NIPA'S CONTRIBUTION TO CAPACITY BUILDING IN THE ZAMBIAN PUBLIC SERVICE

National Institute of Public Administration

This paper is a review of the experience and contributions of the National Institute of Public Administration (NIPA) to training and development of public sector managers in Zambia. NIPA was established in 1962, initially as a staff training college for the civil service of the then Northern Rhodesia. At the time, most, if not all key and strategic positions were occupied by expatriate personnel. Since then, NIPA has continued to play a very active and significant role in the transformation of the public service in Zambia. More recently, NIPA's experience has involved a programme of commercialization and hiving off in order to operate autonomously. This has come with huge challenges. The liberalisation of the training environment means that, the government no longer solely relies on NIPA for the training requirements of the civil service. The paper discusses this ongoing experience and possible lessons for other institutions in a similar situation.

BACKGROUND

The National Institute of Public Administration (NIPA) was established in 1962, initially as a staff training college for the civil service of the then Northern Rhodesia. The decision to establish the college arose out of the perceived dearth of experienced African administrators and skilled personnel, to take over the administration and management of the public service on the country’s attainment of independence on 24th October, 1964. At the time the decision was taken, most, if not all key and strategic positions were occupied by expatriate personnel.

At independence Zambia had approximately 100 university graduates. There was, therefore, need for an institution to undertake intensive crash-training programmes for Zambian administrators, to enable them administer and manage the affairs of the emerging young nation.

Since nationhood required that the indigenous people run their own national affairs, the immediate task of the college was to provide training for Zambianisation of the civil service. To this end, the college undertook various short and intensive training programmes in public and local government administration and law, to prepare Zambians for the challenges of running their own affairs.

Until 1966, the focus of the college’s programmes was the civil service. However, conscious of the fact that political independence alone was not adequate to ad-
dress the aspirations of the people of Zambia, the Government embarked on radical economic policy reforms. Following adoption of these policy reforms, key industries such as the copper mining companies, were nationalised under the Mulungushi Reforms of April, 1968 and the Matero Reforms of August, 1969, respectively. The Government also created statutory boards which gave rise to the emergence and expansion of the parastatal sector. The Government believed that developing and promoting the parastatal sector would enable the people to participate fully in the economic development of their country.

These developments led to changes in the training requirements of the country, which influenced the college to broaden the areas of concentration of its training programmes, to take into account the emerging training needs of commerce and industry. In the light of this new and broader agenda, the name of the college was changed from Staff Training College to National Institute of Public Administration (NIPA).

Subsequently, the Institute undertook training programmes with a national focus; mainly aimed at consolidating and imparting public service management skills among Zambian personnel, who had taken over the running of the civil service and the parastatal sector. The expansion and evolution of NIPA and its training programmes continued in later years as it branched into other fields such as: accounting, purchasing and supply, management, law, secretarial training and communication and information technology. The Institute also began to extend some of its programmes to the private sector. Furthermore, the Institute provided training services to other African countries and the liberation movements in the southern African region, some of whose cadres were trained to take up senior administrative positions upon their countries’ attainment of independence.

NIPA can therefore, boast of having trained a cross-section of personnel, covering the entire hierarchical spectrum of the public service and the private sector. Some of the current breed of successful Zambian entrepreneurs and managers emerged from the Institute’s programmes while many of the key personnel in the public and private sectors of the economies of neighboring states are products of the Institute.

EMERGENCE OF THE NEW NIPA

As the Institute evolved as the main government training provider, its various operational constraints became apparent. It also became clear that, in order to reduce its dependence on government subventions, and improve its service delivery, the Institute had to be hived-off from the government and, commercialised. This was because the Institute was identified as having the potential to operate autonomously as a commercial entity, in the new liberalised political and economic environment brought about by the advent of multiparty politics in Zambia, in 1991.

Therefore, in line with the Public Service Reform Programme (PSRP) introduced in 1993, the Institute was restructured along with other government ministries and organisations. It underwent various processes from 1993 to 1997, culminating in
the enactment of the NIPA Act, No. 15 of, 1998 which paved the way for the transformation of NIPA from a conventional government training institution, into an autonomous and self-financing one. It began its operations as new NIPA in January, 2000.

