian civil/public servants.			
4.3. Implement the newly modified M&E systems.			
4.4 Conduct good practice sharing workshops in Ghana and the sub-region.			
			<i>Pre-conditions</i>
			OHCS is committed to CSTC's vision for COE.
			The concerned organizations of Ghana, Sierra Leone and Liberia express commitment for sub-regional collaboration.

* 'Centre of Excellence' in this document refers to a civil service training institution with state of the art facilities, techniques, methodologies and approaches for equipping civil servants in Ghana and the sub-region with knowledge and skills in cutting-edge courses towards quality service delivery.

**CSTC intends to make the number of trainers who are qualified to teach more than one modules 32 out of 40(80%) by the end of the Project.

*** Mechanism to be put in place to ensure that the trainees with commitment and appropriate caliber are selected.

**** CSTC trainers refer to the trainers registered on the Trainers Database, which includes both permanent and adjunct trainers.

1.6 Implementation Structure of the Project

1.6.1 Project Management Structure

The project implementing structure was formulated and approved in the first Joint Coordinating Committee (JCC) Meeting. OHCS/CSTC was the counterpart institution of the Project and the Head of the Civil Service was appointed as the Project Director responsible for managing and supervising the Project. The Director of Recruitment, Training and Development Directorate of OHCS was appointed as the Deputy Project Director. The Principal of CSTC was appointed as the Project Manager. The Head of the Civil Service was also appointed as the chairman of the JCC to monitor the progress and outputs of the Project. The team leader of the Japanese Expert team worked with equal status as the Project Director and provided the necessary technical advice at the Joint Coordinating Committee meetings as well as other meetings. For the international training programs implemented during the Project, HRMO (Human Resource Management Office) in Sierra Leone and CSA (Civil Service Agency) in Liberia offered logistical and administrative cooperation in activities such as training needs assessment, selection of the participants, monitoring and evaluation including follow-up of the implementation of the action plans after the training etc. MSD in Ghana offered technical cooperation for monitoring and evaluation of the training and the Impact Surveys.

This implementation structure is shown in Figure 1.1.

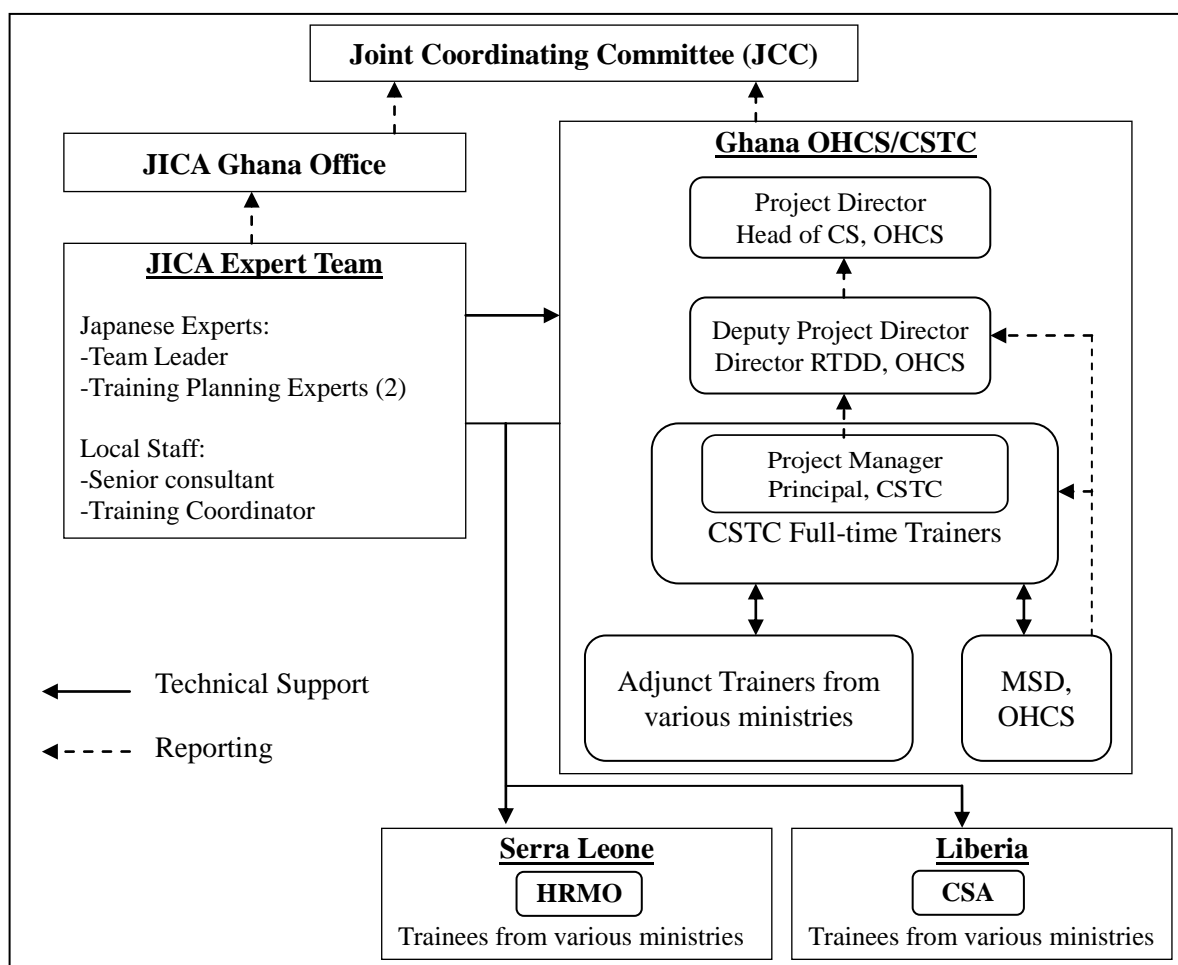


Figure 1.1 Implementation Structure of the Project

1.6.2 Technical Transfer Structure

In order to effectively transfer technical knowledge and skills towards achieving the Project objective on “Capacity Development of CSTC,” all the project activities were implemented in close coordination with the OHCS/CSTC and other partner institutions.

During the three-year implementation period of the Project, the first two years saw significant progress in the number of full-time trainers and the number of courses being delivered in CSTC. CSTC has experienced progressive development as an organization. In order to flexibly adjust to organizational development issues and priorities, the Project applied different technical transfer structures in each fiscal year.

First Project Year

In the first project year, the Project’s technical transfer focused on ADDIE Cycle¹ for the EL/QPI Course for Sierra Leone and Liberia. Although the Project Expert team and CSTC tried to involve both Staff Training Officers/management staff trainers in CSTC (CSTC permanent trainers) and adjunct trainers in various MDAs as much as possible in various project activities, most of the adjunct trainers had very limited time to spend on the project activities and so it was difficult to fully involve all the adjunct trainers. To overcome the challenge, several task teams were formed which consisted mainly of Staff Training Officers and management staff trainers at CSTC. Management Service Department of OHCS (MSD) was involved in transferring its professional M&E skill to CSTC. Most of the project activities that required intensive daily involvement such as curriculum/training material development were mainly conducted by the task team members. In addition to the regular meetings, several Retreat Workshops were held when necessary to work intensively on tasks. The results and progress of the task team activities were periodically shared at an interactive platform, named “Learning Platform (LP).”

This implementation structure is shown in Figure 1.2.

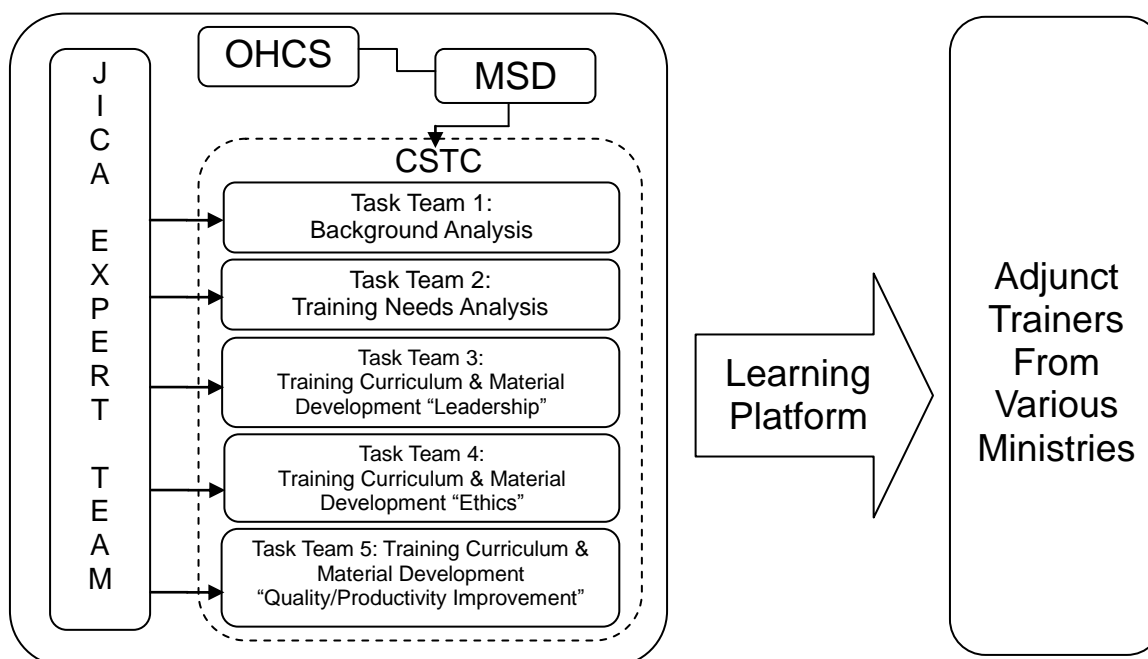


Figure 1.2 Implementation Structure for Technical Transfer (1st Project Year)

¹ ADDIE Cycle is an instructional model or framework that lists the generic process that instructional designers and training developers use. It represents a guideline for building effective training and performance support tools in five phases namely, 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation.

Second Project Year

In the second project year, taking the organizational expansion of CSTC into account, the Project focused on permeating the mission and vision among the staff and enhancing the proactiveness of counterpart staff themselves for the organizational capacity development of CSTC. The following new technical transfer structures were employed:

- 1) Introduction of **trainers' team system**: In order to enhance sustainability especially for the EL/QPI Course implementation, the trainers' team system was introduced in the second year. The team system comprised eight trainers with the responsibility to handle seven to eleven modules on average. The objective was for every trainer in each team to be able to facilitate all the modules assigned to the team. In this system, experienced, middle and young trainers were well blended in each team to promote skill transfer from the experienced and middle to young ones through peer review and to further improve the flexibility of facilitator allocation in the actual course delivery.
- 2) Establishment of **CSTC committees**: With the increased number of staff, CSTC established seven committees to ensure more effective and efficient division of roles and duties. All the CSTC trainers and staff belong to more than one committee². Each committee proceeds with its tasks, arranges autonomous committee meetings and reports progress and achievements in plenary staff meetings. The project team members also joined committee activities, especially those committees which had stronger relation to the Project objective and provided advice for institutional capacity development.
- 3) Introduction of **Skill Transfer Mechanism**: The Project introduced Skill Transfer Mechanism in the second year in order to promote OJT type capacity development of the Staff Training Officers who were recruited after the start of the Project. In this mechanism, one or two CSTC Staff Training Officers were assigned to each project activity and they acquired skills and competencies including intangible knowledge through OJT. Also, these Staff Training Officers were assigned as Course Coordinators and Assistant Coordinators in the international EL/QPI and TOT Courses in turn in order to effectively develop their training management and administration capacities. Those who were not assigned as coordinators participated in the courses as trainees.
- 4) Introduction of **My Excellency Series**: The Project supported CSTC to introduce workshop style staff meetings named "My Excellence Series" on a weekly (or bi-weekly) basis. The objectives of the meetings were 1) to share the vision, mission and values of CSTC and the strategies for becoming a COE among all CSTC staff, 2) To create a work culture of team work and a proactive attitude by all staff. The Expert team contributed in the planning and facilitation of the meetings.
- 5) Drawing up of CSTC's medium term strategic management plan (**CSTC Action Plan 2013-2016**): During the training in Japan held in October 2012, the participants learned various aspects regarding training centre management ranging from TNA, to marketing of courses, budget flow and to customer-oriented training facilities. At the end of the program, "CSTC Action Plan 2013-2016" was drafted and the Expert team started monitoring and advising on its implementation.

² Seven committees are established in 1. Reward and Disciplinary, 2. Course Administration, 3. Procurement, Services, Repairs, Security and Safety, 4. Welfare and Socialization, 5. Image Projection and PR, 6. Cleanliness and Sanitation, 7. Course Development and Research.

Regarding the LP workshops, since the basic concept of Instructional Design had already been shared in the first project year, the Project utilized LP workshops mainly for sharing the project progress among adjunct trainers and for Staff Training Officers/management staff trainers to share their experiences, knowledge and skills acquired through project activities. The Project introduced the Advanced TOT for both CSTC Staff Training Officers/management staff trainers and adjunct trainers to share advanced professional knowledge and skills in training and facilitation. In addition, OHCS paved the way for CSTC to utilize its know-how obtained through international training courses of the Project into improvement of the Civil/Public servants in Ghana by promoting the enforcement of the Scheme of Service Training.

The technical transfer structure in the second year was adjusted as illustrated in Figure 1.3.

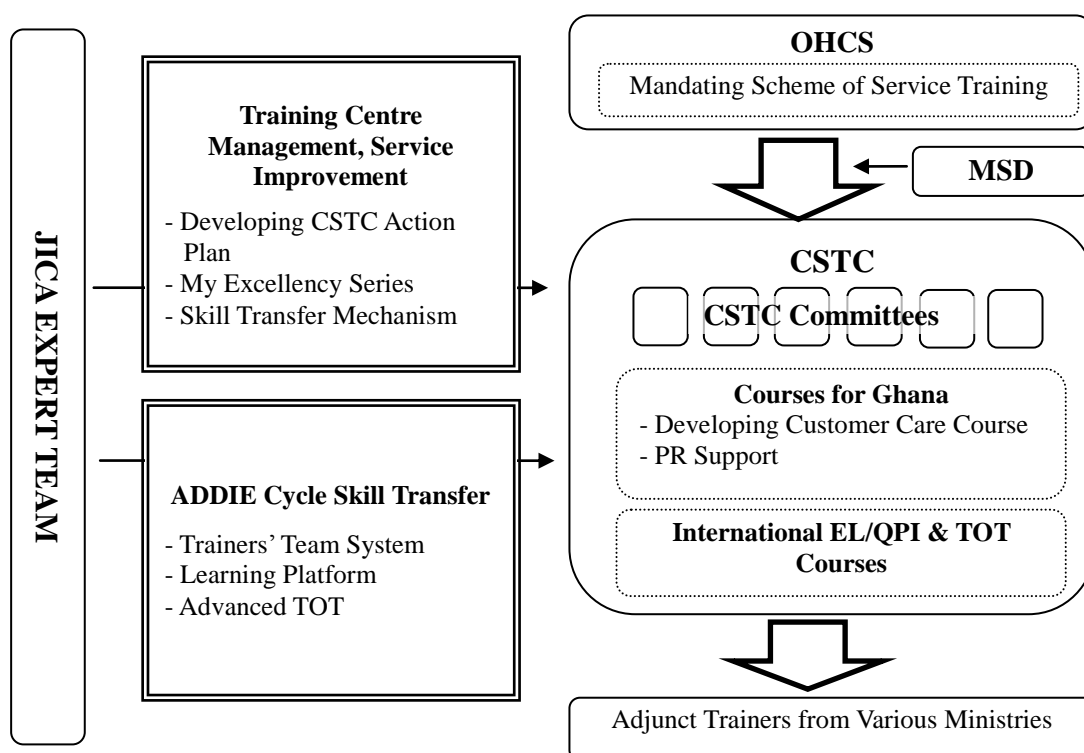


Figure 1.3 Implementation Structure for Technical Transfer (2nd Project Year)

Third Project Year

By the third project year, CSTC had experienced progressive development and started playing a more important role in the Civil/Public Service training in Ghana. The Scheme of Service Training Policy, which sets the training courses for each class of Civil servants, was enforced in 2012. In this training policy, the “EL/QPI” programme has been chosen as one of the compulsory courses for middle level officers. In addition, the Public Service Commission welcomed the idea that CSTC trains staff from various Public Service institutions. CSTC started its operation in the new training block in June 2013 and since then, there has been increasing numbers of stakeholders contacting CSTC to arrange training courses or to rent training facilities.

As a result of these positive developments, OHCS/CSTC and JICA agreed to revise the PDM in order to place more emphasis on institutional capacity development for managing domestic courses through a standardized training management methodology. The revised PDM was approved in March 2013.

In response to these developments, the Project focused on establishing CSTC's institutional capacity towards the COE in Ghana and the West African sub-region. The new technical transfer structures introduced in the third year were as follows.

- 1) Promoting the proactive work attitude of the **Task Leaders**: In the second year, the Project introduced Skill Transfer Mechanism in order to promote OJT type capacity development of the CSTC Staff Training Officers who were recruited after the start of the Project not only for the benefit of each individual but also for the capacity development of the institution as a whole. In this mechanism, one or two CSTC trainers were assigned to each project activity and they acquired skills and competencies including intangible knowledge through OJT. In the second year, assignment of personnel was done about one month before the specified activity and implementation of the activity was only initiated by the Expert team or the CSTC management team. Thus, the proactive work attitude and ownership as task leaders was somehow limited. In the third year, in order to improve the situation, the schedule of all the project activities was shared and the task leaders for each activity were assigned in the beginning of the third project year. The activity schedule with the names of task leaders on it was posted in the office of the CSTC trainers. As a result, each task leader was set to tackle the activity proactively.
- 2) Introduction of “**KAIZEN Platform**”: Workshop-style staff meetings “My excellence Series” introduced in the second year was renamed as “KAIZEN Platform” in the third year. In this platform, more focus was placed on proactive work attitude, team work, planning capabilities, execution capabilities, sharing and acknowledging each other through bottom-up KAIZEN (small and continuous improvement) activities. It was agreed with CSTC management that the KAIZEN teams be based on the existing CSTC committees so that the committees can be strengthened and leveraged through the KAIZEN activities. The six committees out of existing seven committees were reorganized as the target groups:
 1. Rewards and Disciplinary
 2. Course Administration
 3. Procurement, Services, Repairs, Security and Safety
 4. Welfare and Socialization
 5. Image and PR
 6. Sanitation and Cleanliness
- 3) Support for PR and Marketing: CSTC started receiving more and more training requests from various Public Services in the third year. The new training block was ready to be utilized and it is important to increase its utilization rate to cover maintenance and improvement costs. CSTC has proactively started marketing the facility for potential wider clients in order to increase the number of trainings and trainees. The Expert team provided technical support in PR and marketing through support for developing the website, SNS (Facebook) and promotional leaflets etc.

The technical transfer adjusted structure in the third year is illustrated in Figure 1.4.

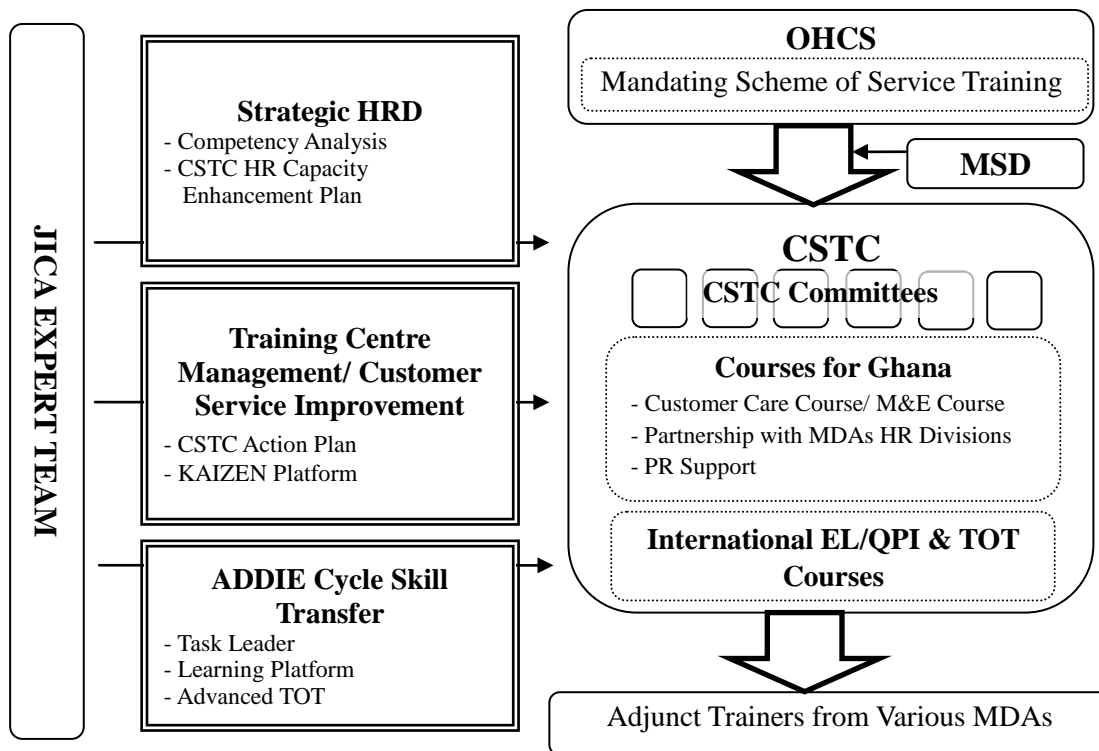


Figure 1.4 Implementation Structure for Technical Transfer (3rd Project Year)

2. Input Results

2.1 Input of Experts

The Man Month (MM) and summary of work of the Japanese Expert Team is listed in Table 2.1 and the manning schedule is listed in Table 2.2.

