

# LIBERIAN LOCAL GOVERNMENT CAPACITY ASSESSMENT

A review of Individual, Organizational and Institutional Capacities  
influencing Local Service Delivery in Liberia

Ministry of Internal Affairs (MIA) &  
United Nations Human Settlements Programme (UN-Habitat)

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## Foreword

Strengthening the capacities of staff working for the Ministry of Internal Affairs and in Counties is crucial for improving services to communities throughout Liberia.

In order to achieve the objectives as set out in the national Poverty Reduction Strategy, the Government has initiated many new reforms, some of which have particular importance for the Ministry of Internal Affairs, notably the draft policy on decentralisation and local governance and the public sector reform policy, including the civil service reform strategy.

The Ministry of Internal Affairs, along with other Ministries, Agencies and Commissions, is committed to playing a full part in the achievement of these objectives, particularly in relation to leading and supporting the process of decentralisation and establishing local governance, as well as promoting local socio-economic development.

This Capacity Assessment has been carried out by the Ministry of Internal Affairs in order to identify the key local government capacity assets and gaps and to form a basis for a 2-year local government capacity building plan aimed to strengthening local government capacities and to ensure fulfillment of its mandate.

We want to thank those in our Ministry and Counties who have participated in this assessment process. In addition we are thankful to our development partners from the United Nations family as well as the European Commission for their technical and financial support for carrying this assessment.

We hope the findings presented in this report will provide an important contribution to better understanding the areas where capacities need to be strengthened so to ensure we have knowledgeable, skilled and productive civil servants and institutions which can drive and manage sustainable and equitable growth in Liberia.

Monrovia, November 2009

Ambulai B. Johnson Jr.

Minister of Internal Affairs  
Republic of Liberia

## Acronyms

<b>CDA</b>	<b>County Development Agenda</b>
<b>CDP</b>	Capacity Development Plan
<b>CNA</b>	Capacity Needs Assessment
<b>CST</b>	County Support Team
<b>LDLD</b>	Liberian Decentralization and Local Development Programme
<b>LIPA</b>	Liberian Institute for Public Administration
<b>MIA</b>	Ministry of Internal Affairs
<b>MPEA</b>	Ministry of Planning and Economic Affairs
<b>PRS</b>	Poverty Reduction Strategy
<b>TNA</b>	Training Needs Assessment
<b>UNCST</b>	United Nations County Support Team
<b>UNDP</b>	United Nations Development Programme
<b>UN-HABITAT</b>	United Nations Human Settlements Programme
<b>UNMIL</b>	United Nations Mission in Liberia

This report has been prepared by the Ministry of Internal Affairs (MIA) of the Republic of Liberia with support from the United Nations Human Settlements Programme (UN-Habitat). The analysis, conclusions and recommendations of the report do not necessarily reflect the views of the Government of Liberia, MIA and UN-Habitat.

# INTRODUCTION TO THE CAPACITY ASSESSMENT

## *Background*

This Capacity Assessment has been carried out in order to support the drafting of a Capacity Development Plan (CDP) which aims to support Liberian local authorities (Counties and Districts) to meet service delivery requirements as expressed in their County Development Agendas (CDAs).

The CDP is primarily aimed at ways and means required to strengthen **local government** capacities but also addresses the need to strengthen the capacities of the **Ministry of Internal Affairs** (MIA) as well as **local training institutions** such as the Liberia Institute for Public Administration (LIPA) to guide and facilitate local government capacity building. As a result, the CDP defines options to equip Liberian local governments with knowledgeable, skilled and productive civil servants and institutions which can drive and manage sustainable and equitable growth at local level.

## *Scope*

Investing in training of individuals without addressing challenges of the organizations they work for or the institutional framework they have to comply with, will limit the impact of capacity building initiatives. It is for example not good enough to invest in one-off training programmes and expect that it is sufficient for transforming work quality. In the same manner, it is not adequate to adapt a new policy for how something should be done without investing in the organizations and people to adapt their systems and ways of working to facilitate the implementation of the policy.

As a result of the above, the assessment was designed in such a way to assess individual training needs (knowledge, skills and attitudes required in order to perform a particular role or function) but also to assess organizational and institutional (the policies, rules and regulations governing organization and individuals working in these organizations) capacities.

In addition the assessment was designed in such a way to not only assess **current capacity** gaps but also to relate to **anticipated capacity gaps** required to be addressed as part of further decentralization; change of functions and mandates; drawdown of the United Nations Mission in Liberia (UNMIL) and changes in priorities as Liberia moves from focusing on reconstruction to achieving sustainable growth.

It should also be noted that this assessment **was not designed** to provide a comprehensive baseline of quantities and qualifications of human resources working in the MIA as well as in Liberian Local Governments<sup>1</sup>.

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<sup>1</sup> There are other efforts underway in relation to the Civil Service Reform Strategy and introduction of biometric staff ID cards to do so.

## ***Methodology Applied***

In order to carry out a comprehensive assessment of capacities influencing local government performance in Liberia, two basic instruments were applied:

- Focus group discussions with key stakeholders
- Capacity Needs Assessment Questionnaires

Both these tools were applied at the level of the MIA as well as in Counties. As the time for carrying out the review was limited, it was agreed to carry out the assessment in 3 Counties (Bong, Bomi and River Gee). By selecting a county in each of the 3 geographical regions of Liberia, it is hoped information as gathered in the Counties assessed would be sufficiently representing the status of Counties through-out the country.

In addition to the Focus Group Discussions and Questionnaires, literature review, direct observation and discussions with institutions were held to collect further information on capacity needs and the possible ways and means to address these.

## **Focus Group Discussions**

### **County Focus Group Discussion**

Focus group discussions in the Counties were facilitated by a joint team of MIA and UN-County Support Team (UNCST). The discussions brought together key staff and representatives of key organizations in the County.

Objectives of the discussion included:

- Identify major challenges for implementation of County Development Agenda and for improvement of service delivery;
- Identify causes for performance and non-performance at county level;
- Identify options for addressing identified capacity gaps.

### **Agenda of County Focus Group Discussions**

- Opening Remarks by County Superintendent
- Remarks by Representative of Ministry of Internal Affairs
- Individual work: Completion of Individual Questionnaire
- Individual work: rank the performance of your own County in relation to implementing your County Development Agenda?
- Group work: What are the key factors contributing to performance and non-performance in your county?
- Plenary discussion: How can the identified capacity gaps be bridged?
- Follow-up and Closing

### **Ministry Focus Group Discussion**

The focus group discussion in the MIA was facilitated by a joint team of MIA, UNCST; European Commission supported County Development Programme and the Liberia Decentralization and Local Development Programme. The discussions brought together key staff of the 4 departments in the Ministry.

Objectives of the discussion included:

- Identify perceptions of Ministry staff regarding MIA's tasks and functions;
- Identify performance level and performance gaps of the Ministry in relation to its' envisioned mission;
- Identify major causes for performance level and performance gaps within the Ministry in relation to its envisioned mandate;
- Identify options for addressing identified capacity gaps and commitments towards addressing those.

#### **Agenda of Focus Group Discussion at Ministry of Internal Affairs**

- Opening Remarks by Deputy Minister
- Warm-up exercises
- Plenary exercise: "What in your opinion are the tasks and functions of the Ministry of Internal Affairs?"
- Individual exercise: "How do you rank the performance of your Ministry in relation to the its' envisioned Mission?"
- Group work: "What are the key factors contributing to performance and non-performance in your Ministry in relation to the envisioned mission?"
- Plenary discussion: "How can the identified capacity gaps be bridged?"
- Follow-up and Closing

### **Capacity Needs Assessment Questionnaires**

Following initial discussions with the MIA and key institutions involved in providing capacity building support to local governments (among others the Liberian Institute for Public Administration, LIPA), draft questionnaires were developed for both the Counties as well as MIA. The draft questionnaires were validated by a team of senior MIA officials after which they were distributed to selected MIA staff and taken to three Counties in order to be completed.

The designs of the Capacity Needs Assessment Questionnaires for the Counties as well as the Ministry were similar.

### **Structure of Capacity Needs Assessment Questionnaires:**

#### Personal Data of Respondents

Respondents provided information on their gender/educational level/years since graduation/position held/years served in position as well as number of people supervised/previous exposure to training

#### Professional Competencies

Respondents assessed which competencies were relevant for their positions and whether they required training in these particular areas. In addition they were asked to comment on the training they think their colleagues required. Competencies assessed included: Policy formulation and control; Planning and decision making; Financial planning and management; Capacity building and Human Resource Management; Personal skills; Awareness; Specific skills.

#### Organizational Issues

Using a number of statements, respondents were then asked to assess the organization they work for and provide suggestions for strengthening the organization.

#### Institutional Issues

Using a number of statements, respondents were asked to comment on factors outside of their organization (e.g. rules, regulations, policies) which influence their own performance and the performance of their organization. In addition respondents were asked to provide suggestions from improvement of this institutional framework.

#### Capacity building approaches

A final set of questions related to the preferred modes, duration and location of capacity building as well as the preferred mix of participants.

## **Capacity Assessment Review Workshop**

In order to review and validate the findings collected through the Capacity Needs Assessment a workshop was held which brought together representatives of the 4 Departments of the Ministry of Internal Affairs as well as the various Counties. The workshop participants reviewed the findings by looking at the data and identify what they found problematic as well as surprising and identified examples (critical incidents) which highlight some of the capacity challenges faced. Finally the workshop helped to identify concrete training courses to be developed and implemented in order to address some of the key capacity gaps identified.



## KEY FINDINGS

In total 99 people participated in the Focus Group Discussions while 144 completed capacity needs assessment questionnaires were collected. Findings of the assessment are summarized in the following pages structured according to (i) individual capacity; (ii) institutional capacity; (iii) capacity of the institutional framework; (iv) preferred capacity building approaches.

**Table 1: Respondents to the Questionnaires.**

	Number of Participants to Focus Group Discussions	Number of Completed Capacity Needs Questionnaire
<b>Bomi County</b>	26	25
<b>Bong County</b>	24	22
<b>River Gee County</b>	21	21
<b>Ministry of Internal Affairs</b>	28	76
<b>Total:</b>	99	144

### *Individual Capacities*

#### **Individual Capacities at County Level**

Full details on the results for Counties are included in Annex 2. In this particular section the most striking results and correlations are presented.

From the 68 questionnaires collected in the Counties, 58 were male (85.3%) and 10 were female (14.7%) employees. Most of the respondents held a secondary (39.7%) and this was followed closely by those holding bachelor degree (32.4%). 78% of the respondents have more than 5 years of working experience. This many years of working experience can be explained as the questionnaire was targeted to middle and senior officials within the Counties.

Table 2: Position in relation to Gender, Highest Degree obtained and Years of Working Experience.

Position	Gender		Highest Degree						Years of Working Experience					
	Male	Female	No formal Education	Primary Education	Secondary Education	Bachelor Degree	Master Degree	Others	Less than 1 year	1 - 3 years	4 – 5 years	6 – 10 years	11 – 15 years	More than 16 years
<b>Superintendent</b>	2	0	-	-	-	1	1	-	-	-	-	1	-	1
<b>Admin. Assistant to Superintendent</b>	1	0	-	-	1	-	-	-	-	-	-	-	1	-
<b>Superintendent for Development</b>	1	0	-	-	-	1	-	-	-	-	-	-	1	-
<b>District Commissioner</b>	4	0	-	-	3	1	-	-	-	-	-	-	-	4
<b>Project Planner</b>	4	0	-	-	2	1	-	1	-	-	-	-	-	4
<b>Finance Officer</b>	3	0	-	-	-	2	-	1	-	2	-	1	-	-
<b>Procurement Officer</b>	3	0	-	-	2	1	-	-	-	1	-	-	-	2
<b>UN Civil Affairs</b>	2	1	-	-	-	1	2	-	-	-	1	-	1	1
<b>City Mayor</b>	1	2	-	-	2	1	-	-	-	-	-	-	2	1
<b>Land Commissioner</b>	3	0	-	-	3	-	-	-	-	-	1	1	-	1
<b>Line Ministry Staff</b>	6	1	-	1	3	1	-	2	-	1	-	1	-	5
<b>County Inspector</b>	3	0	-	-	3	-	-	-	-	-	-	2	-	1
<b>Local Traditional Chair</b>	3	0	2	-	1	-	-	-	-	1	-	1	-	1
<b>Others<sup>2</sup></b>	22	6	-	1	7	12	3	5	4	2	4	8	5	5
<b>Total</b>	58	10	2	2	27	22	6	9	4	7	6	15	10	26

In terms of training needs, there is a high demand for training in almost all the areas identified. It is relevant to note that these needs are basically similar irrespective of positions held.

Some of the key areas mentioned for capacity building by the respondents included:

- Ability to formulate strategies
- Ability to formulate performance standards
- Understanding the County Budget cycle
- Ability to access various sources of revenue

<sup>2</sup> The Category “Others” includes for example court officials, police officers, representatives of youth organizations

- Knowledge of support available for county officials in terms of advise, training and finance
- Land use planning
- Computer training (applications, information management, statistical software, GIS)

From the analysis of training needs per County as presented in the Annex 2, it became clear that the training needs are high throughout and that there actually are not too large a difference between the different Counties.

#### **Selected Comments from County employees on Capacity Building**

- *“Training should be provided to all County officials on how to be honest and decent in handling public funds” – County M&E assistant*
- *“My staff needs training in financial management, information sharing and coordination” – Superintendent*
- *“Computer training should be provided to all staff” - County Inspector*
- *“There should be training in asset management and control” – County Statistics and Information Officer*

#### **Individual Capacities at Ministry of Internal Affairs**

In Annex 2 to 6, details are presented of the data collected through the questionnaires from the 4 Departments which make up the Ministry of Internal Affairs (MIA). In this section outcomes which are particular are summarized.

**Table 3: Respondents from various MIA Departments.**

Department of Ministry of Internal Affairs	Number of Completed Capacity Needs Questionnaire
Administration Department	11
Operation Department	29
Urban Affairs Department	10
Research and Development Planning Department	26
<b>Total:</b>	<b>76</b>

Table 4: Position in relation to Gender, Highest Degree obtained and Years of Working Experience.

Position	Gender		Highest Degree						Years of Working Experience					
	Male	Female	No formal Education	Primary Education	Secondary Education	Bachelor Degree	Master Degree	Others	Less than 1 year	1 - 3 years	4 – 5 years	6 – 10 years	11 – 15 years	More than 16 years
<b>Assistant Minister</b>	1	0	-	-	-	1	-	-	-	-	1	-	-	-
<b>Director</b>	10	0	-	-	1	4	1	4	-	-	-	3	1	6
<b>Assistant Director</b>	7	1	-	-	-	4	-	4	-	1	-	2	1	4
<b>Administrative Staff/Secretary</b>	7	19	-	1	12	5	-	8	2	5	4	5	4	6
<b>Others<sup>3</sup></b>	18	13	-	2	7	10	1	11	-	1	-	13	4	13
<b>Total</b>	43	33	-	3	20	24	2	27	2	7	5	23	10	29

Some of the interesting facts to note from the table above is that all Directors and almost all assistant Directors are male. In addition from the 76 respondents, only 2 have Master-degrees. Finally it can be concluded from the figures above that the respondents are by and large people with substantial years of work-experience and that there are few employees who have recently started their career.

From the survey it became clear that the most common challenges and constraints respondents faced when carrying out their jobs included;

- Lack of trained personnel especially in the areas of computers and personnel management.
- Lack of resource and lack of office space and equipment. Electricity black-outs and lack of air-conditioning in the office make the working environment not conducive.
- Poor motivation of the employees mainly because of the low salaries.
- Difficulties in getting needed information from the counties. This among others relates to lack of logistical support to facilitate gathering of information and implementing tasks.
- Slow and strenuous procurement procedures.
- Poor working relationships with supervisors.
- Very centralized decision making structures providing limited decision making power for low level staff.
- Overlapping of functions

<sup>3</sup> The category “Others” includes for example lower level operational staff,

- Differences in staff benefits are demoralizing.
- Training opportunities are availed based on favoritism.

From the table in Annex 6 on the training needs per staff position, it can be concluded that as far as competency areas which are relevant for respondents and in which they require capacity building, in almost all areas there is a great need for capacity building.

From the open questions it became clear that priority areas for training according to the respondents include:

- Computer training
- Human Resource Management
- Local government management and development planning
- Communication techniques
- Budgeting and planning
- Team building
- Introduction of performance standards
- Planning and decision making
- Urban planning and administration
- Survey and mapping
- Data collection procedures and Management information systems
- Disaster response/management

## ***Organizational Capacities***

Organizational capacities refer to elements within the organization which strengthen or limit an organization to reach its' objectives. Elements of organizational capacity among others include how processes and systems are organized, what the arrangements for service delivery are and how human resources are managed.

### **Organizational Capacities at County Level**

Some of the suggestions made for strengthening of Counties include:

- **Rotate Senior Officials:** Senior officers such as superintendents, district commissioners and magistrates should be rotated;
- Use of the **County Development Fund** should be synchronized with the social development fund and institute a management mechanism free of political manipulation and bias.
- Ensure the **employment of skillful, efficient, trained and qualified workers** who should be placed in the right positions and that delivery of training should be as much as possible decentralized to the Counties.

- **Ensure collaboration and coordination** between the superintendent, line ministries and the legislative caucus as well as among the line ministries, local administration up to the clan level. More clearly defined and delineated roles and responsibilities are required to ensure no overlapping of functions (especially between the superintendent, development superintendent and project planners).
- **Strengthen Public Participation:** Ensure the public is involved in decision making especially in development and financial issues. Women and youth involvement was especially recommended.
- **Improve the employment payment systems** and ensure new employees are promptly put in the payroll.

**Selected Comments from County employees on Organizational Issues**

- *“Provide capacity building but at the same time conduct periodic performance audits of personnel”*  
–County Statistics and Information Officer
- *“Establish a strong and independent M&E structure to monitor and evaluate projects and programmes in the County–County Statistics and Information Officer*
- *“There is a need to provide more support and incentives to employees in the public sector especially those in the health and education sector. – UN Civil Affairs Officer*
- *“County authorities should on a regular basis give detailed reports on the use of the County budget*  
- Chair District Development Committee
- *“Control Mechanism should be put in place for line ministries /agency to coordinate their activities with the County Administration – Administrative Assistant to the Superintendent*

**Organizational Capacities at Ministry of Internal Affairs**

Although there are some clear differences between Departments, many of the respondents have quite a positive appreciation of their organization indicating that they themselves as well as their colleagues perform well (e.g. meeting deadlines, are resourceful, responsive to changing needs, etc). Most of them also agree they work well in teams and have clear job descriptions.

One area which all identify as needing improvement include the need for re-training of staff on a regular basis.

Additional comments made in relation to organizational issues at the Ministry include:

- Terms of reference for officials to be redrafted to avoid usurpation of functions.

- Officials to hold positions based on qualifications, experience and education.
- Improve record keeping and information sharing. Hiring not to be based on family affiliation and to be done through the Human Resources Department.
- Regular Ministerial tour of counties and regular departmental meetings to be held.
- Trainings, scholarships etc to be decentralized so as to benefit all.
- Introduce staff evaluation for promotion.
- More expenditure allocated to the department.
- Remuneration commensurate with qualification and position held.
- Sensitivity to employee rights and halting impunity for offenses and malpractices.
- Decentralizing Decision making/authority from top level to mid level.
- Restructuring of staff and ensuring gender balance.
- Creation of a resource center for research (which students can also use).
- Establish clear rules and guidelines of institutional coordination and collaboration.

### ***Capacity of Institutional Framework***

Institutional capacities are those issues outside the direct scope of an organization but which facilitate or obstruct the organization reaching its' objectives. Institutional capacity elements to be considered among others include policies, legal and regulatory framework, norms and values as well as cultures. Areas which will require attention as highlighted through the questionnaires and focus group discussions both at County Level as well as in the MIA included:

- **Clarifying relations between Central and Local governments.** Is central government bureaucracy primarily dedicated to policy-making, regulation and monitoring and evaluation, while implementation is decentralized to sub-national levels?
- **Pay Reforms:** How can compensation, remuneration and incentives attract, retain, and contribute to the motivation of civil servants to diligently perform their roles and responsibilities?
- **Enhancing Service Delivery:** What needs to be done in terms of revision of rules and regulation so to improve service delivery both in terms of quality of services as well as expanding access to all segments of the population?
- **Human Resources Management:** How can Civil Service laws, policies and regulations improve the recruitment, development and utilization of civil servants?

- **Leadership Development:** What institutional arrangements can be put in place to strengthen executive managerial and technical leadership capacity in the Civil Service to lead change and implement the government's reconstruction and reform agenda?
- **Gender Equity:** How can measures be instituted in Civil Service institutions that increase involvement of women, at all levels, in decision-making?

#### Collection of Comments on Institutional Changes Required

- *"Empower local administration to manage its own development and financial issues – Statistics and Information Officer*
- *"There is a need to harmonize MIA responsibilities with those of other ministries and agencies – Statistics and Information Officer*
- *"Roles and Responsibilities of Superintendent, Development Superintendent and Project Planners should be clearly defined and delineated" – County Development Officer*
- *"Institute a clear and rigid performance reporting mechanism for all county officials" – County Development Officer*
- *"Syngronize county development and Social Development Funds into a development pool fund and institute a management mechanism free o political manipulation and bias" – County Development Officer*
- *"Counties should be empowered to determine the management of their own budget" – District Commissioner*
- *"My suggestion for improving service delivery in Bong County is the representation of all social groups along with local authorities in all county development meetings" - - County Trainer*
- *"The County development budget need to be decentralized so that every district can decide how to use their money" – Chair District Development Committee*
- *"Central Government should put into place mechanism and training to strengthen the capacities of city and county officials responsible for service delivery" – Mayor*
- *"My suggestion for improving service deliver in my county is the provision of well defined roles and terms of reference for every employee" – County Inspector*
- *"I do belief that too many political interference is attached to certain function making it very difficult to conduct effective monitoring and evaluation" – County Statistics and Information Officer*



## ***Modalities for Capacity Development***

### **Capacity Development at Counties**

Most of the respondents indicated they preferred on the job training/coaching as their preferred mode of building their capacities (33.2%). This was followed by formal education which leads to a degree/certificate or diploma (31.2%).

Preferred duration was to have training/education of more than 20 days (32.8%) followed by training of 4-5 days (23.0%).

More than two thirds of the respondents preferred their training to be held in their own County with a mix of participants from different Counties taking part.

### **Capacity Development at Ministry Level**

At the Ministry there are differences between the various Departments but in general on the job training/coaching and formal education are the preferred modes of building their capacities.

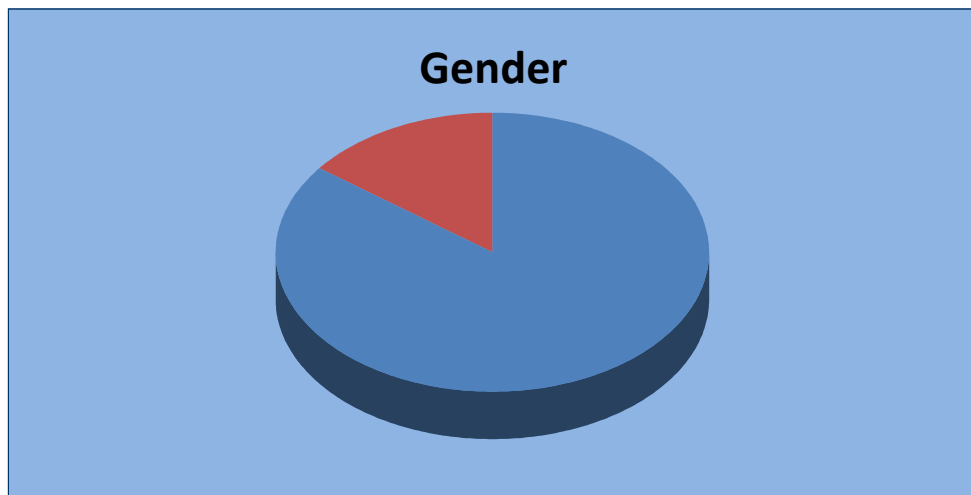
In terms of location most respondents preferred to have the training to take place outside of Monrovia and the majority prefers to participate in training which is longer than 20 days.

## ANNEX 1: CAPACITIES IN COUNTIES

This section presents the analyses and interpretation of findings that are unique for the Counties surveyed.

