

REPUBLIC OF RWANDA



RWANDA MANAGEMENT INSTITUTE(RMI)

CAPACITY DEVELOPMENT NEEDS ASSESSMENT REPORT

KIGALI

NOVEMBER 2017

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FOREWORD

RMI's work is aimed towards results. Results are the measure of success of all our efforts. Our periodic capacity needs assessments and evaluations generate new ideas which guide us to design customer-tailored training programs and research-informed advisory services. Monitoring and evaluation (M&E) processes are securely integrated into RMI's training and research services to ensure measurable tangible outcomes for our clients. This capacity needs assessment revealed that the demand for new professional certified and tailor-made programs is high



This means that RMI will need to marshal financial and human expert resources to courageously venture into new, though familiar territory, without losing focus on its vision.

As clearly stated in our vision, Rwanda Management Institute (RMI) aspires to be a *trusted internationally recognized professional management development institution, offering certified training programs informed by high quality research and consultancy services, supported by state of the art Information Technology (IT) tools commensurate with clients' needs and reflective of our core values.*

We intend to follow through the results of this assesment and provide the best services to address the needs of clients and brigde the capacity gaps identified in training and research sectors. This assessment has identified key priority areas, which are going to define the quality, direction and delivery of RMI capacity development programs.

These priority areas include offering of certified professional training programs; research-backed new services and programs designed from periodic clients' needs assessment surveys; and consultancy services to strengthen the institutional capacities and structures delivered through joint research activities with willing partners. Almost all these services will be packaged through tailor-made arrangements responding to individual institutional priorities and needs.

Finally, this assessment has signaled RMI to reposition itself to engage and extend its services to the Local Government entities and non-budget agencies. We thank you all and look forward to continue working with you.



Mr. Wellar Gasamagera
Director General,
Rwanda Management Institute

ACKNOWLEDGEMENTS

The Research and Consultancy Unit of RMI would like to thank participants to this assessment who willingly participated in responding to our survey questionnaires, Focus Group Discussions (FGD) and in-depth interviews. Without their input, the objective of this study would not have been achieved. We hope that this professional capacity development needs assessment report has represented the views of all who contributed without bias.

We also wish to thank Senior Managers from all institutions for facilitating meetings with their teams alongside heavy schedules. Particularly, we would like to thank the Mayors of Rusizi, Rutsiro, Huye, Nyagatare, Gicumbi, Musanze, Gatsibo, Gasabo and Kicukiro Districts for introducing us to various members of their District Teams. We extend our special gratitude to the Mayor of Rusizi who travelled an extra mile to arrange for us to meet with Executive Secretaries of Sectors (ES) from his District. These ESs formed one of our most invaluable focus groups to our assessment.

We would also like to extend our gratitude to the different senior managers of institutions from the Provincial Executive Secretary of the Northern Province who allowed us to meet with him and to have provided us with valuable information. We also acknowledge and thank the Private Sector Federation, Workforce Development Agency, the Rwanda Senate, National Bank of Rwanda, Civil Society Platform, MIFOTRA, MINALOC, Rwanda Governance Board (RGB), Rwanda Development Board (RDB) and the National Intelligence and Security Service (NISS) for their time and views on how RMI should improve for better services delivery. We would like to thank the RMI Team for their input and effort to this assessment.

Last, but most importantly, we are immeasurably grateful to the Government of Rwanda led by the President of Rwanda, H.E. Mr. Paul Kagame to have put in place policies and legal environmental frameworks and instruments that allow unimpeded research to inform and enrich national policy-making and implementation for greater national transformation and prosperity of inhabitants of Rwanda.

ABBREVIATIONS AND ACRONYMES

ACCNA	Annual Clients Capacity Needs Assessments
AERB	Association of Baptist Churches of Rwanda
AIE	Annual Impact Evaluations
BNR	Rwanda National Bank
CCP	Certified Credit Professional (CCP).
CIFA	Certified Investment and Financial Analysis
CNA	Capacity Needs Assessment
CoK	City of Kigali
CPA	Certified Public Accountants
CSOs	Civil Society Organizations
CSP	Civil Society Platform
DAF	Director of Administration and Finance
DDG	Deputy Director General
DG	Director General
ES	Executive Secretary
GIS	Geographical Information Systems
ICDL	International Computer Driving License
ICT	Information Communication Technology
IT	Information Technology
JADF	Joint Action District Development Forum
M&E	Monitoring and Evaluation
MIFOTRA	Ministry of Public Service and Labor
MINALOC	Ministry of Local Government
MINECOFIN	Ministry of Finance and Economic Planning
NISS	National Intelligence Security Service
PCDNA	Professional Capacity Development Needs Assessment
PMP	Project Management Professional
PSF	Private Sector Federation
QMS	Quality Management System
RDB	Rwanda Development Board
RGB	Rwanda Governance Board
RMI	Rwanda Management Institute
RPPA	Rwanda Public Procurement Authority
TNA	Training Needs Assessment
ToT	Training of Trainers
WDA	Workforce Development Authority

1 EXECUTIVE SUMMARY

1.1 Overview

This capacity development needs assessment report is a product of a one-month work conducted by the RMI Research and Consultancy Unit supported by a select team of members from all other RMI units.

The assessment was conducted from late August through mid- September with final write-ups done in October and November 2017. This survey looked into the needs, gaps, and the impact on users of RMI previous, current and potential future capacity building services in terms of individual and organizational performance.