Table 2.1 MM and Summary of Work of Japanese Expert Team

	Name	Position	Assignment			Summary of work
			Field M/M (Days)	Home M/M* (Days)	Total M/M (Days)	
1	Kunitoshi Saito	Team Leader/ Capacity Development/ Sub-regional Cooperation	16.64 MM (499)	2.06 MM (52)	18.70 MM (551)	TNA and to develop training curricula and materials (Output 1), Training delivery capacity of facilitators (Output 2), Capacity to plan and deliver regular training (Output 3), M&E system (Output 4)
2	Akiko Nishibuchi	Training Planning 1	12.66 MM (380)	0.17 MM (5)	12.83 MM (385)	TNA and to develop training curricula and materials (Output 1), Training delivery capacity of facilitators (Output 2), Capacity to plan and deliver regular training (Output 3)
3	Teruki Takahashi	Training Planning 2	18.70 MM (561)	0.00 MM (0)	18.70 MM (561)	Training delivery capacity of facilitators (Output 2), Capacity to plan and deliver regular training (Output 3), M&E system (Output 4)
4	Kazutoshi Machida	Administrator/ Capacity Development	8.83 MM (265)	0.50 MM (15)	9.33 MM (280)	Training delivery capacity of facilitators (Output 2), Capacity to plan and deliver regular training (Output 3), M&E system (Output 4)
Total			56.83 MM (1705)	2.73 MM (72)	59.56 MM (1777)	

*Calculation of Home M/M was changed in the third year (from 1 M/M = 30days to 1 M/M = 20days)

2.2 Local Staff

The Project employed several local staff such as a training coordinator (part-time), senior consultants i.e. Civil Service Training Advisor and Subject Matter Experts (SME) as an adjunct, and a driver (full time). They contributed to the smooth implementation of the various activities of the Project and promoted effective and efficient technical transfer to the Counterpart.

Table 2.3 JICA Project Team Local Staff

Name	Title/Position	Assignment	Period
1. Ms. Mawuko A. Fumey	Training Coordinator	Coordination of project activities, facilitation of My Excellency Series and Kaizen Platform	March 2011 to Feb. 2014 (Part-time: 2–3days per week)
2. Ms. Dede Bedu-Addo	Training Coordinator 2	Editing of Manuals	Oct. 2012 to Jan. 2013 (Adjunct: during revision of TOT manual)
3. Mr. Joe Issachar	Adviser on Civil Service training	Coordination of curriculum and training material development	Mar. 2011 to Feb. 2014 (Adjunct: 1–2 day/month)
4. Mr. Raymond Marmah Mensah	Senior Consultant and Subject Matter Expert on Leadership	Coordination of curriculum and training material development	July–Sep. 2011 (Adjunct: during the training material development)
5. Mr. Franklin A. Benefo	Senior Consultant and Subject Matter Expert on Ethics	Coordination of curriculum and training material development	June–Sep. 2011, Feb.–Mar. 2012, June–Sep. 2012 (Adjunct: during training material development/revision)
6. Mr. Philip Osei-Antoh	Senior Consultant and Subject Matter Expert on Quality Productivity Improvement	Coordination of curriculum and training material development	July–Sep. 2011 (Adjunct: during the training material development)
7. Mr. Jonathan K. Azasoo	Senior Consultant on M&E	Provision of resources for training material development	June–Sep., 2013 (Adjunct: during M&E Course training material development)
8. Mr. Kingsley Okygere	Driver	Driving of the project vehicle	April 2011 to Mar. 2012 (full-time)
9. Mr. Wireko Appiah Paapa	Driver	Driving of the project vehicle	May 2012 to Feb. 2014 (full-time)

2.3 Counterpart

Members of the counterpart at OHCS/CSTC were 33 in cumulative total and are shown in Table 2.4. Adjunct trainers are not included in this table (Please refer to Attachment 1 CSTC Trainers Database for the entire list of CSTC trainers including adjunct ones).

Table 2.4 Members of Counterpart at OHCS/CSTC

	Name	Title/Position	Period
1.	Mr. Woeli K. Kemevor	Head of Civil Service, OHCS	Mar. 2011 to Dec. 2013
2.	Mr. Nana Kwasi Agyekum-Dwamena	Acting Head of Civil Service, OHCS	Jan. 2014 to Feb. 2014
3.	Mr. Alidu Fuseini	Ag. Chief Director, OHCS	Mar. 2011 to Dec. 2013
4.	Ms. Elioenai Adu-Labi	Chief Director, OHCS	Jan. 2014 to Feb. 2014
5.	Ms. Patricia Agyepong	Director RTDD, OHCS / Adjunct Trainer	Mar. 2011 to Feb. 2014
6.	Ms. Alberta Kwarko	Deputy Director RTDD, OHCS	Mar. 2011 to Mar. 2012
7.	Mr. Gilbert Ampem	Deputy Director RTDD, OHCS	Mar. 2011 to Mar. 2012
8.	Dr. Emmanuel Seidu	Deputy Director RTDD, OHCS	Apr. 2012 to Dec. 2012
9.	Ms. Liza Camara	Assistant Director I, RTDD, OHCS	Feb. 2013 to Feb. 2014
10.	Mr. George Amoah	Asst. Director IIB, RTDD, OHCS / Adjunct Trainer	Mar. 2011 to Dec. 2012
11.	Ms. Linda W. Marfoh	Assistant Director IIB, RTDD, OHCS	Feb. 2013 to Oct. 2013
12.	Mr. Godson Agbeko	Assistant Director IIB, RTDD, OHCS	Feb. 2013 to Feb. 2014
13.	Ms. Freda Atsem	Asst. Director IIB, RTDD, OHCS	Feb. 2013 to Feb. 2014
14.	Ms. Dora Dei-Tumi	Principal, CSTC / Trainer	Mar. 2011 to Feb. 2014
15.	Mr. Evans Habadah	Assistant Principal, CSTC / Trainer	Mar. 2011 to Feb. 2014
16.	Mr. Eric Amankwah	Administrator, Assistant Director IIA / Trainer	Mar. 2011 to Feb. 2014 (Studying abroad from Sep.2013)
17.	Mr. Mohammed S.Adams	Administrator, Assistant Director IIA / Trainer	Mar. 2011 to Feb. 2014
18.	Mr. Ohene-Agyei Kwaku	Former Deputy Director RTDD (retired) /Full-time Trainer (on contract)	Mar. 2011 to Aug. 2013
19.	Ms. Anna Ofori	Staff Training Officer, CSTC / Trainer	Mar. 2011 to Feb. 2014
20.	Mr. Foster Agbemafle	Staff Training Officer, CSTC / Trainer	Mar. 2011 to Dec. 2013
21.	Mr. Michael Ohene Marfo	Staff Training Officer, CSTC / Trainer	Mar. 2011 to Feb. 2014
22.	Mr. Ebenezer Rexford Amankwah	Staff Training Officer, CSTC / Trainer	Mar. 2011 to Feb. 2014
23.	Ms. Jemimah Offin Boatemaa	Staff Training Officer, CSTC / Trainer	Mar. 2011 to Jan. 2012
24.	Ms. Mavis Asante	Staff Training Officer, CSTC / Trainer	Jan. 2012 to Feb. 2014
25.	Mr. Robert Laryea	Staff Training Officer, CSTC / Trainer	Apr. 2012 to Feb. 2014
26.	Mr. Daniel Sackitey	Senior Accountant, CSTC	May 2012 to Feb. 2014
27.	Mr. Patrick Amoatin	Principal Estate Officer, CSTC	May 2012 to Feb. 2014
28.	Mr. Ebenezer Badger	Senior Records Supervisor, CSTC / Adjunct Trainer	May 2012 to Feb. 2014
29.	Mr. Samir Puli	Staff Training Officer, CSTC / Trainer	Jan. 2014 to Feb. 2014
30.	Ms. Sylvia Haizel	Staff Training Officer, CSTC / Trainer	Jan. 2014 to Feb. 2014
31.	Mr. Patrick Edem Adzagbo	Staff Training Officer, CSTC / Trainer	Jan. 2014 to Feb. 2014
32.	Mr. Chris Dzakpasu	Staff Training Officer, CSTC / Trainer	Jan. 2014 to Feb. 2014
33.	Mr. Nana Adjei Ampofo	Staff Training Officer, CSTC / Trainer	Jan. 2014 to Feb. 2014

2.4 Counterpart Training

During the project period, two Third Country Trainings and one training in Japan were held as part of the counterpart training. In the trainings, the topics were closely linked with project activities so that the Counterparts can utilize what they learned in the trainings to facilitate the project activities. The course outlines are summarized in Table 2.5, Table 2.6, and Table 2.7. Advanced TOT and other workshops conducted in Ghana are described in Chapter 4.

Table 2.5 Third Country Training in Singapore 1 (1st Project Year)

Schedule	February 4–12, 2012 (nine days)
Training Institution	Civil Service College (Singapore)
Training Outline	Objectives: (1) To obtain skill and knowledge for material development, (2) To update training manuals for EL/QPI and (3) To learn quality and productivity development in the public sector in Singapore. <ul style="list-style-type: none"> • Module 1: Quality Productivity Improvement in the Singapore Public Sector • Module 2: Training Development
Participants	<ol style="list-style-type: none"> 1. Ms. Dora Dei-Tumi, Principal/Trainer, CSTC 2. Mr. Evans Habadah, Assistant Principal/Trainer, CSTC 3. Mr. Eric Amankwah, Administrator, Assistant Director IIB/Trainer, CSTC 4. Mr. Mohammed S. Adams, Administrator, Assistant Director IIB/Trainer, CSTC

Table 2.6 Third Country Training in Singapore 2 (3rd Project Year)

Schedule	July 26–August 4, 2013 (10 days)
Training Institution	Civil Service College (Singapore)
Training Outline	Objectives: To obtain knowledge and skills to design skill oriented training and to develop materials and to facilitate sessions. <ul style="list-style-type: none"> • Curriculum Design (D), Material Development (D), and Implementation (I) especially facilitation in the ADDIE cycle model.
Participants	<ol style="list-style-type: none"> 1. Ms. Alice Sraha, Deputy Director, Ministry of Local Government & Rural Development/Adjunct Trainer 2. Ms. Anna Ofori, Staff Training Officer/Trainer, CSTC 3. Ms. Mavis Asante, Staff Training Officer/Trainer, CSTC 4. Mr. Ebenezer Rexford Amankwah, Staff Training Officer/Trainer, CSTC 5. Mr. Robert Laryea, Staff Training Officer/Trainer, CSTC 6. Mr. Michael Ohene Marfo, Staff Training Officer/Trainer, CSTC

Table 2.7 Training in Japan

Schedule	October 28–November 11, 2012 (15 days)
Training Institute	<ul style="list-style-type: none"> • JICA Tokyo International Centre • National Personnel Authority • National Institute of Public Administration • Local Autonomy College • Fuji Xerox Learning Institute Inc. • Toyonaka City Public Servants Training Centre • Osaka Training and Research Institute for Local Public Servants
Outline	Objectives: To learn institutional management and operation system of training institutes in Japan and to obtain knowledge for improving CSTC's management and operational capacity
Participants	<ol style="list-style-type: none"> 1. Mr. Alidu Fuseini, Chief Director, OHCS 2. Ms. Patricia Agyepong, Director of RTDD, OHCS/Adjunct Trainer 3. Ms. Dora Dei-Tumi, Principal/Trainer, CSTC 4. Mr. Daniel Sackitey, Senior Accountant, CSTC 5. Mr. Eric Amankwah, Director IIB/Trainer, CSTC 6. Mr. Foster Agbemafle, Staff Training Officer/Trainer, CSTC

2.5 Equipment

During the project period, the following equipment was procured using the project budget:

Table 2.8 List of Equipment Accompanied by Expert Dispatch

Item	Specification	Date of Arrival	Place	Condition
Scanner	HP Scanjet C655-S9520D Scan resolution up to 2400 dpi, 48 bit, Feeder speed Up to 8 ppm/4 ipm (b&w)	Mar. 10, 2011	Project Office	Good
Laptop PC	HP 620 Intel Core 2 Duo 2.10 GHz, 4GB memory, 320GB Hard drive Optical drive DVD+/-RW Screen Size 15.6" Windows 7 Home Premium 64 Bit, Office 2010	Mar. 22, 2011	Project Office	Good
Projector	Epson Power Lite S10+ LCD projector, Resolution SVGA (800 x 600), 2600 ANSI lumens	Jun. 3, 2011	Project Office	Good
Laptop PC	Toshiba Satellite C655 -S9520D Intel Pentium Dual Core 2.0Ghz, Memory 2GB, Hard disk 250GB, Optical Drive DVDRW, Screen Size 15.6" Wide LCD , Windows 7 Home Premium 64 Bit, Office 2010	Aug. 2, 2011	Project Office	Good
Copier	Canon Image Runner 4045 Monochrome mode, speed is 45 ipm (or mmpm) and able to both side print.	Nov. 29, 2011	Project Office	Good
Videocamera	Sony HDR-CX220 27x optical / 320x digital zoom, Resolution (video/photo): 1080/60p (28Mbps) / 3984x2240 (16:9)	Sep. 11, 2011	Project Office	Good
Laptop PC	Dell Inspiron 17R CPU: Intel Core i7-2670QM, 2.20GHz, 6MB Cache, RAM: 6 GB DDRIII, Hard Disk Drive: 640 GB, Screen: 17.3" LED, OS: Windows 7 Home Premium 64-bit, Graphics Processor : Nvidia GT 525M 2GB	Feb. 13, 2013	Project Office	Good
Laptop PC	Dell Inspiron i15R-2105sLV CPU: Intel Core i5-3210M 2.50GHz, 3MB Cache, RAM: 8 GB, Hard Disk Drive: 1TB, Screen: 15.6" HD Wide, OS: Windows 7 Home Premium 64-bit	Feb. 13, 2013	Project Office	Good

Apart from the items listed above, equipment such as the following were procured directly by JICA Ghana office for the smooth implementation of the Project.

- One Generator (SAMIVA)
- One Project Car (Mitsubishi PAJERO 5P GLX)
- 20 Laptops for ICT room in new block (Dell Inspiron 3520, Core i3)
- Office furniture of training rooms in new block (Tables and Chairs)
- Office equipment for trainers' room in new block (Photocopiers, Desktop PCs and Printers)

The equipment listed above was fully utilized for project activities such as international training programmes and contributed to the achievement of intended outcomes. For the detailed list of the equipment, please refer to Attachment 2 List of Equipment Provided.

2.6 Local Expense

The Project's local expenses are summarized in Table 2.9. In the table, "1. Local Staff Salary" represents salaries for Local Staff and does not include remuneration of Japanese Experts. "4. Travel and Transportation" includes travel cost of trainees from Sierra Leone and Liberia and that of the Ghanaian counterpart for TNA and Impact Surveys trips. "9. Local Training" expense includes the cost of training for local counterpart staff, training fee of trainees from Sierra Leone and Liberia and local cost of TNA and Impact Surveys.

Table 2.9 1st and 2nd Project Year Actual Local Expense

Items	1st Year	2nd Year	Total
1. Local Staff Salary	¥3,842,352	¥1,807,986	¥5,650,338
2. Equipment Maintenance	¥473,747	¥157,050	¥630,797
3. Consumables	¥843,208	¥920,042	¥1,763,250
4. Travel and Transportation	¥14,728,006	¥13,721,710	¥28,449,716
5. Communication	¥109,289	¥45,863	¥155,152
6. Material Development	¥675,761	¥1,843,466	¥2,519,227
7. Rental	¥943,773	¥0	¥943,773
8. Office and Facility Maintenance	¥56,781	¥10,882	¥67,663
9. Local Training	¥9,903,740	¥4,737,422	¥14,641,162
10. Activities in Japan	¥210,000	¥0	¥210,000
Round off etc.	(¥38,657)	(¥421)	(¥39,078)
Total	¥31,748,000	¥23,244,000	¥54,992,000

The budget item categories of JICA were modified in the third project year. Thus it is summarized in a separate table as follows. "11. Miscellaneous" includes expenses of old category "local training" and local implementation cost of Project Achievement Conference in Ghana and Best Practice Sharing Workshops in Sierra Leone and Liberia.

Table 2.10 3rd Project Year Actual Local Expense (Estimated)

Items	3rd Year
1. Salary (Secretary)	¥0
2. Remuneration (Local Consultants)	¥1,006,311
3. Vehicle related (including Driver)	¥818,197
4. Rental	¥0
5. Facility and Equipment Maintenance	¥156,028
6. Consumables	¥271,709
7. Travel and Transportation	¥17,702,426
8. Communication and Mailing	¥137,980
9. Material Development	¥409,988
10. Utilities	¥0
11. Miscellaneous (including Local Training)	¥8,383,139
Round off etc.	(¥778)
Total	¥28,885,000

3.2 Major Activities for the 1st Project Year

In the first project year, the Project team focused on the skill transfer on each step of the ADDIE cycle for implementation of the EL/QPI Course through the task teams. Eight LP Workshops, six Retreat Workshops, and a Third Country Training in Singapore were conducted to share the basic knowledge on ADDIE with trainers of CSTC in an intensive manner. The knowledge was then applied in the Training Needs Analysis for Civil/Public Service of Sierra Leone and Liberia, curriculum development, material development, implementation of the training course, and to the Impact Survey as the last step of M&E. By going through this whole process, CSTC trainers have firmly acquired the skills required in each step of the ADDIE cycle.

The list of surveys and training courses conducted in the first year is shown in Table 3.2.

Table 3.2 List of Main Activities in the 1st Project Year

Schedule	Activity
Apr. 3–16, 2011	Background Analysis Trip
May 15–29, 2011	TNA trip to Sierra Leone and Liberia
Sep. 19–Oct. 7, 2011	1st EL/QPI Course for Sierra Leone and Liberia
Nov. 14–Dec. 2, 2011	2nd EL/QPI Course for Sierra Leone and Liberia
Feb. 19–Mar. 2, 2012	1st Impact Survey (for 1st and 2nd batch of EL/QPI Course)

3.3 Major Activities for the 2nd Project Year

In the second project year, considering the sustainability of the Project after termination, various schemes were introduced with the focus not only to develop the capacity to implement the EL/QPI Course for Sierra Leone and Liberia and its TOT but also to build the institutional capacity development of CSTC as a regional COE. In addition to what was implemented in the first project year, four LP workshops, three Retreat Workshops, one Advanced TOT and a Training in Japan were conducted. Through these activities, as well as the skill enhancement of individual trainers, the foundation for organisational capacity development of CSTC was established.

The list of training courses and Impact Survey conducted in the second project year is shown in Table 3.3.

Table 3.3 List of Main Activities in the 2nd Project Year

Schedule	Activity
Aug. 27–Sep. 7, 2012	1st TOT of EL/QPI Course for Sierra Leone and Liberia
Sep. 24–Oct. 12, 2012	3rd EL/QPI Course for Sierra Leone and Liberia
Jan. 20–Feb. 1, 2013	2nd Impact Survey (for 3rd batch of EL/QPI Course)
Feb. 11–22, 2013	2nd TOT of EL/QPI Course for Sierra Leone and Liberia

3.4 Major Activities for the 3rd Project Year

In the third project year, the importance of the organisational capacity development for the domestic training course implementation was re-emphasized upon the revision of the original PDM at the end of the second project year. In view of this, opportunities were provided for the counterpart staff to develop and implement new domestic courses with the intention of utilizing the experience gained through the development and implementation of international training courses. In order to keep providing the opportunity to learn, two LP workshops, one Retreat Workshop, three Advanced TOT and another Third Country Training in Singapore were

conducted. CSTC went through the application of the ADDIE cycle in the development and implementation of two brand-new domestic training courses. Through these practical experiences, trainers of CSTC have reinforced the skills required for each step in the training cycle from TNA to M&E.

The list of training courses and Impact Survey conducted in the third project year is shown in Table 3.4.

Table 3.4 List of Main Activities in the 3rd Project Year

Schedule	Activity
Jun. 17–Jul. 5, 2013	4th EL/QPI Course for Sierra Leone and Liberia
Sep. 2–15, 2013	3rd TOT of EL/QPI Course for Sierra Leone and Liberia
Aug. 19–22, 2013	1st domestic Basic Customer Care Course
Aug. 27–30, 2013	2nd domestic Basic Customer Care Course
Oct. 6–18, 2013	3rd Impact Survey (for 4th batch of EL/QPI Course)
Nov. 11–20, 2013	1st domestic M&E Course

3.5 Joint Coordinating Committee (JCC)

During the project period, five Joint Coordinating Committee (JCC) meetings were organized. Please refer to Attachment 4 for JCC Minutes.

Table 3.5 Outline of JCC Meetings

	Schedule	Main Agenda
1st	March 15, 2011	<ul style="list-style-type: none"> • Launching of the Project • Discussion on Inception Plan (Project Management Structure, Plan of Operation etc.)
2nd	June 7, 2012	<ul style="list-style-type: none"> • Review of the 1st project year achievement • Discussion on the 2nd project year activity plan
3rd	November 23, 2012	<ul style="list-style-type: none"> • Sharing result of the Project's Mid-term Review • Presentation of CSTC Action Plan (Report of Training in Japan)
4th	May 22, 2013	<ul style="list-style-type: none"> • Review of the 2nd project year achievement • Discussion on the 3rd project year activity plan • Progress Monitoring of CSTC Action Plan
5th	November 29, 2013	<ul style="list-style-type: none"> • Review of Project Terminal Evaluation • Progress Monitoring of CSTC Action Plan

3.6 Activities in Each Output

3.6.1 Output 1: TNA and Training Curricula and Material Development

(1) TNA

The Project team reviewed the TNA methodology and results of the EL and QPI Courses developed in the previous Project by interviewing the stakeholders involved in the “Capacity Development of Government Administration”, and developed TNA guidelines. Based on this preparation, teams organized by OHCS/CSTC/MSD conducted two field surveys including the background analysis trip and TNA trip to establish the cooperation framework among Ghana, Sierra Leone and Liberia, to understand the Civil/Public Service system in Sierra Leone and Liberia, and to assess the training needs of Public servants.