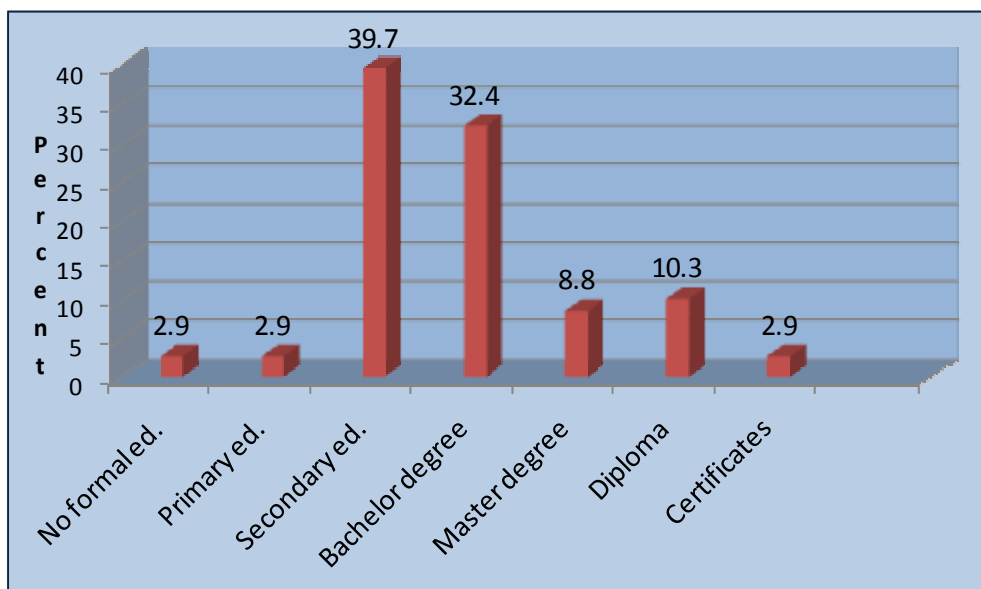
### Personal Data

Figure 1: Gender



Majority of the respondents (85.3%) were males and only 14.7% were females as shown in the figure above.

Figure 2: Education level



In the figure above, more than two thirds of the respondents (39.7%) had achieved secondary education, 32.4% had a bachelors degree and 8.8% had a masters degree.

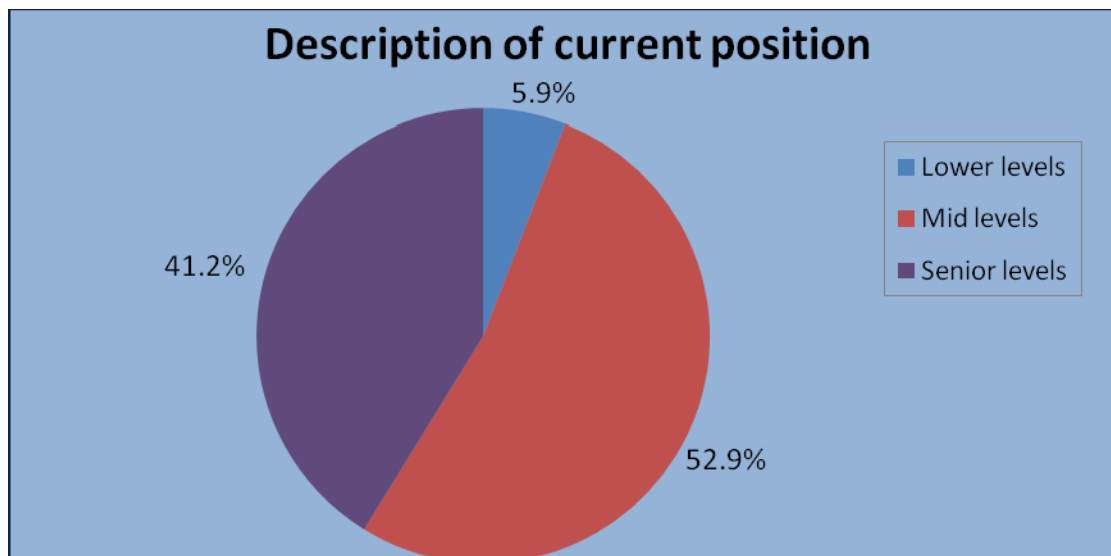
**Table 1: Years since graduation**

VARIABLE	FREQUENCY	PERCENT
Less than 1 year	4	5.9
Between 1 and 3 years	7	10.3
Between 3 and 5 years	6	8.8
Between 5 and 10 years	15	22.1
Between 10 and 15 years	10	14.7
More than 15 years	26	38.2
<b>TOTAL</b>	<b>68</b>	<b>100</b>

Thirty eight percent of the respondents had over 15 years since graduation, 22.1% had between 5 and 10 years since graduation and the minority 5.9% had less than 1 year since graduation.

## Current Job Position

**Figure 3: Description of current position**

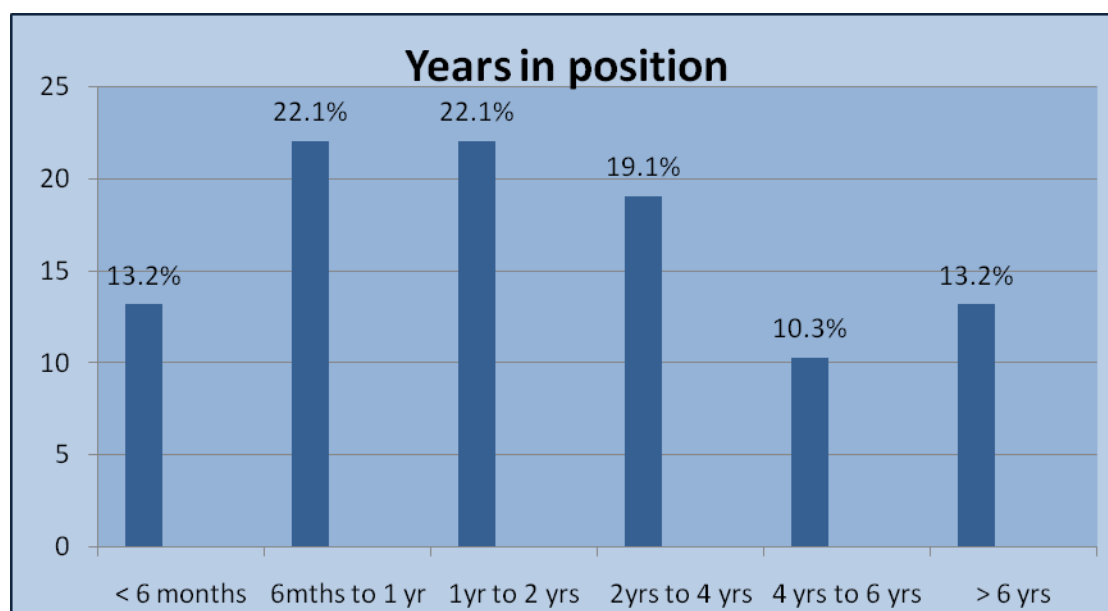


More than half of the respondents (52.9%) were in mid-level positions, 41.2% were senior level while 5.9% were low level. The different positions are shown below.

Table 2: Current position held

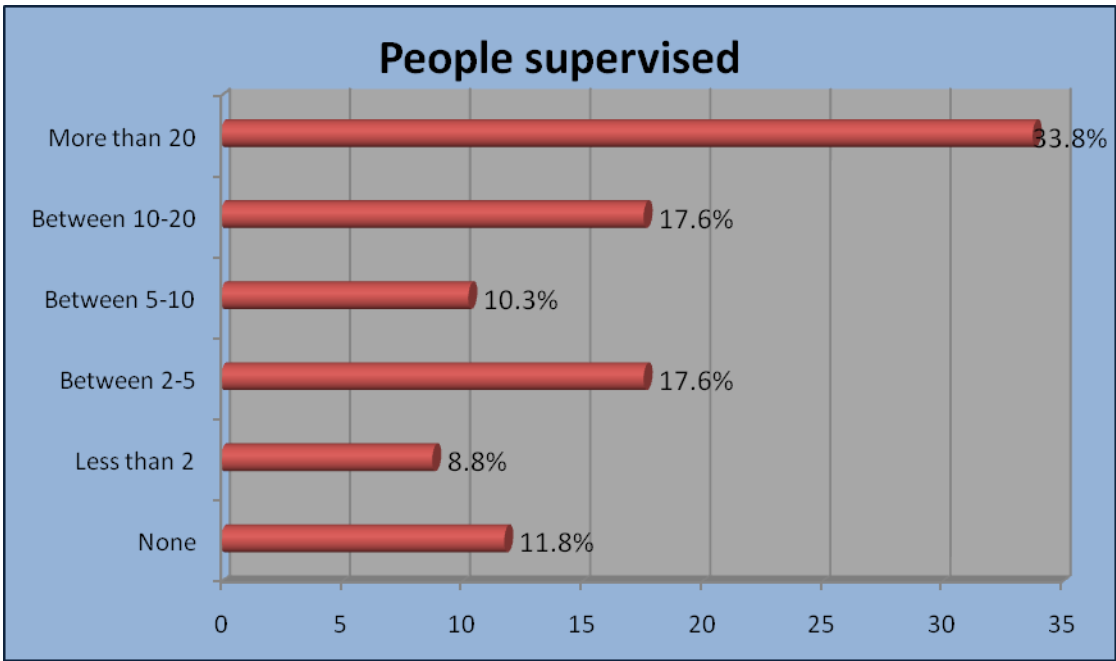
VARIABLE	FREQUENCY	PERCENT
Superintendent	2	2.9
Administrative assistant to superintendent	1	1.5
Superintendent for dev	1	1.5
District commissioner	4	5.9
Project planner	4	5.9
Finance officer	3	4.4
Procurement Officer	3	4.4
UN Civil Affairs Officer	3	4.4
City Mayor	3	4.4
Land Commissioner	3	4.4
Line ministry staff	7	10.3
County Inspector	3	4.4
Local Traditional Chair	3	4.4
Others	28	41.2
<b>TOTAL</b>	<b>68</b>	<b>100</b>

Figure 4: Years served in position



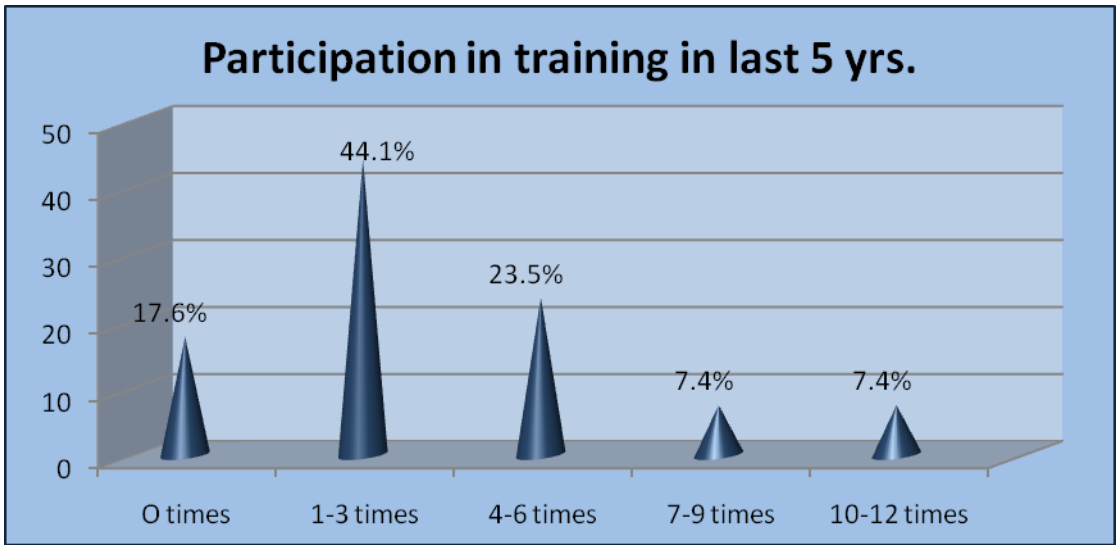
The figure above shows that 22.1% of the respondents had worked for a period of 6 months to 1 year and between 1 year and 2 years respectively.

Figure 5: Number of people supervised



Two thirds of the respondents (33.8%) were supervising more than 20 people, 17.6% were supervising between 10 to 20 people and between 2 to 5 people respectively while 11.8% did not supervise anyone.

Figure 6: Previous exposure to training



Nearly half of the respondents had participated 1 to 3 trainings and short courses in the last 5 years. 7.4% had gone 7—9 times and 10-12 times respectively.

## Professional Competencies

This section presents the competencies which respondents felt they require in order to perform their assigned duties as well as their needs for training in these various areas.

**Table 3: Policy formulation and control**

Policy Formulation and Control	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of policy formulation process	35.7	53.6	7.1	3.6
Ability to involve people in the policy formulation process	28.4	55.0	13.3	3.3
Ability to undertake problem analysis	31.0	55.2	8.6	5.2
Ability to set policy goals	36.8	52.6	5.3	5.3
Ability to formulate strategies	41.8	49.1	9.1	0
Ability to formulate performance standards	41.1	46.4	10.7	1.8
Ability to develop visions and missions for your county	36.9	47.4	12.3	1.8
Ability to monitor and evaluate implementation	23.7	52.6	20.3	3.4

As shown in the table above, approximately half of the respondent are somewhat in need of additional training in all categories under policy formulation and control with 41% being badly in need of skills in formulating strategies and formulating performance standards respectively. Note that a minority of the respondents were fully knowledgeable and skilled with the most (20.3%) having ability to monitor and evaluate implementation.

**Table 4: Planning and decision making**

Planning and Decision making	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of decision making processes	25.9	48.3	22.4	3.4
Ability for project and programme planning	37.3	52.5	8.5	1.7
Ability to set up and maintain systems supporting planning and decision making	32.2	54.2	10.2	3.4

The table above shows that majority of the respondents were in need of training in the area of planning and decision making. More than half (52.5% and 54.2%) were somewhat in need of

training in project and programme planning and setting up and maintain system supporting planning and decision making. Project and programme planning also had the highest percentage of those badly in need knowledge at 37.3%. However it can be concluded that only a minority of the respondents are fully knowledgeable and skilled in planning and decision making.

**Table 5: County financial planning and management**

<b>County Financial Planning and Management</b>	<b>Professional Knowledge, Skills and Attitudes</b>			
	<b>Badly in need of training</b>	<b>Somewhat in need of training</b>	<b>Fully knowledgeable and skilled</b>	<b>Not relevant for job</b>
Understanding of County Budget cycle	42.6	31.2	13.1	13.1
Ability to access various sources of revenue	44.3	36.1	9.8	9.8
Ability to integrate planning with budgeting	39.3	45.9	4.9	9.8
Ability to carry out financial control including review of expenditures and access efficiency	41.4	32.8	10.3	15.5
Financial reporting ability	33.9	39.3	10.7	16.1

In this area of professional competency, it also emerged that a small percentage of the service providers were knowledgeable or skilled in the area of county financial planning and management. Most need was noted in the area of accessing various sources of revenue (44.3%) and in carrying out financial control (41.4%).

**Table 6: Capacity building and HRM**

<b>Capacity Building and Human Resource Management</b>	<b>Professional Knowledge, Skills and Attitudes</b>			
	<b>Badly in need of training</b>	<b>Somewhat in need of training</b>	<b>Fully knowledgeable and skilled</b>	<b>Not relevant for job</b>
Understanding of procedures for hiring and firing staff	27.1	39.0	13.6	20.3
Ability to conduct recruitment assessments	27.6	41.4	15.5	15.5
Ability to assess and improve staff and organization performance	33.9	40.3	14.5	11.3

The table above shows similar trends for need of training in all the three areas of capacity building and human resource management with approximately 40% being somewhat in need of training in all areas.

Table 7: Personal skills

Personal Skills	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of communication techniques	25.5	50.9	20.0	3.6
Ability to work in teams	18.4	50.0	28.3	3.3
Ability to conduct meetings	17.2	41.4	39.7	1.7
Ability to mediate and solve problems	19.0	37.9	41.4	1.7
Ability to delegate tasks	17.9	48.2	32.1	1.8
Ability in minutes taking, memo writing and report writing	17.2	51.7	25.9	5.2
Ability to apply negotiation techniques	25.9	46.3	24.1	3.7

The category shown in table above shows improvements in the number of fully knowledgeable respondents but those who are somewhat in need of training in specific areas are nearly half with 51.7% being somewhat in need of skills in minutes taking, memo writing and report writing. A quarter of the respondents are badly in need of knowledge on understanding communication techniques (25.5%) and skills in applying negotiation techniques (25.9%).

Table 8: Awareness

Awareness	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Knowledge of support available for county officials in Liberia in terms of advise, training, finance	55.2	29.3	8.6	6.9
Knowledge of relevant laws and regulations	30.5	49.1	15.3	5.1
Appreciation of integration of gender issues in your work	26.7	48.3	18.3	6.7
Appreciation of integration of social and equity concerns in your work	25.4	50.8	15.3	8.5
Appreciation of integration of environmental concerns in your work	28.8	40.7	23.7	6.8



More than half of the respondents (55.2%) are badly in need of knowledge about support available for county officials in Liberia. Another half (50.8%) are somewhat in need of training in integration of social and equity concerns in their work.

**Table 9: Specific skills**

Specific Skills	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Accounting	49.1	28.3	3.8	18.8
Property assets and land management	46.3	27.8	7.4	18.5
Land use planning	56.6	22.6	5.7	15.1
Procurement	34.6	36.6	9.6	19.2
Operation and maintenance	31.3	45.1	11.8	11.8
GIS	43.4	26.4	5.7	24.5
Drafting Skills	45.1	23.5	5.9	25.5
Surveying	43.4	18.9	5.7	32.0

## Capacity needs in the Counties

Training mentioned by respondents which they think their colleagues in the County require include:

- Computer training (applications, information management, statistical software, GIS)
- Project/programme planning and implementation (proposal development, development planning and strategies)
- Financial management (taxation, commerce, trade and investment)
- Paralegal training and human rights
- Monitoring and evaluation
- Conflict resolution and team building.
- Environmental management (water management)
- Traditional training (culture, song, dance and dress)

## Capacity Needs per County

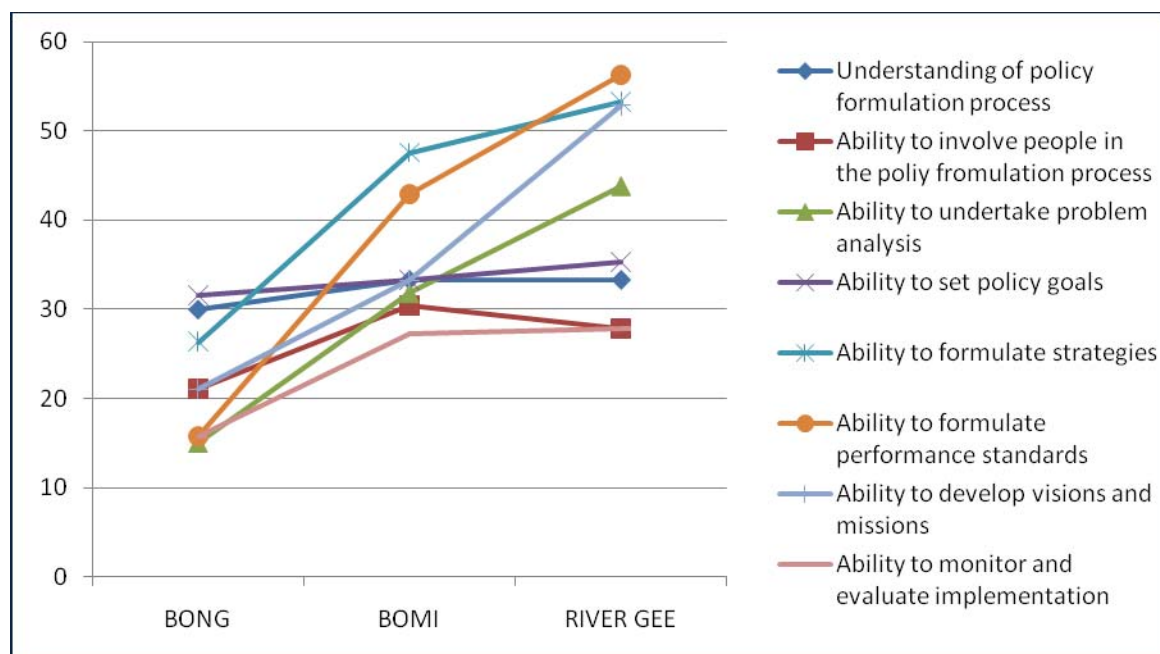
Table 10: Capacity needs per County

(% of “respondents indicating “badly in need of training”).

	Bong County	Bomi County	River Gee County
<b>Policy Formulation and Control</b>			
Understanding of policy formulation process	30.0	33.3	33.3
Ability to involve people in the policy formulation process	21.1	30.4	27.8
Ability to undertake problem analysis	15.0	31.8	43.8
Ability to set policy goals	31.6	33.3	35.3
Ability to formulate strategies	26.3	47.6	53.3
Ability to formulate performance standards	15.8	42.9	56.3
Ability to develop visions and missions	21.1	33.3	52.9
Ability to monitor and evaluate implementation	15.8	27.3	27.8
<b>Planning and Decision Making</b>			
Understanding of decision making processes	15.0	33.3	29.4
Ability for project and programme planning	35.0	40.9	35.3
Ability to set up and maintain systems supporting planning and decision making	26.3	36.4	33.3
<b>Financial Planning and Management</b>			
Understanding of County Budget cycle	38.1	50.0	38.9
Ability to access various sources of revenue	30.0	47.8	55.6
Ability to integrate planning with budgeting	40.0	34.8	44.4
Ability to carry out financial control	40.0	52.2	26.7
Financial reporting ability	29.4	36.4	35.3
<b>Capacity Building and Human Resource Management</b>			
Understanding of procedures for hiring and firing staff	10.0	30.4	37.5
Ability to conduct recruitment assessments	10.0	27.3	50.0

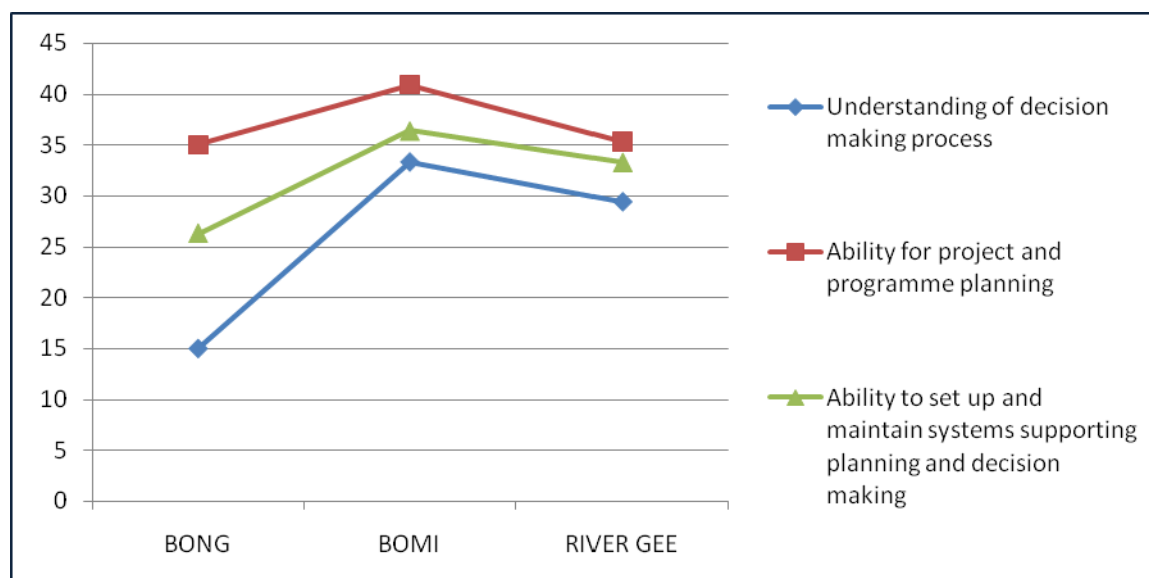
	Bong County	Bomi County	River Gee County
Ability to assess and improve staff and organization performance	19.0	41.7	41.2
<b>Personal Skills</b>			
Understanding of communication techniques	27.8	19.0	31.3
Ability to work in teams	10.0	20.8	25.0
Ability to conduct meetings	20.0	13.6	18.8
Ability to mediate and solve problems	10.5	21.7	25.0
Ability to delegate tasks	5.6	27.3	18.8
Ability in minutes taking, memo writing and report writing	0	17.4	35.3
Ability to apply negotiation techniques	22.2	28.6	26.7
<b>Awareness</b>			
Knowledge of support available for county officials in Liberia in terms of advise, training, finance	42.1	61.9	61.1
Knowledge of relevant laws and regulations	31.6	30.4	29.4
Appreciation of integration of gender issues in your work	25.0	21.7	35.3
Appreciation of integration of social and equity concerns in your work	21.1	26.1	29.4
Appreciation of integration of environmental concerns in your work	26.3	30.4	29.4
<b>Specific Skills</b>			
Accounting	52.9	36.4	50.0
Property assets and land management	44.4	42.9	40.0
Land use planning	55.6	47.6	57.1
Procurement	31.3	28.6	40.0
Operation and maintenance	25.0	28.6	35.7
GIS	47.4	38.1	46.2
Drafting Skills	43.8	33.3	57.1
Surveying	52.9	31.8	42.9

Figure 7: POLICY FORMULATION AND CONTROL



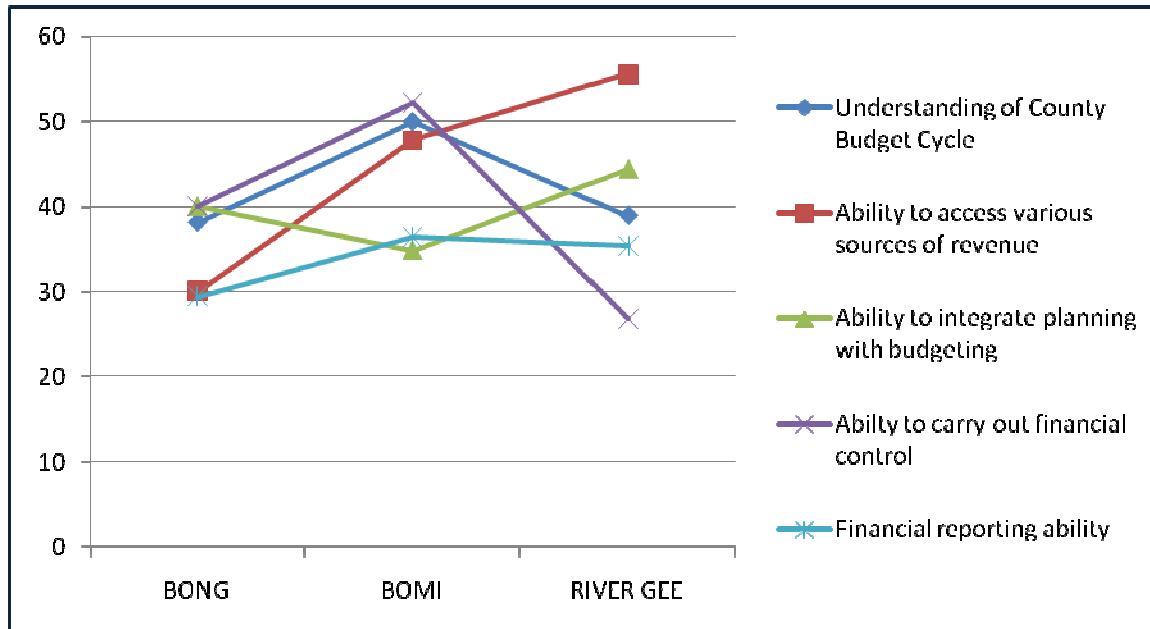
Using table 10 as a starting point, this graph shows that River gee is the county most badly in need of training followed by Bomi. The most needed training is in formulating performance standards followed by formulation of strategies and ability to develop visions and missions.