The assessment team conducted focus group discussions, administered questionnaires and carried out in-depth one-one- interviews with different senior managers from Civil Society, Private Sector, and Central Government and Local Government level institutions. In each institution, the survey team planned to meet at least a focus group, hold individual interviews with senior managers and have 110 questionnaires answered. Details of the findings are elaborately described in the subsequent sections.

The overall aim was to enable RMI understand better its current and potential future clients' needs and gaps in terms of capacity development so that it can improve on the quality of its training and research services. Specifically, the purpose of the assessment was to generate information regarding how best RMI can improve its services for private sector, civil society, and public sector professional capacity development demands and needs.

The assessment focused on finding out how much previous RMI clients appreciated its services and sought to get frank feedback regardless of whether it was negative or positive. It further sought to understand the extent to which previous RMI skills training interventions addressed challenges and gaps among different institutions' personnel and how relevant these interventions were in strengthening the institutional capacities and promoting better services, performance and productivity.

The study also aimed to understand the expectations of new/potential clients in terms of capacity needs in training and research; the skills training priority areas that the existing and new target clients needed; preferred or alternative modes of training delivery. Further, the study

aimed at finding out what research personnel existed in the target entity/ies/ companies, research skills capabilities and gaps of the personnel in the target institutions.

Finally, the study sought ideas and ways that could help institutions to address research and consultancy related technical support that might be needed from RMI to inform their planning processes and improve their organizational performance as well as service delivery.

To obtain views and information on these issues, four assessment methods were employed: focus group discussions, key one-on-one interviews, administered questionnaires and observation.

Focus group interviews were conducted with selected groups from the target institutions' mid-level management teams, key individual interviews were conducted with senior managers, while questionnaires were administered for both senior managers and other respondents from the same institutions.

This report is divided into six sections. The acknowledgements recognize all key players in this assessment and extend gratitude to them. The foreword section is the summative statement from the Director General of Rwanda Management Institute, while the executive summary gives a concise synopsis of the whole report with condensed findings and recommendations. The introductory section introduces the assessment background and scope of the study with the methodology component giving a detailed picture of how the assessment was conducted. The final sections comprise the findings and recommendations which provide more details of the whole study.

1.2 Summary Findings

Appreciation of RMI services: Respondents gave a critical appreciation of what RMI has been providing in terms of training services. While a reasonable number of respondents gave a positive appreciation of the training they have received in the past, others were apprehensive about the quality of some trainers, the duration of some courses, the quality of catering services and the way female trainees with infants were treated.

Capacity gaps and needs: In the assessment, the respondents asked to indicate key areas where they needed support in terms of RMI technical support in different areas. Respondents most

especially from Districts gave the most elaborate responses indicating the need for support in developing Institutional ICT Strategies and Strategic Plans.

Evidence-based Planning: Participants to this assessment expressed the need for research-informed and evidence-based planning in their institutions with support from RMI. While each institution surveyed had its own particular capacity needs and gaps, all revealed that they had very limited institutional research capabilities, which needed to be built and strengthened to inform their planning, policy, management and implementation processes.

Certified Professional Programs: The assessment found out that more than 40 % of respondents who were asked to give recommendations to RMI on the issue of training program service quality, preferred to have **certified professional** and internationally recognized programs.

Relevance of currently offered RMI programs: Of the existing RMI offered one-week training programs, the most top 10 ranked out of 30 as extremely relevant to their professional needs were:

- Human Resources Management,
- Participatory planning approach,
- Monitoring and Evaluation,
- Planning and Budgeting,
- Leadership and Good Governance,
- Leadership and Change Management,
- Customer Care and Quality Service Delivery,
- Public Financial Management,
- Resources Mobilization
- Local Economic Development

Relevancy of newly introduced RMI programs: On the newly introduced one-week training programs, respondents ranked their relevance in relation to their professional needs. The top 10 out of 21 indicated as extremely relevant were as follows:

- Professional Writing Skills,
- Negotiation Skills,

- E-Procurement,
- Research and Consultancy Skills,
- ISO 9001 Quality Management Systems (QMS),
- Organizational Change Management,
- Research Methodologies,
- Digital literacy (ICDL),
- Corporate Governance.

Periodic Studies to inform training courses: Respondents to this survey expressed a need for RMI to offer research-backed and client-focused services. The assessment further revealed that both existing and potentially new RMI clients wanted RMI to provide research-backed training services informed by Annual Clients Capacity Needs Assessments (ACCNA); Annual Impact Evaluations (AIE); and Tracer Surveys (TS) on RMI Alums.

Emerging Capacity Priority Needs: This assessment unearthed new capacity-strengthening needs hitherto not provided by RMI. About 27 new programs were proposed by respondents to be introduced into the RMI training programs as a matter of priority. Of those, 14 programs were recommended to be tailor-made. Most unfamiliar ones mentioned by respondents were *Energy and Gas, Cyber Security, Geographical Information Systems (GIS), Investigation and Analysis methods, School Management, Stress Management, Tailor-Made Negotiations* and building *M&E Systems*. While RMI has been providing short courses in M&E, the emphasis has not been on building practical M&E systems within the institutions. This time round, the emphasis was on systems and tailor-made model.

Demand for Tailor-Made programs: All National level institutions including BNR, NISS, the Senate, MIFOTRA, WDA, RGB, RDB, MINALOC, PSF, and CSP indicated that they had specific institutional demands, which require special tailor-made packages to strengthen their delivery capabilities. This was also the same with most Districts surveyed during the assessment process.