Table 3.6 Background Analysis Trip

Schedule	April 3–16, 2011
Duration	Two weeks (April 3–10 in Sierra Leone and April 10–16 in Liberia)
Place	Sierra Leone and Liberia
Objectives	<ul style="list-style-type: none"> • Establish cooperation framework among OHCS/CSTC, HRMO and CSA • Understand current situation of Civil/Public Service and training needs
Number of Participants	<ol style="list-style-type: none"> 1. Mr. Alidu Fuseini, Chief Director, OHCS (April 3- 7 and April 10-13) 2. Ms. Patricia Agyepong, Director RTD, OHCS 3. Mr. George Amoah, Assistant Director, OHCS 4. Ms. Eugenia Adomako-Gyasi, Ag. Chief Executive, Management Service Department 5. Ms. Dora Dei-Tumi, Principal, CSTC 6. Mr. Mohammed S.Adams, Assistant Director, CSTC 7. Mr. Kunitoshi Saito, Team Leader, CSTC-JICA Project Team 8. Mr. Teruki Takahashi, Training Coordinator/ Training Expert (2), CSTC-JICA Project Team

Table 3.7 TNA Trip

Schedule	May 15–29, 2011
Duration	Two weeks (May 15–21 in Liberia and May 22–29 in Sierra Leone)
Place	Sierra Leone and Liberia
Objectives	<ul style="list-style-type: none"> • To identify the job/task and individual level performance gaps and specific training needs of Civil servants in Sierra Leone and Liberia with emphasis in three thematic areas namely; Leadership, Ethics and Quality/Productivity Improvement. • To obtain detailed background information for analyzing and justifying the performance gaps and training needs through visiting various MDAs/MACs as well as Public/Private Sector Organizations in Liberia and Sierra Leone, • To analyze obtained information in order to customize a training program in the thematic areas of Ethics, Leadership and Quality/Productivity Improvement within the Liberian and Sierra Leonean context.
Number of Participants	<ol style="list-style-type: none"> 1. Mr. Gilbert Yao Xorlanyo Ampeh, Deputy Director, OHCS 2. Mr. George Amoah, Assistant Director, OHCS 3. Mr. Evans Habadah, Assistant Principal, CSTC 4. Mr. Mohammed S. Adams, Assistant Director, CSTC 5. Mr. Daniel Ansong Atuobi, Management Analyst, MSD 6. Ms. Akiko Nishibuchi, Training Expert (1), CSTC-JICA Project Team

After the TNA trip, the TNA team organized a Retreat Workshop to analyze the study results and summarize the training needs of middle level Civil/Public Service in Sierra Leone and Liberia, and developed a TNA report in August 2011.

These set of activities contributed to the acquisition of skills for conducting effective TNAs by CSTC trainers. This is shown in the feedback from international trainees on the relevance of the training content to their needs were very high (96%–100%; please refer to indicator of Output 1 in Table 4.1).

(2) Curriculum Design and Material Development

To effectively implement the curriculum design and training manual development, task teams in

three subject areas namely “Leadership”, “Ethics” and “QPI” (Quality Productivity Improvement) were established and 16 trainers were involved in the activities of the task teams (See Table 3.8). Each task team met at least once in a week from July to September 2011. Also, each task team held a Retreat Workshop for one week at the end of July and the beginning of August 2011 and finally developed training materials. It was difficult for especially adjunct trainers to keep focus on the heavy task of material development in their offices since they are often interrupted by regular assignments. Retreat Workshops worked well to effectively acquire the skills in material development by securing an environment for them to concentrate on the assigned task.

Table 3.8 Task Team Member List

Leadership	Ethics	QPI
<u>Leader</u> 1. Mr. Mohammed S.Adams (CSTC)	<u>Leader</u> 1. Mr. Eric Amankwah (CSTC)	<u>Leader</u> 1. Mr. Evans Habadah (CSTC)
<u>Members</u> 2. Ms. Jemimah Offin Boatemaa (CSTC) 3. Ms. Nancy Yeloe (Ministry of Education) 4. Dr. Frederick Twum (Ministry of Food and Agriculture) 5. Mr. Gilbert Ampeh (OHCS) 6. Mr. Ohene-Agyei Kwaku (CSTC) 7. Mr. Foster Agbemafle (CSTC) 8. Ms. Christiana Edmund (Ministry of Interior) 9. Mr. William Kartey (Office of President)	<u>Members</u> 2. Mr. Ebenezer Rexford Amankwah (CSTC) 3. Mr. Frank O. Kpodo (Ministry of health)	<u>Members</u> 2. Ms. Anna Ofori (CSTC) 3. Mr. Michael Ohene-Marfo (CSTC) 4. Ms. Jemima Allotey (Office of the President)
<u>Subject Matter Expert (SME)</u> Mr. Joe Issachar Mr. Mensah Raymond (SME)	<u>Subject Matter Expert (SME)</u> Mr. Franklin A. Benefo (SME)	<u>Subject Matter Expert (SME)</u> Mr. Philip Osei Antoh (SME)

Peer reviews between task teams and facilitators assigned to the EL/QPI training and were organized to ensure consistency between the curriculum design, trainee’s manuals, and facilitators’ session materials. Based on the discussions, the materials on Leadership, Ethics and QPI were finalized and session plans and presentation slides were developed.

The course materials developed through the above activities got very positive feedback from EL/QPI trainees in its quality (81%–100%; please refer to indicator of Output 1 in Table 4.1) and CSTC also acquired the ability to develop high quality curriculum and training materials.

(3) Revision of Curriculum and Material

Based on the M&E results of the 1st and 2nd EL/QPI and learning from TOT in Singapore, CSTC reorganized the EL/QPI curriculum to make it more skill focused. The three thematic areas (Leadership, Ethics and QPI) were merged into one and the connection to action plans was emphasized more in each topic. This reorganisation of the curriculum is very similar to the process of designing a new course and CSTC trainers developed the confidence in implementing the course because they became familiar with the training curriculum and material and got to know well what they were going to facilitate in the sessions.

After the revision of the curriculum, training materials were developed based on the new curriculum. CSTC decided to introduce a new type of training material, named “Learner Workbook (LW)” based on the concept of Instructional Design (ID). With this revision, it was agreed that three types of materials would be used for EL/QPI Courses. These three types are as follows:

- Learner Workbook (LW): Main training material focused on skill acquisition by trainees.
- Trainee Manual (TM): Reading Material to provide trainee with integrated knowledge on the module. It is considered as Reference Material.
- Facilitator Guide (FG): Guide for facilitators including training contents, skill-focused facilitation methodology, case study, etc.

LW and FG were mainly developed by CSTC trainers between March and May in 2012. The activities were all initiated by CSTC trainers and they acquired various skills in revising the curriculum and training material based on the results of M&E of the 1st implementation.

(4) Development of New Domestic Courses

To enforce the Scheme of Service Training, OHCS/CSTC organized a meeting for HR Directors of Ministries, Departments and Agencies (MDAs) on June 11, 2013. CSTC shared the course brochure and CSTC’s brochure to promote its courses and services to MDAs. Also participants discussed issues including the training needs for Scheme of Service Training, and measures to enforce implementation of Scheme of Service Training (e.g. securing budgets and participants).

The Project focused on the technical transfer of the ADDIE cycle through development and implementation of skill-focused training courses. CSTC trainers have experienced a comprehensive and ideal ADDIE cycle through development and implementation of the EL/QPI and the TOT Courses.

In the third project year, the Project team made the effort to establish a simplified standard ADDIE cycle for CSTC as a “Minimum Steps Approach.” The “Minimum Steps Approach” summarized work instructions and check points focusing on must know contents for acquiring targeted skills. CSTC was able to develop high quality practical training utilizing a limited number of trainers without relying on external subject matter experts. The Project supported the introduction of e-learning. It is expected that the e-learning methodology would promote CSTC’s function further by providing more learning opportunities to busy Civil servants as it provided opportunity to learn anytime and anywhere. It also contributed to providing standard quality training without much work load once the material is developed. The Minimum Steps Approach and e-learning were applied in the development of the new domestic pilot courses; “Customer Care/Service Course” and “M&E Course.” These two courses were developed by CSTC Staff Training Officers/management staff trainers. This proved that the know-hows accumulated in the international training is well established in CSTC and CSTC has the ability to develop and implement domestic courses as well on their own.

3.6.2 Output 2: Training Delivery Capacity of CSTC Trainers

(1) TOT Manual Development

The TOT Manual was developed by February 2012 and utilized for TOT for Sierra Leone and Liberia and updated after each TOT Course through the internal meetings in CSTC. Also information and knowledge obtained in Trainings in Singapore and Japan were added and it was finalized in November 2013.

Facilitation methods introduced in the TOT manual were shared with CSTC trainers including adjunct ones through LP workshops and Advanced TOT Courses for their capacity development. The manual was well appreciated by CSTC trainers as it contained the requisite knowledge and skills required for training and the Project tried to make the most of the manual by referring to it in every relevant occasion.

(2) Training of CSTC Trainers

Capacity development of CSTC trainers including adjunct ones was conducted through various training workshops namely LP workshops, Advanced TOTs, Third Country Trainings and training in Japan. In addition, day to day OJT style capacity development enhanced internalization of the capacity.

LP Workshop

LP workshops were held 14 times throughout the project period as an interactive learning platform for all CSTC trainers. The LP workshops enabled participation of adjunct trainers in project activities, ensured capacity development of trainers, and provided opportunities to share their knowledge and experiences with other trainers. After second project year, the CSTC Staff Training Officers started to initiate the preparation of LP workshop and it became a regular activity at CSTC.

There were three common objectives of LP Workshops although each workshop had specific objectives to achieve. The three common objectives are outlined below;

- 1) To promote **capacity development of project core members** (OHCS/CSTC management staff and CSTC Staff Training Officers) by providing them with opportunities for presenting project progress and achievement. Their newly-acquired knowledge and skills were enhanced through opportunities to present to others.
- 2) To promote effective **interaction among CSTC Staff Training Officers/management staff trainers and adjunct trainers**. Through this interaction, they inspired each other and deepened each other's knowledge and skills as they have different types of experiences and knowledge.
- 3) To provide opportunities for **experienced adjunct trainers** to participate in project activities. Through the LP workshops, the Project enhanced their motivation and responded to their needs for **further capacity development**.

Outline of 14 LP workshops held during the project period are summarized as follows. See Appendix 1 for the participation record.

Table 3.9 Outline of LP Workshops

No.	Date	Contents
1.	March 22–24, 2011	<ul style="list-style-type: none"> • Introduction of the Project • How to improve your work continuously Kaizen Concept • What is Instructional Design and ADDIE Cycle Model? • Introduction of the Training Needs Analysis (TNA) process • Preparation of training needs analysis of EL/QPI Course for Sierra Leone and Liberia
2.	April 28, 2011	<ul style="list-style-type: none"> • Progress of the Project on Institutional Capacity Development of the Civil Service Training Centre

No.	Date	Contents
		<ul style="list-style-type: none"> • Process and result of background survey in Sierra Leone and Liberia • Preparation for training needs analysis in Sierra Leone and Liberia
3.	June 16–17, 2011	<ul style="list-style-type: none"> • Progress of the Project • Training needs analysis application • Process and result of training needs analysis in Liberia and Sierra Leone • Sharing the training needs analysis result with Liberia and Sierra Leone
4.	July 13–14, 2011	<ul style="list-style-type: none"> • Progress of the Project • Presentation/ Discussion on Draft Course Design of “Ethical Leadership for Quality Productivity Improvement Course for Sierra Leone and Liberia” • Video conferencing Seminar on Instructional Design “Effective Training Curriculum Development and Material Development”
5.	August 23–25, 2011	<ul style="list-style-type: none"> • Progress of the Project • Presentation of course manual (Ethics, Leadership, and QPI) • Group work to revise the manual • Instructional Design on Monitoring and Evaluation
6.	October 26–27, 2011	<ul style="list-style-type: none"> • Progress of the Project • Review of the 1st EL/QPI Course • Evaluation on the EL/QPI Course • Effective PowerPoint Slides Series
7.	January 26, 2012	<ul style="list-style-type: none"> • Progress of the Project • Effective PowerPoint Slides Series • Review and Evaluation of the 2nd EL/QPI Course
8.	March 8, 2012	<ul style="list-style-type: none"> • Progress of the Project • Effective PowerPoint Slides Series (Series 3) • Results of TOT in Singapore • Results of the Impact Survey in Sierra Leone and Liberia
9.	June 21, 2012	<ul style="list-style-type: none"> • Effective PowerPoint Slide Series (Series 4) • Share the activity plan for the 2nd year • Share the points improved for the international training course • Explanation of the Project’s Mid-term Review
10.	November 27, 2012	<ul style="list-style-type: none"> • Effective PowerPoint Slide Series • Share the results of 1st TOT for Sierra Leone and Liberia • Share the results of 3rd EL/QPI for Sierra Leone and Liberia • Share the results of the Mid-term Review
11.	February 6, 2012	<ul style="list-style-type: none"> • Effective PowerPoint Slide Series • Review of the major results of the Mid-term Review and the way forward • TOT on skill focused facilitation
12.	March 5, 2013	<ul style="list-style-type: none"> • Review of 2nd TOT for Sierra Leone and Liberia • Share the result of Impact Survey of 3rd EL/QPI Course • Presentation on “Learning Organization”
13.	August 13, 2013	<ul style="list-style-type: none"> • Workplace Learning Framework • Evaluation of EL/QPI-4 • Report on Counterpart Training in Singapore
14.	October 30, 2013	<ul style="list-style-type: none"> • Leadership Development Model • Basic ICT: Keyboard Shortcuts • Evaluation of TOT-3 • Result of Impact Survey at Sierra Leone and Liberia

Advanced TOT

The Advanced TOT was organized to enhance further quality improvement of the CSTC trainers especially to enhance skills to plan and facilitate skill-focused training sessions.

The 1st, 2nd and 3rd Advance TOT were implemented prior to the 3rd and 4th EL/QPI Course and the 3rd TOT Course for Sierra Leone and Liberia respectively. The Advance TOT offered opportunity for demonstration and peer review for the trainers.

The Japanese Expert Team members took charge of planning and facilitating the 1st and the 2nd Advance TOT Course, and the CSTC Staff Training Officers handled the 3rd Advance TOT Course. This is one of the symbolic events to testify the enhanced ability of Staff Training Officers who were recruited after the start of the Project.

In response to the recommendation made in the Project's Mid-term Review to include some aspects to stimulate the intellectual desires of senior trainers as well as to strengthen the involvement of adjunct trainers in order to motivate them further, the 4th Advance TOT Course implemented in November 2013 invited Ms. Yoshiko Terada, a well-known and experienced instructional designer from Japan as trainer. Ms. Terada provided special sessions to introduce advanced international best practices in training and instructional design.

Certificates were awarded to 20 trainers in the 1st, 2nd and 3rd Advance TOT Courses. In the 4th Advanced TOT Course 24 trainers received certificates. Outline of the Advanced TOT Courses are summarized as follows.

Table 3.10 Outline of Advanced TOT Courses

No.	Dates	Contents/Objectives
1.	August 14, 15, 22, 23, 2012 (four days)	<ul style="list-style-type: none"> • Sharing the results of background analysis results • TOT on facilitation methods • Demonstration by participants
2.	June 12 and 14 2013 (two days)	<ul style="list-style-type: none"> • Explain the rationale for conducting skill-focused training through identifying advantages in comparison with the traditional lecture style. • Identify the appropriate tools and methods for effective skill-focused training with emphasis on EL/QPI Course • Demonstrate skills in facilitating skill-focused training.
3.	August 26 and 28, 2013 (two days)	<ul style="list-style-type: none"> • Explain the rationale for conducting skill-focused training through identifying advantages in comparison with the traditional lecture style. • Identify the appropriate tools and methods for effective skill-focused training with emphasis on EL/QPI Course • Demonstrate skills in facilitating skill-focused training.
4.	Nov 26–28, 2013 (three days)	<p><Instructional Design expert invited from Japan></p> <ul style="list-style-type: none"> • How to use 3H for Effective Facilitation • Seven Mistakes in Facilitation • The Importance of Story Telling

Third Country Training

During the project period, two Third Country Trainings in Civil Service College in Singapore were organized to revise the EL/QPI training manuals and to obtain knowledge and skills to design and develop curriculum and materials for skill-oriented training courses, and to learn facilitation methods. The outline is summarized in Table 2.5 and Table 2.6. It is noteworthy that the Staff Training Officers nurtured not only skills but also their confidence by taking the cutting-edge training in Singapore. They have become more relaxed and confident when

facilitating training sessions. This contributed to Outcome 2.

Training in Japan

The training in Japan was held to learn about training institution management and to develop the capacity of CSTC in training center management as the COE in the West Africa. During the training, CSTC developed a CSTC's medium term strategic management plan (CSTC Action Plan 2013–2016).based on the knowledge obtained in the program. The outline is summarized in Table 2.7. Back in Ghana, it was observed that the participants of the training recalled what they learned in Japan and utilized it on various occasions such as designing the layout of the classroom of the new block and placement of directional signs.

The experiences in these activities resulted in enabling CSTC trainers to improve their competencies rapidly achieving the high score of 79% in the indicator of trainers who are qualified to teach more than one module (See Outcome 2 of Table 4.1). 11 out of 17 trainers were qualified when the Project started.

3.6.3 Output 3: Plan and Deliver Regular Training

(1) Training Administration Manual and CSTC Action Plan

Training Administration Manual

In the first project year, the administration process of the existing EL and QPI Course for Ghana was reviewed by the CSTC and the Expert team to understand the current procedures for the course administration and to clarify the procedures necessary to conduct the international training. Based on the discussions, a training administration manual was developed and submitted to JICA in September 2011.

The training administration manual was updated after each EL/QPI and TOT for Sierra Leone and Liberia and a standardized version which included procedures for domestic courses was finalized in January 2014 in the third project year. In the third project year, it was observed that CSTC Staff Training Officers administered courses using the task checklist (with schedule in their hands) and standardization of the course administration was improved.

CSTC Action Plan

Through the training in Japan, participants learned TNA methods, training course marketing, budgeting, and participant-oriented facilities. Based on the experience, participants developed a CSTC's medium term strategic management plan (CSTC Action Plan 2013–2016). The plan includes an activity plan on the following items³:

- Provide Training Interventions for Enhanced Service Delivery of MDA's and MMDA's
- Ensure Sustainability of Training
- Strengthening Operational Capacity of CSTC
- Enhancing the Human Capital Base of CSTC
- Marketing of CSTC
- Intensify Collaborative Opportunities with Strategic Institutions

CSTC adjusted its focus on daily activities in order to be in line with the Action Plan and to be relevant to the progress of CSTC toward the mission and vision by always referring to the items.

³ The original Action Plan included two other items, namely "Introducing Video Conferencing Facilities" and "Introduce Distance Learning", but their objectives are not directly related to the project activities and were omitted from the item list to be monitored by the Project Team. The item "Introducing Video Conferencing Facilities" was achieved in February 2014 with support from the National Information Technology Agency (NITA).

The Expert team also took the relevance of project activities to the CSTC Action Plan into consideration when the project activity plan was revised. The progress of the Action Plan was monitored and shared with stakeholders in every JCC meeting. Progress seems steady and prospects are generally positive.

(2) Sensitization Workshop on Sierra Leone and Liberia

Information obtained through the background analysis and TNA trips, EL/QPI and TOT Course administration, was shared through LP workshops with CSTC trainers in order to enhance the understandings of the background information and specific training needs of Sierra Leone and Liberia.

(3) Implementation of EL/QPI and TOT

Based on the course administration manual, CSTC organized four EL/QPI Courses and three TOTs for Sierra Leone and Liberia. During the Impact Survey, it was observed that participants of the EL/QPI Course actually implemented the action plan and had started making impact in their services through improvements in daily operations and improved customer care. The best practices among them were shared in the wrapping-up workshops in Sierra Leone and Liberia. Also, some trainees of the TOT for EL/QPI had succeeded in conducting training sessions for staff in their ministries and had cascaded the knowledge obtained in the EL/QPI Course despite the little funding opportunity. The outline of the international training is summarized in Table 3.11 and Table 3.12.

Table 3.11 Outline of EL/QPI Course for Sierra Leone and Liberia

Course Title	Ethical Leadership for Quality Productivity Improvement Course
Target Participants	Middle-level Civil servants in Sierra Leone and Liberia
Venue	CSTC (Ghana)
Training Objective	To develop competent ethical leaders to serve as change agents for sustainable quality and productivity improvement of the Civil/Public Service in Sierra Leone and Liberia
Training Modules	Required skills for ethical leaders for sustainable quality and productivity improvement. <ul style="list-style-type: none"> • Leadership • Change Management • Time Management • Teamwork • Delegation • Productivity Improvement Tools • Communication • Report Writing • Quality Standard • Strategic Thinking, etc.
Length of Training	Three weeks (15 days)
Implemented Schedule	1st Batch: September 19–October 7, 2011 2nd Batch: November 11–December 2, 2011 3rd Batch: September 24–October 12, 2012 4th Batch: June 17–July 5, 2013
Number of Participants	Total of all four batches: <u>80 participants</u> <ul style="list-style-type: none"> • 40 from Sierra Leone (10 × 4 batches) • 40 from Liberia (10 × 4 batches)

Table 3.12 Outline of TOT Course for Sierra Leone and Liberia

Course Title	Training of Trainer Course for EL/QPI
Target Participants	Middle-level Civil servants in Sierra Leone and Liberia who have completed the EL/QPI Courses
Venue	CSTC (Ghana)
Training Objective	The course aims at equipping past EL/QPI participants with competent training management and facilitation skills in EL/QPI Course
Training Modules	<ul style="list-style-type: none"> • Orientation/HRD • Adult learning • CSTC Story • ADDIE Process • Training Needs Analysis (TNA) • TNA Methods • Training Design and Development • Curriculum Design Overview & Learning Objectives and Outcomes • Curriculum Design • Lesson Plan Development • Lesson Plans Application and Review • Training Material Development • Training Material Development Application and Review • Training Delivery and Implementation • Facilitation Skills • Preparation of Action Plan • Evaluation • Wrap-up • Facilitation Skills Demonstration of EL/QPI/ Panel Discussion
Length of Training	Two weeks (10 days)
Implemented Schedule	1st Batch: August 27–September 7, 2012 2nd Batch: February 11–22, 2013 3rd Batch: September 2–13, 2013
Number of Participants	Total of all three batches: <u>48 participants</u> <ul style="list-style-type: none"> • 24 from Sierra Leone (8 × 3 batches) • 24 from Liberia (8 × 3 batches) *Some Ghanaian trainers participated in each batch

(4) Implementation of Domestic Course

The Customer Care Course was conducted twice in August 19–22 and August 27–30, 2013. Also one M&E Course was conducted in November 11–20, 2013 (including field work). These courses were mainly implemented and operated by CSTC without assistance from the Expert team. This helped Staff Training Officers who were recruited after the start of the Project to build their confidence by going through the whole process from TNA to M&E. The administration procedures were summarized in the administration manual (standardized version).

(5) Monitoring of CSTC Action Plan

The Action Plan developed in the training in Japan was shared by CSTC with JCC committee members in the 3rd JCC which was organized to share the result of the Mid-term Review of the Project. Based on the Action Plan, the Expert team supported CSTC's activities including development of a Human Resource Development (HRD) Plan, conducting competency analysis of CSTC trainers, establishment and implementation of Kaizen platform, and ICT skill development. Periodic monitoring of these activities was done through the JCCs.

(6) HRD Plan

The HRD Plan has been developed as guidelines for mid and long term training strategy of Staff Training Officers who are posted to the CSTC. In the plan, the ideal image of CSTC trainers and the required core functions of CSTC are proposed as a target. It summarizes how to develop trainers' skills and knowledge as professional training experts as well as training institution managers. Also the plan provides a concrete example of a Staff Training Officer who enters CSTC as a fresh graduate.