Figure 8: PLANNING AND DECISION MAKING



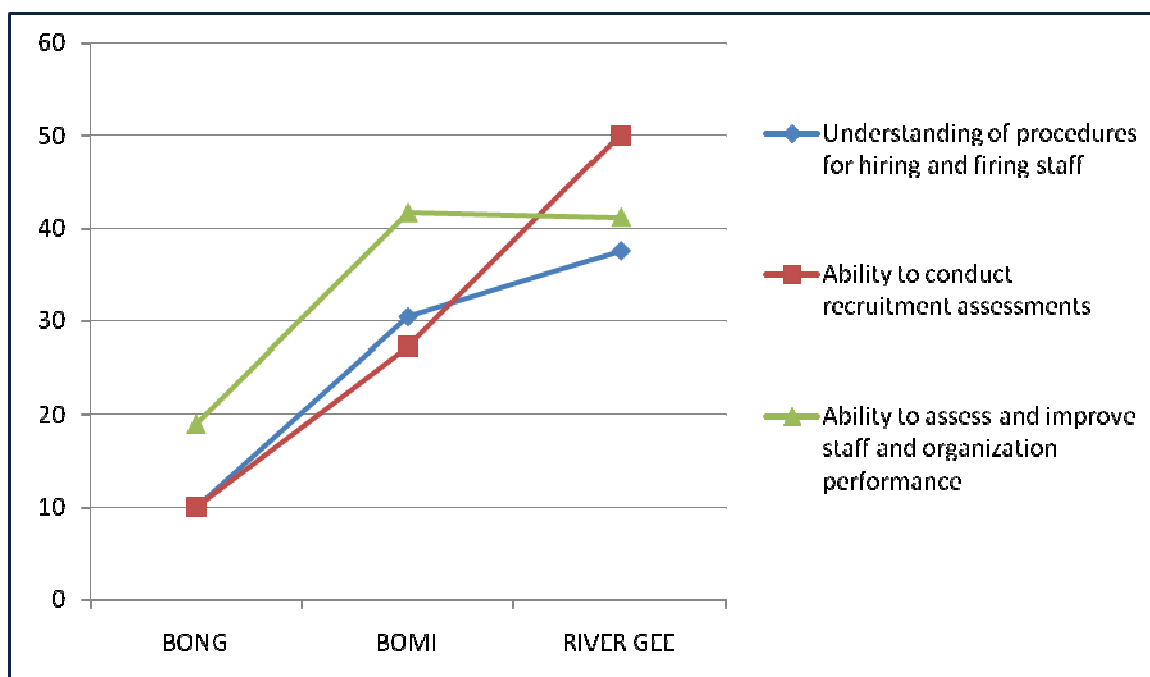
River Gee once again had the highest training needs. The ability for project and programme planning is the most needed training.

Figure 9: FINANCIAL PLANNING AND MANAGEMENT



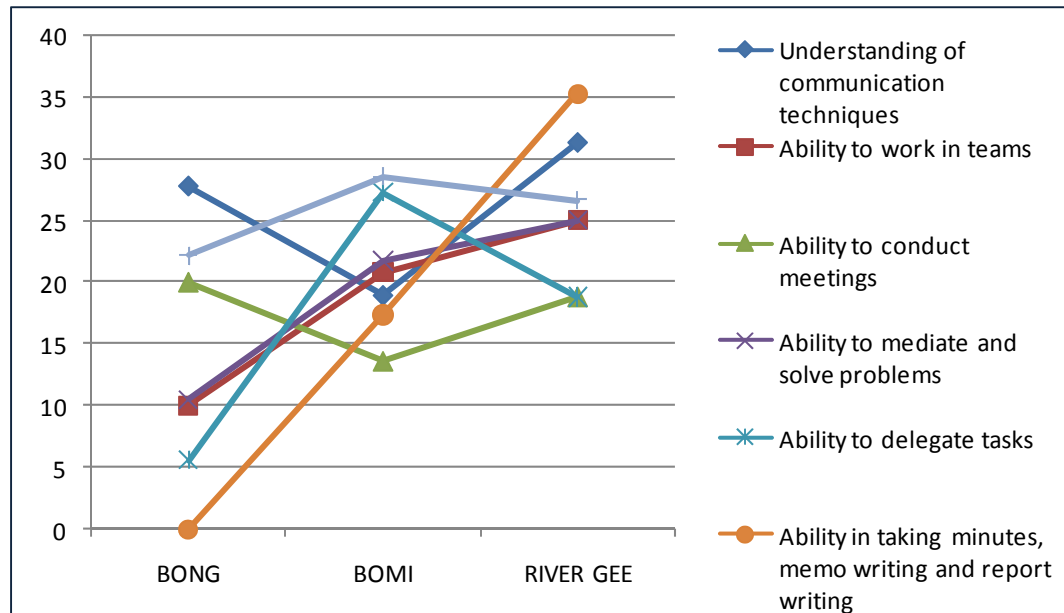
The county of Bomi is considered to be badly in need of training despite River Gee appearing to have a higher need in one specific area.

Figure 10: CAPACITY BUILDING AND HUMAN RESOURCE MANAGEMENT



With regards to training needs in the counties, River Gee is found to be most in need of training in this area.

Figure 11: PERSONAL SKILLS



The County most in need in this aspect of capacity need is River Gee. The training that is badly needed almost uniformly by all the counties appears to be the ability to apply negotiation techniques followed by ability to conduct meetings.

Figure 12: AWARENESS

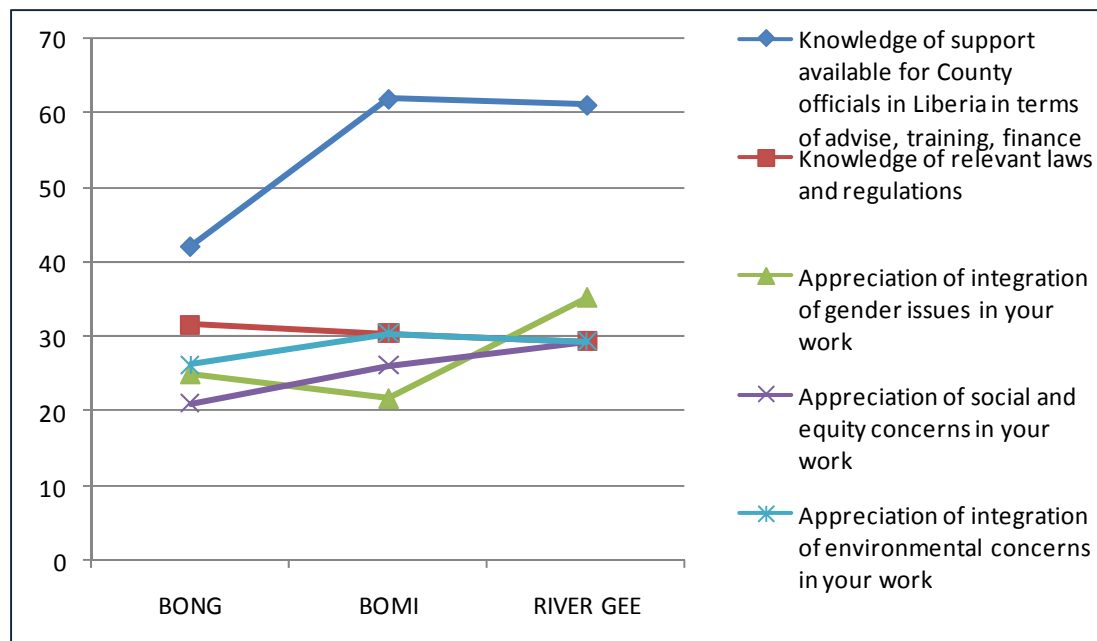
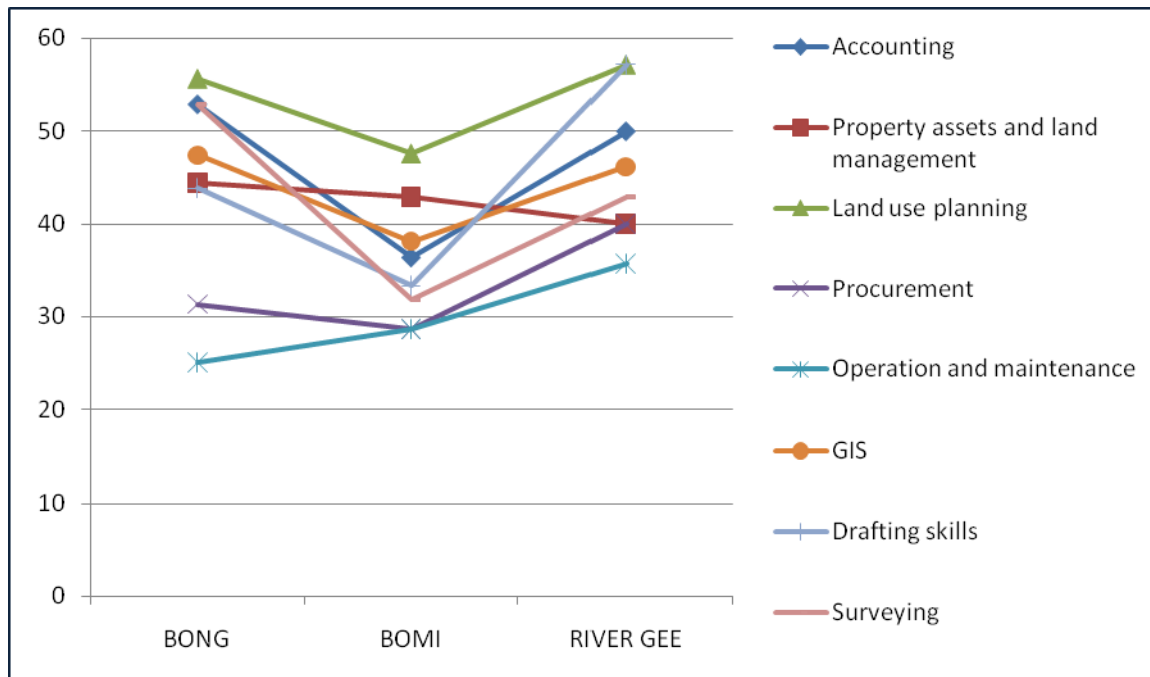


Figure 6 above demonstrates that River Gee has more respondents who are badly in need of capacity building than the other counties. It also shows that the training badly needed is in the knowledge of support available for County officials in Liberia in terms of advise, training, finance.

Figure 13: SPECIFIC SKILLS



The figure above shows that the county that's badly in need of capacity building is River Gee. The area of training that is most badly needed by all counties is clearly shown as land use planning.

Table 11: Capacity needs per Position in the Counties

(% respondents indicating “badly in need of training”).

	Superintendent	Admin. Assistant to Superintendent	Superintendent for Development	District Commissioner	Project Planner	Finance Officer	Procurement Officer	UN Civil Affairs	City Mayor	Land Commissioner	Line Ministry Staff	County Inspector	Traditional Chair	Others
<b>Policy Formulation and Control</b>														
Understanding of policy formulation process	0	100	0	33.3	50.0	0	50.0	33.3	33.3	50.0	50.0	0	33.3	32.0
Ability to involve people in the policy formulation process	50.0	0	0	0	33.3	33.3	33.3	33.3	0	50.0	40.0	0	66.7	24.0
Ability to undertake problem analysis	50.0	0	0	33.3	33.3	66.7	50.0	33.3	0	0	25.0	33.3	33.3	28.0
Ability to set policy goals	50.0	100	0	33.3	33.3	33.3	50.0	33.3	0	50.0	75.0	33.3	33.3	25.0
Ability to formulate strategies	50.0	0	0	0	50.0	100	50.0	33.3	33.3	0	50.0	33.3	66.7	45.8
Ability to formulate performance standards	0	100	0	33.3	50.0	100	50.0	33.3	0	0	0	66.7	33.3	37.5
Ability to develop visions and missions	50.0	100	0	33.3	33.3	100	50.0	33.3	0	50.0	0	0	33.3	40.0
Ability to monitor and evaluate implementation	50.0	100	0	0	33.3	33.3	50.0	0	0	66.7	50.0	0	66.7	12.0
<b>Planning and Decision Making</b>														
Understanding of decision making processes	50.0	100	0	66.7	50.0	0	50.0	0	0	50.0	0	33.3	33.3	23.1
Ability for project and programme planning	50.0	100	0	33.3	33.3	50.0	33.3	0	33.3	50.0	20.0	66.7	33.3	40.0
Ability to set up and maintain systems supporting planning and decision making	0	0	0	100	50.0	66.7	66.7	0	0	33.3	0	66.7	33.3	29.2



	Superintendent	Admin. Assistant to Superintendent	Superintendent for Development	District Commissioner	Project Planner	Finance Officer	Procurement Officer	UN Civil Affairs	City Mayor	Land Commissioner	Line Ministry Staff	County Inspector	Traditional Chair	Others
<b>Financial Planning and Management</b>														
Understanding of County Budget cycle	50	0	0	66.7	25.0	33.3	50.0	66.7	33.3	50.0	16.7	0	66.7	52.0
Ability to access various sources of revenue	50	100	100	33.3	33.3	66.7	33.3	66.7	0	50.0	14.3	0	100	50.0
Ability to integrate planning with budgeting	0	0	0	100	25.0	33.3	33.3	66.7	33.3	33.3	33.3	0	66.7	41.7
Ability to carry out financial control	0	-	0	100	33.3	0	50.0	33.3	0	50.0	16.7	0	66.7	56.0
Financial reporting ability	50	100	0	66.7	33.3	0	0	33.3	0	33.3	0	0	66.7	47.6
<b>Capacity Building and Human Resource Management</b>														
Understanding of procedures for hiring and firing staff	50.0	100	0	33.3	33.3	0	50.0	66.7	0	50.0	0	0	33.3	25.0
Ability to conduct recruitment assessments	50.0	100	100	0	33.3	33.3	50.0	66.7	0	0	0	0	33.3	30.4
Ability to assess and improve staff and organization performance	50.0	100	0	0	33.3	33.3	66.7	66.7	0	50.0	14.3	0	33.3	40.0
<b>Personal Skills</b>														
Understanding of communication techniques	50	0	0	100	50.0	33.3	50.0	0	0	50.0	16.7	33.3	0	22.7
Ability to work in teams	50	100	0	33.3	33.3	0	33.3	0	0	0	0	0	33.3	20.8
Ability to conduct meetings	50	0	0	0	50.0	33.3	0	0	0	0	16.7	0	33.3	20.8
Ability to mediate and solve problems	50	100	0	0	50.0	33.3	0	0	0	50.0	16.7	0	33.3	16.7
Ability to delegate tasks	50	0	0	33.3	50.0	33.3	0	0	0	0	50.0	0	33.3	9.1

	Superintendent	Admin. Assistant to Superintendent	Superintendent for Development	District Commissioner	Project Planner	Finance Officer	Procurement Officer	UN Civil Affairs	City Mayor	Land Commissioner	Line Ministry Staff	County Inspect	Traditional Chair	Others
Ability in minutes taking, memo writing and report writing	50.0	0	0	66.7	50.0	50.0	0	0	0	0	14.3	0	33.3	12.5
Ability to apply negotiation techniques	50.0	100	0	66.7	50.0	33.3	0	0	33.3	0	0	33.3	50.0	22.7
<b>Awareness</b>														
Knowledge of support available for county officials in terms of advise, training, finance	50.0	100	0	66.7	33.3	33.3	100	66.7	0	50.0	28.6	100	33.3	65.2
Knowledge of relevant laws and regulations	50.0	0	0	0	50.0	66.7	50.0	66.7	33.3	50.0	0	66.7	0	28.0
Appreciation of integration of gender issues	50.0	100	0	0	50.0	66.7	0	0	0	0	33.3	0	66.7	26.9
Appreciation of integration of social and equity concerns in your work	50.0	0	0	0	50.0	33.3	0	33.3	0	50.0	16.7	0	33.3	32.0
Appreciation of integration of environmental concerns in your work	50.0	0	0	0	50.0	33.3	0	0	33.3	0	16.7	0	33.3	44.0
<b>Specific Skills</b>														
Accounting	0	100	100	66.7	0	33.3	50.0	100	33.3	0	0	33.3	50.0	52.2
Property assets and land management	0	100	0	0	0	33.3	50.0	100	33.3	0	0	33.3	0	65.2
Land use planning	-	100	0	0	50.0	33.3	100	100	66.7	50.0	33.3	33.3	0	63.6
Procurement	0	0	100	0	0	0	0	66.7	33.3	0	28.6	0	50.0	45.5
Operation and maintenance	0	0	0	33.3	0	0	0	66.7	0	0	40.0	0	0	45.5
GIS	0	-	100	33.3	33.3	50.0	100	100	66.7	0	0	0	0	52.2

## Perception of the County

Table 12: Description of situation in the County

County Issues		Disagree with statement	Somewhat agree with statement	Complete agreement with statement
1	The vision for development of our county is clear	34.6	34.6	30.8
2	There is clarity on roles and responsibility of government agencies working in our county	18.5	51.9	29.6
3	Different government agencies in our county work well together	27.8	38.9	33.3
4	Decision making at the county level involves broad public participation	43.8	31.6	24.6
5	Decentralization will improve public services at county level	15.8	14.0	70.2

The respondents had varying perceptions regarding their county. Of note are 51.9% who were in partial agreement that there is clarity on roles and responsibility of government agencies working in the county. Nearly half (43.8%) disagreed that decision making at the county level involved broad public participation. A majority of 70.2% agreed that decentralization will improve public services at county level.

## Changes Proposed for Counties

Some of the key areas proposed of how the counties could change in order to improve service delivery are as follows;

### Decentralization of resources

Resources in the health, education, agriculture and public works sectors were recommended for decentralization.

It was also suggested that administrative powers be decentralized in order for them to manage their own development and financial issues. It was recommended that senior officers such as superintendents, district commissioners and magistrates should be rotated

The county development budget should also be decentralized and the district development committee to be involved in the county development fund. They further suggest that the fund should be synchronized with the social development fund and institute a management mechanism free of political manipulation and bias.

### Capacity building

This includes training of workers especially government officials, developing of youth programmes and creating more education centers of all levels from primary through to universities. It was also

suggested that the government should employ skillful, efficient, trained and qualified workers who should be placed in the right positions and that delivery of training should be as much as possible decentralized to the Counties.

### **Collaboration and coordination**

This was desirable between the superintendent, line ministries and the legislative caucus. Coordination was also desirable among the line ministries, local administration up to the clan level. It was suggested that there be cooperation among all the ministries. Clearly defined and delineated roles and responsibilities were recommended to ensure no overlapping of functions especially between the superintendent, development superintendent and project planners.

### **Public participation in decision making**

Majority of the respondents felt that the public should be involved in decision making especially in development and financial issues. Women and youth involvement was especially recommended. One way of ensuring public participation is through civil education as suggested by the respondents.

### **Improvement of infrastructure**

This includes improvement of roads, hospitals, electricity and the national radio to broadcast to all counties for dissemination of information.

## **Perception of Institutional Issues**

**Table 13: Description of outside factors influencing County service delivery**

<b>County Issues</b>		<b>Disagree with statement</b>	<b>Somewhat agree with statement</b>	<b>Complete agreement with statement</b>
1	The roles and responsibilities of counties for providing services to the people is clear	36.4	49.1	14.5
2	Rules and regulations guiding the work of counties are sufficiently known to people working in counties	43.9	42.1	14.0
3	We are basically sufficiently equipped with skills and knowledge to cope with all aspects of our work	70.9	20.0	9.1
4	If there is a need, staff has the opportunity to attend need based training	32.7	25.9	41.4
5	Funding of programmes and projects at county level are sufficient	76.4	18.2	5.4
6	We have sufficient office space	70.2	19.3	10.5
7	We are sufficiently equipped with hard and software, such as computers and peripherals, internet access, fax-machines and relevant computer programmes	75.9	15.5	8.6

On outside factors that influence county service delivery, nearly half partially agree that roles and responsibilities for providing services to the people are clear. Nearly three quarters (70.9%) don't agree that they are sufficiently equipped with skills to cope with their work. They also don't agree that the county level funding (70.2%) and information technology resources (75.9%) are sufficient. Note the small percentage that agrees on institutional issues (less than 15%).

## Changes proposed in the Institutional Framework

- Decentralization of government and devolution of limited power to the local government.
- Capacity building through training should be availed for all the employees.
- Employment of skilled manpower and improvement of the employment payment systems where the new employees are promptly put in the payroll.
- Budgets and projects should be funded based on statistical facts.
- Terms of reference for all Ministries and agencies in the county should be clearly outlined.
- Ministry of Internal Affairs to allow the county to control their budgets.
- The County development fund (CDF) to be distributed equally.
- Involvement of the youth and women in the county affairs including CDA/PRS training.
- Improvement of work conditions through provision of resource, equipment and incentives such as allowances, better pay and well defined job descriptions. Logistical support to be provided like transport.
- Decentralization of the line ministry and budgetary allocations.

