TRAINING NEEDS ASSESSMENT REPORT

FY 2019-2020

Research & Training Wing
Planning & Development Department
Government of Sindh

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This report contains data, tables, figure, analysis and technical notes that are related to the **Subject Report (TRAINING NEEDS ASSESSMENT REPORT FY 2019-2020).** Every effort has been made to cross-check and verify the authenticity of the data. All data and statistics used are correct as of FY 2019-20.

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Acknowledgments

Executive Summary

Under the guidance of Chairperson (P&D Board, Govt. of Sindh), Director General Research & Training Wing (R&TW) and his team conducted research to identify the training needs and skills gap analysis of all sections and projects of P&DD.

The objective was to devise strategies for training and human resource development. To achieve the objective, R&TW undertook a survey to identify training needs and infer the skills gap of P&DD employees in both technical and non-technical areas.

Survey methodology was adopted for TNA of P&D sections and projects, whereby a structured questionnaire for assessing the training needs was circulated to all sections and projects for conducting TNA. Prior to circulating the TNA questionnaire, R&T Wing requested all sections and projects of P&D to share their updated employee list to gauge the overall head-count of P&D, and its sections, attached offices and projects. Data of 545 employees from 24 sections and projects was submitted to R&T Wing. Subsequently, R&T Wing circulated the TNA questionnaire to assess the training needs of employees (i.e. BS-5 and above). In light of the circulated TNA questionnaire, 332 employees from 13 sections/attached offices/projects of P&D responded and submitted their responses through their respective sections/attached offices/projects. The data has revealed key findings regarding the training needs and identified gaps that need to be addressed by devising result-based trainings for P&D employees. Data analysis reveals various thematic areas that need to be focused upon for capacity building of P&D employees.

One of the key-finding of the training needs assessment is that most employees in BS 12-16 have barely received any training. The capacity of these employees needs to be substantially augmented vis-à-vis more training opportunities to improve their efficiency in completing routine-based tasks and other functions.

Moreover, TNA results reveal that employees in BS 17 & above pay-scales are more interested in management and leadership trainings. Top priority areas identified through analysis include both functional and behavioral thematic areas. These include MS Office, Project Monitoring Tools & Techniques (Result Based M&E), GIS Mapping & Remote sensing, Survey Data Analysis, Public Administration, Procurement Management, Project Impact & Evaluation, PC I-V- Preparation, Appraisal & Scrutiny, Human Resource Management and Performance Management.

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Introduction

Research & Training Wing

The Research and Training Wing was formerly known as Sindh Regional Planning Organization and was formed under SRPO Act of 1976. SRPO was responsible for developing district level plans for P&DD and inform the overall planning for the province. The structure of organization was different from what it is now, and the overall functions of SRPO were not specific and thus not focused. The SRPO was repealed in 2005 and Research and Training Wing was formed in 2006. The Wing was envisioned as the knowledge hub for P&DD for capacity development of the Department and to evolve as an evidence-based planning and policy formulation unit.

Despite its formation and organization in 2006, the Wing still lacked focus on the training and research aspect, and thus the department was virtually dormant. Therefore, in 2017, the Planning and Development Department of the Government of Sindh initiated the process of revitalization with technical support from European Union Public Financial Management Support Program for Pakistan (EU PFM-SPP). The primary aim was to enhance public sector delivery, to enhance the capacity of human resource and to meet the modern-day development challenges by adopting modern techniques and tools of planning and development and bring the province of Sindh to the path of sustained economic growth and prosperity.

The Wing now acts as in-house research and capacity development body for P & DD to improve the Departmental functionality, and effectiveness and quality of Public Investment Management. Eventually the Wing aims to evolve as a policy hub within the government of Sindh for informed policy making. Research and Training Wing will also endeavor to cater to the capacity development aspects of not only the Planning and Development Department but of other line departments of the Government of Sindh too. The Wing also aims to develop meaningful partnerships with leading universities, think- tanks, civil society organizations and business associations in the shape of Memorandums of Understanding (MoU) in to order to foster collaborations along the lines of relevant research and capacity development initiatives.

Under the leadership of its Director-General, the Wing has been able to impart trainings, conduct research and develop partnerships with academia. The Wing has quickly been able to develop a work-plan with P&D Board's approval and has already delved into operationalizing the objectives defined in its work-plan. During FY 2018-19, R&TW has been able to impart both in-house and institutional trainings on topics including Orientation for the new Planning Officers, Data Analysis, Communication Skills, Results-Based Monitoring and others. Partner academic institutions like NED University, SZABIST and IBA-Karachi tailored their trainings to the needs of P&DD officials.

Similarly, research study workshops on provision of clean drinking water in urban Sindh and case study for public-private partnership model in education were also conducted. R&TW also

conducted a seminar on Entrepreneurship in Sindh with EU's PFM-SPP and NIC Karachi, and an international conference on sustainable development with NED University.

Research and Training was focal point from P&DD on the impact assessment of Union Council Poverty Reduction Program (now People's Poverty Reduction Program) in 4 pilot districts. Similarly, R&TW was also the focal point on the World Bank's 'Health Private Sector Assessment in Sindh' which translated into a prospective research study to be undertaken by AKUH to analyze the public-private partnership contract arrangements in the province's health sector.

R&TW has also developed a series of in-house research reports that focus on the thematic areas of Social Protection Strategy, Poverty Reduction Strategy and Information & Communications Technology in Health Sector.

The ultimate aim of the Wing is to be a source of practical knowledge transmission by imparting research and training through long-term partnerships with academia, development partners and other stakeholders. The Wing will keep evolving and developing with support from the Government leadership that initiated its revitalization.

Training Need Assessment

An assessment process serves as a diagnostic tool for determining what training needs to take place at what level of hierarchy. The overarching aim of a Needs Assessment is to determine what competencies and skills need to be developed to help individuals and the organization in accomplishing their respective goals and objectives. The goal of TNA is to reduce the gaps between existing employee skills and the skills required by the job and department. The training needs assessment survey can serve as the basis (benchmark) for determining effectiveness of the trainings administered in terms of acquiring knowledge and skills to improve functionality.

Background

Initially in 1st quarter of 2018, R&T Wing carried out its first TNA exercise by circulating a questionnaire to all P&D sections, projects and wings through Secretary Planning's office. Reponses were received from 56 officers (BPS 17-20) and the questionnaire mainly relied on self-identified responses with other information such as demographics and job description. Based on the TNA data, an analysis was done and key training areas/topics were identified for training design and delivery. After this first iteration, R&T Wing envisaged to pursue a more rigorous needs assessment and gather responses from more P&DD employees to improve representativeness of the findings.

New Approach

The Research and Training Wing, P&DD, GoS, conducted a comprehensive themes-based training needs assessment of the Planning and Development Department. The overarching idea was to assess the skills gap in functional competencies and specific training needs of the employees to design, facilitate and conduct customized in-house and institutional trainings. Training Needs Assessment was conducted by administering self-explanatory questionnaires to the targeted staff members of BPS-5 and above. R&T Wing's aim was to reach as many employees as possible with a detailed and comprehensive questionnaire circulated to all sections/projects/wings of P&D.

After the data received through completed TNA questionnaires; the analysis was done to understand training preferences and prioritized areas identified by the employees. Based on the findings of TNA, a comprehensive training plan would be devised comprising of both in-house and institutional trainings. It is hoped that the trainings will not only help the trainees in augmenting their capacity, but also catalyze their respective career progression by gaining the requisite technical knowledge and skills.