Local Governments need local programs: The assessment established that of the 27 client-proposed new training packages, Districts specific needs were rated at second position next to School Management.

1.3 Summary Recommendations

1. *Start Training clients in Professional Certified Programs* and get the required certifications along the way.
2. *Conduct Research on tailor-made needs with specific institutions.* Design Research proposals for funding and identify partnerships to carry out these studies to address the needs revealed by this assessment Some of these studies could involve follow-up on previous trainees to assess the impact of RMI work.
3. *Out-source specialised seasoned trainers* to cater for special-specific institutional demands and needs.
4. *Introduce Training of Trainers Programs* to cascade RMI programs at the local government institutional levels where they might be needed most.
5. *Reposition RMI client* RMI client focus by addressing Local Governments by involving them do develop relevant programs and other institutional demands, besides the central government public servants' needs in both training and research capacity building services.
6. *Start Specialized, executive certificate* programs in: Building M&E Systems, Conflict Management, Research Skills and Planning, Negotiations based on practical real-life national interests, Geographical Information Systems (GIS); Investigations and Analysis; Gas and Energy.
7. Establish a database of RMI Alumni and involve them in RMI plans: These would give support in training delivery, research and consultancy activities.

2 INTRODUCTION

2.1 Assessment Background

This assessment report is a product of RMI effort to learn more about the needs of its clients and other new training and research services for partners and potential customers. The assessment was accomplished through an extensive consultative process involving heads of institutions, middle level managers and former trainees of RMI from public, civil society and private sector entities.

Findings from this assessment have generated unique and ambitious but attainable recommendations from different stakeholders consulted

The goal of this assessment was to enable RMI, partners and other stakeholders to understand their needs in terms of capacity building, what was working well, and what could be done better, so that RMI can improve on the quality of its services delivered to its customers. RMI will integrate the findings of this assessment into its training modules and research areas in its programming to maximize the impact on quality service.

Further, RMI planned to use this information to demonstrate its impacts as well as additional resources to expand its research capabilities into other relevant areas. Questions explored research and training skills capacity needs and gaps within the institutions as well as impacts on users of previous RMI capacity building services.

2.2 Scope of the assessment

The scope was both in geographical and thematic coverage. In terms of geographical scope, the assessment team focused on a select sample of Districts, government ministries, public institutions attached to ministries, Provincial Authorities and other beneficiaries (including potential new ones) of RMI services from CSOs and Private agencies. In terms of thematic coverage, the assessment looked at Training and Research Needs Assessment.

At the local government authorities' level, the team conducted the assessments in two Districts per Province. Interviews were conducted with some officials at 9 out of 10 selected Districts, selected Private and CSO actors.

Sampling of national level public institutions were informed by RMI current database of existing clients. For potential new clients, the assessment consulted PSF and Civil Society Platform (CSP) to identify whom to talk to during the assessment.

The selection and composition of the Districts for the assignment were randomly selected. However, budgetary considerations and the clients who often send trainees or have requested RMI for such an assessment were factored in. Care was taken to include as many different categories of clients as possible. Although 10 Districts were planned for scoping, information requirements and the need to collaborate certain key issues that RMI needed to inform its future programming in training and research activities, the assessment team managed to meet with respondents from 9 Districts.

3 METHODOLOGY

3.1 Introduction

The methodology for this assessment employed a mixed methods approach, both qualitative and quantitative techniques were used. The Study strived to be all-inclusive and solicited data and information from the various existing and potential new clients.

Data collection techniques included the use of in-depth interviews, questionnaire and focus group discussions. The data collection tools were developed and pre-tested before going to the field. The assessment tools were used to generate data to be used to improve in designing and updating training modules, research proposals, programming service delivery road maps and contribute to the evidence-base around which RMI customer-capacity needs and satisfaction are addressed.

3.2 Ethical Considerations

Prior to field deployments of the assessment team, RMI Research Unit Communication point person, Ms. Jane Busingye sent detailed formal request letters for meetings and appointments to the sample institutions. Throughout the interviews, focus group discussions, and structured questionnaire explanations, the assessment team sought and received consent from the participants. Although respondents were assured of confidentiality, one cannot rule out the possibility that some participants could have been reserved in both the manner they responded and in the content of their responses, especially the during focus group discussions.

3.3 Methodology

Qualitative participatory assessment methodology: To acquire in-depth knowledge and understanding about RMI's clients' professional capacity skills training, research needs, gaps and challenges as well as the processes and opportunities to improve performance at workplace, the team used mixed methods.

Qualitative participatory assessment was one of our predominant component of the methodology because it was regarded as the most appropriate approach, notably using focus group discussions; key one on-one interviews and observation methods. This assessment also benefited from other information sources that were both content, quantitative and perceptive

rich such as previous Imihigo Reports and previous RMI assessment and impact evaluation reports.

3.3.1 In-depth interviews

The skills capacity needs assessment team conducted in-depth interviews with key existing clients and where possible with potential ones. The participants included local government entities, Government Ministries, public institutions attached to the Government Ministries, Provincial Authorities and other beneficiaries of RMI services from CSOs and Private Sector agencies (chart 1).