## Capacity Building Approaches

The most preferred modes of capacity building in were;

- On the job training/coaching (33.2%)
- Formal education which leads to a degree/certificate/diploma (31.2%)
- Short training workshops (23.7%)
- Field exchange visits (11.3%)

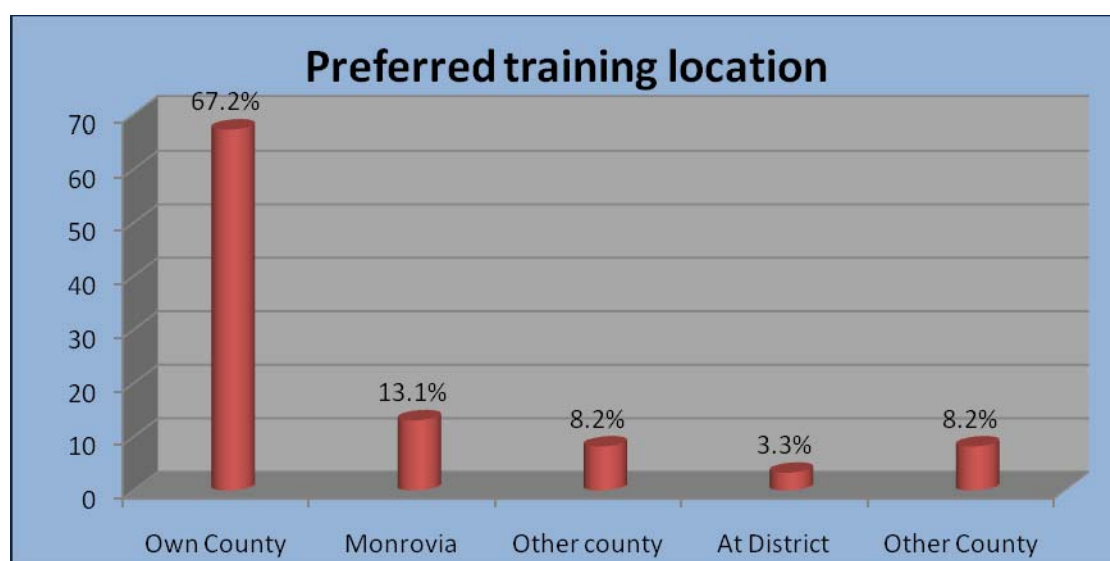
Table 14: Preferred training duration

VARIABLE	FREQUENCY	PERCENT
1 day training	2	3.3
2 – 3 days training	8	13.1
4 – 5 days training	14	23.0
5 – 10 days training	8	13.1

10 -20 days training	9	14.8
More than 20 days training	20	32.8
TOTAL	61	100

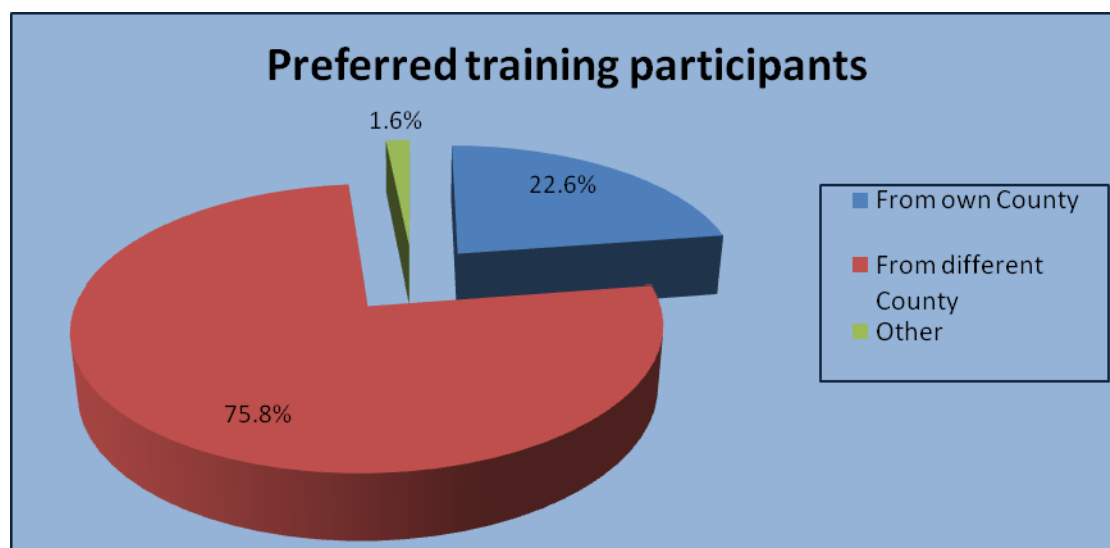
The preferred training duration for most of the respondents was more than 20 days by 32.8% and 4 – 5 days by 23%. Only 3.3% preferred one day training.

Figure 14: Preferred training location



More than two thirds of the respondents preferred their training to be held in their own County, followed by 13.1% who preferred to have the training in Monrovia.

Figure 15: Preferred training participants



More than three quarters of the respondents (75.8%) preferred the training participants to be a mix from different Counties.

## **Additional Comments**

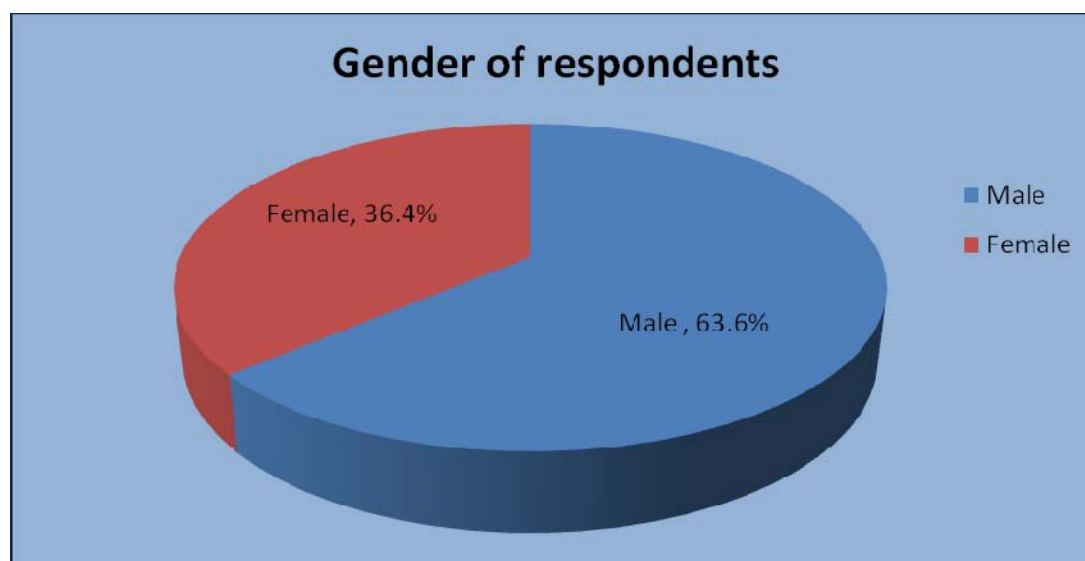
- People to have a say in deciding their own development projects.
- Social groups along with the local government to participate in all county development meetings.
- Decentralization programme to be considered.
- Youth and women representation.
- Provision of logistics to support work. Rehabilitation of offices.
- Professionalism, integrity and team building to be upheld.

## ANNEX 2: CAPACITIES AT MIA ADMINISTRATION DEPARTMENT

This section presents the analyses and interpretation of findings that are unique to the Administration Department of the Ministry of Internal Affairs.

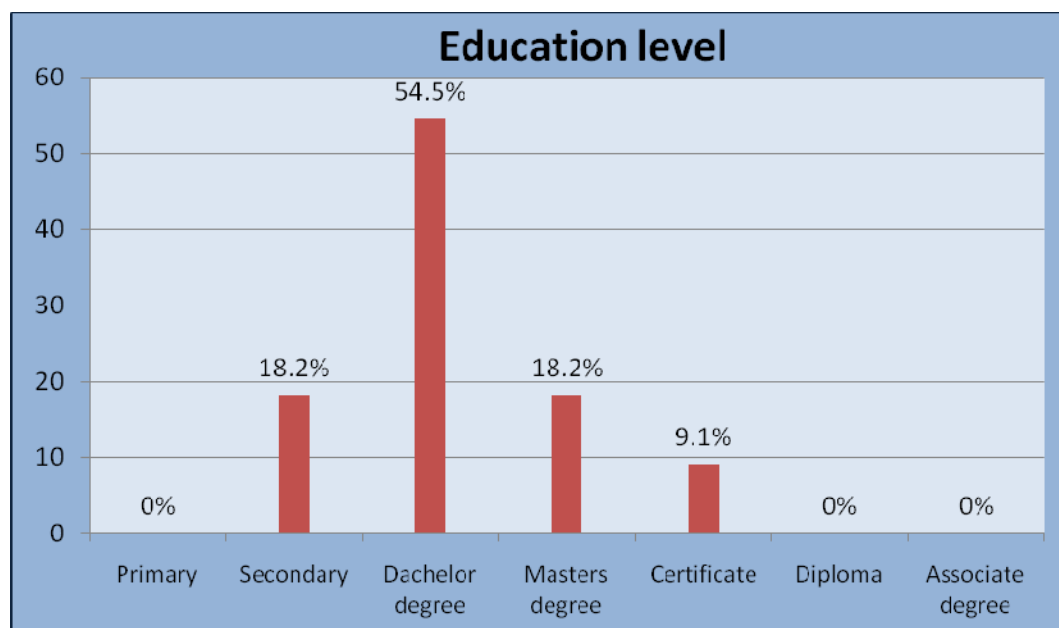
### Personal Data

Figure 16: Gender of respondents



The male respondents were 63.6% while the female respondents were 36.4%. This is a ratio of approximately 2:1.

Figure 17: Education level





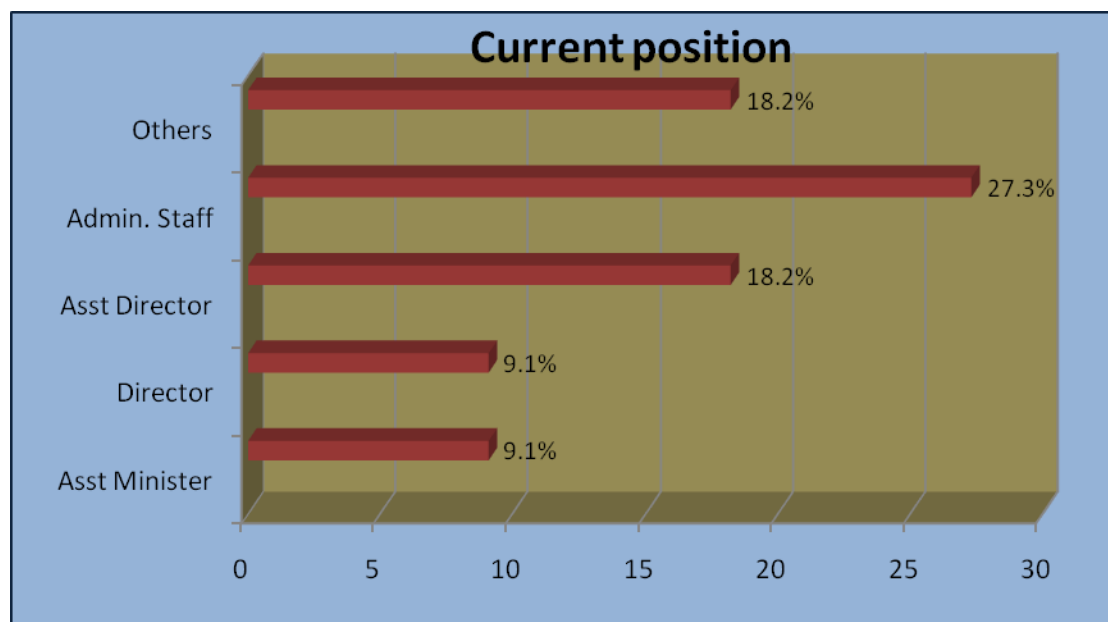
More than half (54.5%) of the respondents had a bachelors degree followed by 18.2% each that had a masters degree and secondary education respectively.

**Table 15: Years of work experience**

VARIABLE	FREQUENCY	PERCENT
Less than 1 year	0	0
Between 1 and 3 years	3	27.3
Between 3 and 5 years	2	18.2
Between 5 and 10 years	1	9.1
Between 10 and 15 years	1	9.1
More than 15 years	4	36.4
<b>TOTAL</b>	<b>11</b>	<b>100</b>

Thirty six percent of the respondents had work experience of more than 15 years followed by 27.3% who had worked for between 1 and 3 years. None of the respondents had work experience of for less than 1 year.

**Figure 18: Current position**



The respondents included an assistant minister and a director. 18.2% were assistant directors and 27.3% administrative staff. Other positions include an advisor/consultant and a procurement officer.

Table 16: Years in current position

VARIABLE	FREQUENCY	PERCENT
Less than 6 months	1	9.1
Between 6 mths and 1 yr	5	45.5
Between 1 and 2 years	1	9.1
Between 2 and 4 years	1	9.1
Between 4 and 6 years	2	18.1
More than 6 years	1	9.1
<b>TOTAL</b>	<b>11</b>	<b>100</b>

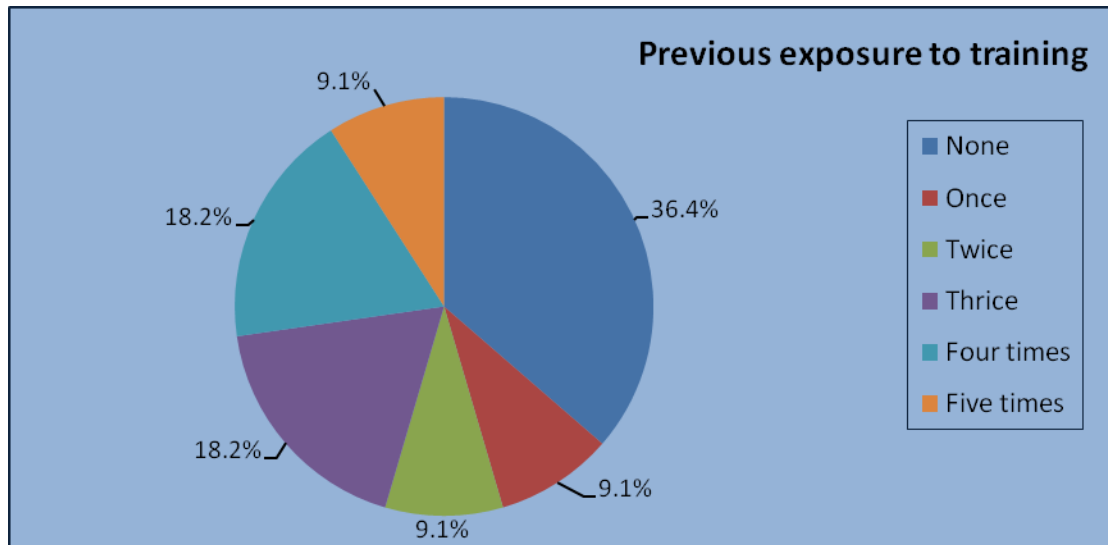
As shown in the table above, nearly half of the respondents (45.5%) had held their current position for a period between 6 months and 1 year and 18.2% had been in their positions for 4 to 6 years.

Table 17: Staff supervision

VARIABLE	FREQUENCY	PERCENT
None	1	9.1
Between 2 and 5 people	4	36.4
Between 5 and 10 people	4	36.4
Between 10 and 20 people	1	9.1
More than 20 people	1	9.1
<b>TOTAL</b>	<b>11</b>	<b>100</b>

More than a third of the respondents (36.4%) supervised between 2 and 5 people and a similar percentage supervised between 5 and 10 people. 9.1% supervised more than 20 people.

Figure 19: Previous exposure to training



A majority of the respondents, represented by more than one third (36.4%) had not participated in any short courses or trainings in the last 5 years. Only 9.1% had gone for five such trainings.

### Challenges and Constraints in Work Area

The most common challenges and constraints as mentioned by the respondents were;

- Lack of computer knowledge/skills
- Insufficient manpower. This is compounded by a lack of trained personnel especially in the area of computers and personnel management.
- Lack of resource which include equipment and finance. Majority would like a desktop for their offices and a laptop for field work.
- Poor motivation of the employees mainly because of the low salaries and lack of transport to facilitate their work.
- There is a need for regular supervisory visits to counties to get and do needed assessments. This is not done due to poor logistics leading to poor coordination of work and information. There are difficulties in getting needed information from the counties as some information e.g. from CSA and BOB take long to be submitted to MDF.
- The procurement procedures are slow and strenuous.
- Poor working relationships with the bosses.

## Professional Competencies

This section presents the competencies which respondents felt they require in order to perform their assigned duties as well as their needs for training in these various areas.

**Table 18: Policy formulation and control**

Policy Formulation and Control	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of policy formulation process	0.0	44.4	1.2	44.4
Ability to involve people in the policy formulation process	11.1	33.4	11.1	44.4
Ability to undertake problem analysis	0.0	50.0	10.0	40.0
Ability to set policy goals	0.0	33.4	22.2	44.4
Ability to formulate strategies	0.0	55.6	11.1	33.3
Ability to formulate performance standards	0.0	33.4	22.2	44.4
Ability to develop visions and missions	11.2	22.2	22.2	44.4
Ability to monitor and evaluate implementation	0.0	22.2	33.4	44.4

The badly needed skills include the “ability to involve people in the policy formulation” (by 11.1%) and the “ability to develop visions and missions”. There is a general implication that almost half (more than 40%) of the respondents felt that knowledge and skills in policy formulation and control were not relevant for their job but a good number were somewhat in need of training in all areas.

**Table 19: Planning and decision making**

Planning and Decision making	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of decision making processes	11.2	33.3	22.2	33.3
Ability for project and programme planning	33.3	33.3	11.12	22.2
Ability to set up and maintain systems supporting planning and decision making	20.0	30.0	20.0	30.0

The table above show that a third of the respondents (33.3%) are somewhat in need of training in “planning and decision making”. Another third (33.3%) are badly in need of “project and

programme planning skills". Approximately 20% of the respondents are fully knowledgeable in planning and decision making while approximately 30% felt it was not relevant for their job to have knowledge in planning and decision making.

**Table 20: Financial planning management**

Financial Planning and Management	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of Budget cycle	20.0	20.0	10.0	50.0
Ability to access various sources of revenue	12.5	25.0	12.5	50.0
Ability to integrate planning with budgeting	12.5	25.0	0.0	62.5
Ability to carry out financial control including review of expenditures and access efficiency	12.5	25.0	12.5	50.0
Financial reporting ability	0.0	28.6	0.0	71.4

In the area of financial planning and management, a high percent of more than half the respondents felt that having this knowledge and skills were not relevant to their jobs. This could be because this function is carried out elsewhere in the ministry. For those who needed the skills, at least a quarter (25%) of the respondents was somewhat in need of each component of financial planning and management.

**Table 21: Capacity building and human resource management**

Capacity Building and Human Resource Management	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of procedures for hiring and firing staff	11.1	44.4	11.1	33.4
Ability to conduct recruitment assessments	20.0	40.0	10.0	30.0
Ability to assess and improve staff and organization performance	11.1	44.4	11.1	33.4

More than 40% of the respondents said they were somewhat in need of training in capacity building and human resource management. 20% were badly in needed of skills in conducting recruitment assessments. Note that about 10% were fully knowledgeable in these skills. This agrees with their view that they have constraints in their job due to lack of personnel management skills

Table 22: Personal skills

Personal Skills	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of communication techniques	25.0	12.5	37.5	25.0
Ability to work in teams	11.1	11.1	55.6	22.2
Ability to conduct meetings	12.5	25.0	37.5	25.0
Ability to mediate and solve problems	12.5	25.0	37.5	25.0
Ability to delegate tasks	12.5	12.5	50.0	25.0
Ability in minutes taking, memo writing and report writing	22.2	11.2	33.3	33.3
Ability to apply negotiation techniques	22.2	22.2	33.4	22.2

A quarter of the respondents (25%) felt that they were badly in need of knowledge in understanding of communication techniques and the same percentage were somewhat in need of skills in conducting meetings and in mediating and problem solving. In general, a good number seemed to be fully knowledgeable in personal skills. In contrast with general expectations, more than a quarter of the respondents felt these skills were not relevant in their jobs at the administration department.

Table 23: Awareness

Awareness	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Knowledge of support available for county officials in Liberia in terms of advise, training, finance	25.0	37.5	12.5	25.0
Knowledge of relevant laws and regulations	25.0	50.0	12.5	12.5
Appreciation of integration of gender issues in your work	12.5	25.0	37.5	25.0
Appreciation of integration of social and equity concerns in your work	12.5	25.0	27.5	25.0
Appreciation of integration of environmental concerns in your work	12.5	37.5	37.5	12.5

Twenty five percent of the respondents are badly in need of awareness of support available for county officials in Liberia, and knowledge of relevant laws and regulations which 50% of the respondents somewhat are in need of.

**Table 24: Specific skills**

Specific Skills	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Accounting	0.0	50.0	0.0	50.0
Property assets and land management	11.1	44.4	0.0	44.4
Land use planning	33.3	22.2	0.0	44.4
Procurement	11.1	22.2	11.1	55.6
Operation and maintenance	11.1	33.3	11.1	44.4
GIS	33.3	11.1	0.0	55.6
Drafting Skills	33.3	0.0	0.0	66.7
Surveying	33.3	0.0	0.0	66.7

Specific skills that are highly desirable include accounting skills by 50% of the respondents and land use by 33.3% of the respondents. A higher percentage (50% – 66%) felt these are skill not relevant to them in their jobs at the administration department.

**Table 25: Other desired areas of Capacity Building**

Other Desired areas	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Computer training (applications and internet)	X			
Project/proposal writing	X			
Performance appraisal	X			
Labour relations training	X			
Managerial training		X		

The most desired area of training that nearly all respondents felt badly in need of was computer skills with emphasis on the internet. Project writing and labor relations training were also badly needed. Some also felt that they were somewhat in need of managerial training.

## Capacity Needs of Colleagues

Capacity development priorities of colleagues in the department as suggested by the respondents included;

- Computer training
- Personnel management
- Local govt. management
- Communication techniques
- Budgeting and planning
- Team building

Capacity development priorities of colleagues in the Ministry as a whole as suggested by the respondents included;

- Computer training
- Local government development planning
- Performance standards
- Planning and decision making

## Perception of Organizational Issues

Organizational Issues		Disagree with statement	Somewhat agree with statement	Complete agreement with statement
1	My colleagues and I perform well (e.g. meet deadlines, are resourceful, responsive to changing needs, etc.)	0.0	60.0	40.0
2	We have well developed work plans	27.3	45.4	27.3
3	We have clear job descriptions	27.3	27.3	45.5
4	Staff performance is regularly monitored	27.3	27.3	45.5
5	If there is a need, staff has the opportunity to attend need based training	11.1	33.3	55.6
6	Staff are re-trained on a continuous basis	45.5	36.4	18.2
7	We work well in teams	0.0	40.0	60.0
8	Qualifications of staff and the positions they hold are well matched	18.2	45.4	36.4

In most categories there was a general agreement in the description given. 60% of the respondents somewhat agree that they perform well, nearly half (45.5%) feel they have clear job descriptions and their performance is regularly monitored. However a similar percentage (45.5%) disagree that they are re-trained on a continuous basis which compares well with previous training exposure where 36.4% had never been previously trained. 45.4% somewhat agree that qualifications of staff and the positions they hold are well matched.

Other comments made regarding organizational issues in the department included use of an organizational chart clearly prepared reflecting every component of the entity, adequate logistics and more field trips to the counties need to be made.



## Changes proposed in the Ministry

Areas which were suggested of how the Ministry could change to improve its' performance include;

- Terms of reference for officials to be redrafted.
- Officials to hold positions based on qualifications, experience and education.
- Improve record keeping and information sharing.
- Ministerial tour of counties and regular departmental meeting.
- Trainings, scholarships etc to be decentralized so as to benefit all.

## Perception of Institutional Issues

Institutional Issues		Disagree with statement	Somewhat agree with statement	Complete agreement with statement
1	The roles and responsibilities of various Ministries supporting counties is clear	27.3	45.5	27.3
2	Rules and regulations guiding the work of ministries are sufficiently known to people working in counties	54.5	45.5	0.0
3	We are basically sufficiently equipped with skills and knowledge to cope with all aspects of our work	45.4	45.5	9.1
4	If there is a need, staff has the opportunity to attend need based training	10.0	30.0	60.0
5	Funding of programmes and projects are sufficient	45.5	36.4	18.2
6	We have sufficient office space	36.4	18.2	45.5
7	We are sufficiently equipped with hard- and software, such as computers and peripherals, fax-machines and relevant computer programmes	54.5	27.3	18.2
8	Decentralization will improve public services at county level	0.0	10.0	90.0

There appears to be a general somewhat agreement in the respondents perception of institutional issues. Nevertheless more than half (54.5%) disagreed that rules and regulations guiding the ministries are sufficiently known to people working in counties. They also disagreed that they are sufficiently equipped with hardware and software. Despite the apparent lack of training 60% of the respondents completely agreed that if there is need, staff have the opportunity to attend need based training. Almost all the respondents (90%) completely agreed that decentralization will improve public services at county level.

## Changes proposed in the Institutional Framework

Suggestions for changes in policies, legal and regulatory framework which should change in order to improve service delivery include;

- Employing qualified staff and all employment to be done through the Human resource department.
- Set policy goals and formulate performance standards.
- Provision of adequate logistical support.
- Improve staff incentives.