The functions of the Institute under the Act are:

a) To provide high quality training, research and consultancy,

b) To develop high quality training, research and consultancy in public administration,

c) To provide high quality training, research and consultancy in private sector management, and

d) To do all such things connected with and incidental to the foregoing.

The importance which the government attached to the transformation of NIPA was underlined by the appointment of a high powered governing council by the President. The members of the governing council comprise distinguished professionals and experienced citizens drawn from a cross-section of society.

ORGANISATIONAL STRUCTURE

The organisational structure of the Institute consists of the following organs.

a) The Governing Council
   This is the supreme body responsible for policy formulation and implementation, as well as overseeing the growth and development of the Institute.

b) The Board of Studies
   This is responsible for controlling and directing the academic work of the Institute.

c) Professional, Technical and Administrative Structure
   This is headed by the Executive Director (whereas before commercialisation, it was headed by a principle) and it is responsible for providing efficient and effective day-to-day management of the Institute in providing training, research and consultancy services. It has three professional divisions and four administrative and technical support departments and units.

   The three core professional divisions are; Management Studies Division (MSD), Business Studies Division (BSD) and Research, Consultancy and Development Division (RCDD). The Divisions are headed by Directors.

   The four functional support departments, sections and units are:

   a) Administration, headed by the Registrar,

   b) Accounts and Finance, headed by the Chief Accountant,

   c) Internal Audit, headed by the Chief Internal Auditor, and

   d) Library Services, headed by the Librarian

In 2003 the Institute had a staff establishment of 97 out of which 40 were academic, 37 administrative and technical, and 20 general support staff positions.

NIPA’S INTERNAL AND EXTERNAL ENVIRONMENTS

A brief summary of the assessment of NIPA’s internal and external environments
in terms of its strengths, weaknesses, opportunities and threats (SWOT) is given below:

**Internal Context of the Institute**

NIPA’s comparative advantage stems from its long and unparalleled history of providing quality training to the public service and the local government sectors. This advantage can be attributed to the following strengths:

i) Diversely qualified and experienced staff in most of the core areas of NIPA’s operations.

ii) Availability of basic equipment necessary for undertaking training, research and consultancy.

iii) Availability of physical infrastructure in terms of classrooms, hostels, recreation facilities, offices and housing units,

iv) Stable clientele for most of its training programmes,

v) Central location within the City of Lusaka, thereby making access to NIPA’s training and consultancy programmes easier.

vi) Autonomy of the Institute which makes decision making easier and faster, and

vii) Reputation and status derived from long years of consistently providing in-service and management training programmes to the public sector.

Despite the strengths outlined above, NIPA has internal weaknesses, which have constrained its operations and somewhat diminished its competitive edge. Some of the salient ones are:

i) Insufficient professional staff, leading to the use of outside part-time associate consultants on full-time courses,

ii) Lack of presence in outlying provinces, leading to failure to adequately capture the market outside Lusaka,

iii) Weak debt collection mechanism, resulting in a huge debt being owed to the Institute,

iv) Limited use of information technology, resulting in the failure to make full use of electronic media information,

v) Inadequate library facilities and reference materials, and

vi) Ageing college infrastructure and inadequate training facilities.

**The External Environment**

Its weaknesses notwithstanding, the Institute has immense opportunities in the external environment to undertake training programmes and offer consultancy services. Some of these opportunities are:

i) Availability of training and consultancy opportunities under the Public Service Reform Programme (PSRP),

ii) Large public, private and civil society market for NIPA’s programmes and services,

iii) Availability of well qualified part-time lecturers and consultants on the market,

iv) High fees charged by competitors for similar training programmes and consultancies,

v) Large population of influential former students,

vi) Close links with central and local government,
vii) Enabling policy and legal framework (NIPA Act), and
viii) Liberalised training and consultancy market.