3.3.2 Questionnaires

The assessment team used questionnaires with simple language and clear instructions appropriate to the respondents in the interviews. The questionnaires were developed in such a way that they had to have an adequate number of items or questions on the scale and had a link with the objectives of the assessment and covering a full range of issues being measured. In furtherance to this, questionnaires were designed and administered with questions focusing on the subject matter. In most cases the questionnaires were completed and handed back to the RMI researchers on the same day, to maximize compliance and save time and resources to follow-up on the same. Feedback from these questionnaires was analyzed and interpreted to inform and enrich other components of the assessment.

3.3.3 Focus Group Discussions (FGDs)

With the help of target institutions' management, the assessment team organized and moderated Focus Group Discussions (FGDs) with the respondents. These were mainly composed of procurement, planning and human resources management teams.

3.4 Sampling and sample size

For Districts, the assessment team chose a sample of District Executive Committee members for the interviews. Other officials included Sector Executive Secretaries, District School and Health Management Officials. For the Civil Society, Central Government Institutions and Private Sector actors, the team selected a representative sample for the target clients applying multi-stage random sampling. A judicious mixture of sampling methods was adopted ensuring that clients of both genders participated. The survey targeted 23 respondents for individual interviews and managed to secure twenty (20).

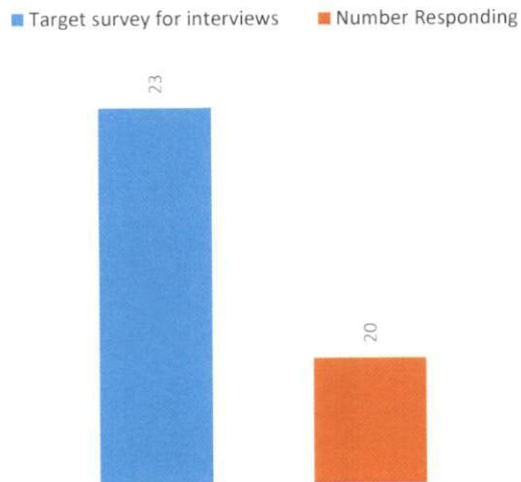


Chart 1. Individual interviews

For questionnaires, the study planned to get 110 people responding to the questions. Out of this total, 101 filled the questionnaire, six (6) did not and 3 were recorded as spoilt. The response rate to the questionnaires was 91.8%. Chart 2 has more illustrations.

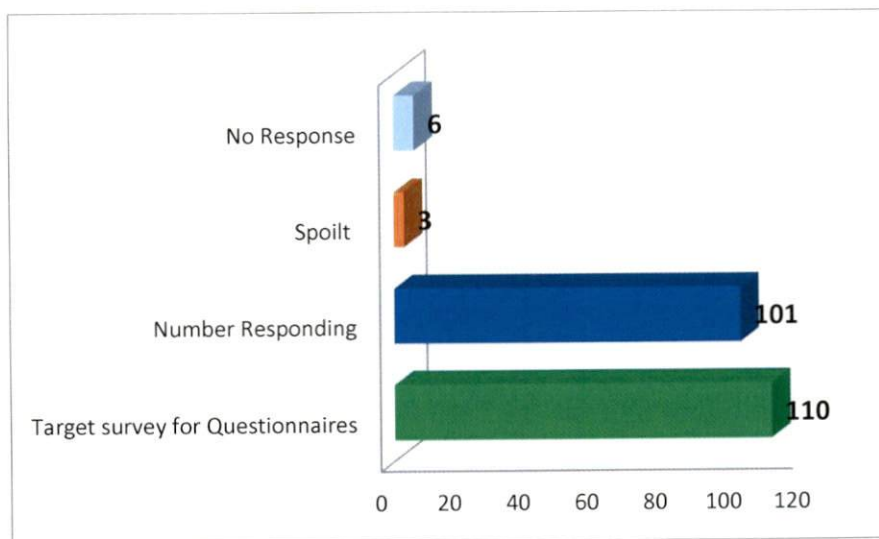


Chart 2. Questionnaire responses

3.5 Data Management

With the support of a Research Assistant (Intern), the data collected, translated (where applicable), transcribed, processed, collated, and analyzed largely by use of suitable thematic procedures, content analysis and by quantitative applications.

Recommendations generated from the assessment were used to guide RMI on the practical way forward reflective of all respondents' actual capacity needs in the areas of research, training and other skills they raised to bridge gaps in service delivery, policy improvement and performance.

Data analysis Procedure

The assessment used qualitative and quantitative techniques in analyzing the data. After receiving filled questionnaires from respondents, the responses were classified, coded and tabulated to analyse quantitative data using excel spreadsheets. Tables and charts were used for further representation for easy understanding and analysis. The collected data was thoroughly examined and checked for completeness and comprehensibility. The data was then summarized, coded and tabulated.

The findings from the analyzed data were triangulated and used to compare them with the information generated from field interview notes. The information was translated into form of percentages and frequencies by use of tables and graphical demonstrations to illustrate a clear picture of the needs assessment.

Descriptive Statistics

The descriptive statistics showed personal information of the respondents that included education levels, gender of the respondents, age of the respondents, department of the respondents and duration worked in the institution as further explained in the following sections.