## Capacity Building Approaches

The most preferred modes of capacity building were;

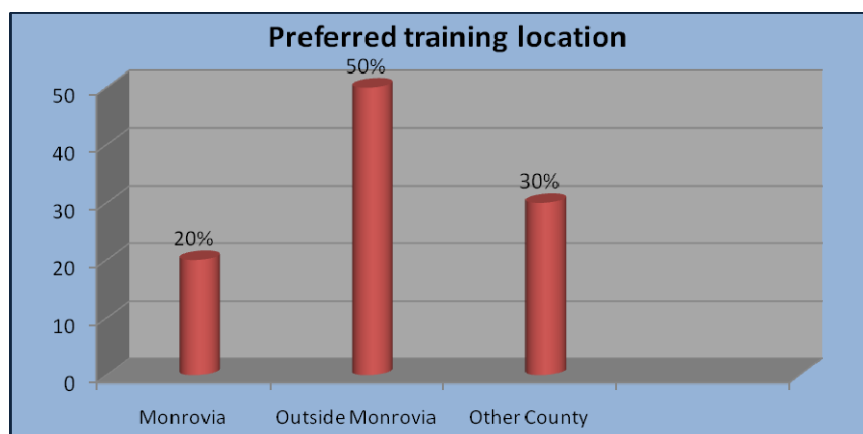
- Formal education which leads to a degree/certificate/diploma (36.5%)
- Field exchange visits (25%)
- Short training workshops (22%)
- On the job training/coaching (16.5%)

Table 26: Preferred training duration

VARIABLE	FREQUENCY	PERCENT
1 day training	0	0.0
2 – 3 days training	1	10.0
4 – 5 days training	1	10.0
5 – 10 days training	1	10.0
10 -20 days training	2	20.0
More than 20 days training	5	50.0
TOTAL	11	100

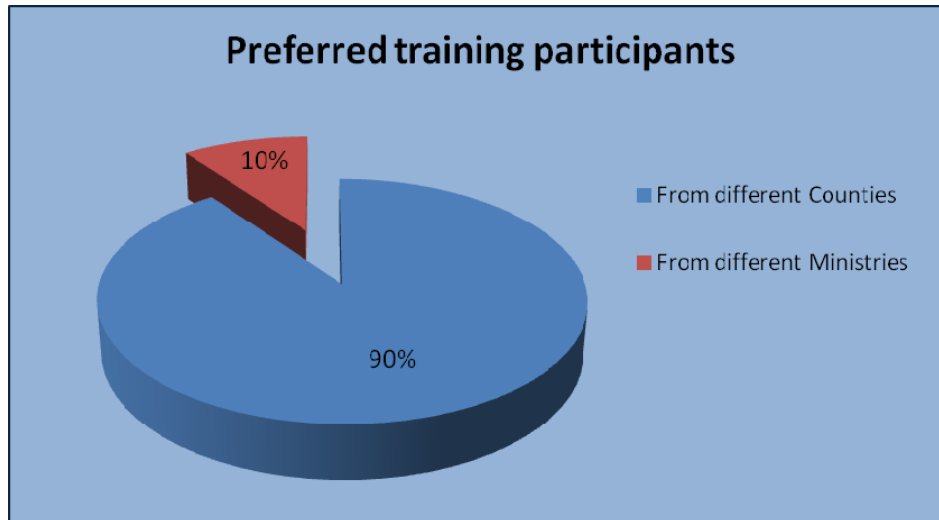
Fifty percent (50%) of the respondents preferred more than 20 day training. This goes with their preference for formal training that usually takes a longer time to achieve qualification.

Figure 20: Preferred training location



Half of the respondents (50%) preferred to be trained outside Monrovia, followed by 30% who preferred other counties. 20% would prefer to be trained in Monrovia.

Figure 21: Preferred training participants



Majority of the respondents (90%) preferred a mix of participants for formal training from different Counties while 10% would have preferred a mix of participants from different Ministries.

### Additional Comments

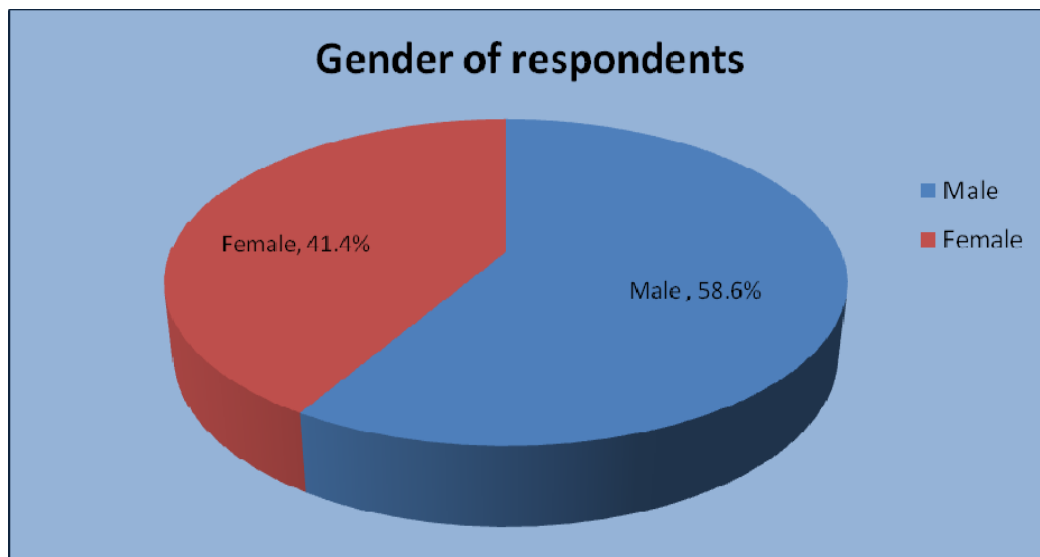
- Attendance of training would be of help to the employees of the Ministry especially specialized training. Therefore capacity building opportunities should be increased.
- Employment of already qualified personnel.
- Staff meetings should be held preferably monthly.

## ANNEX 3: CAPACITIES AT MIA OPERATIONS DEPARTMENT

This section presents the analyses and interpretation of findings that are unique to the Operations Department of the Ministry of Internal Affairs.

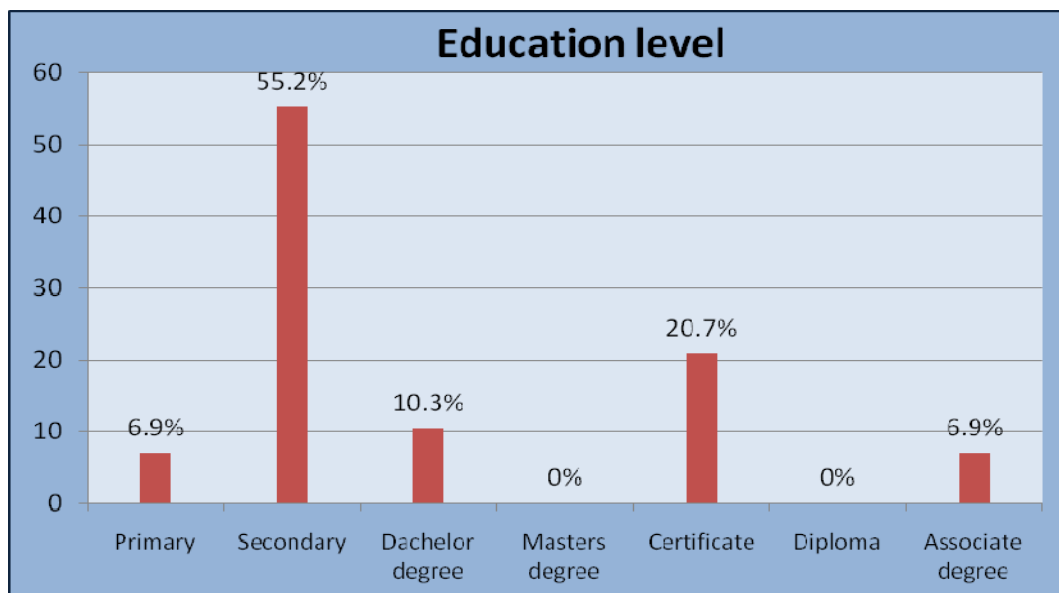
### Personal Data

Figure 22: Gender of respondents



The male respondents in this department were 58.6% while the female respondents were 41.4%.

Figure 23: Education level



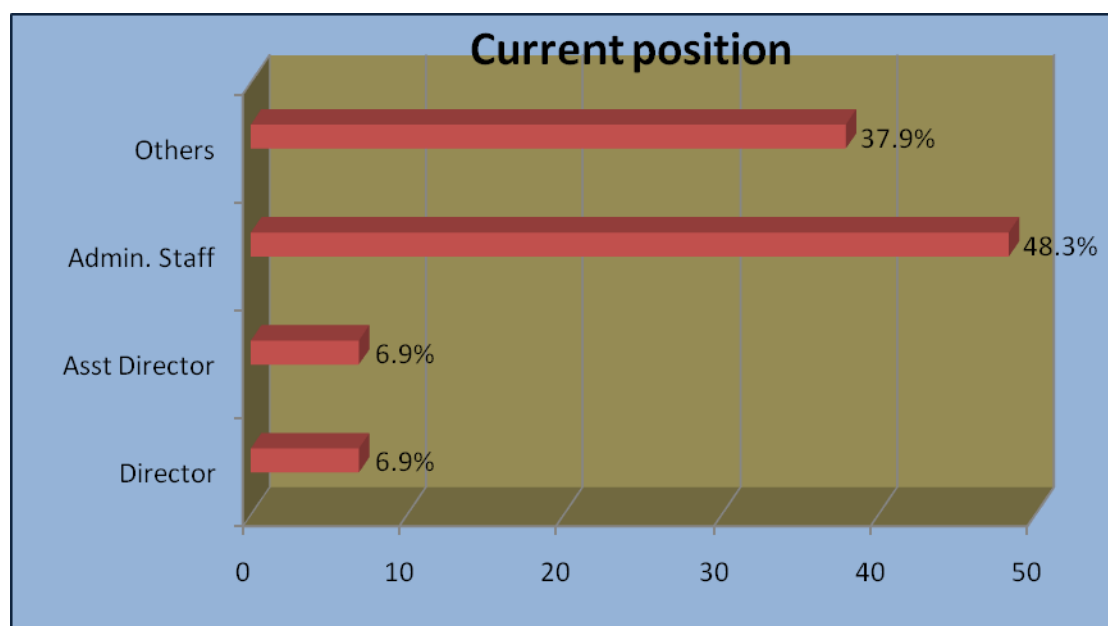
More than half (55.2%) of the respondents had a secondary education followed by 20.7% that had a various certificates and 10.3% that had a bachelors degree.

Table 27: Years of work experience

VARIABLE	FREQUENCY	PERCENT
Less than 1 year	1	3.4
Between 1 and 3 years	2	6.9
Between 3 and 5 years	2	6.9
Between 5 and 10 years	11	37.9
Between 10 and 15 years	3	10.3
More than 15 years	10	34.5
<b>TOTAL</b>	<b>29</b>	<b>100</b>

Thirty seven percent of the respondents had work experience of between 5 and 10 years followed by 34.5% that had worked for more than 15 years. 3.4% of the respondents had work experience of less than 1 year.

Figure 24: Current position



The respondents included a director and an assistant director. 48.3% were administrative staff/secretaries. Other positions include a regional coordinator, clerks, mobilizers and artisans such as mechanics, plumber, carpenter etc.

Table 28: Years in current position

VARIABLE	FREQUENCY	PERCENT
Less than 6 months	0	0.0
Between 6 months and 1 yr	3	10.3
Between 1 and 2 years	1	3.4
Between 2 and 4 years	2	6.9
Between 4 and 6 years	9	31.0
More than 6 years	14	48.3
<b>TOTAL</b>	<b>29</b>	<b>100</b>

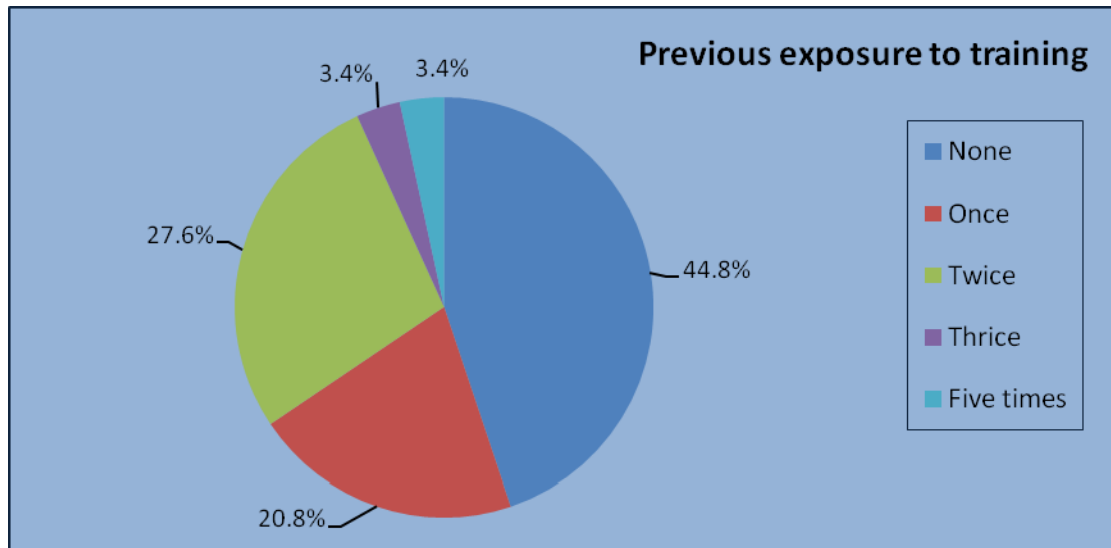
As shown in the table above, nearly half of the respondents (48.3%) had held their current position for more than 6 years and 31% had been in their positions for 4 to 6 years.

Table 29: Staff supervision

VARIABLE	FREQUENCY	PERCENT
None	14	48.3
Less than 2 people	1	3.4
Between 2 and 5 people	5	17.2
Between 5 and 10 people	3	10.3
Between 10 and 20 people	3	10.3
More than 20 people	3	10.3
<b>TOTAL</b>	<b>29</b>	<b>100</b>

Almost half of the respondents (48.3%) had no one to supervise while 17.2% supervised between 2 and 5 people. 10.3% supervised more than 20 people and 10 to 20 people each.

Figure 25: Previous exposure to training



Majority of the respondents, represented by almost half (44.8%) had not participated in any short courses or trainings in the last 5 years. 27.6% had trained twice and 20.8% had trained once.

### Challenges and Constraints in the Work Area

The most common challenges and constraints experienced by the respondents are;

- Overlapping of functions.
- No good working relationship/working under stress.
- Lack of office space and equipment such as typewriter, computer, printer/photocopier and phone.
- Insufficient manpower making others to work for long hours without allowance.
- Poor motivation of the employees mainly because of the low salaries and lack of transport to facilitate their work.
- Differences in staff benefits are demoralizing.
- Lack of communication devices for security personnel.

### Professional Competencies

This section presents the competencies which respondents felt they require in order to perform their assigned duties as well as their needs for training in these various areas.

Table 30: Policy formulation and control

Policy Formulation and Control	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of policy formulation process	19.0	28.6	4.8	47.6
Ability to involve people in the policy formulation process	22.7	40.9	4.5	31.8
Ability to undertake problem analysis	18.2	54.5	9.1	18.2
Ability to set policy goals	19.0	38.2	9.5	33.3
Ability to formulate strategies	22.7	45.5	9.1	22.7
Ability to formulate performance standards	19.0	52.4	4.8	23.8
Ability to develop visions and missions	28.6	47.6	9.5	14.3
Ability to monitor and evaluate implementation	13.7	54.5	9.1	22.7

The badly needed skills include the ability to develop visions and missions (28.6%). Somewhat needed training in undertaking problem analysis (54.5%), monitoring and evaluating implementation (54.5%) and in formulating strategies (45.5%). Note that there were less than 10% of the respondents who were fully knowledgeable in policy formulation and control

Table 31: Planning and decision making

Planning and Decision making	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of decision making processes	9.5	47.6	9.5	33.3
Ability for project and programme planning	15.8	47.4	5.3	33.3
Ability to set up and maintain systems supporting planning and decision making	22.2	50.0	11.1	16.7

The table above show that a half of the respondents (50%) are somewhat in need of training in planning and decision making. Another almost half (47.4%) are badly in need of project and programme planning skills. 22.2% are in need of skills to set up and maintain systems supporting planning and decision making while approximately 33% felt it was not relevant for their job to have knowledge in planning and decision making.



Table 32: Financial planning management

Financial Planning and Management	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of Budget cycle	23.5	11.8	5.9	58.8
Ability to access various sources of revenue	25.0	18.8	6.3	50.0
Ability to integrate planning with budgeting	25.0	12.5	12.5	50.0
Ability to carry out financial control including review of expenditures and access efficiency	23.5	23.5	5.9	47.1
Financial reporting ability	12.5	31.3	12.5	43.8

In the area of financial planning and management, a high percent of almost half the respondents felt that having this knowledge and skills were not relevant to their jobs. This could be because this function is carried out elsewhere in the ministry. For those who needed the skills, at least a quarter (25%) of the respondents was badly in need of each component of financial planning and management while 31.3% were somewhat in need of financial reporting skills.

Table 33: Capacity building and human resource management

Capacity Building and Human Resource Management	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of procedures for hiring and firing staff	5.9	35.3	5.9	52.9
Ability to conduct recruitment assessments	6.3	43.8	6.3	43.8
Ability to assess and improve staff and organization performance	16.7	38.9	0	44.4

More than a third of the respondents said they were somewhat in need of training in capacity building and human resource management. 16.3% were badly in need of skills in assessing and improving staff and organizational performance. Note that less than 10% were fully knowledgeable in these skills. The highest percentages however, were those who felt that these skills were not relevant for their job.

Table 34: Personal skills

Personal Skills	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of communication techniques	21.8	56.5	13.0	8.7
Ability to work in teams	13.0	74.0	13.0	0
Ability to conduct meetings	33.3	54.2	8.3	4.2
Ability to mediate and solve problems	9.5	71.4	14.3	4.8
Ability to delegate tasks	19.0	61.9	14.3	4.8
Ability in minutes taking, memo writing and report writing	10.0	65.0	20.0	5.0
Ability to apply negotiation techniques	19.0	52.4	14.3	14.3

A third of the respondents (33.3%) felt that they were badly in need of skills in conducting meetings; almost a quarter of the respondents (21.8%) felt that they were badly in need of knowledge in understanding of communication techniques. However majority (71.4%) was somewhat in need of skills in mediating and problem solving and working in teams (74%). Less than 20% of the respondents said they were fully knowledgeable in personal skills.

Table 35: Awareness

Awareness	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Knowledge of support available for county officials in Liberia in terms of advise, training, finance	29.4	29.4	0	41.2
Knowledge of relevant laws and regulations	25.0	18.8	12.5	43.7
Appreciation of integration of gender issues in your work	22.2	50.0	0	27.8
Appreciation of integration of social and equity concerns in your work	6.3	56.3	12.5	25.0
Appreciation of integration of environmental concerns in your work	12.5	62.5	0	25.0

Twenty nine percent of the respondents are badly in need of awareness of support available for county officials in Liberia, and 25% badly need knowledge of relevant laws and regulations. More than half of the respondents are somewhat are in need of knowledge in integration of gender, social and equity concern in their work.

**Table 36: Specific skills**

Specific Skills	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Accounting	17.6	41.2	0	41.2
Property assets and land management	17.6	29.5	0	52.9
Land use planning	18.8	31.2	0	50.0
Procurement	11.8	41.2	11.8	35.2
Operation and maintenance	15.8	52.6	10.5	21.1
GIS	17.6	23.5	0	58.9
Drafting Skills	12.5	25.0	0	62.5
Surveying	11.8	29.4	0	58.8

More than 50% of the respondents found these specific skills not relevant to them in their jobs. But for those who use these skills, 52.6% somewhat needed training in operation and maintenance, 41.2% somewhat needed accounting and procurement skills. Generally less than 20% of the respondents are badly in need of these specific skills.

**Table 37: Other desired areas**

Other Desired areas	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Computer training (applications and internet)	X			
Records management/office filing		X		
Regional planning (masters)	X			

The most desired area of training that nearly all respondents felt badly in need of was computer skills with emphasis on the internet. Office management was also requested with emphasis on filing and records management.

## Capacity needs in the Department and the Ministry

Capacity development priorities of colleagues in their department as suggested by the respondents included;

- Training and short courses e.g. Computer training.

Capacity development priorities of their colleagues in the ministry as a whole include;

- Computer and equipment maintenance training.
- Training and scholarships for local and foreign training.

## Perception of Organizational Issues

Organizational Issues		Disagree with statement	Somewhat agree with statement	Complete agreement with statement
1	My colleagues and I perform well (e.g. meet deadlines, are resourceful, responsive to changing needs, etc.)	5.0	30.0	65.0
2	We have well developed work plans	15.8	63.1	21.1
3	We have clear job descriptions	13.6	31.9	54.5
4	Staff performance is regularly monitored	8.7	21.7	69.6
5	If there is a need, staff has the opportunity to attend need based training	4.3	26.1	69.6
6	Staff are re-trained on a continuous basis	61.9	23.8	14.3
7	We work well in teams	4.5	36.4	59.1
8	Qualifications of staff and the positions they hold are well matched	19.0	52.4	28.6

In most categories there was a general agreement in the description given. 65% of the respondents completely agree that they perform well, 63.1% feel that they somewhat have well developed work plans. More than half (54.5%) feel they have clear job descriptions and their performance is regularly monitored. However a higher percentage (61.9%) disagree that they are re-trained on a continuous basis which compares well with previous training exposure where 44.8% had never been previously trained. 52.4% somewhat agree that qualifications and positions they hold are well matched.

Other comments made regarding organizational issues in the department included avoidance of overlapping functions and improvement of employee remuneration according to rank as compared to other ministries. There is a common feeling that training opportunities should be availed through international funding instead of the ministry being given funds.

## Changes proposed in the Ministry

Areas which were suggested of how the Ministry could change to improve its' performance include;

- All department functions and responsibilities to be given to that specific department.
- Officials to hold positions based on qualifications, experience and education. The benefits should be given y categories.
- Revisit job analysis and job description to avoid usurpation of functions.
- Staff evaluation for promotion.
- Trainings, scholarships and workshops to benefit all and staff should be moved to the counties after training and attaining qualification.
- Respect and care for all staff equally. Respect other peoples opinions.
- There is need for Director Operations.
- Equipment and working materials e.g. computers, photocopier at offices.
- More expenditure allocated to the department.
- Construction of the Chiefs compound.
- Improve staff benefits and salary adjustment.

## Perception of Institutional Issues

Institutional Issues		Disagree with statement	Somewhat agree with statement	Complete agreement with statement
1	The roles and responsibilities of various Ministries supporting counties is clear	43.5	47.8	8.7
2	Rules and regulations guiding the work of ministries are sufficiently known to people working in counties	27.3	72.7	0
3	We are basically sufficiently equipped with skills and knowledge to cope with all aspects of our work	38.1	52.4	9.5
4	If there is a need, staff has the opportunity to attend need based training	13.6	13.6	72.8
5	Funding of programmes and projects are sufficient	71.4	23.8	4.8
6	We have sufficient office space	71.4	14.3	14.3
7	We are sufficiently equipped with hard- and software, such as computers and peripherals, fax-machines and relevant computer programmes	81.0	19.0	0
8	Decentralization will improve public services at county level	4.5	13.6	81.9

There appears to be a general disagreement in the respondents' perception of institutional issues. Nevertheless almost half (43.5%) disagreed that roles and responsibilities of various Ministries supporting counties is clear, 72.7% somewhat agreed that rules and regulations guiding the ministries are sufficiently known to people working in counties. They also somewhat agreed that they are sufficiently equipped with skills and knowledge to cope with all aspects of work. 81% disagreed that they are sufficiently equipped with hardware and software. Despite the apparent lack of training 72.8% of the respondents completely agreed that if there is need, staff have the opportunity to attend need based training. Almost all the respondents (81.9%) completely agreed that decentralization will improve public services at county level.

## Changes proposed in the Institutional Framework

These include;

- Training and workshops for all departments to improve employee skills.
- Distribution of labour e.g. technicians to be sent to all counties.
- Institution to respect employee rights.
- Improve staff incentives and standardize MIA staff benefits. They should also avoid delays in putting staff on the payroll.
- Provision of housing allowance for chiefs.