Although the external environment has offered opportunities, which the Institute has taken advantage of, there are a number of threats that have affected NIPA. Some of these are;

i) Mushrooming of “small colleges” and “brief case” consultants offering the services that NIPA does but at much cheaper price,
ii) Government-liberalised training environment which allows the public service to source training elsewhere other than NIPA, the traditional trainer for the civil service,
iii) Attractive conditions of service in other similar institutions and organisations,
iv) Preference for foreign consultants and researchers in donor supported projects and programmes,
v) NIPA’s old debt incurred under government management which has been carried over to the new NIPA, and
vi) Increasing trend towards in-house training in many organisations

CURRENT TRAINING PROGRAMMES

In fulfilling its mission, the Institute offers a range of certificate and diploma courses, lasting from 6 to 18 months. This is supplemented by workshops which are undertaken from time-to-time, to meet the specific requirements of clients for short-term training and capacity building, mainly in management related areas. In order to attain its vision, mission, and goal, NIPA has divided its programmes and activities into inextricably linked divisions that complement each other, as follows;

Management Studies Division (MSD)

Among the programmes conducted by the Management Studies Division, are:

i) Diploma in Management Studies,
ii) Magistrates’ Diploma,
iii) Diploma in Project Management,
iv) Diploma in Human Resource Management,
v) Advanced Prosecutions Course,
vi) Basic Prosecutions,
vii) Military Law,
viii) Private Secretaries’ Course,
ix) Legal Secretaries’ Course,
x) Court Reporters’ Course,
xii) Stenographers’ Course,
ixii) Certificate in Records Management,
ixxi) Certificate in Management Studies,
ixxiv) Certificate in Management and Administration, and

Business Studies Division (BSD)

The programmes under Business Studies Division, include;

i) Post Graduate Diploma in Financial Management,
ii) Accounting Technicians’ Diploma (ATD) I, II, III,
iii) National Accounting Technicians’ Diploma (NATECH); Modules A, B, C, and D,
iv) Certificate in Accounting,
v) Institute of Management of Information Systems (IMIS) Diploma, (UK) Levels I & II,
vi) Diploma in Information Systems and Programming,

vii) Certificate in Information Systems,

viii) Chartered Institute of Purchasing and Supply (CIPS),

ix) Chartered Institute of Marketing (CIM) Course, and

ox) Certified Accounting Technician (CAT) Course.

There is also the NIPA Extension Studies (NES) Programme, under BSD which offers a wide range of part-time extension study courses, to clients who cannot attend class during normal work hours.

**Research, Consultancy and Development Division (RCDD)**

NIPA has endeavoured to build a strong research, consultancy and development capability. The Division is therefore, responsible for developing training materials and undertaking research and consultancy assignments that it executes at clients’ requests or as per contractual obligations. Its main areas of emphasis are; social and economic research, strategic management and planning, research methods and statistics, project management, monitoring and evaluation, marketing and workshop facilitation and moderation.

**NIPA’S MARKET**

The Institute markets its services widely in order to maintain financial sustainability. In this respect, the Institute targets the public and private sectors, civil society and the school leavers as its market. The school leaver’s market has perhaps, been the most important in generating the revenues that have enabled the Institute to survive and achieve financial stability because of its huge demand on NIPA’s training programmes. This may have to some extent diverted the Institute from fully performing its traditional function of providing in-service training to the public service.

**MANAGEMENT CAPACITY IN THE PUBLIC SERVICE**

The ongoing Public Service Reform Programme (PSRP), has revealed something about the state of management capacity in the public service. Although there is a lot of capacity in terms of well qualified and experienced personnel in central government, this is not necessarily the case in local government, which cannot attract high caliber personnel, mainly due to poor salaries and conditions of service.

Moreover, despite the majority of senior civil servants being highly qualified for their jobs, the impact of the public service in terms of efficiency and effective service delivery to the Zambian public has generally been unsatisfactory. In general terms, implementation of government policies and programmes has revealed a serious lack of managerial capacity amongst many professionals holding senior positions in the public service. There are several reasons for this and amongst the contributing factors has been, the absence of a systematic career progression system based on performance. Another is the absence of ethical standards to guide civil servants in the conduct and performance of their functions. The third is the lack of a systematic and regular management development and capacity building programme, targeted at senior public service managers to improve...
their skills, especially in managing restructured ministries and government institutions.