3.6 The Assessment Team

The assessment team was composed of no more than 13 people. The Team Leader from the R&C Unit was supported by a team of an RMI representative sample of staff members from all units as illustrated in table 1:

Table 1 Assessment Team Composition

#	Name	Unit/Department
1	Eugene Gatari	Research and Consultancy
2	Fidele Abimana	Training
3	Wellars Gasamagera	Directorate General
4	Slydio Niyibizi	
5	Theodomir Ntezirizaza	
6	Ally Ndilisi	
7	Dr. Jolly Rubagiza	D/Directorate General
8	Yves Ntabana	DAF
9	Pelagie Musomandera	
10	Chantal Umwiza	
11	Jeanne Francoise Tuyisingize	ICT
12	Jeanne d'Arc Busingye	Business Development
13	William Twagirumukiza	

3.7 Limitations

Most social investigations have their own unique limitations imposed by the realities one finds in the field irrespective of how best one has planned. This assessment was no exception. Time was a constraint because the team could not easily secure appointments as it had wished within our time budget-lines.

Issues related to questions of RMI appreciation by previous clients generated reserved responses as a result of a history of some participants who had either been treated in an unsatisfactory manner by RMI staff or those who generally perceived RMI as a place where civil servants go to "rest" instead of gaining skills through training. This situation required a lot of tact and empathy on the part of the interviewers who had to explain some of the changes RMI has undergone especially in the client handling of women with infants at the training venue.

In spite of the above, we would like to add that efforts were undertaken to mitigate for these limitations to a satisfactory level and we are confident that the study reflects the expressed views of the respondents, with respect to the objectives of the assessment.

4 FINDINGS

4.1 Profile of Respondents at managerial level

4.1.1 Education levels

Results in Table 3 and chart 1 indicate that 43 % of the respondents were first-degree holders and 50 % postgraduate degree holders. This reflects the employment policy that requires that the staff should be at least, at a minimum, have a first degree to help management achieve the desired vision, mission and objective of the organization.

Table 2 Education profile of respondents

Education level	Frequency	Percentage
Undergraduate Degree	43	43
Post graduate Degree	51	50
Secondary School Graduate	1	1
Not indicated	6	6
Total	101	100

Source: primary data

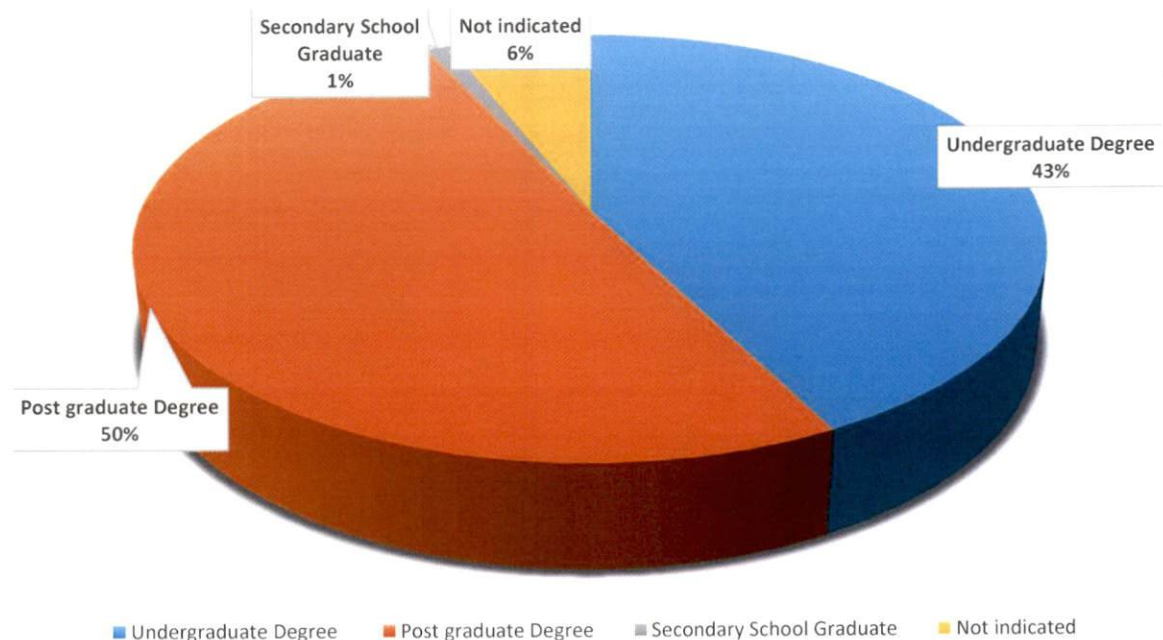


Chart 3. Percentage education level of respondents.

4.1.2 Age Distribution

Results in chart 4 and table 3 below indicate that, 41 % of respondents fall under the age of above 40; 34% belonged to the age group of between 35 to 39; 20% fell under the age of 30 to 34 years, 3 % were between 25 to 29 years and 2 % preferred not to indicate their age. Majority of the respondents belonged to the age group of above 40 years.