## Capacity Building Approaches

The most preferred modes of capacity building were;

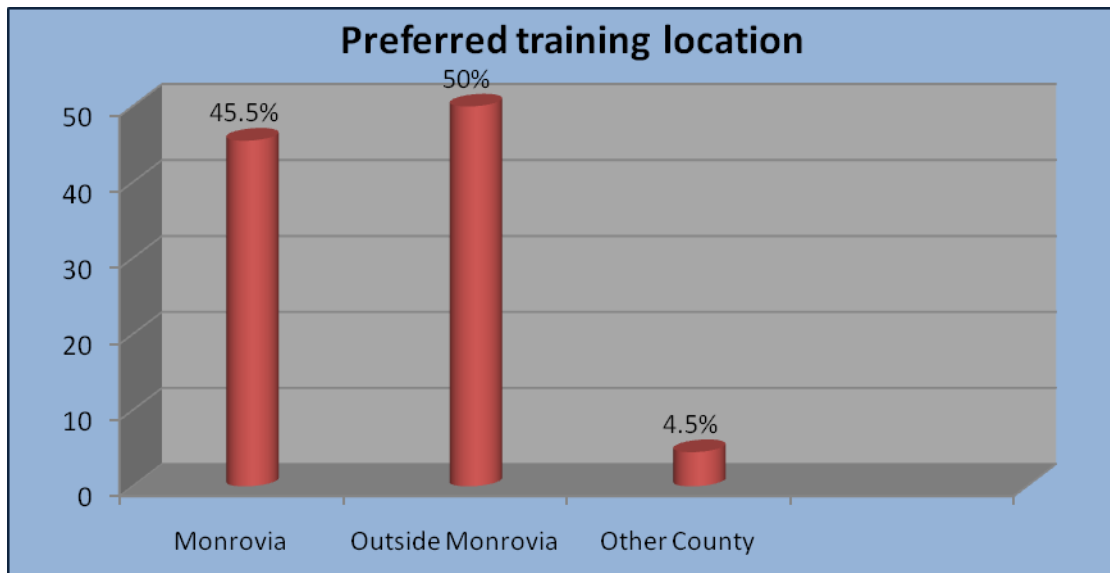
- On the job training/coaching (38.6%)
- Formal education which leads to a degree/certificate/diploma (32.8%)
- Short training workshops (22.1%)
- Field exchange visits (7.1%)

Table 38: Preferred training duration

VARIABLE	FREQUENCY	PERCENT
4 – 5 days training	2	9.1
5 – 10 days training	7	31.8
10 -20 days training	9	40.9
More than 20 days training	4	18.2
TOTAL	22	100

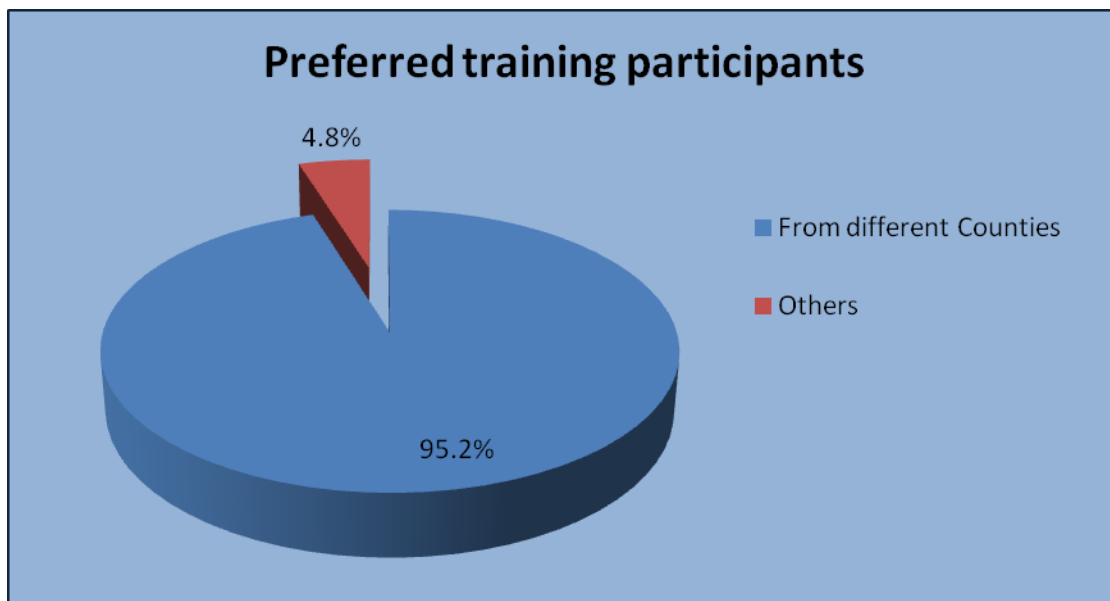
Fifty percent (40%) of the respondents preferred a 10 to 20 day training, followed by 31.8% who preferred a 5 to 10 day training. 18.2% preferred a longer duration of more than 20 days, while 9.1% preferred a 4 to 5 days training

Figure 26: Preferred training location



Half of the respondents (50%) preferred to be trained outside Monrovia, followed by 45.5% who preferred Monrovia. 4.5% would prefer training in a foreign country.

Figure 27: Preferred training participants



Majority of the respondents (95.2%) preferred a mix of participants for formal training from different Counties while 4.8% would have preferred other unspecified participants.

### Additional Comments

- The Ministry to employ a bottom top approach of management.
- Training of workers needs to be done for positions they occupy.

## Liberian Local Government Capacity Assessment

- Staff meetings should be held so that all can voice their concerns.
- Maintenance of equipments needs to be looked into

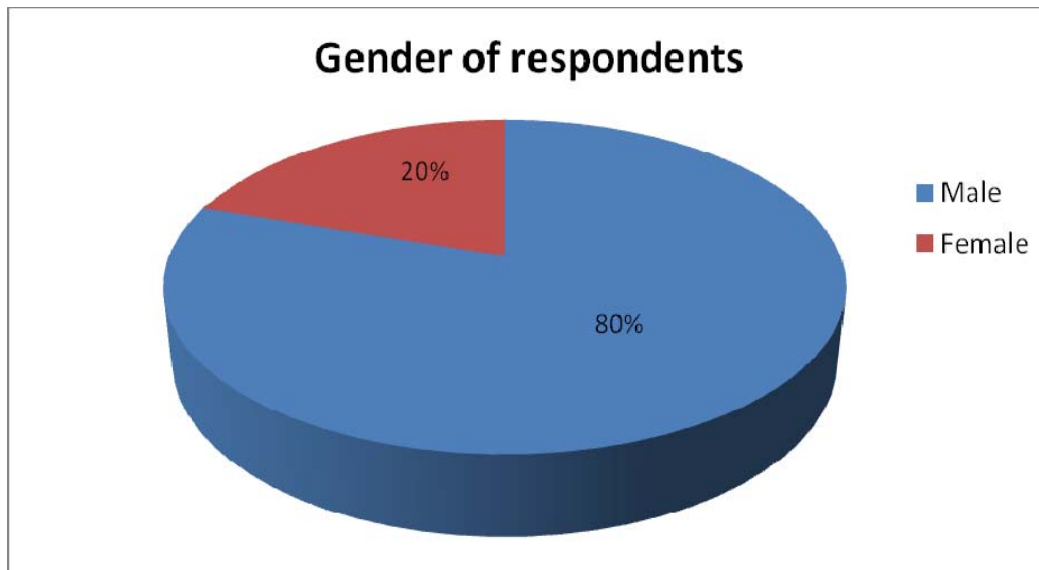


## ANNEX 4: CAPACITIES AT MIA URBAN AFFAIRS DEPARTMENT

This section presents the analyses and interpretation of findings that are unique to the Operations Department of the Ministry of Internal Affairs.

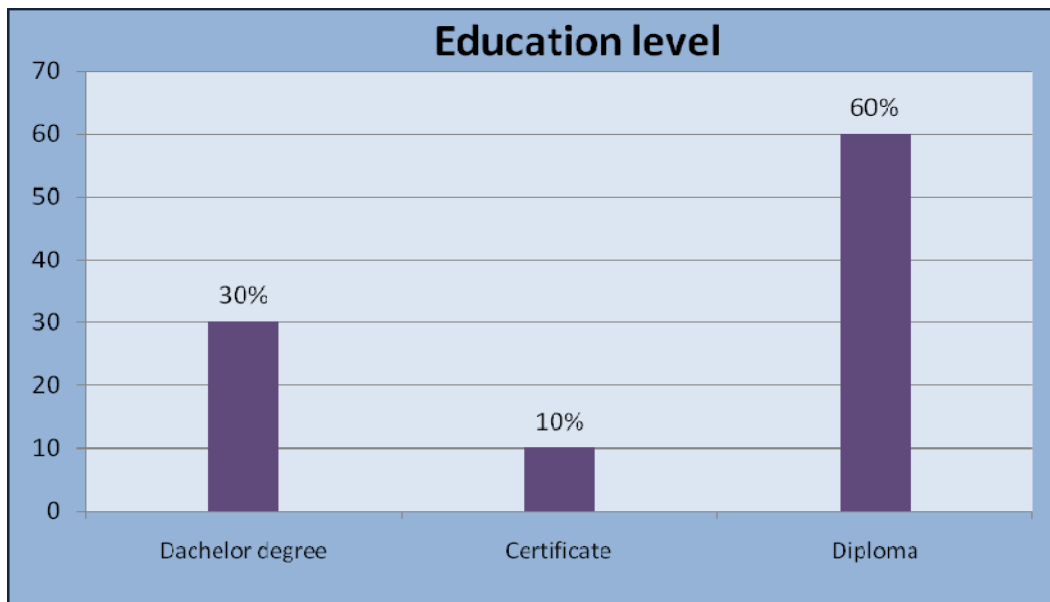
### Personal Data

Figure 28: Gender of respondents



Eighty percent of the respondents were males while 20% were female. The ratio of female to male is 1:4.

Figure 29: Education level



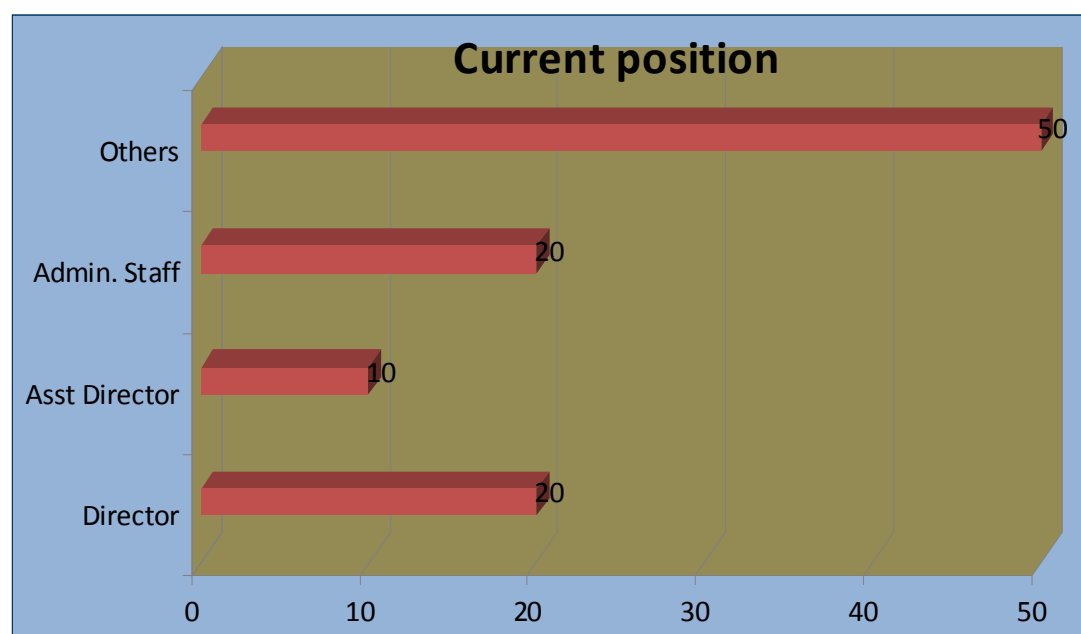
Almost two thirds (60%) of the respondents had a diploma, followed by 30% that had a bachelors degree and 10% with certificates level of education.

Table 39: Years of work experience

VARIABLE	FREQUENCY	PERCENT
Between 5 and 10 years	2	20
Between 10 and 15 years	1	10
More than 15 years	7	70
<b>TOTAL</b>	<b>10</b>	<b>100</b>

As shown in the table above 70% of the respondents had more than 15 years work experience followed by 20% that had between 5 and 10 years experience. 10% had work experience of between 10 and 15 years.

Figure 30: Current position



The respondents included 20% Directors, 10% Assistant directors, 20% Administrative staff and 50% of various other positions that included an architect, a research analyst, an engineer draftsman and a project engineer.

Table 40: Years in current position

VARIABLE	FREQUENCY	PERCENT
Less than 6 months	1	10
Between 6 mths and 1 yr	0	0
Between 1 and 2 years	4	40
Between 2 and 4 years	2	20
Between 4 and 6 years	1	10
More than 6 years	2	20
<b>TOTAL</b>	<b>10</b>	<b>100</b>

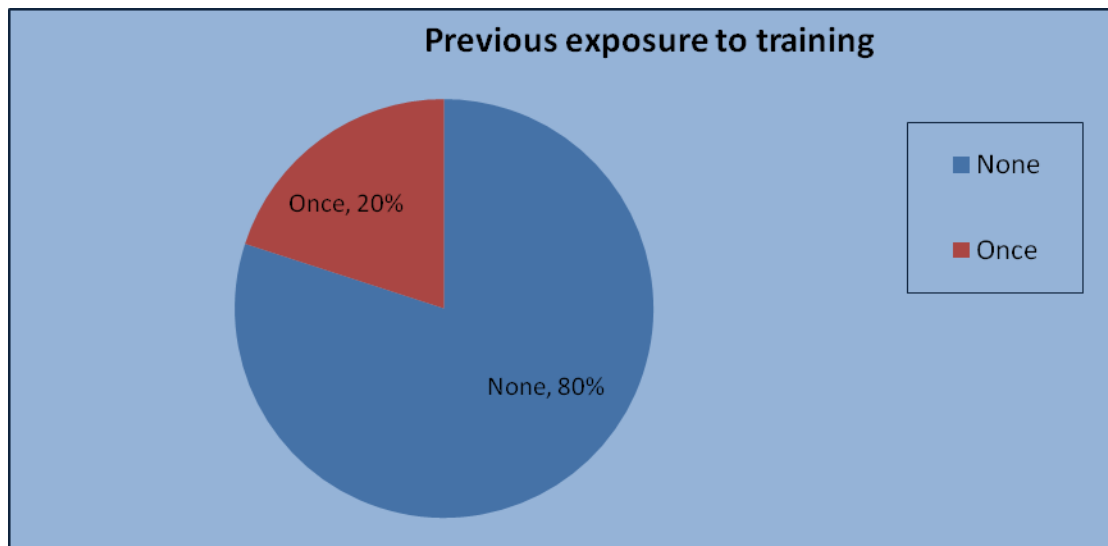
As shown in the table above, 40% of the respondents had held their positions for between 1 and 2 years while 20% had been in their positions for 2 to 4 years and for over 6 years each.

Table 41: Staff supervision

VARIABLE	FREQUENCY	PERCENT
None	2	20
Between 2 and 5 people	1	10
Between 5 and 10 people	3	30
Between 10 and 20 people	1	10
More than 20 people	3	30
<b>TOTAL</b>	<b>10</b>	<b>100</b>

A third of the respondents supervised between 5 and 10 people, another 30% supervised more than 20 people. However 20% of the respondents played no supervisory role in the department.

Figure 31: Previous exposure to training



Majority of the respondents, represented by 80% had never participated in short courses and training in the last five years. Only 20% had attended such training once.

### Challenges and Constraints in Work Area

The most common challenges and constraints experienced by the respondents are;

- Lack of computer training (AutoCAD/computer architecture)
- Lack of equipment such as printers, computers etc.
- Cooling system in the office is broken making the working environment unbearable.
- The administrative staff is unable to make administrative decision in the absence of the Deputy Minister for urban affairs.
- Lack of logistical support to facilitate gathering of information and implementing tasks.
- Delay in disbursement of funds to carry out tasks assigned.
- Low salaries.

## Professional competencies

This section presents the competencies which respondents felt they require in order to perform their assigned duties as well as their needs for training in these various areas.

**Table 42: Policy formulation and control**

Policy Formulation and Control	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of policy formulation process	50.0	50.0	0	0
Ability to involve people in the policy formulation process	33.3	50.0	0	16.7
Ability to undertake problem analysis	14.3	42.8	28.6	14.3
Ability to set policy goals	16.7	66.7	0	16.7
Ability to formulate strategies	33.3	50.0	16.7	0
Ability to formulate performance standards	0	66.7	33.3	0
Ability to develop visions and missions	0	50.0	33.3	16.7
Ability to monitor and evaluate implementation	14.3	57.1	28.6	0

Half of the respondents (50%) badly needed knowledge in understanding of policy formulation process which a similar percentage also felt they somewhat needed. Two thirds (66.7%) somewhat needed skills in setting policy goals and in formulating performance standards. In general, more than half of the respondents somewhat needed skills in all areas of policy formulation and control.

**Table 43: Planning and decision making**

Planning and Decision making	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of decision making processes	16.7	33.3	50.0	0
Ability for project and programme planning	20.0	80.0	0	0
Ability to set up and maintain systems supporting planning and decision making	20.0	80.0	0	0

The table above shows that the respondents in this department are in need of training on planning and decision making. Less than 20% were badly in need of these skills and 80% were somewhat in need of project and programme planning and setting up and maintaining systems supporting planning and decision making. Note that 50% understood the decision making process therefore are not in need of re-training.

**Table 44: Financial planning management**

Financial Planning and Management	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of Budget cycle	16.7	66.7	0	16.7
Ability to access various sources of revenue	0	60.0	0	40.0
Ability to integrate planning with budgeting	0	66.7	0	33.3
Ability to carry out financial control including review of expenditures and access efficiency	16.7	50.0	0	33.3
Financial reporting ability	16.7	50.0	0	33.3

In the area of financial planning and management, generally most of the respondents (50% - 66%) were somewhat in need of training. 16.7% were badly in need of knowledge on the budget cycle and in financial reporting.

**Table 45: Capacity building and human resource management**

Capacity Building and Human Resource Management	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of procedures for hiring and firing staff	33.3	0	50.0	16.7
Ability to conduct recruitment assessments	33.3	0	50.0	16.7
Ability to assess and improve staff and organization performance	33.3	0	50.0	16.7

A third of the respondents (33.3%) are badly in need of training in capacity building and human resource management while half of the respondents (50%) were fully knowledgeable in this area. 16.7% felt the skills were not relevant for their jobs.

Table 46: Personal skills

Personal Skills	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of communication techniques	14.3	42.9	42.9	0
Ability to work in teams	12.5	25.0	62.5	0
Ability to conduct meetings	12.5	25.0	62.5	0
Ability to mediate and solve problems	28.6	28.6	42.9	0
Ability to delegate tasks	0	14.3	85.7	0
Ability in minutes taking, memo writing and report writing	12.5	25.0	62.5	0
Ability to apply negotiation techniques	12.5	75.0	12.5	0

The most needed training is skills in mediating and solving problems that was badly needed by 28.6% of the respondents. Three quarters of the respondents said they somewhat needed skill in applying negotiation techniques. Nearly half (42.9%) also somewhat needed skills in understanding of communication techniques. The remaining quarter (25%) somewhat needed the various other personal skills.

Personal skills also had a high percent of those who felt that they were fully knowledgeable and skilled and all of them felt that these skills were relevant to their jobs.

Table 47: Awareness

Awareness	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Knowledge of support available for county officials in Liberia in terms of advise, training, finance	28.6	28.6	14.3	28.6
Knowledge of relevant laws and regulations	25.0	75.0	0	0
Appreciation of integration of gender issues in your work	20.0	80.0	0	0
Appreciation of integration of social and equity concerns in your work	20.0	80.0	0	0

Appreciation of integration of environmental concerns in your work	40.0	60.0	0	0
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Majority of the respondents (80%) said they are somewhat in need of awareness training in integration of gender issues in their work and integration of social and equity concerns in their work. 28.6% were badly in need of training in awareness of support available for county official

**Table 48: Specific skills**

Specific Skills	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Accounting	33.3	33.3	16.7	16.7
Property assets and land management	25.0	50.0	0	25.0
Land use planning	50.0	50.0	0	0
Procurement	20.0	60.0	0	20.0
Operation and maintenance	20.0	60.0	0	20.0
GIS	66.7	0	33.3	0
Drafting Skills	25.0	37.5	37.5	0
Surveying	33.3	55.6	11.1	0

Specific skills that are highly desirable include GIS skills by 66.7% of the respondents and land use planning by 50% of the respondents. Higher percentages (50% – 60%) felt they are in somewhat need of training e.g. in procurement, in operation and maintenance and in assets and land management.

**Table 49: Other desired areas**

Other Desired areas	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Computer training in AutoCAD and applications	X			
Urban planning, management and administration	X			
Research methodology	X			
City government administration	X			

The most desired area of training that nearly all respondents felt badly in need of was computer skills with emphasis on the AutoCAD. Others needed knowledge on urban planning, management and administration. Knowledge in research methodology was also desirable.



## Capacity needs in the Department and the Ministry

Capacity development priorities of colleagues in their Department as suggested by the respondents included;

- Urban planning and administration
- Survey and mapping
- Drafting and architecture
- Computer skills

Capacity development priorities of colleagues in the Ministry as suggested by the respondents included;

- Human resource development
- Maintenance of government property
- Management information systems
- Computer hardware maintenance

## Perception of Organizational Issues

Organizational Issues		Disagree with statement	Somewhat agree with statement	Complete agreement with statement
1	My colleagues and I perform well (e.g. meet deadlines, are resourceful, responsive to changing needs, etc.)	25.0	0	75.0
2	We have well developed work plans	14.3	14.3	71.4
3	We have clear job descriptions	42.9	0	57.1
4	Staff performance is regularly monitored	28.6	42.8	28.6
5	If there is a need, staff has the opportunity to attend need based training	0	85.7	14.3
6	Staff are re-trained on a continuous basis	50.0	33.3	16.7
7	We work well in teams	14.3	28.6	57.1
8	Qualifications of staff and the positions they hold are well matched	60.0	20.0	20.0

In most categories there was a general agreement with the description given. 75% of the respondents completely agree that they perform well, nearly three quarters (71.4%) feel they have clear job descriptions and 57.1% feel that their performance is regularly monitored. However 50% disagree that they are re-trained on a continuous basis and 60% disagree that qualifications of staff and the positions they hold are well matched.

Other comments made regarding organizational issues in the department by the respondents include; provision of adequate logistics to the staff, qualifications to match positions and salaries and improvement of recruitment of employees to avoid misplacements,

## Changes Proposed in the Ministry

Areas which were suggested of how the Ministry could change to improve its' performance include;

- Officials to hold positions based on qualifications, experience and education. It is demoralizing for degree holder to earn less than a high school.
- Promotions to be given to people who further their studies and hiring not to be based on family affiliation.
- Employees to be aware of capacity building information and opportunities.
- Maintenance of MIA bus regularly, technicians to be mobile to monitor and make assessments at various project sites.
- Electricity supply in the office.

## Perception of Institutional Issues

Institutional Issues		Disagree with statement	Somewhat agree with statement	Complete agreement with statement
1	The roles and responsibilities of various Ministries supporting counties is clear	42.9	57.1	0
2	Rules and regulations guiding the work of ministries are sufficiently known to people working in counties	33.3	50.0	16.7
3	We are basically sufficiently equipped with skills and knowledge to cope with all aspects of our work	57.1	42.9	0
4	If there is a need, staff has the opportunity to attend need based training	14.2	42.9	42.9
5	Funding of programmes and projects are sufficient	42.9	57.1	0
6	We have sufficient office space	42.9	42.9	14.2
7	We are sufficiently equipped with hard-and software, such as computers and peripherals, fax-machines and relevant computer programmes	100	0	0
8	Decentralization will improve public services at county level	0	50.0	50.0

There appears to be a general somewhat agreement in the respondents perception of institutional issues. 42.9% disagree that the roles and responsibilities of various ministries supporting counties is clear and the same number also disagreed that funding of programmes and projects are

sufficient. Half of the respondents (50%) somewhat agreed that rules and regulations guiding the ministries are sufficiently known to people working in counties. All the respondents (100%) disagreed that they are sufficiently equipped with hardware and software and half of them (50%) completely agreed that decentralization will improve public services at county level.

## Changes proposed in the Institutional Framework

Suggestion for changes in policies, legal and regulatory framework which should change in order to improve service delivery include;

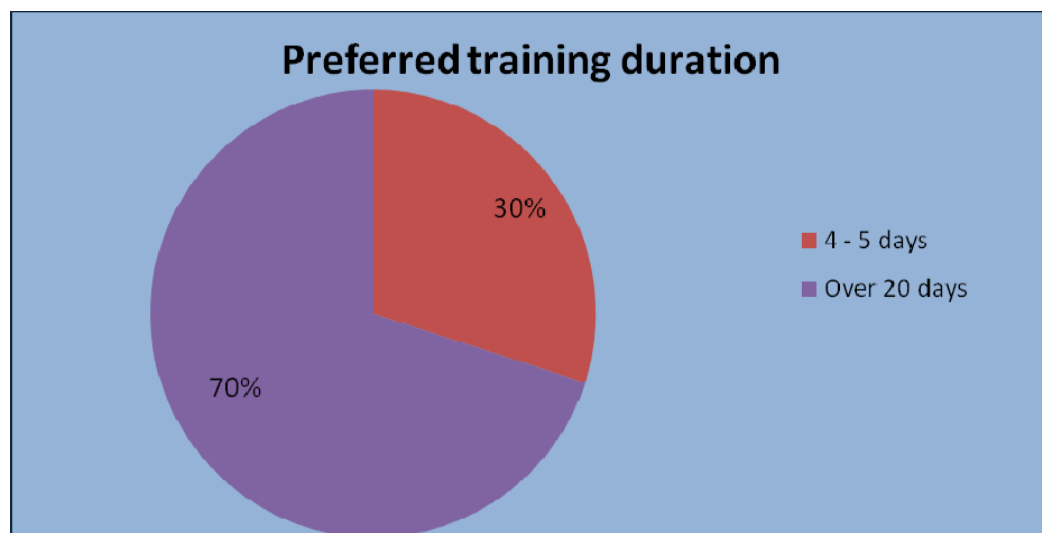
- Periodic workshops and trainings.
- Improvement of employee salary.
- Create a good working environment space.