**NIPA’s Thinking on Capacity Building in the Public Service**

NIPA considers public sector capacity building to be a fundamental component for sustainable human resource, social and economic development and poverty alleviation in Zambia. In addressing the various problems impeding Zambia’s public service from performing effectively and efficiently, NIPA has been able to make a contribution in the field of management capacity building, particularly in the following areas;

a) Training in strategic and performance management in the public service,

b) Training in good governance by emphasizing such values as; ethics, accountability, integrity and importance of human rights and the rule of law,

c) Training in service delivery, focusing on organisational performance and total quality management,

d) Training retrenched/retired civil servants and equipping them with the appropriate business management skills, to operate their own businesses, and

e) Retraining civic leaders and civil servants in commercialised entities to give them a business management culture.

**NIPA’S CONTRIBUTION TO CAPACITY BUILDING IN THE ZAMBIAN PUBLIC SERVICE**

Before its commercialization and hiving off to operate autonomously, NIPA as a government training institute, played a pivotal role in imparting management and related professional skills and competencies to various categories of the public service. However, since the coming into effect of the new NIPA Act, the Institute has had to broaden its clientele base, to include a large proportion of school leavers, in order to achieve financial sustainability. The Institute has had to depend on this market to a large extent, because the liberalisation of the training environment means that, the government no longer solely relies on NIPA for the training requirements of the civil service. NIPA therefore, has had to compete aggressively with other training providers in order to remain relevant as a management training institution. Consequently, this has resulted in a situation whereby, the preponderance of students are school leavers and not public sector employees, though some of them are still being sponsored by government institutions.

However, the specific training requirements of the public service are largely being met on demand, through tailor-made programmes in areas such as; Magistrates’ and Prosecutors’ Courses, Legal/Court Reporting, Secretarial Courses and the Institute of Local Government Administrators of Zambia (ILGAZ) Diploma, for which NIPA acts as a tuition and examinations centre. During the first year of its operation as new NIPA, it trained 16 (who increased to 19 in 2001) Chief Officers from various local authorities in Zambia, in management related capacity building programmes. The Institute was also given the responsibility of reviewing the ILGAZ syllabus to enhance governance, leadership and strategic management in local authorities.
In 2002, NIPA continued to maintain its cooperation with ILGAZ and as a result, 50 students were enrolled in levels I and II of the ILGAZ diploma course. In 2003 the number of students enrolled in management related subjects during the first and second semesters is depicted at Table 1 below:

Out of these enrolments, the courses specifically targeted at the public service were; Advanced Prosecutions with 77 students, Basic Prosecutions with 83 students and the Magistrates’ Diploma Course with 40 students. It should be noted also that all the other courses are open and relevant to public service workers and a significant number of them continue enrolling in these programmes, either through private or government sponsorship.

**Workshops**

The Management Studies Division, in 2003 undertook the following programmes targeted at the public service, as shown in table 2 below:

There is also a significant number of civil servants and other public service personnel enrolled in other mainstream programmes administered by the Institute such as; management studies, human resource management, post-graduate diploma in financial management and accounting; among others.

**MANAGEMENT DEVELOPMENT PROGRAMMES FOR SENIOR PUBLIC SERVICE MANAGERS**

Since the advent of the new NIPA, the most significant capacity building programme targeted at the public service, the Institute has undertaken, has been the management development and training programme for senior managers in the public service.

The background to this is that in July, 2003 the Institute was awarded a major consultancy by the Government of the re-