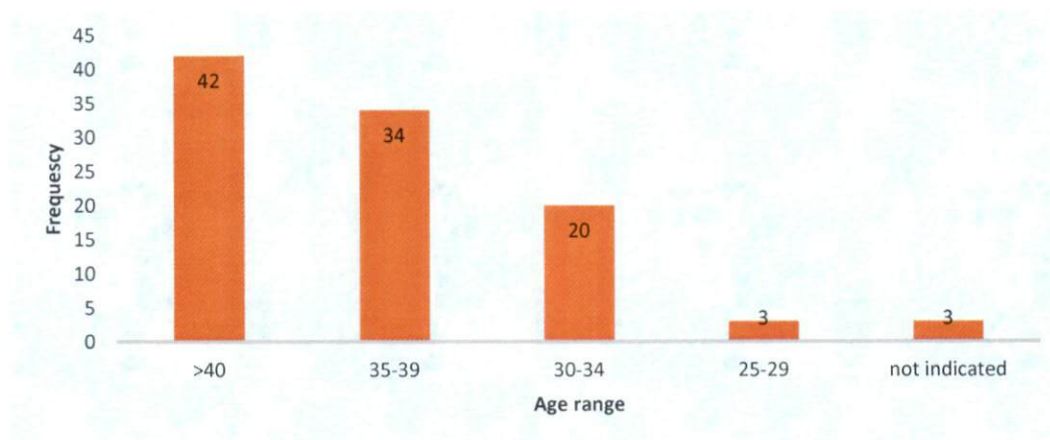


Chart 4. Age distribution of respondents

Table 3. Showing the age distribution of the respondents

Age range	Frequency	Frequency	Percentage	Frequency	Percent
Above 40 years	42	43	41	43	43
35 to 39	34	51	34	50	51
30 to 34	20	1	20	1	1
25 to 29	3	6	3	6	6
Not indicated	3	101	2	100	101
Total	101		100		

Source: primary data

4.1.3 Respondents' Departments

Respondents' departments were widely distributed with HR, Coordination, Finance, Planning, Monitoring and Evaluation dominating the fields. Majority of the respondents were from Human Resources Management department.

4.1.4 Time worked in the institution

The study further asked respondents to indicate the number of years they have worked. The longest serving respondent had worked for 22 years while the newest had spent less than two years. Majority of the respondents had served 10 years as indicated in chart 5.

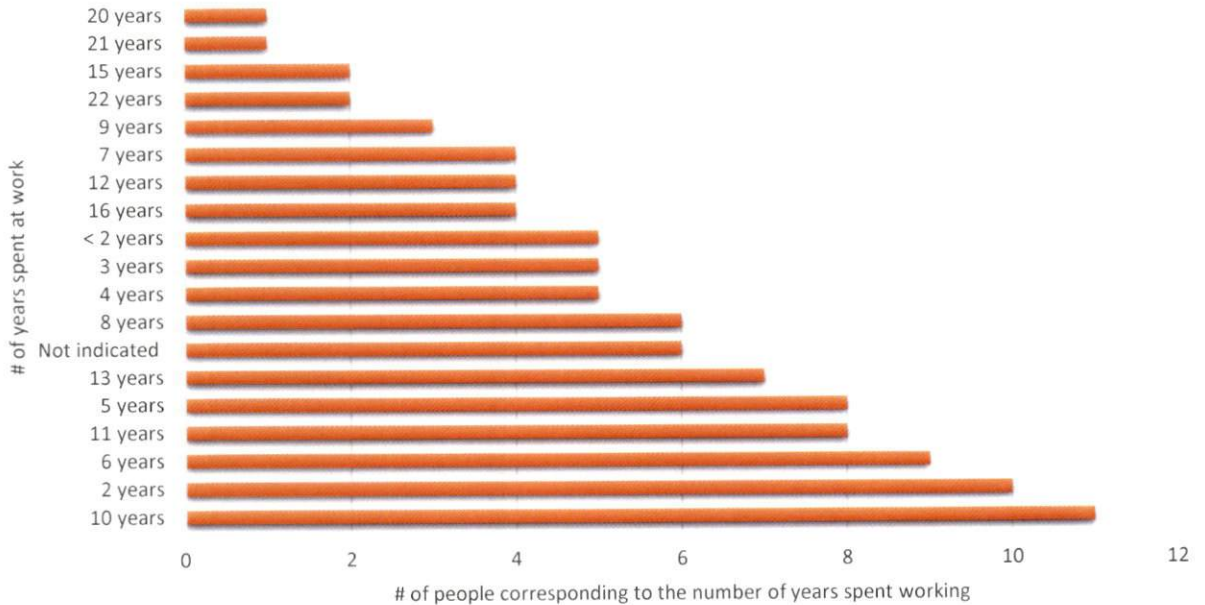


Chart 5: Showing Duration worked in the Company/institution

4.1.5 Gender of Respondents

The assessment further sought to know the gender distribution of respondents focusing on those in managerial positions. Majority respondents in the positions of senior management were male with 81% and the remaining 19% females as illustrated in the pie chart below.

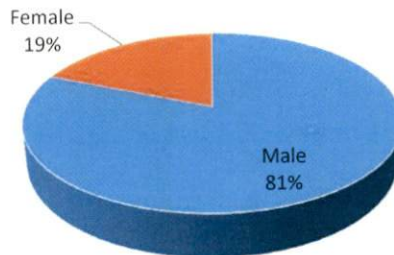


Chart 6. Gender distribution of respondents at the managerial level

4.2 Appreciation of RMI

The Assessment sought to seek feedback from those who had previously received RMI training related services. Respondents talked about the duration, mode of training, quality of trainers, customer-care and catering services.

Respondents had a generally positive appreciation of some past training particularly in Leadership and Procurement courses. Appreciation on most courses was premised on the fact that before they were delivered, RMI first conducted training needs assessment (TNA) of the clients, then designed, and delivered the training based on the findings of the TNA.

Further appreciation was based on the relevance and usefulness of the program to the professional needs of the former trainees as aptly put by a senior official from Workforce Development Authority (WDA) when she talked about the Leadership program as:

"The course was very interesting and covered areas that mattered to WDA. The course helped our staff since it brought together different members of our staff from different parts of the country, especially the leaders to share experiences and find a way to solve their work-related problems. Our staff showed critical thinking. The course was very relevant particularly because it was tailor-made to WDA. Follow-up is always difficult to find out how people are doing on their jobs after training, usually this is not done."