## Capacity Building Approaches

The most preferred modes of capacity building were;

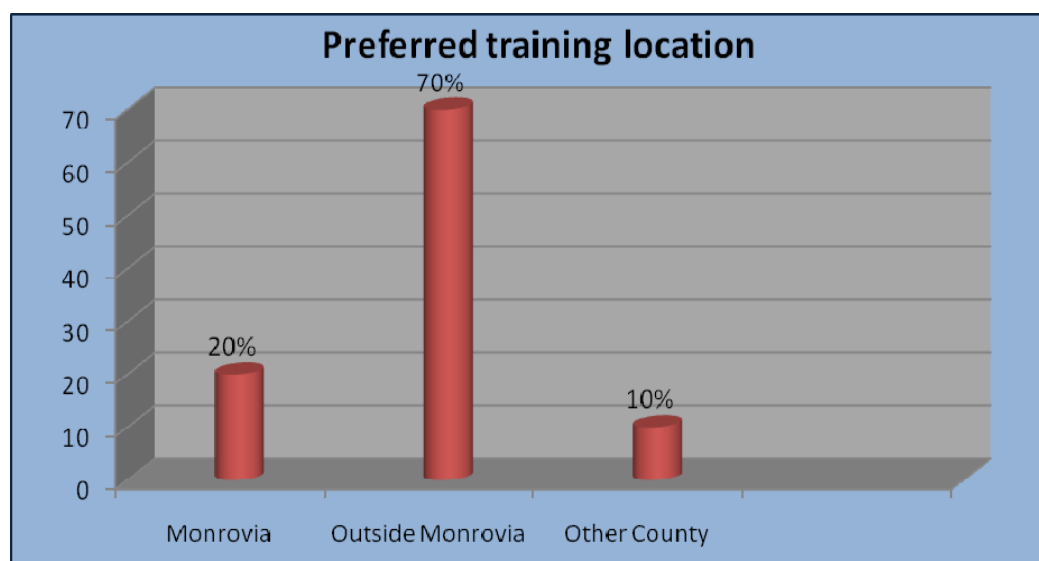
- Formal education which leads to a degree/certificate/diploma (45%)
- On the job training/coaching (32.5%)
- Short training workshops (12.5%)
- Field exchange visits (5%)

Table 50: Preferred training duration



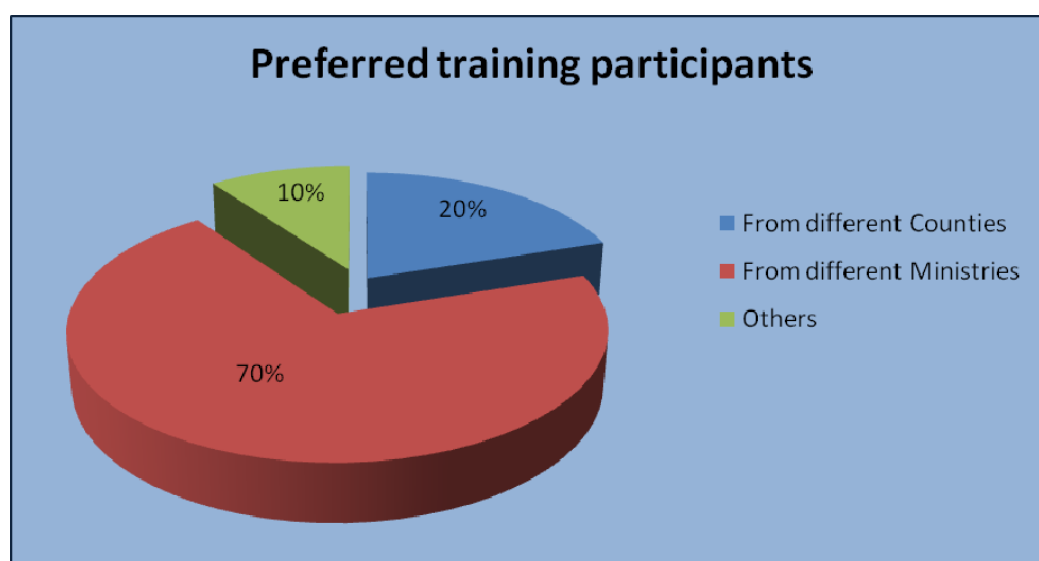
Seventy percentage of the respondents preferred a training that is over 20 days long and 30% preferred a 4 – 5 days long training.

Figure 32: Preferred training location



70% preferred to be trained outside Monrovia, followed by 20% who preferred Monrovia. 10% would prefer to be trained in other counties.

Figure 33: Preferred training participants



Majority of the respondents (70%) preferred a mix of participants for formal training from different Counties while 20% would have preferred a mix of participants from different Ministries and 10% from others.

### Additional comments

- Attendance of training would be of help to the employees of the Ministry especially specialized training. Therefore capacity building opportunities should be increased.

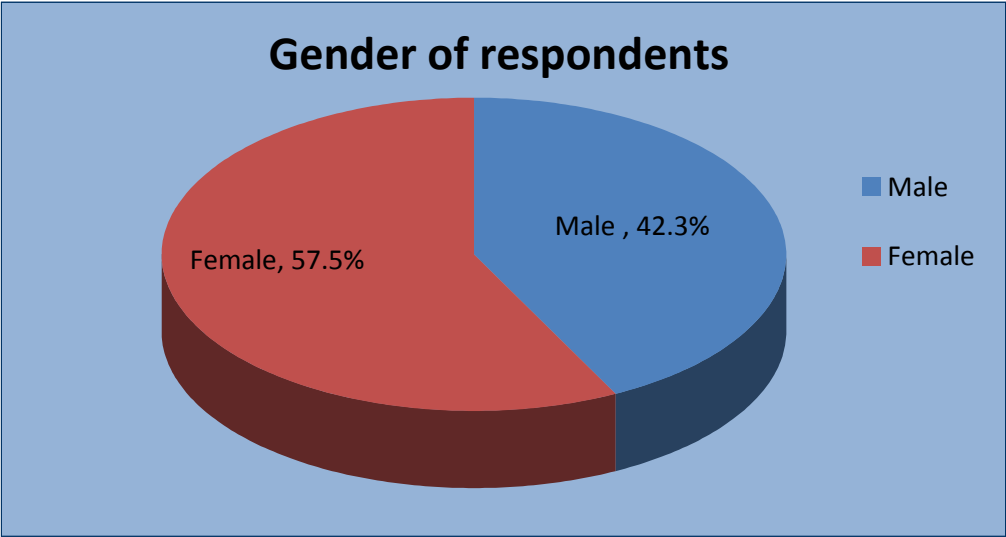
- Employment of already qualified personnel.
- Logistical support such as equipment, transport and interaction with other technicians from national and international orgs.

## ANNEX 5: CAPACITIES AT MIA RESEARCH AND DEVELOPMENT PLANNING DEPARTMENT

This section presents the analyses and interpretation of findings that are unique to the Research and Development Planning Department of the Ministry of Internal Affairs.

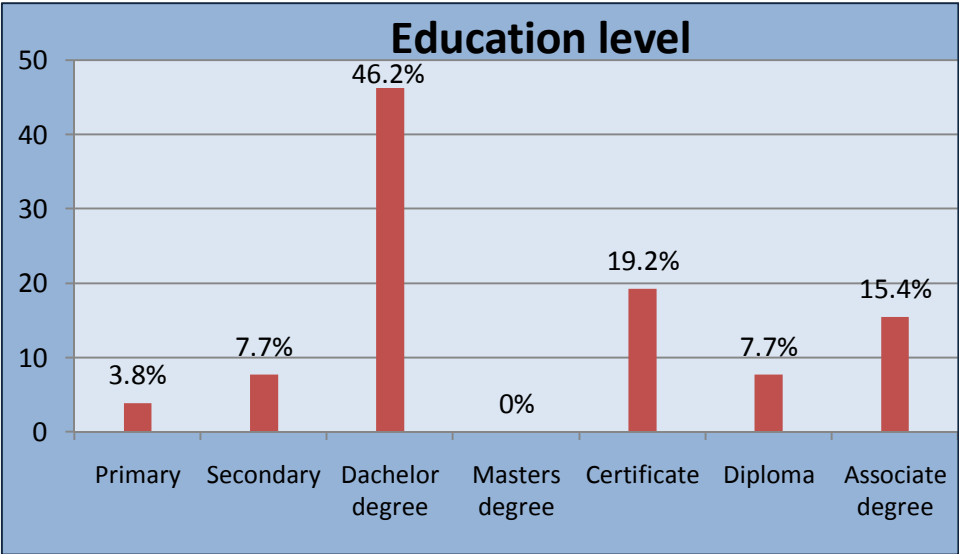
### Personal data

Figure 34: Gender of respondents



In this department more females than males responded. The female percentage was 57.5% while the males were 42.3%.

Figure 35: Education level



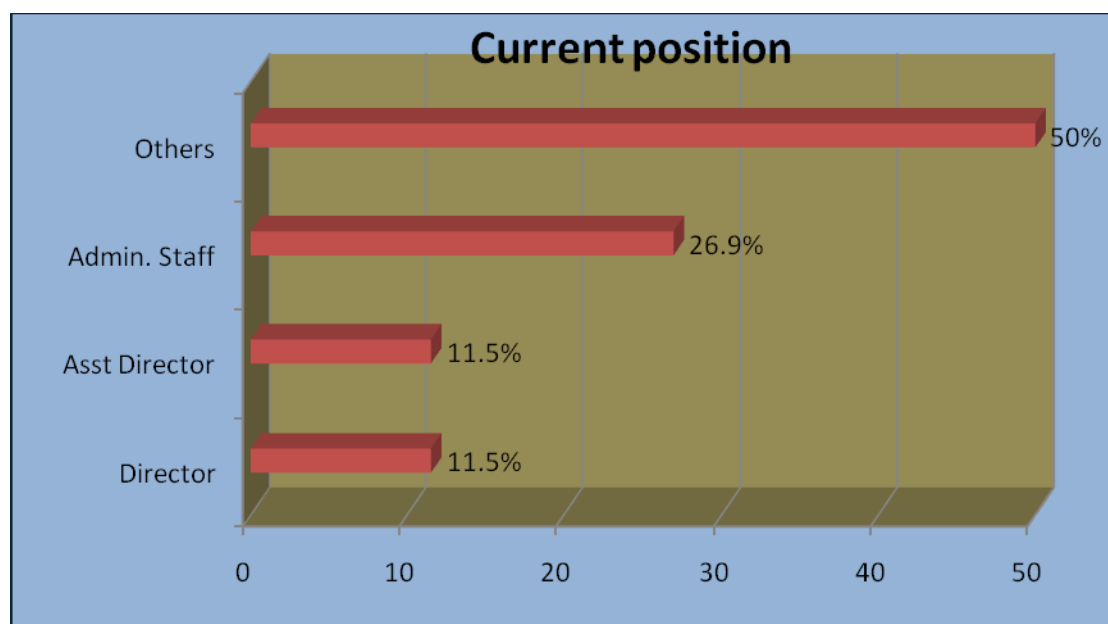
Almost half (46.2%) of the respondents had a bachelors degree, followed by 19.2% that had certificates and 15.4% that had associate degrees.

Table 51: Years of work experience

VARIABLE	FREQUENCY	PERCENT
Less than 1 year	1	3.8
Between 1 and 3 years	2	7.7
Between 3 and 5 years	1	3.8
Between 5 and 10 years	9	34.7
Between 10 and 15 years	5	19.2
More than 15 years	8	30.8
<b>TOTAL</b>	<b>26</b>	<b>100</b>

Thirty four percent of the respondents had work experience of between 5 and 10 years followed by 30.8% that had more than 15 years experience. 19.2% had experience of between 10 and 15 years.

Figure 36: Current position



The respondents included 11.5% directors and assistant directors and 26.9% administrative staff. Other positions included an architect, research analysts, training officers and clerks.

Table 52: Years in current position

VARIABLE	FREQUENCY	PERCENT
Between 6 months and 1 yr	1	3.8
Between 1 and 2 years	2	7.7
Between 2 and 4 years	5	19.2
Between 4 and 6 years	5	19.2
More than 6 years	13	50.0
<b>TOTAL</b>	<b>26</b>	<b>100</b>

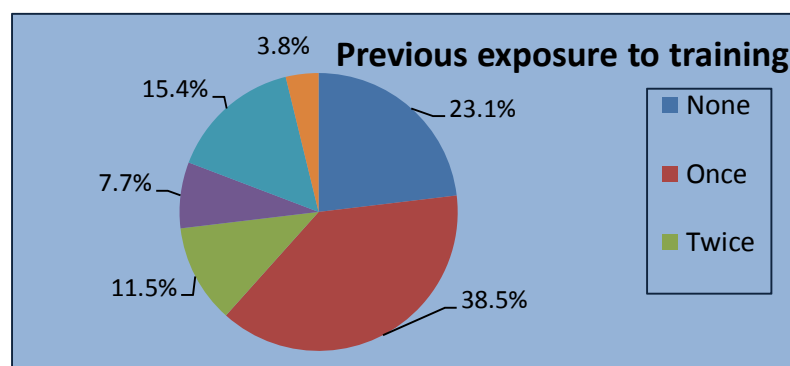
As shown in the table above, half of the respondents (50%) had held their current position for more than 6 years and 19.2% for a period between 1 year and 6 years.

Table 53: Staff supervision

VARIABLE	FREQUENCY	PERCENT
None	10	38.5
Between 2 and 5 people	10	38.5
Between 5 and 10 people	6	23.1
<b>TOTAL</b>	<b>26</b>	<b>100</b>

More than a third of the respondents (38.5%) supervised between 2 and 5 people and 23.1% supervised between 5 and 10 people. 38.5% played no supervisory role and none of the respondents supervised more than 10 people.

Figure 37: Previous exposure to training





A majority of the respondents, represented by more than one third (38.5%) had participated in one training in the last 5 years. 15.4% had trained four times and 11.5% had trained twice. However 23.1% had not had any such training.

## Challenges and Constraints in Work Area

The most common challenges and constraints experienced by the respondents are;

- Lack of office space and equipment e.g. cabinets, computers/laptops, tools, photocopier and desks
- Lack of logistical support for employees. The researchers are not able to go to the counties to collect data as they don't have a vehicle.
- Narrow decision making space for low level staff. Overly centralized decision making.
- Poor motivation of the employees mainly because of the low salaries and lack of transport to facilitate their work. They need a utility vehicle.
- Training opportunities to be availed to all without favoritism.

## Professional Competencies

This section presents the competencies which respondents felt they require in order to perform their assigned duties as well as their needs for training in these various areas.

Table 54: Policy formulation and control

Policy Formulation and Control	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of policy formulation process	52.4	42.8	0	4.8
Ability to involve people in the policy formulation process	42.8	47.6	4.8	4.8
Ability to undertake problem analysis	36.4	54.6	4.5	4.5
Ability to set policy goals	38.1	57.1	0	4.8
Ability to formulate strategies	50.0	40.9	0	9.1
Ability to formulate performance standards	55.0	35.0	0	10.0
Ability to develop visions and missions	45.0	40.0	10.0	5.0
Ability to monitor and evaluate implementation	52.3	39.1	4.3	4.3

The badly needed skills included the understanding of policy formulation process (by 52.4%), ability to formulate performance standards (by 55 %). More than half of the respondents (54.6% and 57.1%) are somewhat in need of training in problem analysis and setting policy goals respectively. Generally, the respondents are in somewhat need of training in all aspects of policy formulation and control.

**Table 55: Planning and decision making**

Planning and Decision making	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of decision making processes	31.8	59.1	0	9.1
Ability for project and programme planning	52.2	39.1	0	8.7
Ability to set up and maintain systems supporting planning and decision making	50.0	40.9	0	9.1

The table above shows that more than half of the respondents (52.2%) are badly in need of training in project and programme planning. Another half (50 %) are badly in need of knowledge in setting up and maintaining systems supporting planning and decision making. 59.1% are somewhat in need of understanding decision making processes. Note that no respondent was fully knowledgeable in any category of planning and decision making while less than 10% felt that the skills were not relevant in their jobs.

**Table 56: Financial planning management**

Financial Planning and Management	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Understanding of Budget cycle	63.2	10.5	0	26.3
Ability to access various sources of revenue	47.4	26.3	0	26.3
Ability to integrate planning with budgeting	52.6	15.8	5.3	26.3
Ability to carry out financial control including review of expenditures and access efficiency	68.4	5.3	0	26.3
Financial reporting ability	52.9	17.6	0	29.5

More than half of the respondents felt that they are badly in need of training in financial planning and management especially in carrying out financial control (68.4%), understanding budget cycle

(63.2%) and integrating planning with budgeting (52.6%). Note that almost no one was fully knowledgeable in this category.

**Table 57: Capacity building and human resource management**

<b>Capacity Building and Human Resource Management</b>	<b>Professional Knowledge, Skills and Attitudes</b>			
	<b>Badly in need of training</b>	<b>Somewhat in need of training</b>	<b>Fully knowledgeable and skilled</b>	<b>Not relevant for job</b>
Understanding of procedures for hiring and firing staff	57.1	14.3	0	28.6
Ability to conduct recruitment assessments	62.0	19.0	0	19.0
Ability to assess and improve staff and organization performance	57.1	23.9	0	19.0

More than half of the respondents are badly in need of training in capacity building and human resource management with 62% badly needing skills in conducting meetings, 57.1% badly needing training in procedures for hiring and firing staff and 57.1% badly needing knowledge on assessing and improving staff and organizational performance.

**Table 58: Personal skills**

<b>Personal Skills</b>	<b>Professional Knowledge, Skills and Attitudes</b>			
	<b>Badly in need of training</b>	<b>Somewhat in need of training</b>	<b>Fully knowledgeable and skilled</b>	<b>Not relevant for job</b>
Understanding of communication techniques	40.0	55.0	5.0	0
Ability to work in teams	31.8	36.4	31.8	0
Ability to conduct meetings	19.0	47.6	28.6	4.8
Ability to mediate and solve problems	31.8	45.5	18.2	4.5
Ability to delegate tasks	21.1	36.8	36.8	5.3
Ability in minutes taking, memo writing and report writing	35.0	40.0	25.0	0
Ability to apply negotiation techniques	57.6	31.6	5.4	5.4

This is an area that the respondents are somewhat in need of training. 55% somewhat need knowledge in understanding of communication techniques, almost a third badly need training in teamwork, nearly half (47.6%) of the respondents are somewhat in need of skills in conducting meetings, and mediating and solving problems. More than half (57.6%) badly needed knowledge in

applying negotiation techniques. Approximately 5% found these personal skills not relevant to their jobs.

**Table 59: Awareness**

Awareness	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Knowledge of support available for county officials in Liberia in terms of advise, training, finance	71.4	28.6	0	0
Knowledge of relevant laws and regulations	42.9	52.4	0	4.8
Appreciation of integration of gender issues in your work	40.9	54.5	4.5	0
Appreciation of integration of social and equity concerns in your work	40.0	50.0	0	10.0
Appreciation of integration of environmental concerns in your work	42.1	47.4	0	10.5

The most badly needed awareness was in the knowledge of support available for county officials in Liberia (71.4%). More than half of the respondents however were somewhat in need of awareness in relevant laws and regulations, integration of gender issues and integration of social and equity concerns in their work.

**Table 60: Specific skills**

Specific Skills	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Accounting	60.0	15.0	0	25.0
Property assets and land management	47.1	17.6	0	35.3
Land use planning	42.1	21.1	0	36.8
Procurement	42.1	21.1	5.3	31.6
Operation and maintenance	30.0	25.0	15.0	30.0
GIS	50.0	11.1	0	38.9
Drafting Skills	36.8	10.5	5.3	47.4
Surveying	36.8	10.5	5.3	47.4

Specific skills that are badly needed include accounting skills by 60% of the respondents and GIS by 50% of the respondents. 47.1% badly needed training in property assets and land management. Less than 20% are somewhat in need of training in each specific skills, however a large percentage did not find this skills relevant to their jobs.

Table 61: Other desired areas

Other Desired areas	Professional Knowledge, Skills and Attitudes			
	Badly in need of training	Somewhat in need of training	Fully knowledgeable and skilled	Not relevant for job
Computer training (advanced and internet)	X			
Project/proposal writing	X			
Radio and TV programming (digital editing)	X			
Folkways		X		

The most desired area of training that nearly all respondents felt badly in need of was computer skills with emphasis on the internet. Project writing, radio and TV programming were also requested for. One respondent was interested in learning the folkways.

### Capacity needs in the Department and the Ministry

Capacity development priorities of colleagues in their Department as suggested by the respondents included;

- Computer training
- Training in public relations.
- Training in disaster response/management
- Training in research methodology

Capacity development priorities of their colleagues in the Ministry as a whole include;

- Computer training
- Improve data collection procedures and update them.

### Perception of Organizational Issues

Organizational Issues		Disagree with statement	Somewhat agree with statement	Complete agreement with statement
1	My colleagues and I perform well (e.g. meet deadlines, are resourceful, responsive to changing needs, etc.)	23.8	28.6	47.6
2	We have well developed work plans	23.8	42.9	33.3
3	We have clear job descriptions	38.1	19.0	42.9

4	Staff performance is regularly monitored	40.0	20.0	40.0
5	If there is a need, staff has the opportunity to attend need based training	36.4	13.6	50.0
6	Staff are re-trained on a continuous basis	59.1	13.6	27.3
7	We work well in teams	23.8	42.9	33.3
8	Qualifications of staff and the positions they hold are well matched	42.9	33.3	23.8

There is a general agreement with most of the descriptions given. 50% completely agreed that staff have the opportunity to attend need based training but 59.1% disagreed that staff are re-trained on a continuous basis. 47.6% completely agreed that they perform well and 42.9% agreed that they have well developed work plans. Almost half of the respondents (42.9%) disagreed that qualifications of staff and the positions they hold are well matched.

Other comments made regarding organizational issues in the department included supervisory visits and meetings in the department to be made on a regular basis by senior staff. Another issue of major concern to the respondents was training opportunities being availed to them.

## Changes proposed in the Ministry

Areas which were suggested of how the Ministry could change to improve its' performance include;

- Job placements and promotions based on qualifications, experience and training.
- Remuneration commensurate with qualification and position held.
- Departmental head to visits departments and regular departmental meeting.
- Sensitivity to employee rights and halting impunity for offenses and malpractices.
- Decentralizing Decision making/authority from top level to mid level.
- Provision of office space, office equipment, electricity and office supplies.
- Restructuring of staff and ensuring gender balance.
- Provision of logistics for the staff e.g. office supplies, transport (utility vehicle)
- Creation of a resource center for research (which students can also use).
- Naming of the conference centre.
- Improve staff salaries and allowance in order to motivate them.

## Perception of Institutional Issues

Institutional Issues		Disagree with statement	Somewhat agree with statement	Complete agreement with statement
1	The roles and responsibilities of various Ministries supporting counties is clear	61.9	28.6	9.5
2	Rules and regulations guiding the work of	57.1	33.3	9.5

	ministries are sufficiently known to people working in counties			
3	We are basically sufficiently equipped with skills and knowledge to cope with all aspects of our work	66.7	28.6	4.8
4	If there is a need, staff has the opportunity to attend need based training	28.6	23.8	47.6
5	Funding of programmes and projects are sufficient	66.7	23.8	9.5
6	We have sufficient office space	22.2	50.0	27.8
7	We are sufficiently equipped with hard- and software, such as computers and peripherals, fax-machines and relevant computer programmes	76.2	14.3	9.5
8	Decentralization will improve public services at county level	9.5	23.8	66.7

There appears to be a general disagreement in the respondent's perception of institutional issues. 76.25%) disagreed that they are sufficiently equipped with hardware and software, 66.7% disagreed that they are equipped with skills and knowledge to cope with all aspects of their work and 61.9% disagreed that the roles and responsibilities of various ministries supporting counties is clear. Two thirds of all the respondents (66.7%) completely agreed that decentralization will improve public services at county level.

## Changes proposed in the Institutional Framework

Changes proposed by the respondents to the policies, rules and regulations governing the Ministry include;

- To develop terms of reference for all positions.
- They should set policy goals and formulate performance standards with yearly appraisal and promotion of staff.
- Ministry to review her contract with securisk to include out-patient in the contract.
- Establish clear rules and guidelines of institutional coordination and collaboration.
- Address the heavy bureaucracy! And decentralize decision making.