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**Table 1: Number of Students Enrolled by class in 1st and 2nd Semesters of 2003**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course/Title</th>
<th>No. of Students enrolled in Semester I</th>
<th>No. of Students enrolled in Semester II</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Diploma in Management Studies I</td>
<td>42</td>
<td>46</td>
<td>88</td>
</tr>
<tr>
<td>2</td>
<td>Diploma in Management Studies II</td>
<td>46</td>
<td>45</td>
<td>91</td>
</tr>
<tr>
<td>3</td>
<td>Diploma in Management Studies III</td>
<td>46</td>
<td>46</td>
<td>92</td>
</tr>
<tr>
<td>4</td>
<td>Advanced Prosecutions Course</td>
<td>-</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td>5</td>
<td>Stenographers’ Course</td>
<td>13</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>6</td>
<td>Private Secretaries’ Course</td>
<td>22</td>
<td>20</td>
<td>42</td>
</tr>
<tr>
<td>7</td>
<td>Certificate in Management Studies (A)</td>
<td>40</td>
<td>34</td>
<td>74</td>
</tr>
<tr>
<td>8</td>
<td>Certificate in Management Studies (B)</td>
<td>28</td>
<td>33</td>
<td>61</td>
</tr>
<tr>
<td>9</td>
<td>Basic Prosecutions Course</td>
<td>83</td>
<td>-</td>
<td>83</td>
</tr>
<tr>
<td>10</td>
<td>Certificate in Human Resource Management</td>
<td>36</td>
<td>40</td>
<td>76</td>
</tr>
<tr>
<td>11</td>
<td>Project Management Diploma</td>
<td>16</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>12</td>
<td>Magistrates’ Diploma</td>
<td>40</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>372</td>
<td>407</td>
<td>779</td>
</tr>
</tbody>
</table>

**Source:** NIPA Annual Report for the year 2003
public of Zambia, through the Public Service Capacity Building Project (PSCAP), to undertake a training needs assessment (TNA) and design and implement short-term management development training programmes for senior public service managers. The targeted senior public service managers were in two categories; Permanent Secretaries and Directors and Chief Officers.

Objectives of the Consultancy

The objectives of the consultancy were as follows;

a) To identify the specific management training needs of senior and middle level managers in the public service, in order to develop appropriate training programmes to address the skills and knowledge gaps,

b) To conduct management development and training programmes for senior and middle level managers in the public service, in order to equip them with skills critical in the effective management of the public service and delivery of quality services, to the public, and

c) To carry out an evaluation of the training programmes, to determine their impact on management of the public service and quality of service delivery.

Activities

To achieve the above-stated consultancy objectives, the following were the activities to be carried out;

a) Carry out training needs assessment for the two categories of public service managers,

b) Develop short-term (one-week) tailor-made, focused training programmes for the two categories of public service managers,

c) Conduct training programmes for public service managers to address their specific skills and knowledge gaps, and

Table 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Programme</th>
<th>Institution</th>
<th>Date</th>
<th>No. of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation Workshop for Government Economists</td>
<td>Ministry of Finance and National Planning</td>
<td>21-26 September</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>Report Writing Workshop for the Zambia National Tender Board</td>
<td>Zambian National Tender Board</td>
<td>21-26 September</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>Induction Workshop for newly appointed Permanent Secretaries</td>
<td>Cabinet Office</td>
<td>6-7 August</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Training of Human Resources Development Officers</td>
<td>Directorate of Human Resource Development</td>
<td>21-31 October</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>Civil Service Induction Workshop</td>
<td>Ministry of Foreign Affairs</td>
<td>4-7 December</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>Secretarial Workshop for National Assembly Staff</td>
<td>National Assembly</td>
<td>27-29 December</td>
<td>42</td>
</tr>
</tbody>
</table>

Source: NIPA Annual Report for the year 2003
d) Undertake an assessment to determine the impact of the training on management of the public service.

**Training Needs Assessment (TNA)**

Based on the above-stated consultancy objectives and activities, NIPA went ahead and designed a research instrument, aimed at collecting the necessary data and information from senior managers in the public service, to determine their training needs and subsequently undertake the actual training programmes. The TNA commenced with data collection in October, 2003. The targeted senior public service managers were the following:

a) All the 42 Permanent Secretaries,
b) A sample of 43 Directors selected from a population of 91 obtained from the Establishment Register, for 2003,
c) A sample of 121 Deputy and Assistant Directors and Chief Officers selected from a population of 266 obtained from the Establishment Register for 2003.

The total sample therefore, was 206 senior public service managers from a population of 399.

The data gathering exercise ended in December, 2003. Out of the 42 questionnaires distributed to Permanent Secretaries, 30 were answered and collected, representing a response rate of 72.5 percent.