There are four points in the strategy proposed in the plan. They are 1) Introduction of "Learning Organization" culture, 2) Effective combination of OJT, Off-the-Job Training (Off-JT) and Self Development, 3) Strategic Development of subject matter expertise, and 4) Skill Map and strategic Job Assignment and Rotation. The main pillar of strategy emphasizes the importance of continuing learning to establish "Learning Organization" culture. In addition, it is suggested that trainers develop expertise by effectively combining OJT, Off-JT and Self Development provide the opportunity to gain knowledge on certain topics just like experts in the field. Trainers can be assigned to the role in which they perform the skills and knowledge acquired.

(7) Competency Analysis of CSTC Staff Training Officers

In order to enhance the capacity of Staff Training Officers, it is an important step to grasp the skills they have at the moment accurately. The Skill Map is an effective tool to visualize existing skills for each trainer and this was introduced in the HRD plan. Competency analysis for Staff Training Officers was conducted as a pilot case to develop this Skill Map. About 100 tasks required for the daily operation of a trainer at CSTC were listed up and changes over the years of skill levels of the individual trainers for each task was analyzed. Further, the identified tasks were categorized into skill areas, and expectations from CSTC management and trainers' interest for each area were visualized. The HRD plan proposes to utilize these data for planning the careers of trainers.

(8) Kaizen Platform Implementation

"KAIZEN Platform" was introduced in the third year as one of the new mechanisms to promote institutional capacity development. In this platform, more focus is placed on a proactive work attitude, team work, planning capabilities and execution capabilities of all staff of the CSTC. The workshops were organized bi-weekly, in which staff share and acknowledge various bottom-up KAIZEN (small and continuous improvement) ideas and achievement.

CSTC is currently planning to develop a new course in 2014, named "Public Service Delivery Improvement Course." The course will focus on how to introduce and promote bottom-up "KAIZEN" for improving delivery of Public Services. It is expected that CSTC Staff Training Officers/management staff trainers acquire experiences to implement KAIZEN through the KAIZEN Platform before they start developing the "Public Service Delivery Improvement Course." Also, visible concrete examples can be compiled through the KAIZEN Platform which can be useful as case materials in the "Public Service Delivery Improvement Course."

In the KAIZEN Platform, trial Kaizen activities in 5S such as cleanliness improvement have been implemented. In order to ensure the sustainability of the activities, it was agreed with CSTC management that the KAIZEN teams be based on the existing CSTC committees. One of the committees, "Reward and Disciplinary" committee voluntarily expressed their willingness to lead KAIZEN Platform workshops as coordinators together with the Expert team. By involving the committees, it is expected that the organizational structure of CSTC would be enhanced and sustainability of the KAIZEN activities can be ensured. In the beginning, there were many committees which made little progress in their activities due to busy schedules with

their regular operations. On February 7, 2014, the first KAIZEN presentation contest was organized with some awards for the best committees and the active efforts of each committee and signs of sustaining the KAIZEN activity were also observed.

The best team that implemented the most effective Kaizen activity at CSTS in the contest was the Image Projection and PR committee. The committee made a presentation in the Project Achievement Conference on February 12, 2014, representing all the committees.

(9) ICT Skill Development

By the second project year, it became obvious that some trainers take much time on completing simple course administration tasks due to the lack of simple ICT skills. To help address this, ICT skill development sessions on course administration were held monthly from the end of June, 2013 mainly for CSTC Staff Training Officers. The Expert team planned and organized the sessions and for some sessions, National Service personnel were involved as facilitator or teaching assistant during the exercise. Some outcomes of this activity have been observed. For instance, the typing speed of trainers has improved leading to higher productivity in tasks involving the PC. The OJT on the usage of software for e-learning material development was also conducted during the material development phase for the Customer Care Course. The table below shows the overview of the sessions conducted.

Table 3.13 Outline of ICT Skill Sessions

Date	Contents
June 28, 2013	Introduction to ICT skills <ul style="list-style-type: none"> • Benefits of acquiring ICT skills • PC maintenance/performance improvement tools and its exercise • Essential keyboard shortcuts
Late June–Early July	OJT on multimedia material development software
July 12	Basics of soft data management <ul style="list-style-type: none"> • Version control of reports using MS Word • Naming of files and folder usage for easy retrieval of files
August 14	Exercise on soft data management <ul style="list-style-type: none"> • Discussion on organisational rule on file naming • Practice on naming of files and folder creation for seiri/seiton
Early October to Early November	OJT on soft data management <ul style="list-style-type: none"> • Introduction of cloud data storage (Dropbox) • Introduction of off-line email client (Zimbra Desktop)
Early October to Early November	Email letters on Shortcut Key (four times) <ul style="list-style-type: none"> • Window management • File/Folder name management • Page Break/Section Break • Paste Special
December 10	Exercise on training administration data management (1) <ul style="list-style-type: none"> • Introduction of Training participants data input and logistics materials development (Master Excel File system attached in the Training Administration Manual)
January 22, 2014	Exercise on training administration data management (2) <ul style="list-style-type: none"> • Practice of Training participants data input and logistics materials development • Organisational soft data management (introduction of course administration package and storage in external hard disk)

3.6.4 Output 4: An M&E System

(1) Review of M&E System

In the 1st LP Workshop, Japanese experts introduced the ADDIE cycle and the overall idea of monitoring and evaluation (M&E). In the 5th LP Workshop, trainers discussed how to improve the current M&E tools.

(2) Development of M&E System

For the international training courses, OHCS/CSTC, HRMO and CSA agreed on the M&E framework and decided to conduct: 1) Pre-Course evaluation, 2) In-Course Evaluation, 3) End-Course Evaluation and 4) Impact Survey.

For the domestic training courses, In-Course and End-Course evaluations were conducted just like international courses. However Pre-Course evaluation was not conducted since CSTC knew the needs of Public servants in Ghana as it is CSTC's mandate. Also monitoring of the action plans developed by participants was mainly conducted by MDAs which sent participants with CSTC reviewing the monitoring forms submitted by MDAs and improving the course if necessary.

Summary of M&E system is shown in the table below:

Table 3.14 M&E Matrix

Evaluation Level	Relevant Evaluation Steps	M&E Tool	Responsibility	
			International	National
Readiness	Step 1: Pre-Course Evaluation	<ul style="list-style-type: none"> Pre-Course Action Plan 	CSTC HRMO/CSA	-
Reaction	Step 2: In-Course Evaluation	<ul style="list-style-type: none"> Observation/dialogue Questionnaire 	CSTC/MSD	CSTC
Learning	Step 2: In-Course Evaluation Step 3: End-Course Evaluation	<ul style="list-style-type: none"> Observation/dialogue Questionnaire Comparison of Pre-Course and End-Course Action Plan 	CSTC/MSD	CSTC
Behavior	Step 4: Impact Survey	<ul style="list-style-type: none"> Questionnaire Interview (with the trainees and the supervisors, colleagues) Observation at work place 	CSTC/MSD HRMO/CSA	MDAs (CSTC)
Result	Step 4: Impact Survey	<ul style="list-style-type: none"> Questionnaire Interview (with the trainees and the supervisors, colleagues) Observation at work place 	CSTC/MSD HRMO/CSA	MDAs (CSTC)

The above-mentioned M&E processes and methods for domestic and international training courses were summarized in the M&E Guideline (standardized version).

(3) Implementation of M&E

In the international courses, M&E was mainly conducted by MSD until the second project year. After the second project year, Mr. Michael Ohene Marfo was selected to be trained as the evaluator at CSTC. Also, other CSTC trainers joined the Impact Survey conducted in Sierra Leone and Liberia and they learned the evaluation processes and methods from Mr. Marfo. This

facilitated skill transfer from him to other CSTC trainers and the resulted in embedding individual the skills and knowledge to the institution. Through these surveys, improvements have been observed in the M&E skills ranging from questionnaire sheet development for evaluation, interview methodology, data input by MS Excel, analysis of the data and grasping the lessons.

With regard to the domestic courses, a meeting bringing together Human Resource Directors (HRD) from MDAs was held on June 2013. It was agreed that monitoring of the action plans developed by participants should be the responsibility of each MDA. Thus, CSTC sent letters to MDAs which sent participants to the Customer Care Course to assist their action plan implementation. CSTC visited the MDAs to monitor action plan implementation and supported participant when action plan was not properly implemented. It is necessary for CSTC to raise awareness for more active involvement of each MDA in monitoring of action plans by HR Directors.

(4) Project Achievement Conference

Best Practice Sharing Workshop in Sierra Leone

On January 30, 2014, the Best Practice Sharing Workshop was held in Freetown, the capital of Sierra Leone. Dignitaries including the Director General of HRMO, past trainees of EL/QPI Course, and HRMO staff participated in the event and numbered 103 in total. Among them, 29 participants were past EL/QPI trainees. In the workshop, HRMO commented that establishment of a platform to utilize network among ex-EL/QPI participants were under planning. Three EL/QPI participants presented their case of action plan implementation as best practices. The presenters were:

- Mr. Sellu Keifala, HRMO
Action Plan: Early provision of meeting agenda in senior management's meeting at HRMO
- Ms. Deema Lamboi, Ministry of Agriculture, Forestry and Food Security
Action Plan: Service Charter development for the ministry
- Mr. Augustine T. Mansaray, Public Service Commission
Action Plan: Staff Development, training Needs Analysis and Implementation

At the end of the session, certificates of Recognition were given to the past EL/QPI participants gathered on the day who had implemented their action plans. This workshop became a good opportunity to publicize the Project because it was reported by many media houses invited by HRMO.

Best Practice Sharing Workshop in Liberia

On February 5, 2014, the Best Practice Sharing Workshop was held in Monrovia, the capital of Liberia. Dignitaries including the Director General of CSA, past trainees of EL/QPI Course, CSA staff and DPs participated in the event and numbered 84 in total. Among them, 31 participants were past EL/QPI trainees. In the workshop, four EL/QPI participants presented their case of action plan implementation as best practices. The presenters were:

- Mr. Francis Aire-Youba, Ministry of Transport
Action Plan: Visualization of vehicle registration and related fees
- Ms. Rebecca Andrew Kaba, Ministry of Transport
Action Plan: Service Charter development for the ministry
- Ms. Lucia D. Gibson, Ministry of Information
Action Plan: Effective records keeping for quality service delivery

- Ms. Sandra M. Roberts, Ministry of Posts and Telecommunications
Action Plan: Restructuring the job description (JD)

In the open discussion on the way forward, many opinions from the gathering suggested the idea to promote institutionalization of the training for Civil servants. Some suggestions include; “ministers should be provided with training opportunities”; “there is need to submit training proposal not only to our own MDA but also to various DPs to secure funds for the training”; “Each MDA should take the training utilizing the EL/QPI and TOT participants to their staff.” At the end of the session, certificates of Recognition were given to the past EL/QPI participants gathered.

Project Achievement Conference in Ghana

The Project Achievement Conference was organized on February 12, 2014 together with the inaugural ceremony of the new block of CTSC. Dignitaries included the Ambassador Extraordinary and Plenipotentiary of Japan, Minister of Public Sector Reform and Chair Person of the Public Service Commission. Adjunct trainers and HR Directors in MDAs, Civil servants working in relation to HR development, and the media participated in the conference. There were 112 participants in total.

The first part involved the official ceremony of inauguration of the building and the handing over of the project equipment from JICA to CSTC. In the second part, the summary of Project Achievements, results of Best Practice Sharing Workshops in Sierra Leone and Liberia, the best practice of domestic Basic Customer Care Course, and the best Kaizen Team case that was selected in the CSTC Kaizen contest were presented. In the Project Achievement summary, the institutional capacity of CSTC was confirmed to have improved greatly during the Project with almost all indicators meeting the target number. In the Open forum on the way forward, opinions such as the importance of dealing with the topics on Ethics in CSTC’s training, the importance of cooperation by HR Director in MDA to M&E of the training, dire need of enforcement of Mandatory Scheme of Service Training were raised. It was emphasized that training at CSTC will become more and more important for Civil/Public Service in Ghana in future.

This conference became a good opportunity to publicize the Project’s achievement and appeal the capability of the CSTC because the event gathered various stakeholders together and got broad media coverage including four TV stations, several radio stations and at least four newspapers.

By this promotion, it is expected that CSTC will earn more recognition as potential COE of Civil/Public Service training in Ghana and West African sub-region in near future and sustainability of the CSTC’s training programmes after the Project will be improved.

3.7 The implementation Status of the Recommendation from the Terminal Evaluation

3.7.1 Result of the Terminal Evaluation

In the Terminal Evaluation implemented in November 2013, it was concluded that the project purpose would be achieved by the end of the project period and therefore the Project is to be completed as scheduled. The Project was rated high in four evaluation criteria (Relevance, Effectiveness, Efficiency, and Impact) and evaluated as Fair in Sustainability. In the evaluation, the following four recommendations were made as short term actions to be taken until the end of the Project.

- Accelerating skill transfer
- Staff development planning:
- Continuous engagement in the Fair Wages and Salaries Commission
- Revision of HR information communication process to strengthen the effectiveness of the Scheme of Service Training

The implementation status for each recommendation is as follows.

3.7.2 Accelerating skill transfer

The Project introduced some platforms that could involve counterpart members in an autonomous manner. These platforms are the Task Team System, Skill Transfer Mechanism, and Task Leader System. (This is also described in Section 5.2.1: Creating various new platforms for technical transfer). Counterpart members acquired the capacity to plan and monitor progress of activities by the end of the Project. However, they still had difficulty in designing of new activities. In order to facilitate transferring this skill, the Project assigned work to the counterparts in such a way that they design activity by consulting with Expert team in the beginning.

3.7.3 Staff Development Planning

The Staff development plan for CSTC's Staff Training Officers was developed as CSTC HRD Plan. It is a mid and long term strategy for development of Staff Training Officers to acquire expert knowledge and skills through training and on-the job experience. The plan proposed four pillars namely, 1) Introduction of "Learning Organization" culture, 2) Effective combination of OJT, Off-the-Job Training (Off-JT), and Self Development, 3) Strategic Development of subject matter expertise, and 4) Skill Map and strategic Job Assignment and Rotation. (It is also described in details at Section 3.6.3 Output 3: Plan and Deliver Regular Training (6) HRD Plan) The plan was finalized in February 2014 with several consultations with management member of the counterpart. It includes the points suggested to be taken into consideration by the Terminal Evaluation. These are presented below.

- To continue attaching the Staff Training Officers to MDAs for specific periods to deepen their understanding of the actual operations and daily works of the Civil service,
- To have a viewpoint of Staff Training Officers' career development aspiration,
- To hire new staff in the next fiscal year,
- To distinguish coordination role into value added coordination work (i.e. recap, short listing as marketing) and non-value added logistics work (i.e. catering support), and the latter is to be assigned to new less qualified staff in order to keep trainers motivated, and
- The Japanese experts assist CSTC to develop the plan based on their experience in other countries in order to make the plan more effective, efficient and feasible.

3.7.4 Continuous Engagement in the Fair Wages and Salaries Commission

The Terminal Evaluation pointed out that migration of CSTC's principal, vice principal and Staff Training Officers to the newly established Training Management Class would be crucial for motivating trainers to retain in the CSTC and to hire more experienced trainers. With the effort made by CSTC and the Expert team to the Fair Wages and Salaries Commission, the process of assigning Staff Training Officers in CSTC and other training institutions to Training Management Class has been steadily making progress. As of February 2014, the Fair Wages and Salaries Commission has proposed the new salary structure for trainers on the new Training Management Class and CSTC is now confirming the structure.

3.7.5 Revision of HR Information Communication Process to Strengthen the Effectiveness of the Scheme of Service Training

CSTC was planning to improve the efficiency of nomination of participants through the use of a Promotion Register submitted by HR Directors of MDAs in collaboration with the Career Management Directorate (CMD) of OHCS. Though the Terminal Evaluation recommended the efficient use of personnel database developed by RSIMS (Research Statistic Information Management Directorate) in OHCS as it seemed to be reasonable to utilize the database in the longer term, CSTC opted for the strategy to strengthen relationships with HR Directors in all MDAs for the purpose of participant nominations and action plan monitoring after the course since it was realized that the RSIMS has limitation in capturing administrative leave such as studying abroad. In line with the strategy, the Expert team supported CSTC to develop a simple system to develop their own database with MS Excel file to compliment the nomination of candidates by the Promotion Register.

In view of this and the limited period of time, the Expert team decided to support CSTC's plan by developing a simple Training Database within CSTC by using an efficient system for managing training administrative files. This was followed by a workshop to instruct trainers on how to use the system.

4. Project Achievement

4.1 Achievement of Project Objectives and Outputs

The Project objectives and outputs achieved in the project period is summarized in Table 4.1

Table 4.1 Project Achievement

Project Objective/ Outputs & Indicators	Activities and progress
<p>Project Objective: Institutional capacity of CSTC strengthened towards its functioning as the ‘Centre of Excellence’ in Civil Service training in Ghana and the sub-region.</p>	<p>In total seven batches of sub-regional training courses (four batches of EL/QPI Course and three batches of TOT for Sierra Leone and Liberia) were implemented. CSTC is increasingly receiving training requests from various Public Service institutions such as the Local Government Services.</p>
<p><i>Indicator:</i></p> <ul style="list-style-type: none"> CSTC increases its training resources, in terms of number of trainers and facilities (e.g. Lecture rooms) by at least 50%. 	<ul style="list-style-type: none"> The number of Staff Training Officers/ management staff trainers at CSTC has increased from 4 to 14 (including five new Staff Training Officers recruited to CSTC in January 2014). Also, the number of adjunct ones has increased from 22 to 30. In total, the number of CSTC trainers has increased from 26 to 44 (69% increase). The new building has been ready for use since 2013 and the number of classrooms has increased from 3 to 12 (300% increase).
<ul style="list-style-type: none"> Trainers’ average performance (EL/QPI and TOT Courses for Sierra Leone/Liberia as well as newly developed courses referred in Activity 1.5 and 1.6) scoring by the end of each course evaluation by participants averaged at least 60%. 	<ul style="list-style-type: none"> Satisfaction rates on trainers performance ⁴ received at the end of the course evaluation are as follows <EL/QPI Course> 1st: 95%, 2nd:100%, 3rd:100%, 4th: 100% <TOT > 1st: 75%, 2nd: 88%, 3rd: 100%
<ul style="list-style-type: none"> A training cycle management of training delivery for Ghana and the sub-regional participants established. Host institutions of the participants indicate interest in further collaboration with CSTC in capacity development. 	<ul style="list-style-type: none"> TNA, Training Administration and M&E Manuals were compiled as a first step to establish the training cycle management within CSTC. Also, several courses for the Civil/Public Service were developed in line with the training management cycle established. Both HRMO in Sierra Leone and CSA in Liberia indicate their interest in further collaboration with CSTC such as requesting CSTC to send trainers for TOT, refresher training for TOT alumni or further training opportunity in Ghana in other areas. HRMO is looking into the possibility to link CSTC with TOT to be implemented by their Civil Service College, for which EU plans to support. JICA Project for Capacity Development for Comprehensive District Development in the Northern Region of Sierra Leone also sent five participants to the Ethical Leadership Course of

⁴ In “Question Were you satisfied with facilitators’ training methodologies?”, those who responded as “Very good” and for “Good” are considered as “Satisfied.”

Project Objective/ Outputs & Indicators	Activities and progress
	CSTC's own annual training calendar.
<p>Output 1: OHCS/CSTC personnel have developed capacity to conduct Training Needs Analysis (TNA) and to develop training curricula and materials, including for Ghana and the sub-region.</p>	<p>OHCS/CSTC personnel conducted TNA in Sierra Leone and Liberia. The process and the result were compiled as "Training Needs Assessment Guideline" and "TNA Report." Training curricula and materials have been developed based on the results of the TNA.</p>
<p><i>Indicator:</i></p> <ul style="list-style-type: none"> Participants of sub-regional training and the newly developed courses indicate relevance of training curricula and materials developed by CSTC. 	<ul style="list-style-type: none"> The end of course evaluation are as follows <u>Relevance</u>⁵ <EL/QPI Course> 1st:100%, 2nd:100%, 3rd : 96%, 4th:100% <TOT> 1st:100%, 2nd 100%, 3rd: 100% <u>Quality of the Training Material</u>⁶ <EL/QPI Course> 1st:95%, 2nd:100%, 3rd : 96%, 4th:100% <TOT> 1st:82%, 2nd 81%, 3rd: 100%
<ul style="list-style-type: none"> OHCS/CSTC personnel demonstrate ability to develop training curriculum and materials based on appropriate training needs assessment. 	<ul style="list-style-type: none"> TNA was implemented in April and May in 2011. A total of 11 officers from OHCS/CSTC participated in the survey trip. 15 trainers were included in the preparation and the analysis as task team members. Training course curriculum and materials were designed and developed based on TNA. 16 trainers participated in the task team activities. Based on the issues identified in M&E, the participants of the Singapore TOT in February 2012 developed the concept of a workbook which is composed of simple explanations and several exercises suitable for adult learning. New domestic training courses were developed and implemented by applying the skills and knowledge gained through the Project such as: 23 courses for the Local Government Services in Ghana. CSTC has established a "Minimum Steps Approach" following the ADDIE Cycle as a simple and sustainable approach. Based on this standard steps, the "Customer Care Course" was developed and implemented in August, 2013. Also the "M&E Course" was developed and implemented in November 2013.
<p>Output 2: Training delivery capacity of the CSTC trainers has been strengthened for delivery of training for Ghana and the sub-region.</p>	<p>14 LP workshops, four Advanced TOT and two TOT in Singapore CSC were organized. Through these courses and continuous OJT, training delivery capacity of CSTC trainers has been</p>

⁵ In the question of end-course evaluation "Did you find the course relevant to your personal needs as a Civil servant (for EL/QPI Course)/Trainer (for TOT) and to the interests of your MDA/MAC (Job, Work, and Responsibility)?" those who responded as "Very relevant" and "Relevant" are considered as "indicating relevance."

⁶ In the question of end-course evaluation "Were you satisfied with the quality of the course materials?" those who responded as "Very Satisfied" and "Satisfied" are considered as "Satisfied."