Another respondent who is a senior official from Rusizi District indicated that the course in Procurement Management was highly useful and the mode of delivery using case studies was instrumental in helping his team relates to their own professional work demands. Respondents therefore were of the view that RMI can deliver better if it organized trainings that are relevant to trainees' job positions and responsibilities

Most respondents indicated that RMI could do much better in its delivery with:

- an improved level of catering services,
- customer care,
- a seasoned competent cadre of professional faculty
- Aligning trainee levels and qualifications with course requirements
- Involvement of Local Government personnel to develop relevant programs.
- A follow-up on previous trainees to assess the impact

- Having trainings that are relevant to trainees job positions and responsibilities
- Establish twinning arrangements with other institutions as a way to transfer skills.
- Building a culture of study tours to benchmark the good practices in training and research from other institutions with similar missions.
- Intensive marketing of its services.

A different interviewed respondent told RMI assessment team that during one of the trainings, RMI could have done better to improve its catering services and someone in charge to attend to trainees' dietary and hospitality needs.

Other respondents reported having received a not-so-encouraging reception during one of RMI's training at Murambi campus. These less positive appreciations of RMI customer care services mainly came from trainees who were turned back after having travelled long distances and spent resources simply because they had come with small babies at the training. One such a trainee aptly said that:

"RMI ought to plan better for female trainees who have infants and communicate to them in advance about what the training can and cannot offer in terms of baby-day care facilities and services at the training venue. Due to lack of this advance information, I missed out on one of the training opportunities."

One of the key issues that kept coming up from every interview and group discussion was the need for RMI to add value to the programs. Respondents pointed out that offering generic courses training and certificates to every participant regardless of the level of responsibility or qualifications was outdated and should be revamped.

One of the areas where RMI could do better was to improve the quality of courses, to keep them relevant through upgrading and updating them. This was raised in relation to the same training modules offered year in, year out without any changes in the levels and content of the same.

4.3 Capacity Gaps and Needs

Reponses generated from questionnaires, interviews, observations, and focus group discussions pointed to different areas where current and potential clients had capacity gaps. To

ascertain the level of these gaps despite continuous RMI training, this assessment focused on sample Districts and National level institutions.

Using information from questionnaires and triangulated through discussions and interviews, respondents at the District level ranked the most pressing capacity needs for RMI intervention in providing technical support in ICT Policy development, development of strategic plans, business plan development, Development of Income Generating Strategies, Research and consultancy related to Institutional Diagnosis and Designing Coordination Frameworks as indicted in chart 7.

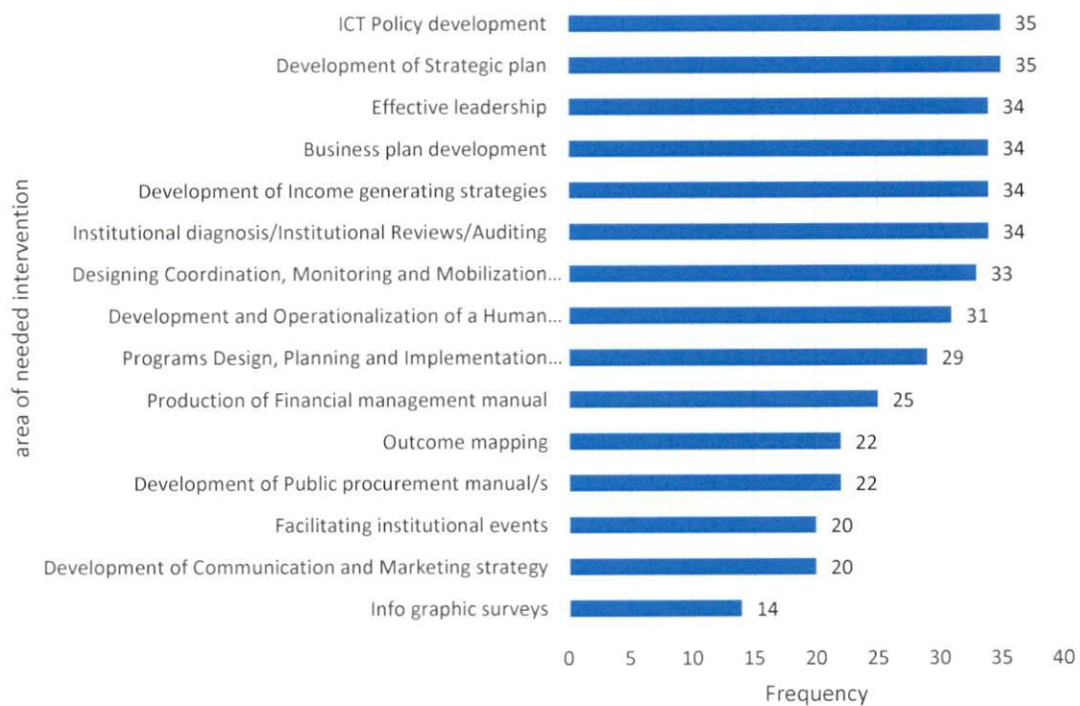


Chart 7. Capacity Gaps and Needs at the District Level.

Even some national level institutions had something to say about their capacity gaps, and need to address them. Emerging responses from RGB,RDB,MIFOTRA,MINALOC, BNR,SENATE and WDA showed that strategic planning, human resources management, coordination, monitoring and resource mobilization mechanisms were central.