TNA Questionnaire

Training Need Assessment (TNA) forms the basis of the training plan and capacity building activities. TNA, conducted by R&T Wing, was based on a detailed and comprehensive questionnaire which was developed keeping in view the dynamics and diversity of P&D and its employees. The questionnaire was divided into 04 distinct and key sections:

- Employee Information / Demographics
- Job responsibilities
- Technical skills required for the job function(s)
- Thematic Training Needs

Target Thematic & Training Areas

The thematic areas were mainly taken from past TNA and various discussions that took place from time to time with senior management and other key personnel of P&D including Members, Project Directors, Director Generals, Sr. Chief, Chief and Assistant Chiefs. TNA Questionnaire was developed, keeping in view major learning, functional and technical areas applicable to various sections and projects of P&D. These areas were mentioned in the questionnaire and participants were requested to mention their needs as per their job descriptions. Participants were also given the opportunity to mention their learning needs other than the options of thematic areas provided in the questionnaire. This was done to be able to get an exhaustive list of the training needs of the employees.

Following thematic areas were targeted in TNA questionnaire:

PC I – V – Preparation, Appraisal & Scrutiny	Project Appraisal & Scrutiny	Project Monitoring Tools & Technique (result-based M&E Management)	Project Impact & Evaluation
Survey Data Analysis	Cost Benefit Analysis	Evidence Based Planning	Procurement Management
Budget Preparation and Costing	Financial and Economic Analysis	Audit and pre audit	Project Financial Management & Budget Tracking
Public Administration	Human Resource Management	Performance Management	Human Resources Development
GIS Mapping & Remote Sensing	MS Office	STATA	SPSS
E-Views	MIS	Office Automation	Effective Writing Skills
Water Governance	E-Governance	Team Management	Innovative Leadership in Digital Age
Policy Skills and Leadership	Problem Solving	Management Skills	Report Writing
Strategic Planning	Strategic Management	Business Communication Skills	

The aforementioned thematic areas covered both technical and non-technical aspects of staff members working in P&D. Their job profiles, nature of work and tasks were kept in mind when these thematic areas were identified.

TNA Process Flow

Request for Employee Data

Receipt & Compilation of Employee Data

Request for TNA Form submission

Receipt & Compilation of TNA Forms

TNA Analysis
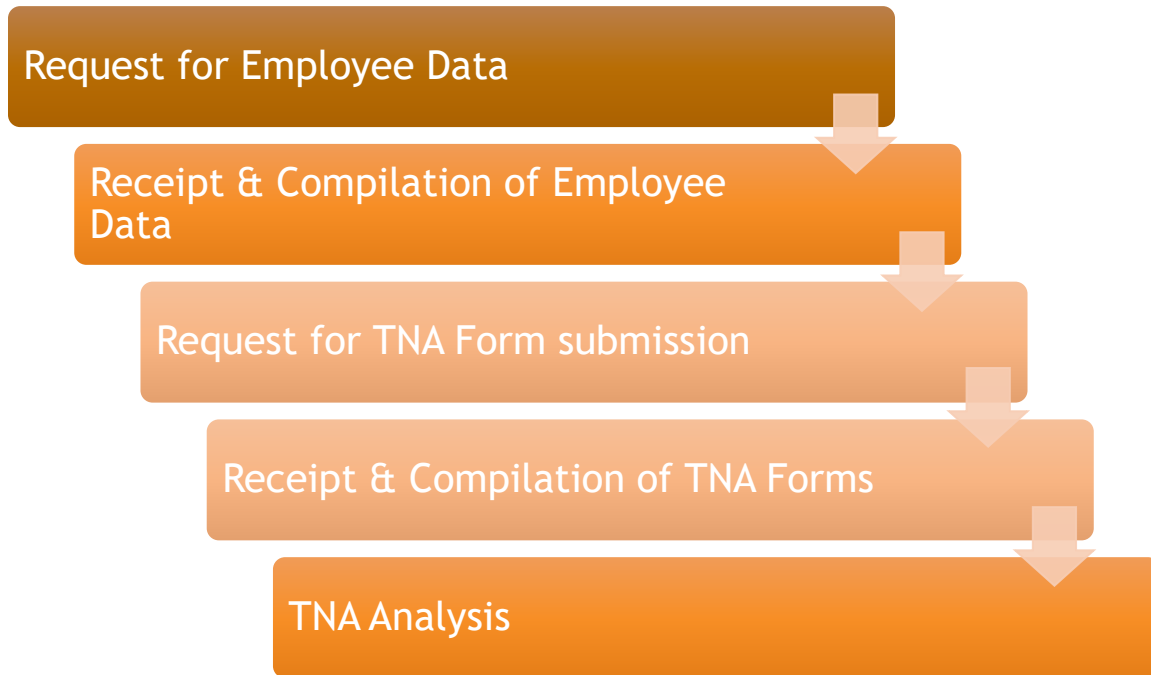
Figure 1: TNA Process Flow

Figure 1 shows that R&T Wing followed a set protocol and process to conduct and execute the TNA exercise. R&T Wing aimed to reach maximum staff members working in P&D to gauge their training needs. It was therefore important to know employee details i.e. name, grade, position, section etc. of employees working in each section, project and attached office of P&D. The first step was to request all P&D section and projects for their employee details. A letter was circulated with an information template to all P&D sections and projects and in reply, R&T Wing received employee data of 545 employees from 24 sections.

Once employee data was received, the same was compiled and populated for further action with regards to training need assessment. Questionnaire was developed and vetted by Director General R&T Wing. This needs assessment questionnaire was then circulated to all sections and projects of P&D with a request to disseminate the same to all BPS-5 & above employees and share their filled forms with R&T Wing.

13 sections/attached offices/projects of P&D (list given below) submitted their staff members' TNA questionnaires totaling 332 employees of BPS-5 & above. Once the questionnaires were received, their responses were recorded and compiled for data analysis.

S. No	Departments
1.	Bureau of Statistics
2.	Education / Development
3.	Sports, Culture & Tourism
4.	Science & Technology
5.	Environment & Climate Change
6.	Livestock & Fisheries
7.	Economic Policy & Research (EPR)
8.	Karachi Neighborhood Improvement Project (KNIP)
9.	Directorate of Urban Policy & Strategic Planning (UPSP)
10.	Monitoring & Evaluation Cell (MEC)
11.	Water Sector Improvement Project (WSIP)
12.	Office of Additional Secretary (Admin)
13.	Research & Training Wing

TNA - Timelines

Activity	Target Month	Remarks
Request for Employee Data	May 2019	R&T Wing sent letters to all Members, Sr. Chiefs & Project Directors to share employee data of their respective offices
Receipt & Compilation of Employee Data	June 2019	After receipt of submitted data by various sections/projects/wings, employee data was entered and compiled in an excel sheet.
Request for TNA Form submission	July 2019	Once Employee Data was compiled, R&T Wing sent letters to all Members, Sr. Chiefs & Project Directors to submit duly filled and signed TNA forms
Receipt & Compilation of TNA Forms	September 2019	After receipt of TNA forms by various sections/projects/wings, disaggregated TNA data was entered and compiled in an excel sheet.
TNA Analysis	October 2019	TNA Data Analysis was done post compilation for responses received in the form of completed questionnaires

Table 1: TNA Timelines

Table 1. shows the TNA timelines and the order in which tasks were performed. Employee data request was sent to all P&D sections and projects in the month of May 2019. Compilation of

employee data was done during the month of June 2019. Afterwards, sections and projects were sent TNA forms during July 2019 and over a period of two months, forms were received from various sections which were compiled and analyzed during the month of September / October 2019.