Project Objective/ Outputs & Indicators	Activities and progress
<p><i>Indicator:</i></p> <ul style="list-style-type: none"> CSTC trainers who are qualified to teach more than one module increased up to 80%. 	<p>strengthened.</p> <ul style="list-style-type: none"> 31 trainers out of 39⁷ trainers (79%) can teach more than one module⁸.
<ul style="list-style-type: none"> TOT manuals developed and used by CSTC trainers. 	<ul style="list-style-type: none"> TOT manuals were developed and utilized for the LP workshops and Advanced TOT for Ghanaian facilitators. TOT manuals were also utilized for the three batches of TOT for Sierra Leone and Liberia.
<p>Output 3: Capacity to plan and deliver regular training for participants from Ghana and the sub-region has been developed at CSTC.</p>	<p>Capacity to plan and deliver training for participants was developed through 14 LP workshops and three Advanced TOT. EL/QPI Courses and TOT for Sierra Leone and Liberia were implemented based on the training administration manual.</p>
<p><i>Indicator:</i></p> <ul style="list-style-type: none"> Procedures for organizing national and sub-regional training established and implemented at CSTC and OHCS. 	<ul style="list-style-type: none"> A Course Administration Manual was developed. Based on the manual, four batches of the EL/QPI Course and three batches of the TOT for Liberia and Sierra Leone were implemented.
<ul style="list-style-type: none"> 50% of sub-regional participants for TOT sessions demonstrate ability to deliver training. 	<ul style="list-style-type: none"> 94% of TOT participants (45 out of 48 trainees in three batches) demonstrated the ability to deliver training sessions. In Sierra Leone, TOT participants conducted EL/QPI training in their own workplaces. In Liberia, the seven participants of the 1st TOT facilitated sessions in the EL/QPI capacity building workshop organized by CSA in January 2013. In addition, TOT participants conducted EL/QPI training in their own workplaces.
<p>Output 4 An M&E system to ensure quality training has been established and implemented by CSTC.</p>	<p>The four batches of EL/QPI Course and three batches of TOT for Sierra Leone and Liberia were monitored and evaluated based on the M&E guidelines that had been developed earlier on. Also feedback from participants was reflected in subsequent courses.</p>
<p><i>Indicator:</i></p> <ul style="list-style-type: none"> Feedbacks from training participants are reflected on delivery of the next training course by CSTC trainers. 	<ul style="list-style-type: none"> Feedback from training participants for the 1st and 2nd EL/QPI Course was collated based on the in-course and end-course evaluation and the Impact Survey. The three chapters on Ethic, Leadership and QPI have been merged to avoid duplication and to make the training

⁷ Five new Staff Training Officers recruited to CSTC in January 2014 is excluded from the denominator in order to assess the net impact of project's capacity development activities.

⁸ In March 2013, the Expert team and CSTC agreed on the criteria of those "Qualified to facilitate" based on achieving more than 3.5 points in average (full point is 5) in facilitation in one of the following courses;

- 1) ELQPI Courses for Sierra Leone and Liberia
- 2) TOT for Sierra Leone and Liberia
- 3) Advance TOT demonstration sessions
- 4) Domestic EL or QPI Courses from 2013
- 5) One of the modules in domestic pilot courses (Basic Customer Care or M&E) in 2013

Project Objective/ Outputs & Indicators	Activities and progress
<ul style="list-style-type: none"> M&E Guideline is compiled for both EL/QPI and newly developed courses and monitoring of the follow-up actions of participants is implemented following the guideline 	<p>methodologies more skill-focused. Also course administration including in-course and end-course questionnaires were improved based on feedback from facilitators.</p> <ul style="list-style-type: none"> The M&E framework for following up action plan implementation by participants was agreed on among stakeholders. Monitoring of action plans of EL/QPI Course participants was conducted mainly by HRMO and CSA. In HRMO, significant improvement in monitoring capacity was observed after changes in personnel. CSTC itself developed the M&E Course and it enhanced CSTC trainers' understanding and capacity on M&E. Also, M&E Guideline (Standardized version) was developed and utilized for national and international courses. Impact Surveys were jointly conducted in February 2012, January 2013 and October 2013 by OHCS/CSTC/MSD, HRMO and CSA and the results were shared among stakeholders. Best Practice Sharing Workshop was organized in Jan. 2014 in Sierra Leone and Feb. 2014 in Liberia. Some best practices implemented by the EL/QPI participants were shared among ministries, development partners, etc. Project Achievement Conference was held in Ghana in February 2014 and best practice implemented by the Basic Customer Care Course participants was shared among ministries, development partners, etc. in Ghana.

4.2 Materials Developed in the Project

Outputs achieved and materials developed during the project period are summarized in Table 4.2 and all the materials developed are listed in Table 4.3.

Table 4.2 Outputs and Materials

Outputs	Materials
Output 1: Developed capacity to conduct TNA and to develop training curricula and materials	<ul style="list-style-type: none"> Training Needs Assessment Guideline EL/QPI Course Manual (It became EL/QPI Learner Workbook from the third project year.)
Output 2: Training delivery capacity of the CSTC trainers has been strengthened for delivery of training	<ul style="list-style-type: none"> TOT Manual
Output 3: Capacity to plan and deliver regular training has been developed	<ul style="list-style-type: none"> Training Administration Manual
Output 4: An M&E system to ensure quality training has been established and implemented	<ul style="list-style-type: none"> M&E Guideline

Table 4.3 List of Materials

Title	Due Date	Numbers / Language
Technical Deliverables		
Training Needs Assessment Guideline	April, 2011	10 in English CD-ROM (English)
EL/QPI Course Manual	September, 2011	10 in English CD-ROM (English)
EL/QPI Course Manual (2nd version)	September, 2011	10 in English CD-ROM (English)
EL/QPI Course Manual (3rd version)	September 21, 2012	10 in English CD-ROM (English)
EL/QPI Learners Workbook (Final)	January, 2014	10 in English CD-ROM (English)
TOT Manual	February, 2012	10 in English CD-ROM (English)
TOT Manual (1st revision)	August 21, 2012	10 in English CD-ROM (English)
TOT Manual (2nd revision)	February 5, 2013	10 in English CD-ROM (English)
TOT Manual (Final)	January, 2014	10 in English CD-ROM (English)
Training Administration Manual	September, 2011	10 in English CD-ROM (English)
Training Administration Manual (1st revision)	July 18, 2012	10 in English CD-ROM (English)
Training Administration Manual (Standardized version)	January, 2014	10 in English CD-ROM (English)
M&E Guideline for EL/QPI Course for Sierra Leone and Liberia	December, 2011	10 in English CD-ROM (English)
M&E Guideline for EL/QPI Course for Sierra Leone and Liberia (1st revision)	August 21, 2012	10 in English CD-ROM (English)
M&E Guideline (Standardized version)	January, 2014	10 in English CD-ROM (English)
Reports		
Inception Report No.1	April, 2011	10 in English 5 in Japanese CD-ROM (English, Japanese)
Project Progress Report No.1	October, 2011	10 in English 5 in Japanese CD-ROM (English, Japanese)
Completion Report for the 1st year	March, 2012	10 in English 5 in Japanese CD-ROM (English, Japanese)
Inception Report No.2	May 31, 2012	5 in Japanese CD-ROM (English, Japanese)
Project Progress Report No.2	October 29, 2012	10 in English 5 in Japanese CD-ROM (English, Japanese)
Completion Report for the 2nd year	March 15, 2013	10 in English 5 in Japanese CD-ROM (English, Japanese)
Inception Report No.3	May, 2013	5 in Japanese CD-ROM (Japanese)
Project Progress Report No.3	September, 2013	10 in English 5 in Japanese CD-ROM (English, Japanese)
Project Completion Report	March, 2014	10 in English 5 in Japanese CD-ROM (English, Japanese)

5. Measures Taken, Lessons Learned, Way forward and Recommendations

5.1 Measures Taken through the Project

This section explains measures taken, which contributed to the effectiveness and efficiency of technology transfer and institutional capacity development.

5.1.1 Creating Various New Platforms for Technical Transfer

During the three-year project implementation period, CSTC has experienced significant organizational development. Most importantly, Staff Training Officers who were recruited after the start of the Project have developed their capability as training professionals along with the Project. In order to adjust to changing organizational needs and priority, various platforms for technical transfer were flexibly introduced in each year of the Project. Utilizing these platforms, goals of the technical transfer were shared clearly among counterparts and the Expert team and it enabled effective cooperation. Examples of such platforms for technical transfer are listed in the following table.

Table 5.1 Platforms for Technical Transfer

	Name	Target	Objective
1	Learning Platform (LP) Workshops	All CSTC Trainers (Permanent and Adjunct Trainers)	Promoting Interactive learning among permanent and adjunct trainers
2	Advanced TOT Courses	All CSTC Trainers (Permanent and Adjunct Trainers)	Enhancing advanced facilitation skills for skill-focused training sessions Learning advanced international best practices in instructional design
3	Task Teams	Mainly CSTC Staff Training Officers/management staff trainers	Training Curriculum and Material development for EL/QPI
4	Trainers' Team System	All CSTC Trainers (Permanent and Adjunct Trainers)	Enhancing capability to facilitate several EL/QPI modules by one trainer and skill transfer from veteran trainers to less experienced trainers
5	Retreat	Mainly CSTC Staff Training Officers/management staff trainers	Intensive work for curriculum and material development, enhancing team working
6	ICT Session	Staff Training Officers	Improvement of efficiency in basic daily work
7	Skill Transfer Mechanism	Staff Training Officers	Intensive capacity development of Staff Training Officers
8	Task Leader System	Staff Training Officers	Promoting handing over to Staff Training Officers
9	My Excellency Series	All CSTC Staff	Sharing and internalizing Mission/Vision of CSTC among all CSTC staff
10	KAIZEN Platform	All CSTC Staff	Promoting bottom-up work improvement initiative by all CSTC staff

5.1.2 Support for Organizational Capacity Development of CSTC towards COE

(1) Improving Training Quality through International Training Standard – “ADDIE Cycle Model”

From the beginning of the Project, the management of CSTC expressed their expectation to

achieve the technical capacity to implement all steps of the ADDIE cycle on their own. The ADDIE cycle is an internationally well-known and established model in instructional design. Thus, the ADDIE cycle model was set as a back bone for technical transfer throughout various activities of the Project and it provided a common understanding for all members of the Expert team and counterpart. In addition, other various instructional design models that are recognized internationally were introduced and applied in the process of development and implementation of the courses. Learning and applying these international training standards was a source of pride and motivation as training professionals for both new and experienced trainers. Another benefit was that, once trainers were familiar with the terminologies, availability of various learning references (books, websites etc.) enables continuously learning by their own even after the termination of the Project.

(2) Training Development and Management Corresponding to the Changing Demands – “Minimum Steps Approach” and “E-Learning”

Training demand for CSTC’s courses has been changing continuously and has increased during the project period. CSTC has started playing a more important role in Civil/Public Service training in Ghana as the Scheme of Service Training policy was introduced for the Civil Services in 2012. In addition, CSTC has started receiving requests to train staff from various Public Service institutions.

In order to respond to increasing need for the Scheme of Service Training of the Civil servants, the Expert team supported CSTC to standardize an efficient course development approach, named as “Minimum Steps Approach.” The “Minimum Steps Approach” summarizes minimum course development check points for acquiring targeted skills. With this approach, high quality practical training can be developed by a limited number of trainers without relying on external consultants or subject matter experts.

Another market demand is to minimize training duration to enhance participation by busy Civil/Public Servants and to reduce training costs. CSTC responded to this demand by introducing e-learning (or multimedia course material) in the design of some courses. It provides opportunity to learn anytime and anywhere.

The Minimum Steps Approach and e-learning have been applied in the development of the domestic pilot courses; “Customer Care Course” and “M&E Course” during the Project. These new approaches can differentiate CSTC from other training institutes and provide motivation and confidence for CSTC trainers.

(3) Differentiation by “Result-Oriented” and “Skill-Focused” Training

The impact of training on workplaces was stressed on the Project. Thus trainers were always guided towards skill-focused facilitation. The EL/QPI Course evolved into a skill-focused training program by focusing on must know information and hands on exercises, and the introduction of a Learner Workbook. The skill-focused approach was applied in the new domestic courses such as “Customer Care Course” and “M&E Course.” The participants and the client organizations appreciated these courses. Skill-focused training has thus become the brand for CSTC and this has contributed to creating a new market.

There is a well-established training institution for Public servants called Ghana Institute of Management and Public Administration (GIMPA). This institution is delivering various programs including Master’s Degree courses by focusing on academic and theoretical areas. GIMPA targets senior level officers while CSTC targets junior and middle levels. However, CSTC has as well differentiated itself from GIMPA and other similar training institutes through the training approach it has adopted.

(4) Reorganizing the Roles among Training Stakeholders

The roles of the training stakeholders have been re-organized during the Project. The M&E of training courses which was assigned to MSD at the beginning of the Project was handed over to CSTC by the end of the Project. In addition, CSTC started to take the initiative to enhance collaboration with HR Divisions of various MDAs in training nomination and follow-up of action plans.

The new M&E system for following-up implementation of action plans was tested in the “Customer Care” and “M&E” Courses. CSTC requested HR Divisions of each MDA to assign focal persons to monitor action plan implementation by participants utilizing the monitoring guidance that CSTC provided. CSTC is considering applying this new system to all other courses in future as it is important that each MDA takes ownership in human resource development for the effect of training to be institutionalized in each MDA.

For training nomination, more effective and efficient communication and collaboration is required among OHCS/CSTC and MDAs in order to enforce the Scheme of Service Training policy. OHCS/CSTC organized a meeting for HR Directors of each MDA to promote understanding of the Scheme of Service Training policy.

(5) OHCS/CSTC’s Continuous Effort for Enhancing Collaboration with MDAs to Enforce Scheme of Service Training Policy

The Project flexibly supported various activities of CSTC as far as it contributed to the achievement of the project purpose and overall goal. For example, support on the development of CSTC’s Action Plan and its monitoring and development of the HRD plan were not included in the original PDM of the Project. These were added later to enhance the sustainability of the Project. Other examples are the activities involving all staff of CSTC (including secretaries, receptionists, cleaners, drivers etc.) namely “My Excellency Series” and “KAIZEN Platform.” The Project placed importance on those comprehensive efforts towards achieving CSTC’s vision to become a “Centre of Excellence.”

The Project also supported development of a website and promotion materials because public relations and marketing were becoming more important for CSTC due to the expansion of the scope of clients to Public Services.

5.2 Lessons Learned

The project purpose and almost all the indicators of the four outputs have been achieved by the end of the Project. This successful achievement was a result of various measures taken throughout the period of the Project as described in the section above and the strong sense of ownership by the counterpart. In summary, the following three lessons learned may be applicable to other projects in future.

5.2.1 Project Management that Maximizes Counterpart’s Ownership

The Project constantly revised activities in a flexible manner by listening to counterpart members within the project scope. This resulted in a positive impact in that the Project was led by the counterpart and ownership was enhanced.

It is important and valuable to constantly communicate with the counterpart to understand their changing needs and desires and to factor these needs in the project implementation plans. This maximizes the impact of the intervention. Also the capacity development of the counterpart is

easily monitored and existing gaps are collectively addressed.

5.2.2 Thorough Sharing of Organizational Vision/Mission Sharing Among All Stakeholders and Staff

The Project facilitated the process towards achieving the desired target by sharing the vision and mission to be COE in Ghana and in the West African sub-region not only with core counterpart members such as management members, trainers, but with all CSTC staff including secretaries, receptionists, cleaners, drivers, etc. All the staff in the organization must work towards the same direction in order to realize this vision and mission. Although it was not feasible for the Japanese experts to transfer technology directly to all the CSTC staff, the Project made it possible with assistance from the local project staff by introducing “My Excellency Series” to promote constant interaction to share the vision and mission. This was implemented through the existing regular weekly meetings. This approach can be applicable to other projects which focus on institutional capacity development.

5.2.3 Inter-Regional Cooperation Utilizing Distance Communication Tool (Video Conferencing)

CSTC committed to the Project with a strong desire to become JICA’s partner for international cooperation instead of being a mere receiver. CSTC has a strong wish to sustain and expand its services through regional cooperation. For this purpose, financial investment is critical, however, personal and organizational relationships are also fundamental. The Project contributed to the establishment of sub-regional cooperation by providing several opportunities for visiting each other for training courses, TNA and Impact Surveys. In order to promote collaboration among several countries, it is necessary to include activities that promote face to face communication and collaborative work through the appropriate allocation of time and budget.

In addition, the Project utilized videoconferencing for preparations of events in Sierra Leone and Liberia. Videoconferencing sometimes can be more effective than e-mail and telephone communication because it enables more people to be involved at a time and enhances effective organizational information sharing.

A videoconferencing system was installed in CSTC in January 2014 with budget from the Ghana government. CSTC can utilize it in various ways to expand activities for both domestic and international activities. It is important to develop the capacity to handle various types of communication tools especially when the project is focusing on regional cooperation.

5.3 Way Forward and Recommendations

5.3.1 Enhancement of Basic Work Skills and Establishment of Organizational Work Flow

It is recommended that the CSTC continues to enhance basic work skills of all the trainers and the staff by continuing ICT sessions and KAIZEN Platform introduced by the Project. In order for the training management/administration skills enhanced through the Project to be sustained and expanded further, more focus should be placed on improving very basic work skills not only of trainers but also all the CSTC staff. This is urgent for CSTC because the number of training courses and participants would continuously increase in the coming years. Focus should not be limited to individual work skills but should also include organizational work capacity such as establishment of a standard work flow, efficient division of roles, team work and collaboration etc. Those basic work skills and work flow would include basic computer skills to create documents and training materials (word, excel and power point), enforcing standard training administration flow, efficient record management (both hard and soft copies), and maintenance

of participant database.

5.3.2 Approach to Various Development Partners (DPs) Especially for Sub-Regional Training Expansion

It is recommended that OHCS/CSTC continues to approach DPs who are active in the governance sector in Ghana and the West African sub-region, including JICA, EU, UNDP, DFID etc. During the project period, CSTC proactively contacted these DPs, submitted training proposals and sought for partnerships. CSTC should continue with these efforts especially to establish the training fund to implement more international training courses.

5.3.3 Sustainable Mechanism to Develop as “Learning Organization”

It is recommended that CSTC take a strong leadership to introduce sustainable mechanisms to foster a mutual and continuous learning culture for the organization. During the three-year project implementation period, new platforms for technical transfer were introduced to CSTC including the Learning Platform, KAIZEN Platform, and Task Leader System. It is expected that CSTC will sustain some of these mechanisms and improve them continuously as a “Learning Organization.” Also, it is expected that CSTC would utilize the HRD Plan developed in the Project as a guideline. Taking such initiative will be one of the most important roles of CSTC’s management.

Conclusion

The Project achieved almost all verifiable indicators of the four outputs and the project purpose. Overall, the Project has been successful as the institutional capacity of CSTC has been strengthened towards its functioning as a 'Centre of Excellence' in Civil Service training in Ghana and the sub-region.

One of the most remarkable achievements is that CSTC has differentiated itself from other similar training institutes and established its brand as a training institute with "Result-Oriented" and "Skill-focused" approaches. Through action plans implemented by the participants, it was proved that training can directly contribute to quality and productivity improvement of the Public Services. And this succeeded to lead CSTC to become a unique training institution.

Through the achievements of the Project and the continuous effort by OHCS/CSTC, enforcement of the Scheme of Service Training policy is underway, and it would further promote recognition of CSTC's training courses. Thus, it is likely that the overall goal of the Project, "Civil servants and Institutions in Ghana and the sub-region benefit from the services of CSTC as the 'Centre of Excellence' in Civil Service training" will be achievable after the termination of the Project.

During the project period, the number of Staff Training Officers/management staff trainers at CSTC increased from 4 to 14 and the number of classrooms increased from 3 to 12. These are evidence of CSTC's enhanced institutional capacity. Utilizing these enhanced capacities, OHCS/CSTC is ready to provide a greater impact to Public Services in Ghana.

CSTC implemented all the project activities with a strong sense of ownership and enthusiasm. This has contributed to the smooth coordination and effective implementation of the Project. The Expert team believes that CSTC will continue its effort to develop itself as a "Learning Organization" and to contribute to Quality Productivity Improvement of Public Services in Ghana and the West African sub-region.

Finally, the success of the Project was a result of proactive effort of all stakeholders, especially OHCS and CSTC. The Expert team would like to appreciate and send maximum compliments to them.