In addition, 22 Directors out of 43 answered the questionnaire, representing a response rate of 51.2 percent, while 74 Deputy and Assistant Directors and Chief Officers out of 121, responded representing a response rate of 61.2 per cent. The overall response rate was 61.2 percent. The table below summarises the status of the TNA data collection exercise.

The findings of the TNA generally revealed that, the need for regular and systematic training and capacity building programmes targeted at senior public service managers existed, particularly in restructured ministries and institutions undergoing rapid change. This is because these require dynamic, innovative and focused management, if performance standards are to be enhanced, with the ultimate objective of improving service delivery to the public. The TNA also revealed the need for institutionalising systematic and regular training programmes.

<table>
<thead>
<tr>
<th>Actual Population</th>
<th>Sample Size</th>
<th>Category of Officer</th>
<th>No of Questionnaire Distributed</th>
<th>No of Questionnaires Answered</th>
<th>% Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>42</td>
<td>Permanent Secretary</td>
<td>42</td>
<td>30</td>
<td>72.5</td>
</tr>
<tr>
<td>91</td>
<td>43</td>
<td>Director</td>
<td>43</td>
<td>22</td>
<td>51.2</td>
</tr>
<tr>
<td>266</td>
<td>121</td>
<td>Deputy Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chief Officer</td>
<td>121</td>
<td>74</td>
<td>61.2</td>
</tr>
<tr>
<td>399</td>
<td>206</td>
<td></td>
<td>206</td>
<td>126</td>
<td>61.2</td>
</tr>
</tbody>
</table>

*Source: Training Needs Analysis Study report (January 2004)*
training and capacity building programmes in the public service, with the requirement that senior managers undergo short-term management development training programmes of at least one to two weeks duration every year.

The combined training needs identified by the exercise among the targeted senior public service managers, were in the following broad thematic areas, in order of priority;

a) Strategic Management and Planning,
b) Financial Management,
c) Managing People,
d) Leadership and Organisational Development,
e) Policy Formulation and Implementation,
f) Government Procedures and Administrative Practices,
g) Thinking Skills,
h) Total Quality Management,
i) Interpersonal and Communications Skills, and
j) Time Management

The TNA Report was submitted and approved by the Government in January, 2004. Thereafter, NIPA proceeded to develop short-term, focused management development training programmes for the two categories of senior public service managers. The Institute then constituted training teams from its own and a few external, but local consultants to actually deliver the training programmes, based on the identified needs.

Between March and April, 2004 the Institute began conducting the actual training of the senior public service managers, who were in two broad categories. The Permanent Secretaries were trained separately from the Directors, Deputy and Assistant Directors and Chief Officers who were trained as one group.

**Purpose of the Training Programme**

The overall purpose of the management development training programme was to equip senior public service managers with critical management skills and knowledge to enhance their performance, in order to make a positive impact in quality service delivery to the public.

**Objectives of the Training Programme**

On completion of the training programme, the Permanent Secretaries, Directors and Chief Officers, were expected to;

a) Adequately facilitate the preparation, implementation and monitoring of strategic plans in their Ministries, Divisions and Provinces,
b) Prepare and effectively manage the budgets of their ministries, Provinces and Divisions, using appropriate monitoring and control frameworks,
c) Formulate, implement, monitor and evaluate policies to enhance the decision making process in their ministries, Divisions and provinces, and
d) Provide appropriate leadership to the public servants in their Ministries, Divisions and Provinces to ensure that every individual and team makes a positive impact towards quality service delivery.
Training Programme Content

The training programme content comprised the following subjects arising from the TNA:

a) **Strategic Planning and Performance Management**:
   i) Change management,
   ii) Pressures for change,
   iii) Resistance to change and ways to reduce resistance to change,
   iv) Introducing organisational change,
   v) Some principles for effective change management,
   vi) Strategy for implementing change, and
   vii) What is needed to manage effective change?
   viii) Strategic planning process,
   ix) Organisation design process, and
   x) Performance management, workplanning and target setting.

b) **Financial Management**
   i) Overview of the Medium Term Expenditure Framework (MTEF),
   ii) Budgeting and resource allocation,
   iii) Developments in public financial management and implications,
   iv) Monitoring of finances,
   v) Financial control systems and procedures, and
   vi) Financial reports.