TNA Respondents

Employees in BS-5 & above pay-scales were targeted to share their input regarding training needs through the questionnaire circulated by R&T Wing. Below is the list of respondents (by designations) of each grade who participated in the survey:

BPS	Positions
BS 05	Enumerator, St. Computer and Surveyor
BS 07	Proof Reader
BS 08	Key Punch Operator
BS 11	Accounts Assistant, Care Taker, IT Assistant, Junior Clerk and Sub Engineer
BS 12	Computer Operator, Data Processing Assistant, Offset Mach. Man, Personal Assistant, Steno Typist, Supervisor and Technical Assistant
BS 14	Data Processing Officer (DPO), Data Processing Supervisor, IT Assistant, Junior Stenographer, Librarian, Office Assistant, Receptionist, Scale stenographer, Senior Clerk, Statistical Assistant, Statistical Officer, Stenographer, Sub Engineer and T.O Assistant
BS 15	Computer Officer, Data Processing Officer (DPO), Data Processing Supervisor and Personal Assistant
BS 16	Accounts Assistant, Admin Accounts Officer, Admin Assistant, Assistant, Program Assistant, Program Assistant Engineer, Statistical Assistant, Stenographer and System Support Engineer
BS 17	Programmer, Programmer (GIS), Accounts Officer, Assistant Director, Junior Hydrogeologist, M&E Officer, Network Administrator, Planning Officer, Private Secretary, Procurement Officer, Research Associate, SO (Admin), Sr. Programmer, Statistical Officer, System Support Engineer and Technical Specialist/Program Officer
BS 18	Assistant Chief, Deputy Director, Director, M&E Officer, Regional M&E Officer, SMEO and System Analyst
BS 19	Chief and Director
BS 20	Deputy Project Director, Member (N.R) /Sr. Chief
MP III	Chief Training Officer, Economic Growth Advisor, Public Sector Governance Advisor and Social Sector Advisor

Training Needs Analysis

In terms of broad categorization, there are two main parts of the needs assessment. The first part is the assessment itself whereby employees are given the opportunity to share their input regarding their technical and non-technical training needs which would have a positive impact on their capacity development resulting in organizational progress.

The second part is the analysis of assessment results. The responses received through questionnaires are entered and compiled in a data sheet in conduct relevant analysis. Disaggregated data analysis is crucial as it helps identify training gaps and needs at individual and organizational level to help formulate customized training plans to cater to both individual and organizational needs.

In the following section, we will present the key findings from data analysis to reflect prioritized training needs stratified by sections and pay-scales along with prioritized training topics.

Employee Data (received from P&D)

As mentioned earlier, in order to target the total population of P&DD, R&T Wing requested all sections and projects to share their employee data prior to initiating the TNA activity. Following is the list of sections/projects who shared their employee data with R&T Wing:

S. No.	Name	Total Emps
1	Bureau of Statistics	308
2	Monitoring & Evaluation Cell	91
3	Directorate of Urban Policy & Strategic Planning	14
4	R&T Wing	28
5	Water Sector Improvement Project (WSIP)	12
6	Karachi Neighborhood Improvement Project	6
7	Sports, Culture & Tourism	4
8	Science & Technology	3
9	Environment & Climate Change	3
10	Livestock & Fisheries	5
11	Economic Policy & Research (EPR)	4
12	Development	1
13	Agriculture	5
14	Health	7
15	Social Sector	5
16	Transport & Communication	9
17	Water & Drainage	6
18	Energy/Industries	8
19	Transport	3
20	Physical Planning & Housing (PP&H)	5
21	Education	7

22	Foreign Aid		4
23	Accelerated Action Plan Task Force Section (Nutrition)		6
24	PPRP / SGRRP		1
	TOTAL		**545**

Table 2: Employee Data Received from P&DD

Table 2 depicts that a total of 24 sections, attached offices and projects of P&DD shared their employee data. The total count received was 545 employees of sections and projects mentioned in above table.

The data covers employees working in Government Basic Pay scale system ranging from grade 1 to 22. However, data of employees working in different projects as contractual staff is also included. In general, P&DD has a diversified employment pool:

     1. BPS system employees: Employees who work as permanent workers with all retirement and pension benefits.

     2. Contractual appointments: Workers employed for short term from six months to three years contract without retirement benefits.

     3. MP-scale employees are appointed on two-year contract as technical experts.

TNA Responses

The total employee pool of P&D as per Accountant-General Sindh's payroll record is 718. R&T Wing firstly requested all P&D sections and attached offices to provide their active employee list. In response, employee data of 545 employees from 24 sections and projects of P&D was received. Furthermore, R&T Wing requested all P&D sections and attached offices to submit completed TNA questionnaires of their respective staff members. In response, 332 TNA questionnaires were received from 13 sections and attached offices of P&D.

AG Sindh Employee Pool of P&D	Employee Data Received from P&D	%age (Column 2 / Column 3)	BPS 5 & Above Employees as per Data Rcvd from P&D	TNA Response of BPS 5& above	%age (Column 5 / Column 4)	%age (Column 5 / Column 2)
718	545	76%	416	332	80%	61%

Table 3: TNA Responses Summary
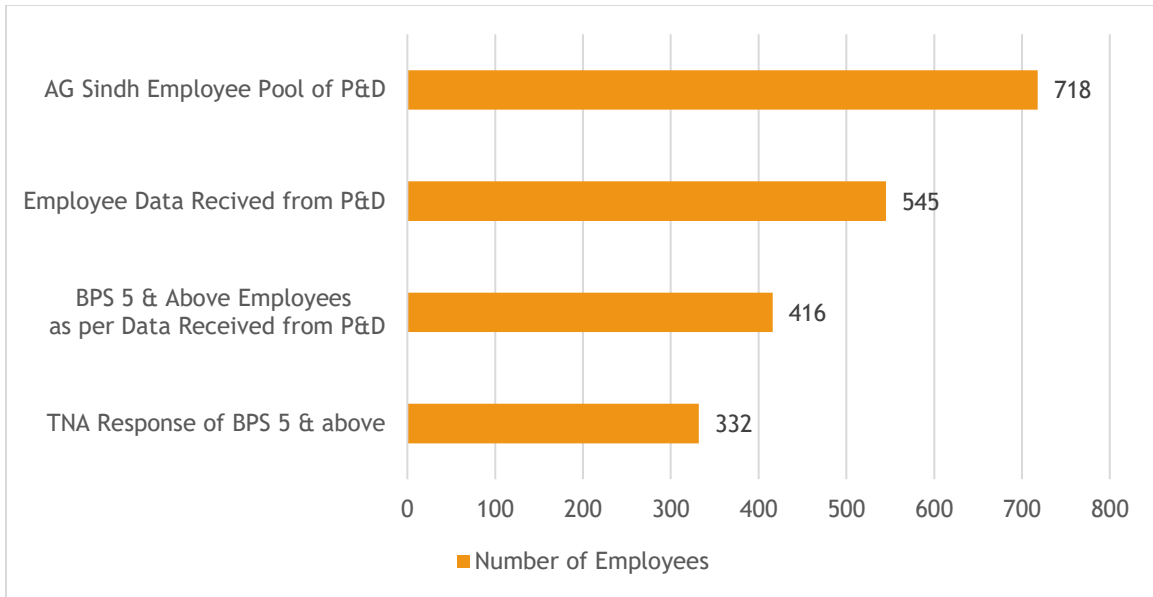
Figure 2: TNA Responses Summary

Table 3 / Figure 2 shows that against employee data of 718 (AG Sindh record), data of 545 employees was received from 24 sections and projects of P&D, out of which 416 employees were from BPS-5 and above. Moreover, out of 416 BPS-5 and above employees, 332 responded to the TNA questionnaire from 13 sections and projects of P&D. Total Response Rate was 80%.