Attachments

Attachment 2 List of Equipment Provided

Procured Items through JICA Expert Team

	Room	Category	Item	Product code	Qty.	Unit cost *1	Price	Condition* 2	Frequency* 3	FY *4
1	Project Office	IT Device	Photocopier (mono)	Canon ImageRunner 4045	1	6,040.00	6,040.00	B	A	2011
2	Project Office	IT Device	Scenner	HP Scanjet C655-S9520 D	1	799.00	799.00	A	A	2011
3	Project Office	IT Device	Laptop PC	HP 620	1	2,100.00	2,100.00	A	A	2011
4	Project Office	IT Device	Projector	Epson Power Lite S10+	1	1,190.00	1,190.00	A	A	2011
5	Project Office	IT Device	Video Camera	Sony HDR-CX220E	1	850.00	850.00	A	B	2011
6	Project Office	IT Device	Laptop PC	Toshiba Satellite C850-F01N	1	1,298.00	1,298.00	B	B	2011
7	Project Office	IT Device	Laptop PC	Dell Inspiron 17R	1	2,629.00	2,629.00	A	A	2012
8	Project Office	IT Device	Laptop PC	Dell Inspiron i15R-2105sLV	1	1,718.00	1,718.00	A	A	2012
Sub-total (Procured Items through JICA Expert Team)							16,624.00			

Procured Items procured directly by JICA Ghana Office

	Room	Category	Item	Product code	Qty.	Unit cost *1	Price	Condition* 2	Frequency* 3	FY *4
9	-	Others	Vehicle	Mitsubishi PAJERO 5P GLX	1	57,822.42	57,822.21	A	A	2010
10	Cafeteria 1	Furniture	Chair	KONCEPT	48	175.00	8,400.00	A	A	2011
11	Cafeteria 1	Furniture	Table (Round)	9090 Cherry	12	450.00	5,400.00	A	A	2011
12	Cafeteria 1	Others	Water Dispenser	AUX	8	278.26	2,226.08	A	A	2011
13	Cafeteria 2	Furniture	Table (Round)	9090 Cherry	6	450.00	2,700.00	A	A	2011
14	Cafeteria 2	Furniture	Chair	C5640	24	175.00	4,200.00	A	A	2011
15	-	Others	Generator	SAMIVA	1	138,990.04	138,990.04	A	A	2011
16	-	Others	Polytank Large	DKG Rngennerign	1	8,821.46	8,821.46	A	A	2011
17	-	Others	Polytank Small	DKG Rngennerign	3			A	A	2011
18	-	Others	Water Pump	DKG Rngennerign	2			A	A	2011
19	Reception	Furniture	Table	DA88N Cherry	1	920.00	920.00	A	A	2011
20	Reception	Furniture	Chair	0029-1	1	535.00	535.00	A	A	2011

	Room	Category	Item	Product code	Qty.	Unit cost *1	Price	Condition* 2	Frequency* 3	FY *4
21	Reception	Furniture	Sofa set	2009xx	2	2,800.00	5,600.00	A	A	2011
22	Secretariat 1	Furniture	Table	SP Mahogany	3	630.00	1,890.00	A	B	2011
23	Secretariat 1	Furniture	Chair	0029-1	3	535.00	1,605.00	A	B	2011
24	Secretariat 1	Furniture	Book Shelves	TG Mahogany	3	535.00	1,605.00	A	A	2011
25	Secretariat 1	Furniture	Visitor Chair (Sofa)	3 in 1 RECE	3	390.00	1,170.00	A	A	2011
26	Secretariat 1	IT Device	Desktop PC	Dell Optiplex GX780MT	3	1,080.00	3,240.00	A	A	2011
27	Secretariat 1	IT Device	Projector	Epson EB-S9 LCD Projector	1	1,350.00	1,350.00	A	A	2011
28	Secretariat 1	IT Device	Printer (mono)	HP P1102w (wireless, USB)	3	217.39	652.17	A	A	2011
29	Secretariat 1	IT Device	Photocopier (mono)	Cannon iR 2535	1	10,495.65	10,495.65	A	A	2011
30	Secretariat 1	IT Device	Microphone Set	BEVIC	1	3,500.00	3,500.00	B	A	2011
31	Training Room 1	Furniture	Chair	Cm007(pp)	30	242.00	7,260.00	A	A	2011
32	Training Room 1	Furniture	Table(long)	Wstf247213	15	480.00	7,200.00	A	A	2011
33	Training Room 1	Furniture	Cabinet	Sliding door cabinet with glass	1	630.00	630.00	A	B	2011
34	Training Room 1	IT Device	Laptop PC	Toshiba A505-S6033B	1	1,695.65	1,695.65	A	A	2011
35	Training Room 1	Furniture	White Board	4x8	1	478.26	478.26	A	A	2012
36	Training Room 1	Curtain	3 in 1	Ann's	4	334.09	1,336.36	A	A	2012
37	Training Room 1	Curtain	2 in 1	Ann's	4	334.09	1,336.36	A	A	2012
38	ICT	Furniture	Chair	A4	25	39.13	978.25	A	B	2012
39	ICT	Furniture	Table	DA88N	13	1,043.48	13,565.24	A	B	2012
40	ICT	Curtain	2 in 1	Ann's	2	334.09	668.18	A	A	2012
41	ICT	IT Device	Projector	Epson EX3210	1	1,152.17	1,152.17	A	B	2012
42	ICT	IT Device	Laptop PC	Dell Inspiration 3520 Corei3	20	1,669.57	33,391.40	A	B	2012
43	Secretariat 2	Furniture	Chair	LA-1001H	1	565.22	565.22	A	A	2012
44	Secretariat 2	Furniture	Chair	CH711	2	243.48	486.96	A	A	2012
45	Secretariat 2	Furniture	Table	LF21118	1	1,739.13	1,739.13	A	A	2012
46	Secretariat 2	Furniture	Table	LG1670	2	1,043.48	2,086.96	A	A	2012

	Room	Category	Item	Product code	Qty.	Unit cost *1	Price	Condition* 2	Frequency* 3	FY *4
47	Secretariat 2	IT Device	Printer (color)	HP Color LaserJet CP5525DN	1	6,048.00	6,048.00	A	B	2012
48	Secretariat 2	IT Device	Photocopier (mono)	Cannon iR 2545	1	11,670.19	11,670.19	A	A	2012
49	Syndicate Room 1	Furniture	Chair	Euro Bench EB334	6	130.43	782.58	A	A	2012
50	Syndicate Room 1	Furniture	Flip Chart Board	KFD-WD004	1	260.87	260.87	A	A	2012
51	Syndicate Room 1	Furniture	Table (Big Round)	DQ78	1	1,565.22	1,565.22	A	A	2012
52	Syndicate Room 1	Curtain	3 in 1	Ann's	2	334.09	668.18	A	A	2012
53	Syndicate Room 2	Furniture	Chair	Euro Bench EB334	6	130.43	782.58	A	A	2012
54	Syndicate Room 2	Furniture	Flip Chart Board	KFD-WD004	1	260.87	260.87	A	A	2012
55	Syndicate Room 2	Furniture	Table (Big Round)	DQ78	1	1,565.22	1,565.22	A	A	2012
56	Syndicate Room 2	Curtain	3 in 1	Ann's	2	334.09	668.18	A	A	2012
57	Training Room 2	Furniture	Chair	SX4066	22	82.61	1,817.42	A	A	2012
58	Training Room 2	Furniture	White Board	4x8	1	478.26	478.26	A	A	2012
59	Training Room 2	foldable table	Table(long)	CRS-DC-9143	10	594.97	5,949.75	A	A	2012
60	Training Room 2	Curtain	3 in 1	Ann's	2	334.09	668.18	A	A	2012
61	Training Room 2	Curtain	2 in 1	Ann's	2	334.09	668.18	A	A	2012
62	Training Room 2	IT Device	Projector	Epson EX3210	1	1,152.17	1,152.17	A	B	2012
63	Training Room 3	Furniture	Chair	SX4066	22	82.61	1,817.42	A	A	2012
64	Training Room 3	Furniture	White Board	4x8	1	478.26	478.26	A	A	2012
65	Training Room 3	foldable table	Table(long)	CRS-DC-9143	10	594.97	5,949.75	A	A	2012
66	Training Room 3	Curtain	3 in 1	Ann's	2	334.09	668.18	A	A	2012
67	Training Room 3	Curtain	2 in 1	Ann's	2	334.09	668.18	A	A	2012
68	Training Room 3	IT Device	Projector	Epson EX3210	1	1,152.17	1,152.17	A	B	2012
69	Conference Room	Curtain	2 in 1	Ann's	10	334.09	3,340.90	A	A	2012
70	Secretariat 3	Furniture	Chair	KI-1/H	1	478.26	478.26	A	A	2012
71	Secretariat 3	Furniture	Chair	CH711	2	243.48	486.96	A	A	2012
72	Secretariat 3	Furniture	Table	LF23815R	1	739.13	739.13	A	A	2012
73	Secretariat 3	Furniture	Table	LG1670	2	1,043.48	2,086.96	A	A	2012
74	Syndicate Room 3	Furniture	Chair	Euro Bench EB334	6	130.43	782.58	A	A	2012
75	Syndicate Room 3	Furniture	Flip Chart Board	KFD-WD004	1	260.87	260.87	A	A	2012
76	Syndicate Room 3	Furniture	Table (Big Round)	DQ78	1	1,565.22	1,565.22	A	A	2012
77	Syndicate Room 3	Curtain	3 in 1	Ann's	2	334.09	668.18	A	A	2012

	Room	Category	Item	Product code	Qty.	Unit cost *1	Price	Condition* 2	Frequency* 3	FY *4
78	Syndicate Room 4	Furniture	Chair	Euro Bench EB334	6	130.43	782.58	A	A	2012
79	Syndicate Room 4	Furniture	Flip Chart Board	KFD-WD004	1	260.87	260.87	A	A	2012
80	Syndicate Room 4	Furniture	Table (Big Round)	DQ78	1	1,565.22	1,565.22	A	A	2012
81	Syndicate Room 4	Curtain	3 in 1	Ann's	2	334.09	668.18	A	A	2012
82	Training Room 4	Furniture	Chair	SX4066	22	82.61	1,817.42	A	A	2012
83	Training Room 4	Furniture	White Board	4x8	1	478.26	478.26	A	A	2012
84	Training Room 4	foldable table	Table(long)	CRS-DC-9143	10	594.97	5,949.75	A	A	2012
85	Training Room 4	Curtain	3 in 1	Ann's	2	334.09	668.18	A	A	2012
86	Training Room 4	Curtain	2 in 1	Ann's	2	334.09	668.18	A	A	2012
87	Training Room 4	IT Device	Projector	Epson EX3210	1	1,152.17	1,152.17	A	B	2012
88	Training Room 5	Furniture	Chair	SX4066	22	82.61	1,817.42	A	A	2012
89	Training Room 5	foldable table	Table(long)	CRS-DC-9143	10	594.97	5,949.75	A	A	2012
90	Training Room 5	Curtain	3 in 1	Ann's	2	334.09	668.18	A	A	2012
91	Training Room 5	Curtain	2 in 1	Ann's	2	334.09	668.18	A	A	2012
92	Training Room 5	IT Device	Projector	Epson EX3210	1	1,152.17	1,152.17	A	B	2012
Sub-total (Procured Items for CSTC)							416,108.13			
Total (Procured Items for the Project)							432,732.13			

Note:

*1: All the unit prices are shown in Ghana Cedi, which was converted into equivalent GHC according to the JICA Monthly Transaction Rate at the time of the procurement if the payment was made in other currencies (US Dollar, Japanese Yen).

*2: The condition of the items (as of November 2013) was rated as follows: A (Excellent)/ B (Fair)/ C (Poor)/ D (Unable to use).

*3: The use frequency of the items (as of November 2013) was rated as follows: A (Every week)/ B (Every other week)/ C (Every month)/ D (Less than every month).

*4: Japanese fiscal year (from April until the next March).+-

Attachment 3 Activity List (March 2011–February 2014)

as of January 24, 2014

I. JCC

No.	Contents	Date	No of participants
1.	1 st JCC	Mar. 15, 2011	18
2.	2 nd JCC	Jun. 7, 2012	21
3.	3 rd JCC	Nov. 23, 2012	18
4.	4 th JCC	May 22, 2013	17
5.	5 th JCC	Nov. 29, 2013	14

II. TNA trip to Sierra Leone and Liberia

No.	Title	Date	No of participants
1.	Back Ground Analysis Trip	Apr. 3-16, 2011	8
2.	TNA Trip	May 15-29, 2011	6

III. TOT for CSTC trainers

(1) Learning Platform Workshop

No.	Contents	Date	No of participants
1.	LP Workshop 1	Mar. 22-24, 2011	34
2.	LP Workshop 2	Apr. 28, 2011	36
3.	LP Workshop 3	Jun. 16-17, 2011	32
4.	LP Workshop 4	Jul. 13-14, 2011	34
5.	LP Workshop 5	Aug. 23-25, 2011	41
6.	LP Workshop 6	Oct. 26-27, 2011	33
7.	LP Workshop 7	Jan. 26, 2012	36
8.	LP Workshop 8	Mar. 8, 2012	35
9.	LP Workshop 9	Jun. 21, 2012	37
10.	LP Workshop 10	Nov. 27, 2012	32
11.	LP Workshop 11	Feb. 6, 2013	34
12.	LP Workshop 12	Mar. 5, 2013	31
13.	LP Workshop 13	Aug. 13, 2013	19
14.	LP Workshop 14	Oct. 30, 2013	22

(2) Retreat Workshop

No.	Contents	Date	No of participants
1.	TNA Retreat workshop	Jun. 9-12, 2011	12
2.	Task team kick-off workshop	Jul. 7-10, 2011	12
3.	Ethics team retreat workshop	Jul. 25-30, 2011	4
4.	QPI team retreat workshop	Jul. 26-31, 2011	4
5.	Leadership team retreat workshop	Aug. 1-7, 2011	9
6.	Training manual revision retreat workshop	Feb. 28-Mar. 4, 2012	11
7.	Training manual revision and course development retreat workshop (1)	Jun. 14-16, 2012	17
8.	Training manual revision and course development retreat workshop (2)	Aug. 2-4, 2012	16
9.	Annual Review Retreat Workshop	March 1-3, 2013	22

No.	Contents	Date	No of participants
10.	Domestic M&E course training material development retreat workshop	Sep. 6-8, 2013	5
11.	Kaizen Retreat for CSTC staff	Dec. 6-7, 2013	28

(3) Peer Review

No.	Contents	Date	No of participants
1.	Peer Review for 1 st EL/QPI	Sep. 6-8, 2011	18

(4) Advance TOT

No.	Contents	Date	No of participants (certified with demonstration)
1.	1 st Advance TOT for 3 rd EL/QPI	Aug. 14, 15, 22, 23, 2012	32 (15)
2.	2 nd Advance TOT for 4 th EL/QPI	Jun. 12, 14, 2013	34 (5)
3.	3 rd Advance TOT for 3 rd TOT	Aug. 26, 2013	23
		Aug. 28, 2013	21
4.	4 th Advance TOT for 3 rd TOT	Nov. 26-28, 2013	45 (31)

(5) Oversea Training

No.	Contents	Date	No of participants
1.	Training in Singapore	Feb. 4-12, 2012	4
2.	Training in Japan	Oct. 26 – Nov. 12, 2012	6
3.	Training in Singapore	Jul. 27 -Aug.5, 2013	6

IV. International training for Sierra Leone and Liberia

No.	Contents	Date	No of participants
1.	1 st EL/QPI for Sierra Leone and Liberia	Sep. 19 – Oct. 7, 2011	23 (10 from Sierra Leone, 10 from Liberia, and 3 from Ghana)
2.	2 nd EL/QPI for Sierra Leone and Liberia	Nov. 14 – Dec. 2, 2011	22 (10 from Sierra Leone, 10 from Liberia, and 2 from Ghana)
3.	1 st TOT for Sierra Leone and Liberia	Aug. 27 – Sep. 7, 2012	19 (8 from Sierra Leone and 8 from Liberia, 3 from Ghana)
4.	3 rd EL/QPI for Sierra Leone and Liberia	Sep. 24 – Oct. 12, 2012	25 (10 from Sierra Leone, 10 from Liberia, and 5 from Ghana)
5.	2 nd TOT for Sierra Leone and Liberia	Feb. 11-22, 2013	19 (8 from Sierra Leone and 8 from Liberia, 3 from Ghana)
6.	4 th EL/QPI for Sierra Leone and Liberia	Jun. 17- Jul. 5, 2013	25 (10 from Sierra Leone, 10 from Liberia, and 5 from Ghana)
7.	3 rd TOT for Sierra Leone and Liberia	Sep. 2-15, 2013	18 (8 from Sierra Leone and 8 from Liberia, 2 from Ghana)

V. Impact survey

No.	Contents	Date	No of participants
1.	1 st Impact Survey in Sierra Leone and Liberia for 1 st and 2 nd EL/QPI course participants	Feb. 19 – Mar. 2, 2012	6
2.	2 nd Impact Survey in Sierra Leone and Liberia for 3 rd EL/QPI course participants	Jan. 20 – Feb. 1, 2013	9
3.	3 rd Impact Survey in Sierra Leone and Liberia for 4 th EL/QPI course participants	Oct. 6 – 18, 2013	In total 8 (Sierra Leone 6, Liberia 6)

VI. Domestic pilot training course

No.	Contents	Date	No of participants
1.	Basic Customer Care Course	1 st batch: Aug. 19-22, 2013 2 nd batch: Aug. 27-30, 2013	19 16
2.	Monitoring & Evaluation Course	Nov. 11-13 and Nov. 18-20, 2013	22

VII. Other Sessions

No.	Contents	Date	No of Sessions
1.	My Excellency Series	Feb. 1, 2012 to Oct. 15, 2012	15
2.	KAIZEN Platform	Jun. 13 to date	10
3.	ICT skill improvement session	Jun. 28, 2013 to date	4 +OJT

VIII. Result Sharing Workshop

No.	Country and Event Title	Date	No of participants
1.	Best Practice Sharing Workshop (Sierra Leone)	Jan. 30, 2014	103
2.	Best Practice Sharing Workshop (Sierra Leone)	Feb. 5, 2014	84
3.	Project Achievement Conference (Ghana)	Feb. 12, 2014	112

Attachment 4-1: Minutes of the First Joint Coordinating Committee (JCC) Meeting

MINUTES OF THE FIRST JOINT COORDINATING COMMITTEE (JCC) MEETING OF THE PROJECT FOR INSTITUTIONAL CAPACITY DEVELOPMENT OF THE CIVIL SERVICE TRAINING CENTRE

Date: 15 March, 2011 14:00-15:00

Venue: The Civil Service Training Centre

Participants:

Mr. Woeli K. Kemevor	Head of Civil Service
Mr. Alidu Fuseini	Chief Director, Office of Head of Civil Service (OHCS)
Ms. Patricia Agyepong	Director RTDD, OHCS
Ms. Alberta Kwarko	Deputy Director of RTDD, OHCS
Mr. Gilbert Ampɛh	Deputy Director of RTDD, OHCS
Mr. George Amoah	Assistant Director, RTDD, OHCS
Ms. Eugenia Adomako-Gyasi	Ag. Chief Executive, Management Service Department
Ms. Dora Dei-Tumi	Principal, Civil Service Training Centre (CSTC)
Mr. Evans Habadah	Assistant Principal, CSTC
Mr. Mohammed S. Adams	Assistant Director, CSTC
Mr. Eric Amankwah	Assistant Director, CSTC
Mr. Shinich Honda	First Secretary, (Head of Economic and Economic Cooperation Unit), Ministry of Foreign Affairs of Japan
Mr. Jiro Inamura	Chief Representative, JICA Ghana Office
Dr. Yukiyo ODA	Project Formulation Adviser, JICA Ghana Office
Mr. Emmanuel AVEVOR	Programme Officer, JICA Ghana Office
Mr. Kunitoshi Saito	Team Leader, CSTC-JICA Project Team
Ms. Akiko Nishibuchi	Senior Training Coordinator/ Training Expert (1), CSTC-JICA Project Team
Mr. Teruki Takahashi	Training Coordinator/ Training Expert (2), CSTC-JICA Project Team

AGENDA

- Self introduction of each participant
- Opening remarks by Head of Civil Service
- Speech by Chief Representative of JICA Ghana Office
- Presentation of the project outline by Team Leader of Japanese Experts and Deputy Director of RTDD, OHCS
- Closing Remark by Director RTDD, OHCS

MAIN POINTS

- The Inception Report was read and latter approved by the participants.
 - Task Teams are to be formulated to conduct Training Needs Analysis (TNA), curriculum design, training material development, course implementation, and evaluation.
 - Learning Platform (LP) is to be held to share the knowledge of the core members in OHCS, MSD and CSTC and task teams learnt from JICA expert team with the part-time trainers. Also core members and task teams are to learn the practical knowledge from the part time trainers.

- Background survey is to be conducted in April to establish cooperation with Sierra Leone and Liberia and to understand the national and organizational training needs in both countries.
- Other discussion points are as follows:
 - CSTC-JICA Project Team requested OHCS to expedite the process of recruitment of 5 new recruits in CSTC for smooth implementation of the project. OHCS agreed to the request.
 - OHCS appreciated LP scheme that will contribute towards capacity development of part-time trainers and requested that the date to be fix early enough so that they can plan to attend.
 - MOFEP recommended the possibility of mixing the participants from Sierra Leone and Liberia with some Ghanaian participants to enable sharing the skill and knowledge during the Ethical Leadership and Quality Productivity Improvement (EL-QPI) course.
 - ➔ It was agreed that this recommendation of inviting Ghanaian participants for the EL-QPI course for Sierra Leone and Liberia would be assessed in the training needs analysis (TNA). The detail will be discussed after the training needs analysis by considering its result.

CONCLUSION

The Director RTDD thanked each one present for making time to attend and for making contributions and recommendations.

Attachment 4-2: Minutes of the Second Joint Coordinating Committee (JCC) Meeting

Minutes of the Second Joint Coordinating Committee (JCC) Meeting

Date: June 7, 2012
 Venue: The Civil Service Training Centre
 Time: 2:45pm- 5:00pm

Participants

Mr. Woeli K. Kemevor	Head of Civil Service
Mr. Alidu Fuseini	Ag. Chief Director, OHCS
Dr. Emmanuel Seidu	Deputy Director, RTDD, Office of Head of Civil Service (OHCS)
Ms. Dora Dei-Tumi	Principal, Civil Service Training Centre (CSTC)
Mr. Evans Habadah	Assistant Principal, CSTC
Mr. Eric Amankwah	Assistant Director, CSTC
Mr. Francis Mensah	Asst Econ Planning Officer , Ministry of Finance and Economic Planning (MOFEP)
Mr. Shinich Honda	First Secretary, Ministry of Foreign Affairs of Japan
Mr. Jiro Inamura	Chief Representative, JICA Ghana Office
Mr. Hajime Usukura	Representative, JICA Ghana Office
Ms. Adadzewa Otoo	Programme Officer, JICA Ghana
Mr. Kunitoshi Saito	Team Leader, CSTC-JICA Project Team
Mr. Teruki Takahashi	Project Coordinator/ Training Expert (2), CSTC-JICA Project Team
Ms. Mawuko Fumey	Training Coordinator, CSTC-JICA Project
Mr. Foster Agbemafle	Staff Training Officer, CSTC
Mr. Kwaku Ohene-Agyei	Staff Training Officer, CSTC
Mr. Ebenezer R. Amankwah	Staff Training Officer, CSTC
Ms. Anna Ofori	Staff Training Officer, CSTC
Ms. Mavis Asante	Staff Training Officer, CSTC
Mr. Michael Ohene Marfo	Staff Training Officer, CSTC
Mr. Robert Laryea	Staff Training Officer, CSTC
Mr. Ebenezer Badger	Senior Records Supervisor

Agenda

- Self introduction of each participant
- Welcome remarks by Head of Civil Service
- Brief statement by Chief Representative of JICA Ghana
- Review of 1st project year by Principal of CSTC,
- Presentation on the 2nd project year activities by Team Leader, CSTC-JICA project
- Discussions, questions and answers
- Closing Remark by Head of Civil Service

Main Discussion points

1. Integrating the long-term vision of establishing a Civil Service College in Ghana into JICA's development assistance.

The Head of Civil Service shared the long-term vision of OHCS which is to bring together all the training institutions under the OHCS to become a Civil Service College. He mentioned that in a report of a study conducted in this regard, it is clear that the capacities of the individual schools would be fully utilized if the schools are all brought together and their operations structured and organized under a College. From the perspectives of JICA, this idea is laudable and Mr. Inamura stressed the preference for a gradual approach towards this end. Thus, ways to explore a gradual progression of the individual training schools could be explored. It was agreed that the report of the study be shared with Mr. Kunitoshi Saito for his advice or views on the roadmap for establishment of the Civil Service College.