c) **Policy Process**
   i) Policy formulation,
   ii) Policy implementation, and
   iii) Policy monitoring and evaluation.

d) **Leadership**
   i) Effective leadership, and
   ii) Time management.

e) **Managing People**
   i) Team building and team work, and
   ii) Problem solving and decision making.

f) **Interpersonal and Communication Skills**
   i) Effective communication,
   ii) Interpersonal skills, and
   iii) Effective writing (report writing).

g) **Government Procedures and Administrative Practices**
   i) Service commission regulations,
   ii) Policies and procedures for employment in the public service,
   iii) Disciplinary code and procedures for offences in the public service,
   iv) Terms and conditions of service for the public service.

h) **Annual performance appraisal systems** (APAS)

Training Methodology

The management development training programme used a participatory training approach, with a combination of visualized presentations, discussions, case studies, exercises (group and individual), and question and answer sessions.

Target Group

The target group for the training programme was in two categories;
a) **Permanent Secretaries**
Out of the 42 targeted Permanent Secretaries, 36 attended the training programme, representing an attendance rate of 85.7 per cent.

b) **Directors, Assistant Directors and Chief Officers**
The target group according to the consultancy contract was 90 participants in the ratio of 30 Directors, 30 Assistant Directors and 30 Chief Officers. Out of this number, 73 participants attended the training programme, representing an attendance rate of 81 per cent. There were specifically 24 Directors, 25 Assistant Directors and 24 Chief Officers who attended the programme.

### Training Programme Evaluation

a) **Permanent Secretaries’ Training Programme:**
Out of the 36 Permanent Secretaries who attended the training programme, 25 of them completed and handed in the training evaluation questionnaire. All of those (100%) who filled in the questionnaire indicated that the programme had fully realized its stated objectives and met their individual and institutional expectations.

b) **Directors and Chief Officers**
All the 73 participants in attendance (100%) evaluated the training programme and 53 of these, representing 73 per cent indicated that the programme had to a large extent both met its objectives and their individual expectations. And 60 participants out of 73 (80%) stated that they were satisfied with the organisation and conduct of the training programme.

### Impact Assessment
At the insistence of the client (the Government), an assessment to determine the impact of the training programme on performance improvement was undertaken in June, 2004, (that is two months after the training programme instead of after six months as initially agreed upon). This evaluation, though too soon after training, revealed that, generally speaking the participants had benefited a lot in terms of new skills and knowledge acquired or updated. The results also showed that the subjects taught were relevant and of practical application to the performance of their functional responsibilities, especially under conditions of rapid change brought about by public service reforms. The participants however, requested that such capacity building programmes should be held more regularly and extended to the lower categories of the civil service, as well, so that these could also benefit by enhancing their knowledge and skills’ base, as they were the “first-line” managers in the implementation of government policies and programmes.

### FINANCIAL SUSTAINABILITY
During the first year of its operations as new NIPA, the Institute raised K2.1 billion, out of which K1.4 billion was generated from its own operations. The balance of K0.7 billion represented a government grant. In 2001, the Institute’s revenue was K3.0 billion, representing an increase of 42.9 percent over the 2000 figure. Of the K3.0 billion raised, K2.3 billion was gen-
erated from the Institute’s own operations. This represented an increase of 64 percent on the K1.4 billion internally generated in 2000. The Institute however, incurred an expenditure of K3.1 billion, thereby exceeding its income by K100 million.

In 2002, NIPA recorded total revenue of K4.1 billion, compared to K3.1 billion in 2001, representing an increase of 32 percent. In the same year, the Institute incurred an expenditure of K3.9 billion and made a profit of K0.5 billion. In 2003, NIPA recorded an income of K5.76 billion against K4.1 billion in 2003, representing an increase of K1.6 billion. Its expenditure was K4.9 billion thereby making a profit of K860 million.

From the above statistics, it is evident that despite its delinkage from government funding, the Institute’s income from its training programmes, research and consultancy has been increasing every year. This means that NIPA is able to sustain its operations from internally generated income, through its training, research and consultancy activities.

* Current exchange rate (1 US $ = K4,700)

REFERENCES