Figure 3: TNA Reponses - Section Wise
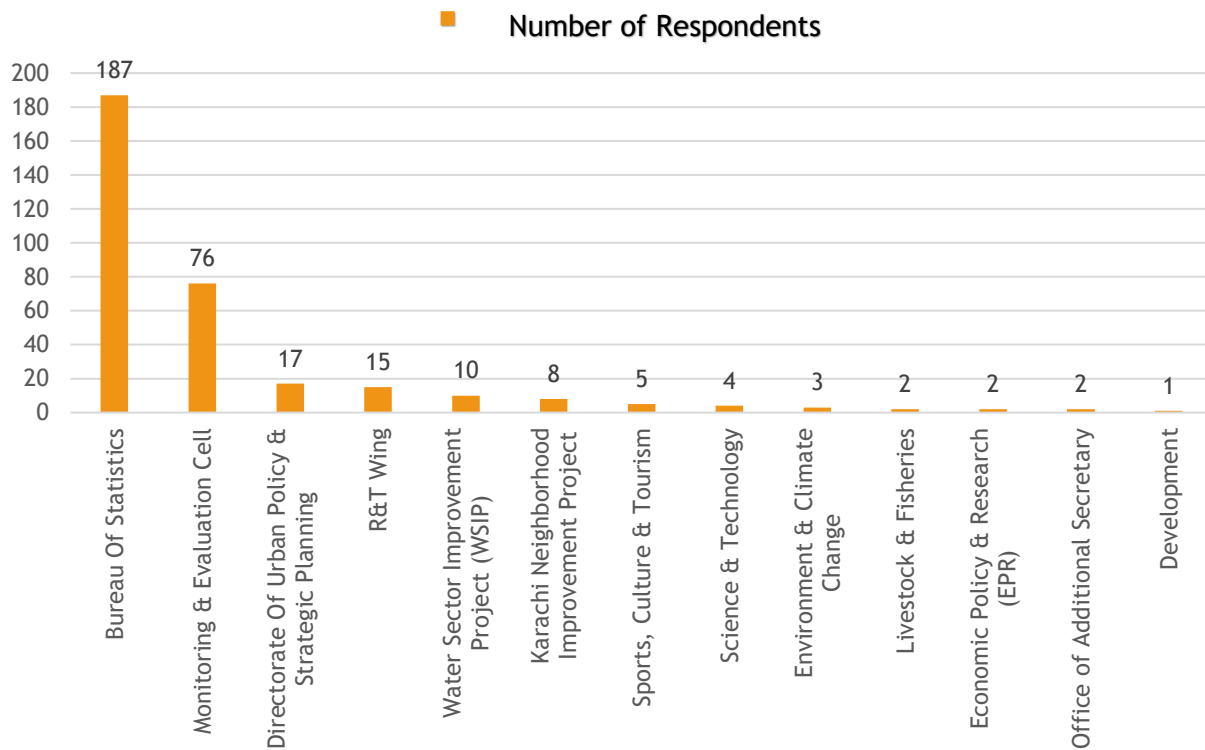
Figure 4: TNA Responses - Section Wise %ages

Figure 3 & 4 shows that against employee data of 718 (AG Sindh record) and P&D data of 545 employees, 332, BS 05 & above employees from 13 sections and projects of P&D, responded to the TNA questionnaire and shared their training needs. This depicts that data is largely skewed towards BoS & MEC since they contribute 56% & 23% (79%) to the total responses.

Number of Respondents – Grade Wise
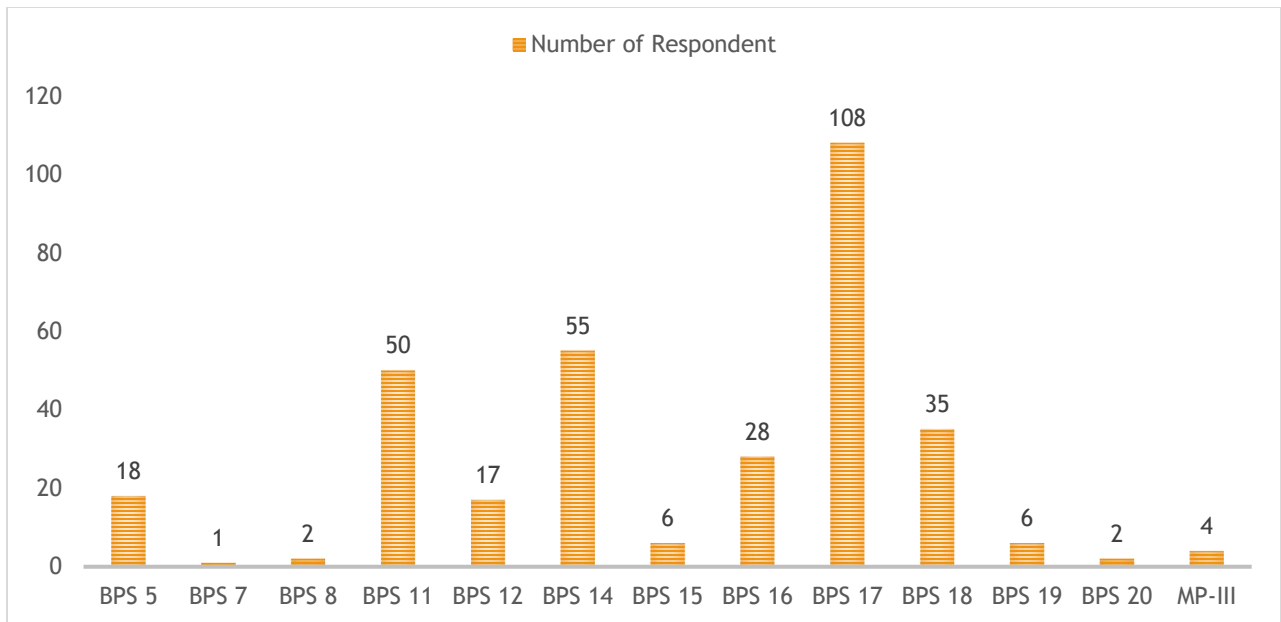
Figure 5: Number of Respondents – Grade Wise
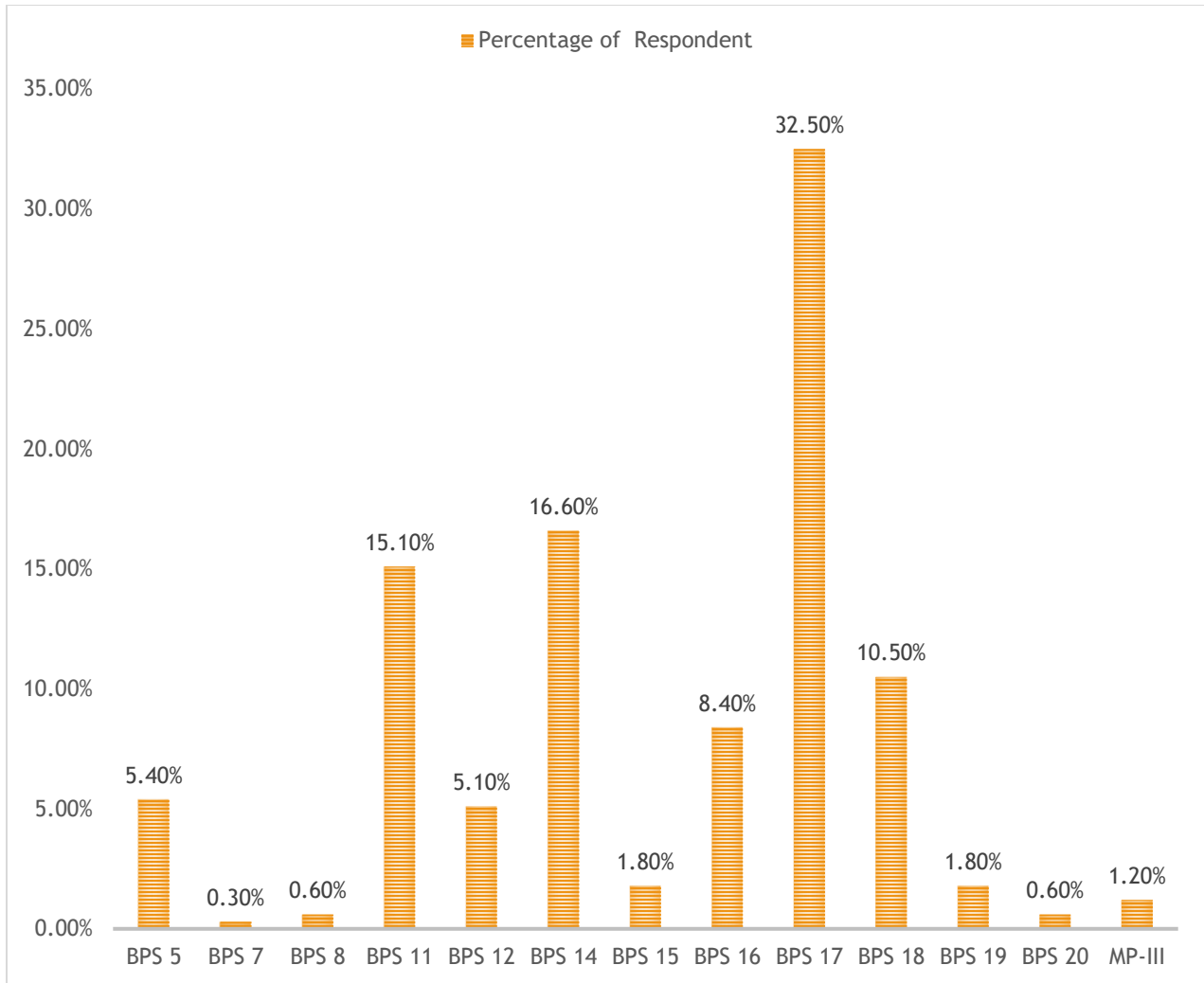
Figure 6: %age of Respondents by Basic Pay Scale