## Capacity Building Approaches

The most preferred modes of capacity building were;

- On the job training/coaching (37.5%)
- Field exchange visits (22.2%)
- Short training workshops (17.3%)
- Formal education which leads to a degree/certificate/diploma (11.7%)

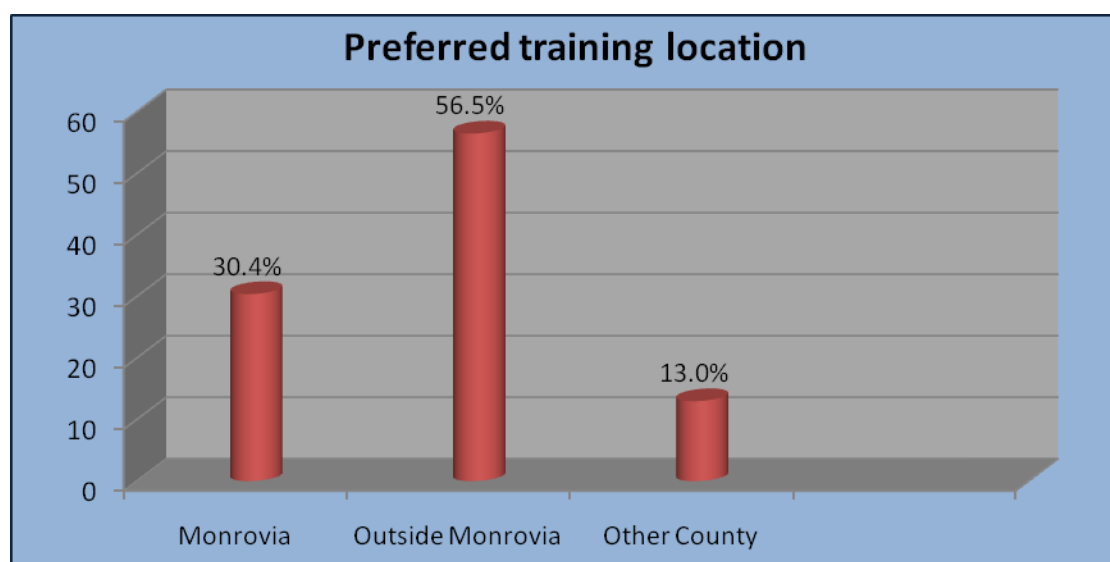
- Others (scholarships, special foreign training (11.4%)

Table 62: Preferred training duration

VARIABLE	FREQUENCY	PERCENT
2 – 3 days training	1	4.5
4 – 5 days training	5	22.7
5 – 10 days training	9	40.9
10 -20 days training	1	4.5
More than 20 days training	6	27.3
TOTAL	22	100

Forty percent (40.9%) of the respondents preferred a 5 to 10 days training and 27.3% preferred a more than 20 day training.

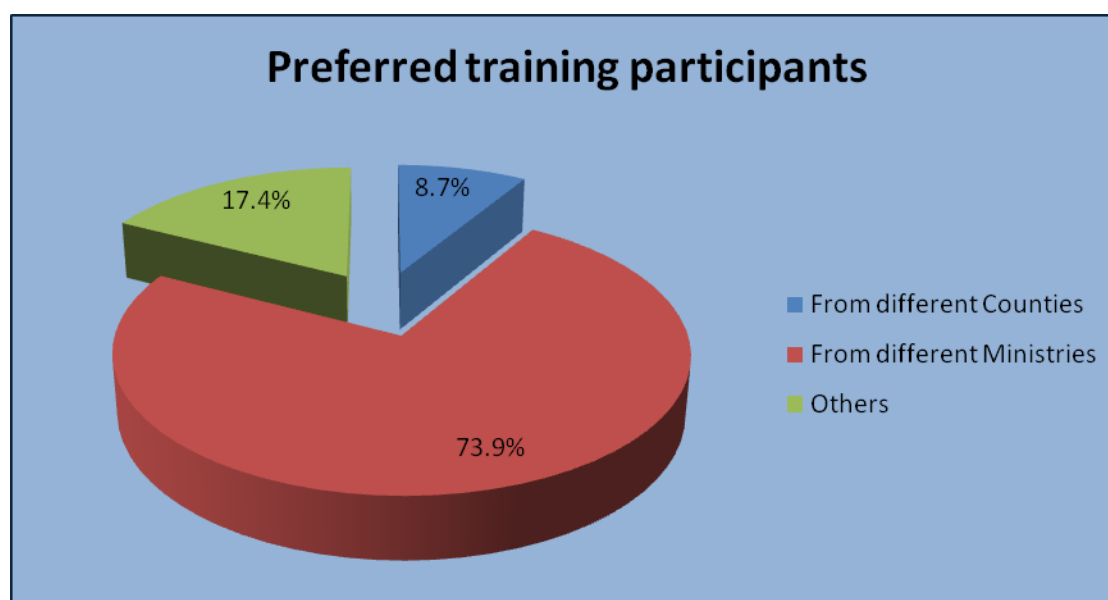
Figure 38: Preferred training location



More than half of the respondents (56.5%) preferred to be trained outside Monrovia, followed by 30.4% who preferred Monrovia and 13.0% who would prefer to be trained in other counties.



Figure 39: Preferred training participants



Majority of the respondents (73.9%) preferred a mix of participants for formal training from different Ministries while 17.4% would have preferred a mix of participants from different Counties.

### Additional Comments

- The Ministry must conduct trainings for her staff and also offer scholarships to deserving employees.
- The Ministry to pay attention to the divisions and sections and not disregard them.
- Political will to fund programs that have been planned for.
- Change from top down approach to bottom up approach in management and decision making.
- Provision of resources needed for work performance.

## ANNEX 6: CAPACITY NEEDS IN THE MINISTRY IN RELATION TO POSITIONS

In this section the capacity needs are organized according to position held by the respondents. And average scores of all four Departments for the category of “badly in need of training” are presented.

Table 63: Position in relation to Training Needs (“badly in need of training”)

	Assistant Minister	Director	Assistant Director	Administrative Staff/Secretary	Others
<b>Policy Formulation and Control</b>					
Understanding of policy formulation process	0	28.6	20.0	26.3	40.0
Ability to involve people in the policy formulation process	0	28.6	0	35.0	32.0
Ability to undertake problem analysis	0	25.0	14.3	20.0	24.0
Ability to set policy goals	0	14.3	0	21.1	32.0
Ability to formulate strategies	0	14.3	40.0	30.0	34.6
Ability to formulate performance standards	0	14.3	25.0	21.1	36.0
Ability to develop visions and missions	0	28.6	20.0	36.8	25.0
Ability to monitor and evaluate implementation	0	14.3	14.3	30.0	30.8
<b>Planning and Decision Making</b>					
Understanding of decision making processes	0	14.3	40.0	15.8	19.2
Ability for project and programme planning	0	57.1	57.1	23.5	29.2
Ability to set up and maintain systems supporting planning and decision making	0	28.6	33.3	35.3	33.3
<b>Financial Planning and Management</b>					
Understanding of Budget cycle	0	40.0	57.1	20.0	41.7
Ability to access various sources of revenue	0	0	50.0	14.3	39.1
Ability to integrate planning with budgeting	0	25.0	33.3	20.0	39.1
Ability to carry out financial control	0	25.0	66.7	26.7	41.7
Financial reporting ability	0	0	40.0	13.3	36.4
<b>Capacity Building and HR</b>					
Understanding of procedures for hiring and firing staff	0	40.0	20.0	17.6	40.0

	Assistant Minister	Director	Assistant Director	Administrative Staff/Secretary	Others
Ability to conduct recruitment assessments	0	40.0	40.0	29.4	36.0
Ability to assess and improve staff and organization performance	0	20.0	25.0	26.3	44.0
<b>Personal Skills</b>					
Understanding of communication techniques	0	33.3	0	22.7	36.0
Ability to work in teams	0	0	0	14.3	31.0
Ability to conduct meetings	0	16.7	0	26.1	26.9
Ability to mediate and solve problems	0	16.7	0	15.0	29.6
Ability to delegate tasks	0	0	0	20.0	20.8
Ability in minutes taking, memo writing and report writing	0	28.6	0	20.0	25.0
Ability to apply negotiation techniques	0	28.6	20.0	26.3	40.0
<b>Awareness</b>					
Knowledge of support available for county officials in Liberia in terms of advise, training, finance	0	20.0	40.0	47.4	50.0
Knowledge of relevant laws and regulations	0	20.0	25.0	29.4	40.9
Appreciation of integration of gender issues in your work	0	0	25.0	27.8	37.5
Appreciation of integration of social and equity concerns work	0	0	25.0	17.6	31.8
Appreciation of integration of environmental concerns	0	60.0	25.0	23.5	23.8
<b>Specific Skills</b>					
Accounting	0	40.0	20.0	27.8	39.1
Property assets and land management	0	40.0	20.0	16.7	36.8
Land use planning	0	50.0	20.0	23.5	40.9
Procurement	0	20.0	20.0	16.7	31.8
Operation and maintenance	0	16.7	20.0	20.0	22.7
GIS	0	60.0	40.0	23.5	30.0
Drafting Skills	0	50.0	33.3	16.7	27.3
Surveying	0	57.1	33.3	16.7	26.1

## ANNEX 7: RESULTS OF FOCUS GROUP DISCUSSIONS AT COUNTY LEVEL

In this Annex outputs of the various working groups in the County focus group discussions are presented. The working groups reflected on capacity assets and capacity gaps of their County in relation to implementation of their County Development Agenda's.

### Results of Bomi County

<b>PERFORMANCE ASSETS</b> What are the key factors contributing to the implementation of the Development Agenda in your County?	<b>PERFORMANCE GAPS</b> What are the key factors limiting the implementation of the Development Agenda in your County?
<ul style="list-style-type: none"> <li>• Support from GoL and I/NGOs</li> <li>• Community Participation</li> <li>• Political Will of Local Leaders</li> <li>• Resettlement of people contributed to increase of local manpower and economic activities</li> <li>• Land resources</li> </ul>	<ul style="list-style-type: none"> <li>• I/NGO in-adherence to the CDA and lack of coordination with local author</li> <li>• Lack of strategic planning and land use planning</li> <li>• Inaccessibility</li> <li>• Lack of trained workers (teachers, health workers, road construction workers</li> <li>• Lack of attractive incentives for workers (i.e. husing)</li> <li>• Lack of logistics</li> <li>• Inadequate leadership skills of local leaders</li> <li>• Lack of technical expertise/management skills</li> <li>• Poor accountability and transparency</li> <li>• Poor Communication infrastructure (i.e. non-implementation of e-county inbox)</li> <li>• Poor project implementation as per plan/schedule</li> <li>• Lack of legal power to prosecute erring Implementing partners (IPs)</li> </ul>
<ul style="list-style-type: none"> <li>• Allocation of funds to county budget</li> <li>• NGOs contribution to the implementation of project in the county</li> <li>• Increase productivity in the PRS (e.g. farming activity; more facilities made for school going children; improvement in the health sector)</li> </ul>	<ul style="list-style-type: none"> <li>• The constant interference of county leaders</li> <li>• Lack of involvement of people in the community in planning and implementation of projects. Community participation has to be strengthened</li> <li>• Lack of timely information from the county</li> <li>• Limited training capacity</li> </ul>
<ul style="list-style-type: none"> <li>• Decision making involves all key stakeholders</li> <li>• Development project planning involves locals (authorities &amp; ordinary residents)</li> </ul>	<ul style="list-style-type: none"> <li>• Lac of good &amp; coordinated communication/information on development needs</li> <li>• Lack of willingness to work voluntarily</li> </ul>

<ul style="list-style-type: none"> <li>• Democratic space (freedom of speech)</li> <li>• Strong Monitoring Capacity</li> <li>• Holding of Development Meetings (county, district, clan, ward &amp; town, etc)</li> <li>• Some levels of commitment key stakeholders &amp; partners</li> <li>• Improvement of communication at all levels of county</li> <li>• Accessibility (roads &amp; close proximity to Monrovia/national government)</li> </ul>	<ul style="list-style-type: none"> <li>• Inaccessibility (roads to other districts)</li> <li>• Limited Human/institutional capacity (skills, professionals, etc.)</li> <li>• Limited capacity/logistics for local authorities to monitor an fully participate in development projects</li> </ul>
<ul style="list-style-type: none"> <li>• Bottom-to-top approach 0involvement of the people in decision making</li> <li>• Willingness on the part of communities to implement development Policies</li> <li>• Effective and strong leadership</li> <li>• Proximity to National capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Over centralization of national government</li> <li>• Lack of logistics: low budgetary allotment</li> <li>• Low human resources and manpower</li> <li>• Attractive salary incentives lacking</li> <li>• High illiteracy rate amongst females</li> <li>• Poor fram to market road</li> <li>• Insincerity of public officials</li> <li>• Lack of coordination amongst line ministries/agencies/some NGO partners</li> <li>• </li> </ul>

### Results of Bong County

<b>PERFORMANCE ASSETS</b> What are the key factors contributing to the implementation of the Development Agenda in your County?	<b>PERFORMANCE GAPS</b> What are the key factors limiting the implementation of the Development Agenda in your County?
<ul style="list-style-type: none"> <li>• Availability of Financial Resources (CDF, SDF)</li> <li>• Partners' contribution (UNDP, UNHCR, UNMIL, other NGOs&amp;CBO's) Decentralization of Government functions and personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Limited funds for development</li> <li>• Lack of financial management skills</li> <li>• Weak coordination of funds and implemation</li> <li>• Lack of information and poor communication</li> <li>• Lack of Town Planning policies as well as skills</li> <li>• Lack of equipment</li> <li>• Weak infrastructure planning: policies not commensurate with existing structures (e.g education, health), lack of adequate incentives; limited trained manpower</li> <li>• Slow pace of decentralization</li> </ul>
Functional hospitals and health centers	<ul style="list-style-type: none"> <li>• Inadequate road network</li> </ul>

<p>Functional GoL and private schools (total public schools 365, private schools 246)</p> <p>Factors which lead to the above mentioned achievements in clued:</p> <ul style="list-style-type: none"> <li>• Special county development funds</li> <li>• Metal steel funds</li> <li>• International Partners support</li> <li>• Citizens participation</li> <li>• Coordination meeting between NGO's and county authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of qualified man power</li> <li>• Bureaucratic process of accessing funds</li> <li>• Centralization of GoL activities</li> <li>• Inadequate of communication network</li> <li>• Inadequate logistical support (transportation, office supplies, equipment)</li> <li>• Low salaries, incentives and insurances</li> <li>• Inadequate of save drinking water and electricity</li> </ul>
<ul style="list-style-type: none"> <li>• ING/NGO participation in development</li> <li>• Availability of county development funds</li> <li>• Presence of Cuttington University for capacity building</li> <li>• The location of county</li> <li>• Availability of Mittal Steel social development funds</li> <li>• The presence of active business community in the county</li> <li>• Existing of coordination meeting structure and the cabinet meeting in the county</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of coordination &amp; cooperation amongst county leadership</li> <li>• Lack of dissemination from top to bottom</li> <li>• Need to improve capacity to manage scares resources</li> <li>• Poor monitoring system due to lack of logistics</li> <li>• Lack of community participation in projects implementation</li> <li>• Overlapping of functions</li> </ul>

### Results of River Gee County

<p><b>PERFORMANCE ASSETS</b></p> <p>What are the key factors contributing to the implementation of the Development Agenda in your County?</p>	<p><b>PERFORMANCE GAPS</b></p> <p>What are the key factors limiting the implementation of the Development Agenda in your County?</p>
<ul style="list-style-type: none"> <li>• The setting up of Local government structure in the county.</li> <li>• Building our capacities by International Partners. Example CDA workshops</li> <li>• The Regular Pillar Meetings.</li> <li>• Communities initiatives in Development Programmes.</li> <li>• The utilization of our County Development Fund.</li> </ul>	<ul style="list-style-type: none"> <li>• The location of our county in the county.</li> <li>• Bad roads conditions.</li> <li>• Lack of Human Resources.</li> <li>• Lack of Infrastructures</li> <li>• Centralization of power.</li> </ul>
<ul style="list-style-type: none"> <li>• Commitment of National Government to Support the CDA.</li> <li>• Full engagement of the international community in supporting the goals of government programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Low level of sensitization of the CDA deliverables.</li> <li>• High level of illiteracy among citizens.</li> <li>• Poor management of available resources.</li> </ul>

<ul style="list-style-type: none"> <li>• Citizen participation in enhancing government programs.</li> <li>• Full cessation of hostilities or relative stability throughout the county.</li> </ul>	<ul style="list-style-type: none"> <li>• Poor monitoring due to lack of logistics for line ministries/agencies.</li> <li>• Lack of qualified staff for line ministries /agencies.</li> <li>• Cultural barriers.</li> <li>• The delay of the decentralization process.</li> </ul>
<ul style="list-style-type: none"> <li>• Donors support/other sources, partners.</li> <li>• UNMIL, UNDP, NGO</li> <li>• County development funds from GOI revenues.</li> <li>• Involvement of community people.</li> <li>• Monitoring aspects of various projects.</li> <li>• Women participation.</li> <li>• Youth involvement in decision.</li> <li>• District Development Council (DDC) involvement in project management committee PMC participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited funding.</li> <li>• Deplorable road condition.</li> <li>• Lack of accountability.</li> <li>• Poor management of fund.</li> <li>• High cost</li> <li>• Poor information shared.</li> <li>• Lack of logistical support.</li> <li>• The need of training.</li> </ul>

## ANNEX 8: RESULTS OF FOCUS GROUP DISCUSSION AT MINISTRY OF INTERNAL AFFAIRS

In this Annex outputs of the various working groups in the Ministry focus group discussion are presented. The working groups reflect on capacity assets and capacity gaps of the Ministry in relation to its' envisioned mandate which is:

*"The Mission of the Ministry will be to coordinate relations between central government in Monrovia and local governments (in districts, municipalities and townships) and supervise, guide, harmonize, mentor, monitor, advocate for local governments, and coordinate decentralization issues among stakeholders as well as promote and manage the decentralization process to Counties/Districts within the context of good governance, which will ensure economic growth development and employment in both rural and urban communities". Source: Recommendations on Mandates, Missions, Functions and Organization Structures of Government Ministries and some Agencies, Governance Commission 2008*

PERFORMANCE ASSETS	PERFORMANCE GAPS
What are the key factors contributing to the performance of the Ministry in relation to its' envisioned Mission?	What are the key factors limiting the performance of the Ministry in relation to its' envisioned Mission?
<ul style="list-style-type: none"> <li>• Level of coordination and strategic planning</li> <li>• Logistical support</li> <li>• Collaborative efforts of our partners in providing needed support</li> <li>• Secured a permanent infrastructures at both the central and local levels</li> <li>• The development of working documents such as CDA and the PRS</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making space at the local level remains limited</li> <li>• Accessibility of some key counties in the country is a challenge</li> <li>• Inadequate logistical support at the local level (Districts/Clans)</li> <li>• Lack of Sufficient Trained personnel</li> <li>• Insufficient trained personnel</li> <li>• Insufficient capacity to utilize available office equipment</li> <li>• Lack of sufficient financial support to implement departmental programs</li> <li>• Constitutional barrier to fully implement decentralization program</li> </ul>



<ul style="list-style-type: none"> <li>• Logistical Support: Transportation; Communication systems; Current Salary</li> <li>• Conducive atmosphere: Computers, typewriters, furniture</li> <li>• Economic Empowerment: County Development Funds; Donor support</li> <li>• Well Structured Bureaucracy at county &amp; central levels</li> </ul>	<ul style="list-style-type: none"> <li>• Inaccessibility of road network to rural areas</li> <li>• Lack of Motivation</li> <li>• Delay in cost sharing scheme on the side of donor and GoL</li> <li>• Rigid Procurement Procedure</li> <li>• Poor Management of the County Development Fund &amp; poor implementation of the CDA</li> <li>• Lack of Coordination in Development Activity (monitoring and evaluation)</li> <li>• Delay in the processing of Personnel Action Notices (PAN)</li> </ul>
<ul style="list-style-type: none"> <li>• Staff in place in most local government</li> <li>• Good Policies and Procedures Matter</li> <li>• Closer link with President</li> <li>• Large quantity of real assets</li> </ul>	<ul style="list-style-type: none"> <li>• Lac of clarity on functions of the various departments and unit</li> <li>• Mismatch between payroll and personnel listing</li> <li>• Policies and procedures are barely or not widely known</li> <li>• Insufficient + logistical/resources</li> </ul>
<ul style="list-style-type: none"> <li>• Good Policies are available</li> <li>• Organizational Structures in place</li> <li>• Availability of manpower</li> <li>• Coordination mechanism in place</li> </ul>	<ul style="list-style-type: none"> <li>• Lack in Implementation: logistics, funding, &amp; insufficient</li> <li>• Poor coordination among senior management</li> <li>• Lack of Monitoring exercise</li> </ul>

## ANNEX 9: RESULTS OF CAPACITY ASSESSMENT WORKSHOP

On 28th of November 2009 a workshop was held to validate results of the capacity building assessment included in this document. Participants from the Ministry of Internal Affairs and Counties review data collected and identified training courses which could be developed in order address some of the capacity challenges identified.

<b>Incidents identified by workshop participants which give a good example of the day-to-day capacity challenges faced and ways proposed to address these challenges.</b>	
<b>Counties:</b>	<p><b>Stressful period when a teacher was accused of a rape. The County administration had to follow the case every step of the way in order to ensure it was addressed in an efficient manner.</b></p> <p>Building better working relationships between different organizations at local level</p>
<b>Admin. Department:</b>	<p><b>Every year we have to prepare an annual report which needs to be submitted the President. Each year it is a challenge put all data and information together as Departments do not submit data and information on time or data are just not available.</b></p> <p>Need for training in report writing</p> <p>Need training and systems in Performance Management: workplan making, how to set targets, how to report on targets</p>
<b>Urban Department:</b>	<p><b>Huge demands from Counties to receive support in preparing urban development plans which we can not meet</b></p> <p>Need for training in tools and instruments which can increase efficiency and effectiveness of to support Urban Planning at county level (computization and collective work approach)</p>
<b>Operations Department:</b>	<p><b>Theft of Ministry equipment</b></p> <p>Need for improvements in security systems and training in Ministry staff in attitudes in ethics and character</p>
<b>Research and Development Planning:</b>	<p><b>People are not meeting their workplan objectives. Need to increase productivity in Departments</b></p> <p>Need for training to increase productivity.</p>

Training programmes proposed by workshop participants which would address some of the capacity challenges identified through the training needs assessment	
<b>Counties:</b>	<p><b>Leadership training workshop:</b> Topics: human relations, leadership characteristics</p> <p><b>Financial Management:</b> accounting, finance officer, procurement</p>
<b>Admin. Department:</b>	<ul style="list-style-type: none"> <li>• <b>Human Resource management</b></li> <li>• <b>Computer Training</b> at the Ministry (including basic training and advance computer training)</li> <li>• <b>Financial procurement and administrative training</b></li> <li>• <b>Performance based management</b></li> <li>• <b>Communication skills/training</b></li> </ul>
<b>Urban Department:</b>	<ul style="list-style-type: none"> <li>• <b>Urban Planning Management</b></li> <li>• <b>Technical training</b> in Architecture (e.g. Auto-cad) and survey engineering (cartography and GIS)</li> <li>• <b>City Ordinance and policy frameworks</b></li> <li>• <b>Urban Research Methodology</b></li> <li>• <b>General performance based management training</b></li> </ul>
<b>Operations Department:</b>	<ul style="list-style-type: none"> <li>• <b>Basic security recruitment/training</b> to be conducted by the Liberian Law Enforcement Association for 1 month to properly take care of Ministry asters</li> <li>• <b>Technical training</b> for both clerical and support staff to be conducted by either LIPA or LDLD of 2 months in 2 stages. To include: <ul style="list-style-type: none"> <li>○ Computers training; <ul style="list-style-type: none"> <li>• Plumbing</li> <li>• Electrical</li> <li>• Mechanical</li> <li>• Agricultural</li> <li>• Carpentry</li> <li>• Masonry</li> </ul> </li> </ul> </li> </ul> <p><i>Question raised was whether these areas are really areas where the Ministry should be trained in or that it is better for private sector to provide these services.</i></p>
<b>Research and Development Planning:</b>	<ul style="list-style-type: none"> <li>• <b>Preparing Workplans:</b> Training for the development a strategic plan for the Ministry and what this will imply for individuals and departments</li> <li>• <b>Report Writing:</b> being able to highlight critical issues and present them in a comprehensive manner so decisions can be take in an informed manner</li> <li>• <b>Program Planning and Budgeting:</b> need understanding of interrelationship between budgeting and planning</li> <li>• <b>Research/Monitoring and Evaluation:</b> need for being able to design and implement practical and applied research which can inform decision making</li> </ul>