2. Growth and self-sufficiency of the Civil Service Training Centre (CSTC)

Mr. Shinich Honda raised the issue of self-sufficiency of the Civil Service Training Centre, particularly in terms of its financial sustainability. He mentioned that the current assistance to CSTC is based on the first phase and was not planned to be continued at the time. The current development assistance environment has changed and Japan is willing to assist but this is dependent on financial sustainability and growth of CSTC in the absence of JICA. The growth and good performance of CSTC is therefore critical to make an argument for future assistance. He mentioned that the quality of trainers is important but the project should not only focus on outputs but on how to make CSTC self-sufficient. This is JICA's expectations in 2nd and 3rd years to justify further assistance.

In his contribution, Dr. Seidu emphasized the need to be competitive in what is offered and how it is offered by CSTC. It would be important to explore other ways of getting CSTC to be competitive so as to generate more resources and to enhance its growth. He asked if this could be integrated into the technical assistance being offered to CSTC.

Further discussions ensued in relation to taking economic fees from participants of courses offered by CSTC. Mr. Kemevor took the opportunity to provide the history of CSTC and how over the years funding for the school has dwindled, necessitating the need to charge modest fees for courses. Fees charged currently are low but are not being paid because it linked to releases from the Ministry of Finance. Survival of CSTC therefore depends to a large extent on resource availability at national level. Mr. Fuseini further stated that the training offered by CSTC cannot be offered elsewhere since it is tailored for Civil Servants. He suggested that the orientation and priority at this stage, in terms of development assistance should focus on building the capacity of Civil Servants rather than taking economic rates. In response, Mrs. Dei-Tumi, mentioned that the school is trying to create and leverage opportunities to expand its scope to generate more resources for school. Mr. Kemevor further appealed to JICA to continue to provide support for the school so that JICA would be acknowledged for their immense contributions.

3. Impact of inflation on completion of the new building

The procurement of equipment for 1st and 2nd floors of the new building was raised by Mrs. Dei-Tumi. In response, Mr. Usukura stated that this is dependent on completion or near completion of the building, based on which a request will be made to Tokyo. This generated discussion, initiated by Mr. Fuseini on the current economic inflation being experienced and its impact on completion of the building. Mr. Mensah suggested the need to revisit the contract document to see if there is any provision for contract variation. If there is need then the financier would have to be written to for additional funding. Mr. Kemevor appealed to JICA to consider taking care of importation of the lift for the new building.

4. Others

Mr. Mensah asked if there is provision for a video-conference facility in the new building. Mr. Inamura responded by saying this facility is very costly and that the existing one at JICA can be utilized by CSTC if needed. Mr. Saito also suggested video-conferencing through skype in the meantime.

Closing Remarks

Mr. Kemevor thanked the Japanese government for their support in virtually all sectors (local government, health, trade, etc) of Ghana and assured JICA and the Japan Embassy of OHCS' commitment to ensure the success of the project. He stressed that support for CSTC has been tremendous and was grateful and appreciative of the support. He appealed for continued support since CSTC is still trying to stand on its feet. He encouraged staff and management of the school and assured them of his continued support.

Attachment 4-3: Minutes of the Third Joint Coordinating Committee (JCC) Meeting

Minutes of the Third Joint Coordinating Committee (JCC) Meeting held on November 23, 2012 at the Civil Service Training Centre

Members Present

Mr. Woeli K. Kemevor	Head of Civil Service
Mr. Alidu Fuseini	Ag. Chief Director, OHCS
Mrs. Patricia Agyepong	Director, RTDD, OHCS
Mrs. Dora Dei-Tumi	Principal, Civil Service Training Centre (CSTC)
Mr. Evans Habadah	Assistant Principal, CSTC
Ms. Norma Onny	Management Services Department
Mr. Shinich Honda	First Secretary, Ministry of Foreign Affairs of Japan
Mr. Hajime Usukura	Assistant Resident Representative, JICA Ghana
Ms. Megumi Ando	Local Consultant (Governance), JICA Ghana
Mr. Haruyuki Irie	Research/Advisor, Embassy of Japan
Mr. Koichi Kito	Senior Representative, JICA Ghana
Ms. Chihiro Wakamiya	Public Relations Officer, JICA Ghana
Ms. Iseki Fumiko	Consultant, Mid Term Evaluation
Ms. Prudence Kuuridong	Officer, Embassy of Japan
Mr. Kunitoshi Saito	Team Leader, CSTC-JICA Project Team
Ms. Akiko Nishibuchi	Training Expert (1), CSTC-JICA Project Team
Mr. Teruki Takahashi	Project Coordinator/Training Expert(2), CSTC-JICA project
Ms. Mawuko Fumey	Training Coordinator, CSTC-JICA Project

No.	Item	Action by
1.0	<p>Agenda</p> <ul style="list-style-type: none"> • Self introduction of each participant • Welcome remarks by Head of Civil Service • Brief statement by Chief Representative of JICA Ghana • Presentation of Mid Term Evaluation Report by consultant • Presentation of CSTC Action Plan by Principal, CSTC • Discussions, questions and answers • Closing Remarks by Head of Civil Service 	
1.1	<p>Opening Remarks</p> <p>In his opening remarks, the chairman of the Joint Coordinating Committee, Mr. Woeli Kemevor stated that the main purpose of the meeting was to discuss the results of the Mid Term Evaluation of the project which had just been completed. He made a proverbial statement that “an unexamined life is not worth living”. He went further to say that the project is worthwhile and has helped CSTC in several ways. These benefits include;</p> <ul style="list-style-type: none"> • Improvement in the skill level of trainers in the school (direct benefit) • Capacity development of adjunct trainers in training management • Improved image of the Civil Service in Ghana through the CSTC. The Centre is now established in the minds of Sierra Leone and 	

No.	Item	Action by
	Liberia. Anglophone West African countries would eventually want to also take advantage of utilizing the services of the Centre <ul style="list-style-type: none"> • Construction of state of the art training facility for the CSTC and ultimately for the Public services. 	
1.2	He expressed his gratitude to the Japanese government and JICA for their support and the immense exposure offered to the staff of CSTC/OHSC. He was thankful for the capacity development and continued support offered to the Civil Service and appealed for more help to train its staff. He further stated that government support is being sought to train more staff of the Civil Service without depending highly on Development Partners.	
2.0	Statement from Resident Representative of JICA	
2.1	Mr. Koichi Kito in his brief stated that the project is in the middle of its implementation and has been well implemented so far. The main challenge identified relates to sustainability of training by the Centre. He hoped that the meeting would discuss efforts to ensure sustainability of the project and for the project to be successfully implemented until its end.	
3.0	Comments/contributions on Presentation of Mid-Term Evaluation Result	
3.1	The Mid Term Evaluation results were presented by Ms. Iseki Fumiko to members of the committee. The following comments and contributions were made;	
3.2	Hiring of additional staff	
3.2.1	Mr. Kemevor asked about the suggestion to hire middle level trainers to augment CSTC's capacity and what this means. In response Ms. Iseki Fumiko explained that this means having more experienced and senior trainers.	
3.3	Linking CSTC with other JICA projects	
3.3.1	Mrs. Patricia Agyepong needed clarification on recommendations to liaise CSTC with other JICA projects and on how this would be done. JICA responded that it meant securing training opportunities from other JICA projects in the Sub-region. Mr. Woeli Kemevor suggested that opportunity should not be limited in the African Sub-region but can go out of the African content to such as Bangladesh. Ms. Akiko Nishibuchi also contributed by suggesting that JICA could identify opportunities of collaboration with other JICA projects within Ghana.	JICA/ CSTC
3.4	Collaboration with other training institutions	
3.4.1	Mr. Haruyuki Irie in his contribution, asked whether CSTC has other training institutions it works with. In response, Mrs. Dora Dei-Tumi shared the collaboration that has started with the Institute of Local Government Studies and the opportunity to take their staff through management courses. Mr. Kemevor also added that one of the main challenges being experienced relates to hosting of staff from other parts of the country who are brought in for training. As such, the long term plan is to put up a hostel so trainees can be hosted during training programmes.	
3.5	Capacity Building for CSTC Staff	
3.5.1	Mr. Alidu Fuseini contributed his views by saying that efforts should concentrate on pull factors that would bring more people to the Centre to be trained e.g. Human Resource Development and infrastructural	OHCS/ JICA/ CSTC

No.	Item	Action by
	development. The short-term measure could be to develop the human resource base of the Centre for more knowledge and skills and then to develop the facilities of the institution.	
3.6	Delay in Infrastructural improvement of centre	
3.6.1	<p>Mr. Shinichi Honda expressed his view regarding the delay in infrastructural improvement of the Centre. In his view, the physical outputs (completion of new building and provision of equipment) should not be key inhibiting factors on the successful implementation of the project as all outputs defined in the project document are not physical and should not be crucial for the progress of the project.</p> <p>He also asked for clarification on the motivation of some Adjunct Trainers and the issues related to nominating participants for training programmes. In her response, Mrs. Dora Dei-Tumi stated that the issue of motivation of adjunct trainers relates to policy regarding fees/allowances paid to Adjunct Trainers. This is particularly related to non-payment of allowances to trainers when they participate in Learning Platform workshops and other meetings.</p> <p>Mr. Kunitoshi Saito further added that the financial and administrative challenges especially regarding learning platform meetings would be addressed by improving the contents of the workshops, focusing more on Instructional Design techniques aspect and make good balance between learning and sharing information on the project.</p> <p>Mr. Kemevor added that some people attend learning platform workshops to learn and to acquire more knowledge but majority of people expect allowances for meetings and workshops attended and this would be a challenge to deal with. Mr. Shinichi Honda asked whether this situation is linked to the challenge of budgetary constraints on the government. In response, Mr. Kemevor stated that the funding constraints could be addressed through;</p> <ul style="list-style-type: none"> ○ Enforcing scheme of service training ○ Establishing a centralized funding system for training. <p>In line with this, OHCS has made a case to the Ministry of Finance and Economic Planning through a cabinet memo. Hopefully, the situation would improve in 2013.</p> <p>On issues relating to nominating trainees, Mrs. Dora Dei-Tumi stated that permanent trainers are having challenges with nomination of participants. The challenge arises due to the inaccuracy of the HR database of the Civil Service. Members were informed that OHCS had started updating its HR database.</p>	OHSC/ CSTC
4.0	Course Fees	
4.1	Mr. Irie asked whether participants are supposed to pay the course fees themselves. In response, Mr. Kemevor stated that it is their organizations that pay but often times the organizations have financial challenges. This explains why fees are not paid on time.	

No.	Item	Action by
5.0	Attachment of Permanent Trainers to MDAs	
5.1	Mr. Kemevor touched on the idea of attachment of permanent trainers to MDAs and its effectiveness. He wondered how much the trainers could learn if they are not immersed in the system to learn on the job. Ms. Iseki Fumiko contributed by saying that it depends on MDAs they are attached to and the duration of the attachment. Mr. Alidu elaborated on the potential of the idea and how new trainers could improve their confidence through experiences gathered in the working systems of the Civil Service. The recommended that the programme should be well designed and structured. It was agreed that CSTC would submit a proposal to that effect.	OHCS/ CSTC
6.0	Highlights of Action Plan Presentation	
6.1	The Action Plan for CSTC was presented by Mrs. Dora Dei-Tumi. According to Mr. Kemevor, the plan addressed the issues of sustainability and he is happy with it. Ms. Akiko Nishibuchi enquired about the time frame for the revision of the Project Design Matrix (PDM). Mr. Koichi Kito answered by saying that this would be done in December in consultation with OHCS/CSTC. Ms. Megami Ando drew the attention of CSTC to the fact that the original action plan did not include JICA in the implementation of activity 4-7 under objective E of the Action Plan. Mrs. Dora Dei-Tumi and Ms. Akiko Nishibuchi contributed by saying that support can be derived from JICA within the scope of the project.	
7.0	Closing remarks	
7.1	Mr. Kemevor thanked everyone for attending the meeting especially Ms. Iseki Fumiko and Mrs. Dei-Tumi for sharing the results of the Mid Term Evaluation and outlining the Action Plan respectively. He hoped that a good rain would fall on the Action Plan. He stated that OHCS/CSTC would do well to implement the suggestions and recommendations made and would defer to JICA if necessary. He appealed for continued support from JICA and the Japanese government.	OHCS/ CSTC

Attachment 4-4: Minutes of the Fourth Joint Coordinating Committee (JCC) Meeting

Minutes of the 4th Joint Coordinating Committee (JCC) Meeting held on May 22, 2013 at the Civil Service Training Centre

Members Present

Mr. Woeli K. Kemevor	Head of Civil Service
Mr. Alidu Fuseini	Ag. Chief Director, OHCS
Mrs. Patricia Agyepong	Director, RTDD, OHCS
Mrs. Dora Dei-Tumi	Principal, Civil Service Training Centre (CSTC)
Mr. Daniel Ansong Atuobi	Senior Management Analyst, Management Services Department
Mr. Francis Mensah	Assistant Economic Planning Officer, Ministry of Finance and Economic Planning
Mr. Koichi Kito	Senior Representative, JICA Ghana
Ms. Megumi Ando	Local Consultant (Governance), JICA Ghana
Mr. Teruki Takahashi	Project Coordinator/Training Expert (2), CSTC-JICA project
Mr. Machida Kazutoshi	Project Administrator, CSTC JICA Project
Ms. Mawuko Fumey	Training Coordinator, CSTC-JICA Project
Mr. Saani M. Adams	Assistant Director, CSTC
Mr. Eric Amankwah	Assistant Director, CSTC
Mr. Michael Ohene Marfo	Staff Training Officer, CSTC
Mr. Kwaku Ohene Agyei	Staff Training Officer, CSTC
Ms. Anna Ofori	Staff Training Officer, CSTC
Mr. Robert Laryea	Staff Training Officer, CSTC

No.	Item	Action by
1.0	<p>Agenda</p> <ul style="list-style-type: none"> • Welcome remarks by Head of Civil Service • Brief statement by Senior Representative of JICA Ghana • Presentation of the third year activity plan • Presentation of the progress of the CSTC Action Plan • Discussions, questions and answers • Closing Remarks by Head of Civil Service 	
1.1	<p>Opening Remarks</p> <p>In his opening remarks, the chairman of the Joint Coordinating Committee, Mr. Woeli Kemevor welcomed all to the meeting, in particular Machida Kazutoshi, who joined the Japanese Expert Team in the past months. He stated that the purpose of the meeting was to take stock of the project, to examine the progress of the project and to fix any challenges if any. He asked everyone present to make an input into the ensuing discussions.</p>	
2.0	<p>Statement from Senior Representative of JICA</p>	
2.1	<p>Mr. Koichi Kito in his brief outlined the activities implemented in the second year of the project and the revision of the PDM as a result of the Mid-Term Evaluation. These achievements would contribute to enhancing the capacity of CSTC. This is the final year (2013-2014) of</p>	

No.	Item	Action by
	the project and the Terminal evaluation would be conducted to evaluate the sustainability of the project. He stated that the important thing is for all stakeholders to commit to the recommendations of Mid-Term review for the final year through the work plan for the year.	
3.0	Presentation of the 3rd year Activity Plan	
3.1	Mr. Teruki Takahashi presented the activity plan for the 3 rd year of the project outlining three main key activities for the year. These include; <ol style="list-style-type: none"> 1. Development of domestic courses 2. Capacity development of permanent and adjunct trainers 3. Support to the implementation of CSTC's Strategic management Plan 	Project Team
4.0	Presentation of the progress of Action Plan	
	Mrs. Dora Dei-Tumi, Principal of CSTC presented the progress made regarding the implementation of the Action Plan.	CSTC
5.0	Discussions on Activity Plan and progress on Action Plan	
	The Chairman of the JCC, Mr. Kemevor made the following remarks before inviting questions from members: <ul style="list-style-type: none"> • He commended both CSTC and JICA for the good job done. He mentioned that the achievements on the project are laudable but there is still more to do regarding sustainability of the project. • He expressed the need for staff of the service to be part of training programmes organized by other institutions so that the use of the new building is not only limited to renting of the facilities. He urged CSTC to cease the opportunity to sell the human resource capacity of the school even if it is remotely connected. There is need for CSTC to strengthen its Public Relations through promoting its services in programmes that are hosted. This way the trainers would also be exposed. 	
5.1	Impact Survey Report	
	Ms. Megumi Ando stated that one of the strengths of CSTC is result orientation through capacity development on the project. She expressed her desire to see the impact survey reports of training programmes which will be submitted so it will be shared with the relevant stakeholders/DPs as CSTC's PR/marketing materials.	CSTC/MSD
5.2	CSTC signboard and events board	
	Mr. Kemevor advised that the location of the signboard, currently at the right side of the entrance of CSTC, should be re-considered as it is not very visible. He asked whether there has been a survey to determine the number of people who enquire about courses offered by CSTC. Mrs. Dei-Tumi responded that for now she has instructed the receptionist to take note of all the institutions who call to enquire about courses. She also mentioned the need for introducing another electronic events board at the entrance of new building for visitors and requested support to JICA. Mr Daniel Ansong Atuobi suggested that the sign should be placed in a location where it would be more visible and captivating, and suggested the side of the main block along the road leading to the new building.	CSTC

No.	Item	Action by
5.3	Completion of the new building	
	<p>Mr. Alidu Fuseini was interested in the timeframe for the completion of the new building and when it would be fully utilized. Mrs. Dei-Tumi responded that the contractor has put in a request for the tranche of funds and this has not yet been paid. It seems this is preventing him from pre-financing any further activity. A number of activities have been lined up for the use of the facility but the delay is to be blamed.</p> <p>Mr. Kemevor added that the contractor is not solely to be blamed. Two officers responsible for the Asia desk at MOFEP have been posted and this has also contributed to the delay. The factors influencing the delay are systemic. He hoped that the contractor would be paid by May 23, 2013.</p> <p>Regarding payment to the contractor, Mr. Francis Mensah mentioned that signatories to the bank account were changed and that the payment request has been submitted. But in line with new guidelines, only the Chief Director can sign.</p> <p>The outstanding works include water connection, burglar proofing for windows, construction of wall at the back, installation of foldable partitions and some minor works. The water connection and burglar proofing are most critical for the usage of the facility.</p> <p>Until the burglar proofing is done, equipment would not be installed in the building.</p>	OHCS/ CSTC
5.4	Training Director's meeting	
	<p>Mr. Kemevor enquired about the Training Director's meeting and what it would entail. Mrs. Dei-Tumi responded that this is to introduce the Directors to CSTC's programmes and training approach. He advised that this initiative should rather be extended to the Public Services institutions. He suggested that the Training Directors regular meetings be organized by OHCS in CSTC's new building.</p> <p>Ms. Megumi Ando asked if this would coincide with the commissioning of the building as this would be the first official event in the new building. Mrs. Dei-Tumi responded by saying that the foldable partitioning would have to be installed before the official commissioning of the building.</p>	CSTC
5.5	Marketing of CSTC	
	<p>Mr. Daniel Atuobi suggested that the focus on marketing is mostly on government sub-vented public institutions which may not have the funds to pay for the training programmes. He suggested that attention should also be directed to other public institutions such as Graphic, VRA, GBC, ECG, etc who can pay to sustain the centre.</p>	CSTC
5.6	Outcomes of Impact Surveys	
	<p>Mr. Atuobi also suggested that participants who do well in the implementation of their Action Plans should be recognized to encourage them to keep on working hard. Mr. Kemevor mentioned that this is a laudable idea and encouraged CSTC to take the suggestion up.</p>	OHCS/ CSTC

No.	Item	Action by
5.7	Enhancing confidence of facilitators/Trainers	
	<p>Mr. Saani Adams raised the issue of enhancing the confidence of facilitator/ trainers through attaining higher levels of education. He appealed to JICA to consider supporting some trainers to attain higher education, particularly in Public Sector Policy development, Organizational Development, etc.</p> <p>Mr. Kemevor reinforced the suggestion and stated that for accreditation purposes and in the marketing of CSTC, the qualifications of trainers should be highlighted. He appealed to JICA to explore ways to get this idea implemented through existing scholarships in Japan and asked for a response from JICA. He advised Mr. Adams to continue to explore ways in which this can be done through other alternative opportunities.</p> <p>In response to this request, Mr. Kito mentioned that currently scholarship opportunities are limited in Japan but the idea can be explored.</p> <p>Mrs. Dei-Tumi, in contributing to this discussion added that OHCS has supported the idea of enhancing the confidence of trainers through establishing the internship programme for trainers at CSTC.</p>	OHCS/ CSTC/ JICA
6.0	Closing remarks	
	<p>Mr. Kemevor thanked JICA for their continued support to CSTC and the Civil Service as a whole and in addition to their commitment to see the project completed on time. He thanked the representative from MOFEP and urged him to do what is required for final payment to contractor. Together with the Chief Director, he promised to apply the necessary pressure on the contractor to complete the building and to hand over. To JICA, he reminded the representatives of the appeals put forward and hoped that the appropriate response would be received in the coming weeks.</p>	

Attachment 4-5: Minutes of the Fifth Joint Coordinating Committee (JCC) Meeting

Minutes of the 5th Joint Coordinating Committee (JCC) Meeting held on November 29, 2013 at the Civil Service Training Centre

Members Present

- | | | |
|-----|--------------------------|---|
| 1. | Mr. Woeli K. Kemevor | Head of the Civil Service, OHCS |
| 2. | Mr. Alidu Fuseini | Ag. Chief Director, OHCS |
| 3. | Mrs. Patricia Agyepong | Director, RTDD, OHCS |
| 4. | Mrs. Dora Dei-Tumi | Principal, Civil Service Training Centre (CSTC) |
| 5. | Mr. Evans Habadah | Assistant Principal, CSTC |
| 6. | Ms. Anna Ofori | Staff Training Officer, CSTC |
| 7. | Mr. Ebenezer R. Amankwa | Staff Training Officer, CSTC |
| 8. | Mr. Daniel Ansong Atuobi | Senior Management Analyst, MSD, OHCS |
| 9. | Mr. Koichi Kito | Senior Representative, JICA Ghana Office |
| 10. | Ms. Emi Nishihata | Representative [Education and Governance Sector], JICA Ghana Office |
| 11. | Ms. Megumi Ando | Local Consultant (Governance), JICA Ghana Office |
| 12. | Mr. Yusuke Tanaka | External Evaluator |
| 13. | Mr. Kunitoshi Saito | Team Leader, CSTC-JICA Project |
| 14. | Ms. Akiko Nishibuchi | Training Expert, CSTC-JICA project |

Agenda

1. Opening Prayer
2. Chairman's Welcome Remarks by Head of the Civil Service
3. Brief statement by Senior Representative of JICA Ghana
4. Presentation of the result of Terminal Evaluation
5. Presentation of the progress of the CSTC Action Plan
6. Way Forward
7. Closing Remarks by Head of the Civil Service
8. Closing Prayer

2. Chairman's Welcome Remarks by Head of the Civil Service

The chairman of the Joint Coordinating Committee, Mr. Woeli Kemevor welcomed all to the meeting. He stated that this was the 5th and the last JCC meeting of the project. He also welcomed the evaluator of the Terminal Evaluation, Mr. Tanaka and expressed his appreciation to him for the evaluation process and his efforts.