Figure 5 & 6 illustrates total number of respondents in each grade. Starting from BPS-5, each grade had a different respondent count. BPS 11, 14 and 17 had the most respondents i.e. 50, 55 and 108 respectively; making them 64% of the total 332 respondents.

Training Areas / Topics

Most of the selected training topics were part of the TNA questionnaire. R&T Wing designed the questionnaire in such a way that key functional and behavioral aspects of each job function were covered and given in the form of training thematic areas to choose from. These thematic areas were identified by reviewing Job Descriptions and taking input from the section heads.

Through the TNA questionnaire, respondents had the opportunity to share their preferred learning areas by selecting the thematic areas covered in the questionnaire. They were also given the opportunity to mention any prioritized learning topic that wasn't part of the thematic training list.

Thematic areas included both functional and behavioral learning topics. If we look at the list below of training topics preferences, we would find an array of technical topics such as Project Monitoring Tools & Techniques, CCNA (Cisco Certified Associate), Survey Data Analysis, GIS Mapping and many more. Similarly, respondents showed their willingness to learn about behavioral competencies of Management, Leadership, Admin, Public Relations and Strategy.

The list below reflects the order of training preferences of employees which show a blend of both functional and behavioral learning areas. . In total, 68 training areas were mentioned by respondents in their TNA questionnaires. The list is in descending order based on the number of responses corresponding to each training area.

It is imperative to mention that out of 332 responses, 79% were from Bureau of Statistics and Monitoring & Evaluation Cell; which means that data is largely skewed towards these two attached Wings of P&D. However, disaggregated data has been captured on individual level which means that at the time of conceptualizing training plan & design, individual responses will be taken into consideration to develop training interventions and forming respective cohorts for corresponding trainings.

Order of Preference - 1 – 10	
S. No.	**Training**
1	MS Office
2	Project Monitoring Tools & Techniques (Result Based M&E)
3	GIS Mapping & Remote sensing
4	Survey Data Analysis
5	Public Administration
6	Procurement Management
7	Project Impact & Evaluation
8	PC I-V- Preparation, Appraisal & Scrutiny
9	Human Resource Management
10	Management skills

Table 4: Training Preference 1-10

Table 4 shows that aforementioned training topics were most preferred by respondents in their TNA questionnaires. These training topics include both technical as well as management-based trainings. MS Office is rated at top because data management, interpretation, reporting and presentation has become an integral part of any job function. The modern working environment demands that public sector employees are equipped with both technical and management skills so as to bring a positive change in their working and its execution.

Order of Preference - 11 -20	
S. No.	Training
11	Budget Preparation & Costing
12	Performance Management
13	Human Resources Development
14	Problem Solving
15	Strategic Planning
16	Evidence Based Planning
17	Audit and Pre Audit
18	SPSS
19	MIS
20	Financial Statements, Chart of accounts/ Description of the accounts/ Main entries

Table 5: Training Preference 11-20

Table 5 shows the second tier of most preferred training topics out of 68 topics captured in TNA. These training topics include topics related to finance, management, HR and statistics. Respondents showed their intent to get trained in areas pertaining to Budget Preparation & Costing, Performance Management, Human Resources Development, and Problem Solving etc.

Order of Preference - 21 -30	
S. No.	Training
21	Policy Skills and Leadership
22	Project Appraisal & Scrutiny
23	Office Automation
24	Financial and Economic Analysis
25	STATA
26	Business Communication
27	Team Management
28	E-Views
29	Innovative Leadership in Digital Age
30	E-Governance

Table 6: Training Preference 21-30

Table 6 shows the third tier of most preferred training topics captured in TNA. These training topics include topics related to Projects, Leadership, finance, management, HR and statistics. Respondents showed their intent to get trained in areas pertaining to Policy Skills and Leadership, STATA, E-Views, E-Governance and, and Business Communication etc. It is evident that respondents are keen to learn new management and leadership skills in order to compete in the ever-evolving global and competitive market. Modern working environment is about smart working and areas like strategic management, financial management and project management are need of the hour. By learning new concepts and modern techniques, respondents would be able to break the stereotypes and their monotonous working culture in order to set new benchmarks and achieve new milestones.

Order of Preference - 31-40	
S. No.	**Training**
31	Project Financial Management & Budget Tracking
32	Cost Benefit Analysis
33	Water Governance
34	Strategic Management
35	Cost & Financial Analysis
36	Writing Boot Camp
37	Report Writing
38	Project Management Certification
39	Financial Management
40	Office Management

Table 7: Training Preference 31-40

Table 7 shows that a group of respondents prefer to get trained in areas pertaining to topics mentioned above which include unique topics such as Water Governance, Strategic Management, Office Management, and Cost Benefit Analysis etc.

Order of Preference - 41-50	
S. No.	**Training**
41	Planning Process
42	Use of Films
43	CCNA (Cisco Certified Associate) MCSA (Microsoft Certified Solution Associate) Network Security
44	Character Building
45	Computer Networking
46	Engineering Practice to Deal with Health facilities Including Hospitals etc.

47	Engineering practice to monitor civil Works
48	Engineering Practices to monitor road Projects
49	Engineering technical to handle Engineering works especially
50	Food security through agriculture

Table 8: Training Preference 41-50

Table 8 shows that a group of respondents would like to get trained in areas pertaining to more technical and job-specific topics mentioned above which include unique topics such as Food security through agriculture, CCNA (Cisco Certified Associate), and Engineering Practices to monitor road Projects etc.

Order of Preference - 51-68	
S. No.	**Training**
51	Mobile Development i.e. iOS & Android Training
52	Modern practices in Agriculture
53	Planning Program of Federal Government
54	Primavera
55	Prince 2
56	Procurement of Modern equipment in Agriculture
57	PYTHON Software
58	Report Analysis
59	SAP
60	Technical Skills
61	Time Management
62	Training about Medical equipment and standard to deal with health services
63	Training in engineering practices to monitor construction works in perspective of its quality and Standard
64	Quantitative & Qualitative Evaluation, Monitoring & Data Analysis
65	Advance Excel
66	Office Ethics
67	Oracle Database Management
68	Procurement Certification

Table 9: Training Preference 51-68

Table 9 shows last set of training topics opted by respondents in their TNA forms. These training topics are technical and job-specific in nature and include topics such as Quantitative & Qualitative Evaluation, Monitoring & Data Analysis, Advance Excel, PYTHON Software and Prince 2 etc.

In light of the exhaustive list give above from Table 1 to 9, we now look at priority training areas / topics identified by majority of respondents across all 13 sections / projects. This list is in descending order of preference:

S. No.	Training	Total	Response %age
1	MS Office	211	64%
2	Project Monitoring Tools & Techniques (Result Based M&E)	179	54%
3	GIS Mapping & Remote sensing	148	45%
4	Survey Data Analysis	139	42%
5	Public Administration	138	42%
6	Procurement Management	135	41%
7	Project Impact & Evaluation	133	40%
8	PC I-V- Preparation, Appraisal & Scrutiny	133	40%
9	Human Resource Management	127	38%
10	Management skills	126	38%

Table 10: Priority Topics (all 13 sections)

Table 10 shows that aforementioned training topics were selected by the respondents in their TNA questionnaires. These training topics include both technical as well as management-based areas. As mentioned earlier, the data is based on responses received from 13 sections of P&D and out of these, Bureau of Statistics and Monitoring & Evaluation Cell contribute 79% of the total responses. That's why the data is skewed towards these sections.

For example, MS Office was mentioned by 211 respondents out of which 28% are Statistical Assistants & Officers of BoS and 23% are respondents working as Junior Clerks and Enumerators etc.

Other example is of Procurement Management whereby 26% of 135 respondents are Statistical Officers of BoS.

It is therefore important to also analyze priority training areas by excluding BoS and MEC from the list. The figure below reflects prioritized training areas of P&DD employees after excluding BoS and MEC from the analysis.

Total Responses	BoS	MEC	Rest of Section	BoS %age	MEC %age	Rest of Sections %age
332	187	76	69	56%	23%	21%

Figure 7 and table above shows that out of 332 TNA responses, BoS and MEC combined have 263 responses i.e. 79% of the total responses. Moreover, rest of the 11 sections/attached offices/projects comprise 21% of the total responses.
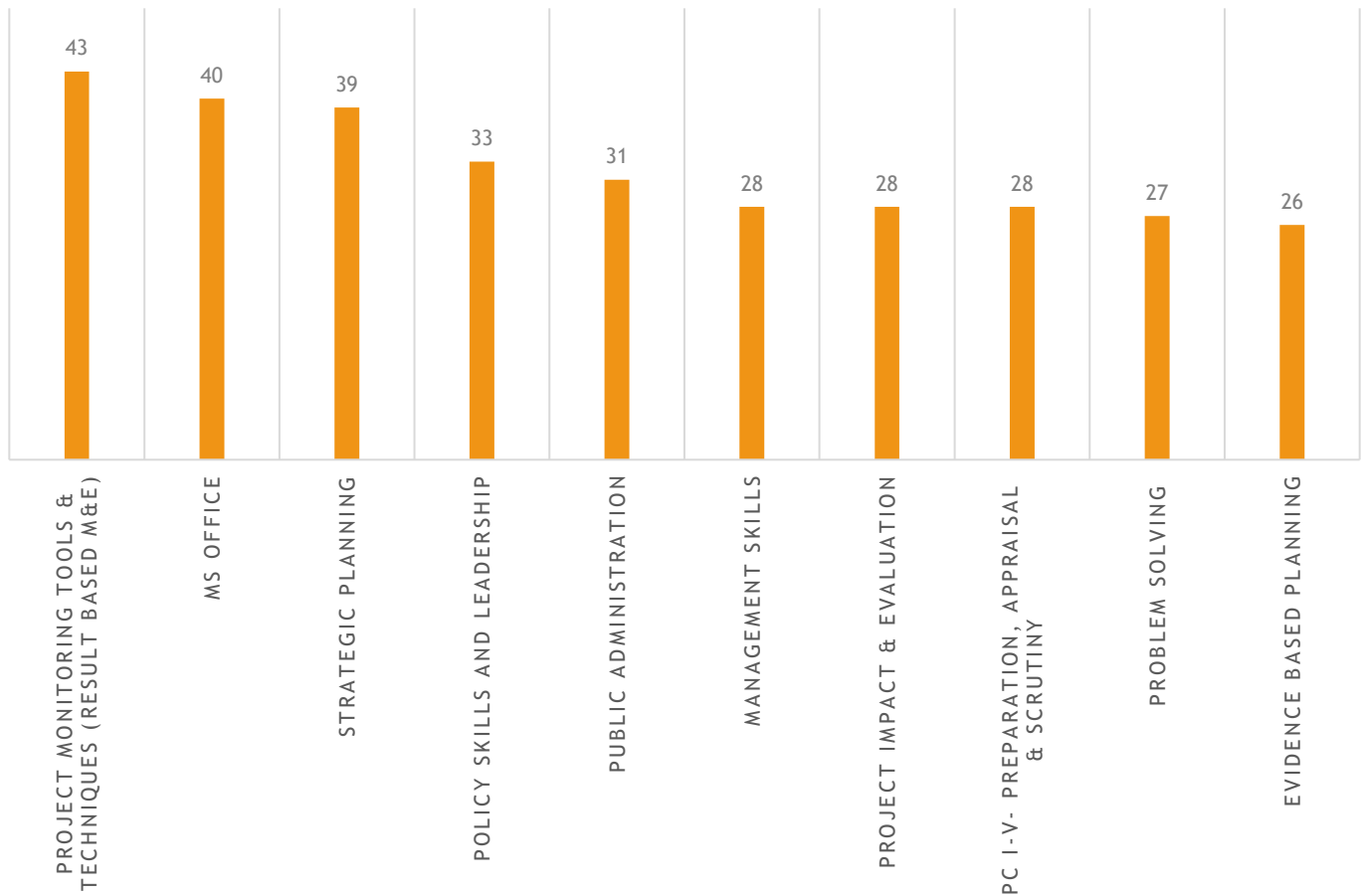
Figure 7: Priority Training Topics excluding BoS & MEC

Interestingly, by taking out BoS and MEC from the priority list, we see some changes. MS Office comes below Project Monitoring Tools & Techniques (Result Based M&E) at number two. Also, MS Office, Project Monitoring Tools & Techniques (Result Based M&E), Public Administration, Project Impact & Evaluation, PC I-V- Preparation, Appraisal & Scrutiny and Management skills are common preferred areas in both lists i.e. Table 10 and Figure 7 *(without BoS & MEC and with BoS and MEC)*. However, Strategic Planning, Policy Skills and Leadership, Problem Solving and Evidence Based Planning are unique in Figure 7.