He stated that the purpose of the meeting was to share the Terminal Evaluation result, and expresses his belief that the vision of CSTC to be the Centre of the Excellence (COE) was on course. He ended his remarks by stating that, in order to attain the vision to become a COE, OHCS/CSTC needs continuous support from the development partners, especially JICA.

3. Statement from Senior Representative of JICA

Mr. Koichi Kito stated in the beginning of his remarks that JICA Ghana Office has had a new Chief Representative recently. Although the new Chief Representative, Mr. Makino, could not attend this meeting, another occasion would be arranged for him to visit CSTC. Mr. Kito explained that he has been supervising the project since its launch and he believes that overall, the project has been well coordinated with successful outcomes. He expressed his appreciation to the OHCS, CSTC and the JICA Expert team for their roles played. He added that the procedure for the request for the dispatch of a new expert is ongoing, and he expressed positive view.

Finally he expressed his expectation of constructive discussions in the meeting by drawing attention to the importance of the Terminal Evaluation. The Ex-Post evaluation will be conducted approximately 3 years after the completion of the project, and the Terminal Evaluation result will be utilized as the basis for it.

4. Presentation of the result of Terminal Evaluation

The external evaluator, Mr. Yusuke Tanaka, at the beginning of his presentation, expressed his appreciation to all members for their cooperation during the Terminal Evaluation. He also expressed his expectation that the result of the evaluation will be useful for the further development of OHCS/CSTC. His presentation followed the agenda below;

(See Appendix 1 for the PPT);

1. Methods of the Terminal Evaluation
2. Results of the Terminal Evaluation
3. Achievement of Project Purpose
4. Achievement of the Project by each Output
5. Contributing Factors
6. Inhibiting Factors
7. Evaluation based on 5 Criteria
8. Recommendations
9. Lessons Learned

After his presentation, some questions and discussions followed.

- 4.1 The Head of the Civil Service, Mr. Woeli Kemevor asked a question on the word “KAIZEN” used in page 32 of the evaluation report. As this is a Japanese term, which is not generally used in Ghana, he suggested that the evaluator includes more detailed explanation into the report before finalizing it.
- 4.2 Mrs. Patricia Agyepong, Director RTDD asked for clarification of the recommendation No.6 “DFID funded public sector reform” (Page No.36). She suggested that this should be rephrased and specified to avoid misunderstanding.
- 4.3 The Chief Director, Mr. Alidu Fuseini suggested to add one recommendation for JICA to support continuous marketing of CSTC, as its partner, towards other JICA projects and development partners. Mr. Kito confirmed that suggestion will be added to the report.
- 4.4 Mr. Saito suggested that the selection of a good counterpart should be included to the Lessons Learned. It was agreed to be captured as a part of the Lesson Learned No.1 (Project Management that leverages counterparts’ ownership).
- 4.5 Mr. Daniel Ansong Atuobi from MSD suggested the idea of including maintaining the networks of the past trainees in both Sierra Leone (SL) and Liberia (LB) to the report. The evaluation team agreed to have additional discussion with Mr. Atuobi after the meeting.
- 4.6 The Chief Director agreed to the importance of the Staff Development Plan, and requested to consider additional advanced trainings (master degrees, etc.) in Japan or other countries. Ms. Nishihata responded that there is an existing Japanese scholarship for the second degree programs in Japan and that it is not possible for JICA to correspond to the customized training needs only for CSTC since the JICA training courses in Japan are pre-designed and the participant nomination is done by Ghanaian side, represented by the Ministry of Finance.
- 4.7 The Head of the Civil Service asked for more clarification on Page 35 of the evaluation report, on “non-value added logistics work” to be assigned to less qualified staffs. Some examples were provided and both Mr. Kemevor and Mrs. Dora Dei-Tumi acknowledged the issue to be addressed.

At the end of his presentation, Mr. Tanaka added that further comments can be accepted until Sunday 1st December. The final report would be distributed in the afternoon of Monday 2nd December and the minutes of the meeting will be signed on Tuesday 3rd December.

5. Presentation of the progress of CSTC Action Plan

Mrs. Dora Dei-Tumi, Principal of CSTC presented the progress made regarding the implementation of the CSTC Action Plan. (See Appendix 2 for the PPT)
At the beginning of her presentation, she confirmed the definition of “Centre of Excellence” for CSTC.

She presented progress of each of the 6 strategic objectives stated as follows:

- A. Provide Training Interventions for MDAs and MMDAs
- B. Ensure Sustainability of training
- C. Strengthen Operational Capacity of CSTC
- D. Enhance the Human Capital Base of CSTC
- E. Market CSTC
- F. Intensify Collaborative Opportunities with Strategic Institutions

After her presentation, Mr. Saito the Team Leader added the upcoming Project Activities scheduled in January and February 2014.

After his presentation, some questions and discussions followed.

- 5.1 Mr. Ebenezer R. Amankwah, Staff Training officer added that marketing efforts have been initiated (presentation of e-learning, brochures distribution etc.) in Sierra Leone and Liberia during the impact survey in Oct 2013.
- 5.2 The Head of the Civil Service asked the Principal about the financing and budgeting concerns. The principal responded that CSTC is striving to create Internally Generated Funds, but the difficulty is that it is not predictable. The Chief Director requested for a more detailed action plan with its specific target dates to be shared so that OHCS can help.
- 5.3 Mr. Tanaka asked a question requesting for more detailed information on “Analysis of ICT Capacity Needs.” The Assistant Principal, Mr. Evans Habadah answered it is based on the interview and questionnaire administered to both trainers and administrative staff, by analyzing the gap between ideal competency vs. existing competency. Mr. Tanaka suggested that one of the ways is to invite an external ICT consultant to evaluate the business process and suggest appropriate ICT solutions.

6. Way Forward

The Head of the Civil Service asked for the Way Forward of the Project, and Mr. Kito mentioned more details regarding the status of the request for the dispatch of an expert. Currently, JICA HQs and Ministry of Foreign Affairs in Japan are examining the request and the result may be delivered in March 2014.

7. Closing Remarks

As closing remarks, the Head of the Civil Service thanked JICA for their continuous support to OHCS/CSTC to build capacity of CSTC in order to realize its vision of being “Centre of the Excellence”. He expressed his satisfaction with the new training facility and expressed his hope that more and more people utilize and benefit from the facility. He also expressed his gratitude to CSTC concerning their effort to overcome financial difficulties. He committed that he will do his best to accelerate the process of the new Civil Service Law in order to promote the Central Training Fund. He was happy that the project is successful and the evaluation is positive. He ended his remarks by encouraging everybody to continue to work hard to ensure much more progress in the Project

Attachment 5: Trainee Database (Sierra Leone & Liberia)

List of EL/QPI Course Participants from Sierra Leone

No.	Name	Gender	Title	Institution (as of EL/QPI participation)*	EL/ QPI	TOT	Action Plan Title	Best Practice Sharing WS**
1	Ms. Georgiana Kamara	Female	Director, Management Services	Human Resource Management Office	1	1	Role clarity for sustainable service Delivery	X
2	Mr. Samuel O. J. Coker	Male	Ag. Deputy Secretary	(Human Resource Management Office>>) Justice Semenga Commission of Inquiry >>Human Resource Management Office	1	3	Records Management For Improved Service Delivery	X
3	Ms. Elizabeth H. Ellie	Female	Ag. Deputy Secretary	Office of the President	1	1	Time and Records management for Effective Delivery	X
4	Mr. Augustine T. Mansaray	Male	Ag. Senior Assistant Secretary	Human Resource Management Office >>Public Service Commission	1	1	Records Management For Quality Productivity	X
5	Ms. Adama Tucker	Female	Ag. Senior Assistant Secretary	Ministry of Foreign Affairs and International Cooperation >>Sierra Leone High Commission, Ghana	1		Record management for Efficient Delivery	
6	Mr. Tamba R. Gbetuwa	Male	Deputy Secretary	Ministry of Health and Sanitation >>Ministry of Lands, Country Planning and the Environment	1	1	Time management for increased productivity in the Ministry of Health and Sanitation	X
7	Mr. Harun A. Bah	Male	Deputy Secretary	Ministry of Agriculture and Food Security Retired	1		Time management to improve quality and productivity in the work place	
8	Ms. Delphine Caulker	Female	Architect	Ministry of Works, Housing and Infrastructure	1	1	Time management for Punctuality	X
9	Mrs. Admire S. Ganda	Female	Deputy Secretary	Ministry of Trade and Industry	1	1	Time management For Punctuality	X
10	Mr. Andrew Kelleh Mansaray	Male	CO II	Prisons Department	1	1	Records management For Efficient Delivery	
11	Mr. Simeon P. Fatoma	Male	District Officer, Tonkolili, Northern Region	Ministry of Local Government and Rural Development	2	2	Attitudinal Change for Quality Productivity	

No.	Name	Gender	Title	Institution (as of EL/QPI participation)*	EL/ QPI	TOT	Action Plan Title	Best Practice Sharing WS**
12	Mr. Sylvester A. Bangura	Male	District Officer, Bonthe, Southern Region	Ministry of Local Government and Rural Development	2		Effective time management for improved productivity	
13	Mr. Gibril A. Bah	Male	Assistant Secretary	Human Resource Management Office >>Ministry of Youth Affairs	2		Team Work for Higher Quality Productivity	X
14	Mr. Lamin B.O. Massaquoi	Male	Assistant to the Secretary to the Cabinet	Cabinet Secretariat	2	1	Effective Records Management for Improved Service Delivery	
15	Ms. Judith C. Jones	Female	Deputy Secretary	Ministry of Finance and Economic Development	2		Records Management for Effective and Efficient Service Delivery	X
16	Mr. Mohamed G. Yoki	Male	Monitoring and Evaluation Officer	Public Sector Reform Unit	2		Effective Procurement Records Management for Organizational Security	X
17	Mr. Morrison B. Gboyor	Male	Assistant Secretary	Ministry of Education, Science and Technology >>Ministry of Water Resources	2	2	Managing Work Place Conflict for Productivity improvement	X
18	Mrs. Mamie-Miatta Johnny	Female	Assistant Secretary	Ministry of Lands, Country Planning and the Environment >>Ministry of Health and Sanitation	2	2	Effective Records Management for Efficient Service Delivery in the Surveys and Lands Division, Ministry of Lands, Country Planning and the Environment	X
19	Mrs. Aminata Y. Kamara	Female	Assistant Secretary	Ministry of Social Welfare, Gender and Children's Affairs	2		Effective and Efficient Administrative Records Management	X
20	Mr. Komba Momoh	Male	Assistant Secretary	Ministry of Defence	2		Personnel Records Management	
21	Mr. Alusine Ayoubé Joaque	Male	Admin./HR	Immigration Department	3	2	Effective sign posting and public image improvement	X
22	Mr. Patrick Siapha Sundifu	Male	Senior Assistant Secretary	Ministry of Fisheries and Marine Resources	3	3	Improving on Record Management	X
23	Mr. Andrew Sorie	Male	Ag. Deputy Secretary	Human Resource management Office	3	2	Reducing delays in confirming Administrative Officers in the Civil Service	X
24	Mr. Sidie Mahamey Sesay	Male	Senior Assistant Secretary	Ministry of Labour and Social Security>>Ministry of Mines and Mineral Resources	3	2	Re-Introduction of Schedule Of Duties for Staff	
25	Mr. John Manu	Male	Ag. Senior Assistant Secretary.	Ministry of Tourism and Cultural Affairs	3		Improving staff performance	

No.	Name	Gender	Title	Institution (as of EL/QPI participation)*	EL/ QPI	TOT	Action Plan Title	Best Practice Sharing WS**
26	Mr. Wilfred M. Mansaray	Male	Director Training	Human Resource Management Office >>>Retired Civil Service	3	2	Introduction of Knowledge Sharing By Officers Returning from Training as a Work Place Practice in the HRMO	X
27	Mr. Emmanuel Tamba Komba	Male	Ag. Director, Training and Career Development	Ministry of Mines and Mineral Resources >>>Human Resource Management Office	3	3	Development of Service Charter for enhance customer service	X
28	Mr. Patrick Mambu Kawa	Male	Senior Assistant Secretary	Human Resource Management Office	3	3	Development for Job Description for Enhanced Role Clarity	X
29	Mr. Joseph Sylvester Odings-Brima	Male	Human Resources Manager	Human Resource Management Office	3		Improvement In Service Delivery	X
30	Mr. Umaru Andrew Conteh	Male	Deputy Secretary	Human Resource Management Office	3	2	Improvement on attendance & punctuality	X
31	Mr. Saidu Bockarie	Male	Administrative Officer, Management Service	Human Resource Management Office	4	3	Role clarity for improved performance and effective service delivery	X
32	Ms. Deema Joan Lamboi	Female	Administrative Officer	Ministry of Agriculture, Forestry and Food Security	4	3	Service Charter Development for Quality Service Delivery in the Ministry	X
33	Mr. Emmanuel Junisa	Male	Policy and Management Analyst	Ministry of Energy	4		Clients Service Charter Development for Improved Service Delivery in the Ministry	X
34	Mr. Joseph Sesay	Male	Ag. Senior Assistant Secretary, Recruitment and Selection	Human Resource Management Office	4		Improving Correspondences/Mails Movement in the Human resource Management Office	X
35	Mr. Swalihu K. Jusu	Male	Deputy Director, Human Resource Planning and Budgeting	Human Resource Management Office	4	3	Inter-directorate Coordination for Effective Verification of New Appointments (revised on Jul 25)	X
36	Mr. Sellu Keifala	Male	HR Officer, Corporate Strategy and Administration	Human Resource Management Office	4	3	Early Provision of Meeting Agenda for Time Management in Senior Management Meeting (revised on Jul 24)	X
37	Mr. Lawrence Amara	Male	Assistant Secretary	Ministry of Political and Public Affairs	4		Developing and Enhancing Filling system in the Administrative Division at the Ministry	X

No.	Name	Gender	Title	Institution (as of EL/QPI participation)*	EL/ QPI	TOT	Action Plan Title	Best Practice Sharing WS**
38	Ms. Mariatu M. Koker	Female	Administrative Officer	Cabinet Secretariat	4		Reduction of Wastage of printing materials in the Cabinet secretariat -Sierra Leone	X
39	Mr. Matthew Beckhio	Male	Technical Coordinator, Performance Management	Human Resource Management Office	4		Introduction of Monthly Progress Report in HRMO	X
40	Mr. Mohamed I. Kutubu	Male	Assistant Secretary	Ministry of Finance and Economic Development	4		Timely submission of Action Plans at the Ministry of Finance and Economic Development	X

*Institution is as of the time of participation. Transfer is indicated by >> (as of October 2013).

**Those who participated in the Best Practice Sharing Workshop in Sierra Leone on January 30, 2014 are ticked by "X".

List of EL/QPI course participants from Liberia

No.	Name	Gender	Title	Institution (as of EL/QPI participation)*	EL/ QPI	TOT	Action Plan Title	Best Practice Sharing WS**
1	Mr. Isaac G. Flomo	Male	Ministry of Finance	Min. of Finance	1		Leadership Skills for Improved Productivity in MOF	
2	Mr. Augustine Wreh	Male	Ministry of Justice	Min. of Justice	1	1	Attitudinal change for increased productivity at the work place	X
3	Mrs. Dorothy Meatee-Kiepeeh	Female	Civil Service Agency	Civil Service Agency	1	1	Time management for improved service delivery	X
4	Mr. Leon H. Barner	Male	Civil Service Agency	Civil Service Agency	1		The implementation of change in Service delivery by the CSA	
5	Mr. Alhaji E. A. Sherif	Male	Ministry of Commerce and Industry	Min. of Commerce & Industry	1	1	Supervision	X
6	Mrs. Emma Lawson Benson	Female	Ministry of Labour	Min. of Labour	1		Attitudinal change for increased productivity	X
7	Mr. Cornelius Waymah	Male	Ministry of Posts and Telecommunications >>Audit Commission	Min. of Posts and Telecommunications	1		Regulating internal resource supply	X
8	Mr. Baba Silah	Male	Ministry of Information, Culture and Tourism	Min. of Information, Culture & Tourism	1		Improving supervision	
9	Ms. Pauline Blake	Female	Ministry of Foreign Affairs	Min. of Foreign Affairs	1	1	Record management for faster service delivery	X
10	Mr. Francis Aire-Youba	Male	Ministry of Transport	Min. of Transport	1		Improving usage of working hours	X
11	Mrs. Denise J. Suah	Female	Civil Service Agency	Civil Service Agency	2	3	Quality Report Writing For Administrative Improvement	X
12	Mr. Jallah F. Kollie	Male	Civil Service Agency	Civil Service Agency	2		Capacity Building to improve Customer Service	
13	Mr. James M. Beyan	Male	Ministry of Health	Min. of Health	2		Effective Time Management for Improved and Sustainable Productivity	
14	Mrs. Anna L. Philips	Female	Ministry of Commerce & Industry >> Mayor of Careysburg City	Min. of Commerce & Industry	2		Improved Job Descriptions for Efficient Services	X
15	Mr. William T. Flahn	Male	Ministry of Justice	Min. of Justice	2	1	Effective Record Management for Improved Productivity	X

No.	Name	Gender	Title	Institution (as of EL/QPI participation)*	EL/ QPI	TOT	Action Plan Title	Best Practice Sharing WS**
16	Mr. Eric B. Morlu	Male	Ministry of Finance	Min. of Finance	2	1	Quality Productivity Management, an essential tool for Organizational Security and Prompt Service Delivery	X
17	Ms. Zainab k. Dukuly	Female	Ministry of Planning & Economic Affairs	Min. of Planning & Economic Affairs	2	1	Improve Record Management	X
18	Ms. Fatu M. Siryon	Female	Ministry of State	Min. of Foreign Affairs	2		Effective Record and Time Management	X
19	Ms. Hawa P. Sandimanie	Female	Ministry of Information, Culture & Tourism	Min. of Information, Culture & Tourism	2	1	Effective delegation and supervision for quality productivity improvement	
20	Mr. Reuben K. Duo	Male	Ministry of Education	Min. of Education	2		Effective Change Management for Increased Productivity	
21	Mr. Solomon Saye Wolokai Gaigaie	Male	Ministry of Internal Affairs	Min. of Internal Affairs	3		Team Work Improvement	
22	Ms. Rebecca Andrew Kaba	Female	Ministry of Transport	Min. of Transport	3	2	Development of Service Charter	X
23	Mr. James K. Mulbah	Male	Ministry of Lands, Mines and Energy	Min. of Lands, Mines & Energy	3	2	Improvement of Team Building in Inspectorate Division	X
24	Mr. Alphonso W. Kofa	Male	Ministry of Health>>Studying abroad in Kenya	Min. of Health	3	2	Improvement in time management process at the Department of Community Health	
25	Mr. Jacob Doe Davies	Male	Liberia Institute of Public Administration (LIPA)	Liberia Institute of Public Administration	3		Customer Care Improvement	X
26	Mr. Vincent B. Smith	Male	Ministry of Public Works	Min. of Public Works	3	2	Staff Attitudinal Change for Improve Productivity	X
27	Ms. Loretta A. Pope	Female	Ministry of Gender and Development >>The Women Peace and Security Network-Africa (WIPSEN)	Min. of Gender & Development	3	2	Improving submission of reports to meet deadlines within the women's Empowerment Division	X
28	Ms. Christine Ciatta Sirleaf	Female	Ministry of Education	Min. of Education	3	2	Improvement of Service Delivery in the Procurement Unit	
29	Ms. Kaema Joyce Jones	Female	Ministry of Youth and Sport	Min. of Youth & Sport	3	2	Improvement of Report Writing @ The Business & Domestic Occupational Training Center (BDOTC)	X

No.	Name	Gender	Title	Institution (as of EL/QPI participation)*	EL/ QPI	TOT	Action Plan Title	Best Practice Sharing WS**
30	Mr. Omega Sammy Brown	Male	General Service Agency (GSA)	General Service Agency	3	2	Improvement in Performance	X
31	Ms. Lucia D. Gibson	Female	Ministry of Information	Min. of Information, Culture & Tourism	4	3	Effective Records Keeping for Quality Service Delivery	X
32	Mr. Jonako J. Bindah	Male	Ministry of Internal Affairs	Min. of Internal Affairs	4		Ministry of Internal Affairs Service Charter Development For Quality Public Service Delivery	X
33	Ms. Faiquen N. Gweh	Female	Ministry of Youth and Sports	Min. of Youth & Sport	4		Developing a Service Charter for the Department of Youth Development-Ministry of Youth & Sports	
34	Ms. Mai W. Merchant	Female	Ministry of State	Min. of Foreign Affairs	4	3	Improvement of interpersonal skills and promoting team spirit at the workplace	X
35	Ms. Sandra M. Roberts	Female	Ministry of Posts and Telecommunications	Min. of Posts and Telecommunications	4	3	Restructuring Job Descriptions/Terms of Reference for Productivity Improvement at the Ministry of Posts and Telecommunications	X
36	Ms. Konor Freeman Woods	Female	Centre for National Documents and Records Agency	Centre for National Documents & Records Agency	4	3	Service Charter Development for Effective Service Delivery	X
37	Mr. Simpson S. Klay Jr.	Male	Ministry of Lands, Mines and Energy	Min. of Lands, Mines & Energy	4	3	Improvement of Work Standards for job efficiency within the Department of Administration at MLM&E	X
38	Mr. Reginald Kraty Gaye	Male	Liberia Institute of Public Administration	Liberia Institute of Public Administration	4	3	Service Charter Development to enhance Service Delivery	X
39	Ms. Deborah J. Williams	Female	Ministry of Agriculture	Min. of Agriculture	4		Service Charter Development for Effective service Delivery at the Ministry	X
40	Mr. Amos N. Gbassie	Male	Ministry of National Defense	Min. of National Defense	4	3	Creating awareness on the Vision & Mission statement at the Ministry	

*Institution is as of the time of participation. Transfer is indicated by >> (as of October 2013).

**Those who participated in the Best Practice Sharing Workshop in Liberia on February 5, 2014 are ticked by "X".