BPS 17 & above Priority Training Areas			
S. No.	**Training Name**	**# of TNA Responses**	**%age**
1	Project Monitoring Tools & Techniques (Result Based M&E)	115	74%
2	Project Impact & Evaluation	90	58%
3	PC I-V- Preparation, Appraisal & Scrutiny	84	54%
4	MS Office	81	52%
5	GIS Mapping & Remote sensing	78	50%
6	Procurement Management	77	50%
7	Evidence Based Planning	73	47%
8	Strategic Planning	73	47%
9	Project Appraisal & Scrutiny	68	44%
10	Survey Data Analysis	67	43%
11	Management skills	64	41%
12	Human Resources Development	63	41%
13	Budget Preparation & Costing	62	40%
14	Performance Management	61	39%
15	Financial and Economic Analysis	60	39%
16	Problem Solving	58	37%
17	Public Administration	58	37%
18	SPSS	57	37%
19	Human Resource Management	56	36%
20	Policy Skills and Leadership	56	36%

Total Respondents of BPS 17 & above = 155

Table 11: BPS 17 & above Priority Training Areas

Table 11 shows 20 priority training areas mentioned by BPS 17 & above officers, who are involved in strategic planning, decision-making and other technical functions that are crucial for the Department. Hence, a sub-group analysis for BPS 17 & above is imperative to plan for capacity development initiatives that are embedded in augmenting the core skills and expertise of these officers.

Summing it up and as elucidated earlier, the TNA data captured through questionnaires is disaggregated at individual level. This essentially means that at the time of training design and delivery, individual responses will be taken into consideration for training execution.

Conclusions

The main conclusions derived from the training needs assessment are the following:

- Preferred training areas of the employees include both technical and behavioral thematic areas

- Disaggregated data analysis reveals individualized training preferences that can be used to formulate cohorts of similar preferences for a specific training from several projects/sections/attached offices

- Stratified analysis can be done to reflect preferences of organizational level trainings (e.g. most preferred trainings for BoS/MEC)

- Focused training plans for specific designations and pay-scales (e.g. Planning Officers, Statistical Officers, Monitoring Officers, Assistant Chiefs, etc.) can also be designed to help equip the officers with requisite skills for seamless transition to decision-oriented decisions

- Levels of analysis can help determine what specific trainings can be undertaken in collaboration with already established training institutes

- For trainings that are not offered by existing institutions, customized in-house trainings can be designed to tailor to specific needs of the Officers

- Needs assessment data-base is a live document that can be used as a frame of reference for training design and execution. Similarly, periodic data upgradation can also be undertaken to reflect changes in training preferences over time

Way Forward

TNA results will form the basis of designing technical and behavioral training programs for P&D employees and R&T Wing aims to use this data for capacity building initiatives for next three years. All interventions i.e. In-house training, institutional training, diplomas, short courses and certifications will be executed by R&T Wing in light of TNA results.

In-house programs will focus on capacity building of P&DD employees by engaging subject experts working in P&DD and its attached offices. R&T Wing will be identifying internal trainers for In-house programs based on their education, skill set and subject knowledge. Furthermore, R&T Wing will engage these trainers to design and deliver specific training programs identified by respondents in TNA.

R&T Wing will also focus on organizing institutional training programs of both technical and behavioral nature. Institutes and training providers are equipped with expert resources and infrastructure to cater learning needs of their clients. That's why R&T Wing has already partnered with academic and technical institutes such as IBA Karachi, Institute of Business Management (IoBM), SZABIST, Pakistan Institute of Management, Center of Economic Research in Pakistan (CERP), Mehran University Jamshoro, NED University and Pakistan Institute of Development Economics (PIDE) to design and deliver specific technical and behavioral training programs.

Different Types of Trainings

Based on this TNA, R&T Wing aims to focus on in-house, institutional and external trainings through ADP scheme 1811 "Research and Training for Planning & Development and Human Resource Development'. Furthermore, the same data would also form the basis of initiating and facilitating P&D staff members in short courses, diploma / certification / degree programs.

Training Execution, Monitoring & Evaluation

R&T Wing has the responsibility to not only facilitate in learning and capacity building initiatives, but also to monitor and evaluate the impact of each intervention.

R&T Wing is committed to proactively support and facilitate P&D in all its learning and capacity building initiatives. Each training or learning intervention would be closely administered by R&T Wing's Chief Training Officer and the same would be monitored for quality and compliance by Monitoring, Evaluation & Learning Officer (MEAL Officer). A complete training mechanism would be in place with the objective of providing the best training and learning solution to P&D staff members.

Appendix – I

Section Wise – Priority Training Topics / Areas

An overview of section/project wise priority training topics / areas identified by respondents in their TNA questionnaires:

Development	
Audit and Pre-Audit	Description of the accounts/ Main entries
Budget Preparation & Costing	Human Resource Management
Cost Benefit Analysis	Human Resources Development
Evidence Based Planning	Innovative Leadership in Digital Age
Financial and Economic Analysis	Performance Management
Financial Statements, Chart of accounts/	
Environment & Climate Change	
Project Impact & Evaluation	GIS Mapping & Remote sensing
Procurement Management	Financial and Economic Analysis
Project Monitoring Tools & Techniques (Result Based M&E)	Evidence Based Planning
Performance Management	Budget Preparation & Costing
MS Office	Water Governance
EPR	
Human Resource Management	E-Governance
Human Resources Development	Evidence Based Planning
Problem Solving	GIS Mapping & Remote sensing
Strategic Planning	Innovative Leadership in Digital Age
Office Automation	Management skills
Karachi Neighborhood Improvement Project	
Policy Skills and Leadership	Human Resource Management
Project Monitoring Tools & Techniques (Result Based M&E)	Innovative Leadership in Digital Age
Performance Management	Problem Solving
Team Management	Procurement Management
Evidence Based Planning	Public Administration
Livestock & Fisheries	
Financial and Economic Analysis	Cost Benefit Analysis
GIS Mapping & Remote sensing	Human Resource Management
Policy Skills and Leadership	Human Resources Development
Strategic Planning	Performance Management
Project Monitoring Tools & Techniques (Result Based M&E)	Procurement Management
Monitoring & Evaluation Cell	

Project Monitoring Tools & Techniques (Result Based M&E)	Strategic Planning
MS Office	PC I-V- Preparation, Appraisal & Scrutiny
Procurement Management	GIS Mapping & Remote sensing
Project Impact & Evaluation	Management skills
Cost Benefit Analysis	Performance Management

Science & Technology

MS Office	Project Impact & Evaluation
PC I-V- Preparation, Appraisal & Scrutiny	Strategic Planning
E-Governance	Budget Preparation & Costing
Evidence Based Planning	Business Communication
Financial and Economic Analysis	GIS Mapping & Remote sensing

Sports Culture & Tourism

Financial and Economic Analysis	SPSS
Strategic Planning	GIS Mapping & Remote sensing
Budget Preparation & Costing	Policy Skills and Leadership
PC I-V- Preparation, Appraisal & Scrutiny	Problem Solving
Project Monitoring Tools & Techniques (Result Based M&E)	Procurement Management

Urban Policy & Strategic Planning

MS Office	Human Resource Management
Project Monitoring Tools & Techniques (Result Based M&E)	Strategic Planning
Public Administration	GIS Mapping & Remote sensing
Business Communication	Human Resources Development
Management skills	Office Automation

Water Sector Improvement Project

Project Monitoring Tools & Techniques (Result Based M&E)	Team Management
Strategic Planning	Business Communication
Management skills	Cost Benefit Analysis
Problem Solving	GIS Mapping & Remote sensing
Procurement Management	Human Resource Management

Research & Training Wing

MS Office	PC I-V- Preparation, Appraisal & Scrutiny
Project Impact & Evaluation	Cost Benefit Analysis
Evidence Based Planning	Financial and Economic Analysis
Strategic Planning	Management skills
Survey Data Analysis	Policy Skills and Leadership

Bureau of Statistics

MS Office	STATA
Survey Data Analysis	Financial Statements, Chart of accounts/ Description of the accounts/ Main entries
GIS Mapping & Remote sensing	Human Resource Management

Budget Preparation & Costing	Human Resources Development
Public Administration	Procurement Management
Office of Additional Secretary	
Public Administration	MS Office
Budget Preparation & Costing	PC I-V- Preparation, Appraisal & Scrutiny
Management skills	

Grade Wise – Priority Training Topics / Areas

This section gives us an overview of Grade wise priority training topics / areas identified by respondents in their TNA questionnaires:

BS-05	
MS Office	MIS
Survey Data Analysis	Human Resource Management
Problem Solving	STATA
Office Automation	Public Administration
Business Communication	GIS Mapping & Remote sensing
BS-07	
Audit and Pre Audit	Management skills
E-Governance	MS Office
Human Resource Management	Survey Data Analysis
Human Resources Development	Team Management
Innovative Leadership in Digital Age	Office Automation
BS-08	
Business Communication	MS Office
Human Resource Management	Problem Solving
Management skills	Survey Data Analysis
BS-11	
MS Office	Survey Data Analysis
Financial Statements, Chart of accounts/ Description of the accounts/ Main entries	Project Monitoring Tools & Techniques (Result Based M&E)
Budget Preparation & Costing	Office Automation
Human Resource Management	Performance Management
Audit and Pre Audit	Public Administration
BS-12	
MS Office	Performance Management
Management skills	Problem Solving
Office Automation	Survey Data Analysis
Public Administration	MIS
Human Resource Management	Audit and Pre Audit
BS-14	
MS Office	STATA

GIS Mapping & Remote sensing	Performance Management
Public Administration	Survey Data Analysis
Procurement Management	Human Resource Management
Budget Preparation & Costing	Financial Statements, Chart of accounts/ Description of the accounts/ Main entries

BS-15	
Project Monitoring Tools & Techniques (Result Based M&E)	Office Automation
MIS	Audit and Pre Audit
MS Office	Business Communication
GIS Mapping & Remote sensing	Innovative Leadership in Digital Age
PC I-V- Preparation, Appraisal & Scrutiny	Management skills

BS-16	
MS Office	Policy Skills and Leadership
Project Monitoring Tools & Techniques (Result Based M&E)	Office Automation
Public Administration	Audit and Pre Audit
Management skills	Human Resource Management
Business Communication	Team Management

BS-17	
Project Monitoring Tools & Techniques (Result Based M&E)	Project Impact & Evaluation
PC I-V- Preparation, Appraisal & Scrutiny	Procurement Management
MS Office	Evidence Based Planning
GIS Mapping & Remote sensing	Strategic Planning
SPSS	Survey Data Analysis

BS-18	
Project Monitoring Tools & Techniques (Result Based M&E)	PC I-V- Preparation, Appraisal & Scrutiny
Project Impact & Evaluation	Cost Benefit Analysis
Procurement Management	Financial and Economic Analysis
Evidence Based Planning	MS Office
Project Appraisal & Scrutiny	Strategic Planning

BS-19	
Financial and Economic Analysis	Policy Skills and Leadership
Strategic Planning	Project Impact & Evaluation
E-Governance	Project Monitoring Tools & Techniques (Result Based M&E)
Evidence Based Planning	Business Communication
Innovative Leadership in Digital Age	GIS Mapping & Remote sensing

BS-20	
Strategic Planning	Project Monitoring Tools & Techniques (Result Based M&E)
Performance Management	Cost Benefit Analysis

Policy Skills and Leadership	Evidence Based Planning
Team Management	Financial and Economic Analysis
Management skills	GIS Mapping & Remote sensing
MP-III	
Project Impact & Evaluation	MS Office
Survey Data Analysis	PC I-V- Preparation, Appraisal & Scrutiny
E-Governance	Cost Benefit Analysis
Evidence Based Planning	Audit and Pre Audit
Human Resources Development	Financial and Economic Analysis

Appendix – II

Training Needs Assessment Questionnaire

Training Needs Assessment of Officers (BPS-5 – 20)

This questionnaire is to be filled by <u>**BPS 05 & above or equivalent regular and contractual employees**</u> of P&D and its sections/projects.

Full Name:	**Designation:**
BPS Grade:	**Section/Project:**
Date of Joining:	**Job Placement City:**
Cell #:	**Email ID:**
CNIC #:	**Date of Birth:**
Office Address:	
Office Phone #:	

1. **Academic Qualification (Please mention year and institute of the Highest Degree Obtained). ***

PhD	
MPhil	
MS	
Masters	
Bachelors/Graduation	
Intermediate	
Matriculation	
Middle Pass (8th Class)	
Technical Diploma	
Any other Qualification	

2. How long have you been in the current position? (Please mention starting date, month & year)

_____

3. Trainings/Courses Attended in last 03 years:

Sr. No	Trainings/Courses attended	Institution	Year	Duration	Major Areas/ Subject

4. Please list down your job responsibilities and related tasks in bullet form:

5. Please list down 05 major technical skills required to perform your job:

6. **Training Needs Identification**

Kindly tick the most relevant and appropriate training needs for your capacity development:

a. **Project Preparation, Appraisal, Monitoring & Evaluation**

PC I – V – Preparation, Appraisal & Scrutiny	
Project Appraisal & Scrutiny	
Project Monitoring Tools & Technique (result based M&E Management)	
Project Impact & Evaluation	
Survey Data Analysis	
Cost Benefit Analysis	
Evidence Based Planning	

b. **Tendering / Procurement**

Procurement Management	

c. **Administration & Human Resources Management**

Public Administration	
Human Resource Management	
Performance Management	
Human Resources Development	

d. Financial Management

Budget Preparation and Costing	
Financial and Economic Analysis	
Audit and pre audit	
Project Financial Management & Budget Tracking	
Financial statements, Chart of accounts / Description of the accounts / Main entries	

e. Technical Trainings

GIS Mapping & Remote Sensing	
MS Office (Word, Excel & PowerPoint)	
STATA (statistical software)	
SPSS (statistical software)	
E-Views (statistical software)	
MIS (statistical software)	
Office Automation (statistical software)	

f.   Others

Writing Boot camp	
Water Governance	
E-Governance	
Team Management	
Innovative Leadership in Digital Age	
Policy Skills and Leadership	
Problem Solving	
Management Skills	
Strategic Planning	
Strategic Management	
Business Communication Skills	

7. Any other training, please mention below:

_____

Respondent's Signature & Date

8. **To Be Filled by Head of the Section / Project**

I.   **Please share 03 key and major technical areas of improvement for this position as per the JD shared above?**

_____

HOD Name, Designation, Signature & Date