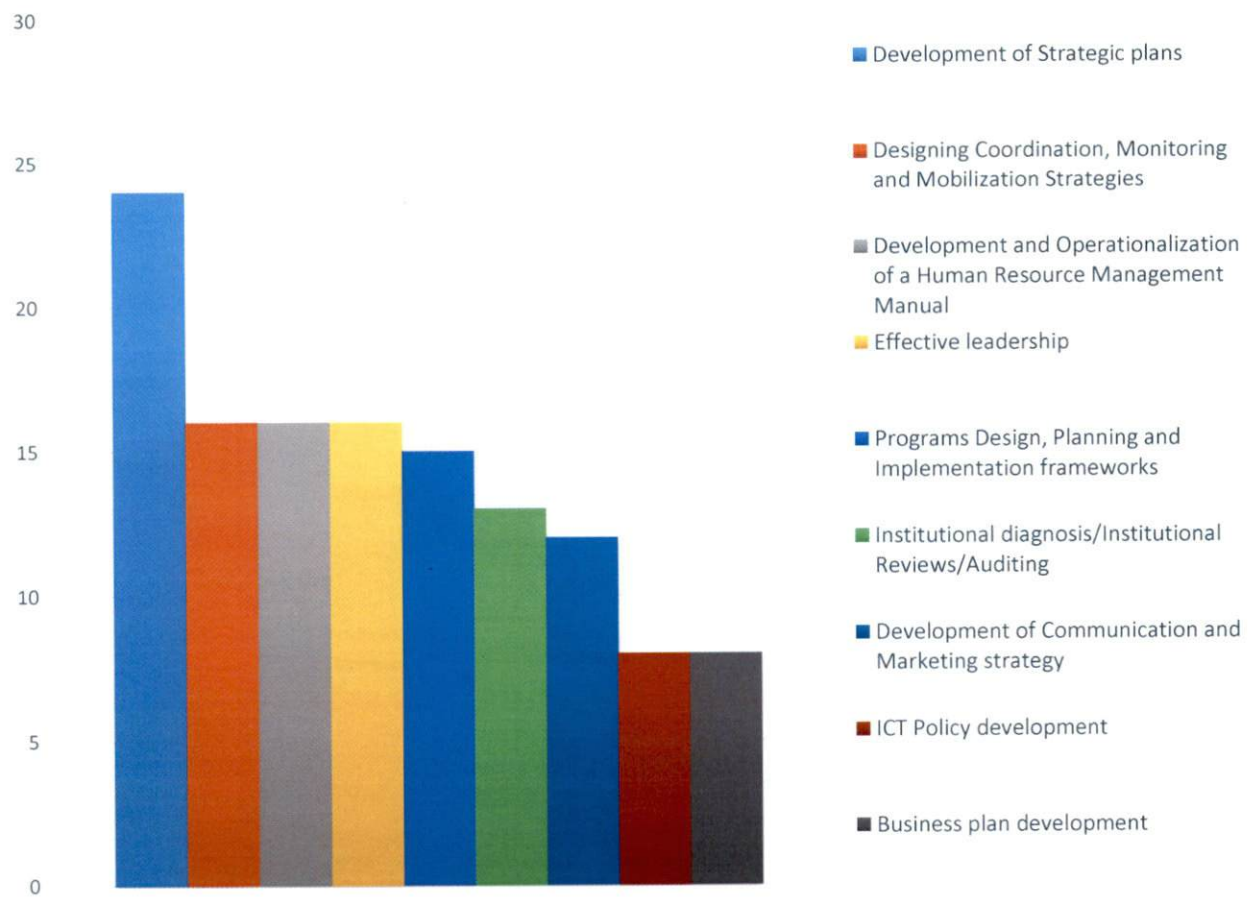


Chart 8. Capacity Gaps and Needs at national level government institutions

Civil Society organizations and the private sector were also surveyed using mixed methods. Findings generated from the structured questionnaire indicated that the need for institutional diagnosis, planning and designing strategic plans was very high compared to other sectors. Participants pointed out institutional diagnosis and situational analysis as key, especially when involving citizens as the focus and target for rapid socio-economic transformation. The table 4 and chart 9 provide additional illustration .

Table 4. Capacity gaps and needs in sampled PSF and civil society sectors

#	Capacity Needs/Gaps	Frequency
1	Institutional diagnosis/Institutional Reviews/Auditing	5
2	Programs Design, Planning and Implementation frameworks	4
3	Development of Strategic plan	4
4	Effective leadership	3
5	Designing Coordination, Monitoring and Mobilization Strategies	2
6	Development and Operationalization of a Human Resource Management Manual	2
7	Business plan development	2
8	Outcome mapping	2
9	Personnel Recruitment Services	2
10	Evaluation studies	2
11	Applied research (Which area)	2
12	Development of Communication and Marketing strategy	1
13	Development of Public procurement manual/s	1
14	ICT Policy development	1
15	Production of Financial management manual	1
16	Development of Income generating strategies	1
17	Info graphic surveys	1
18	Budget Tracking Results Using Scorecard and Community Social Audit	1
19	Facilitating institutional events	0



Chart 9 . Capacity gaps and needs-Civil society and Private sector institutions sampled

4.4 Evidence-based Planning

Participants to this assessment expressed the need for research-informed and evidence-based planning in their institutions with support from RMI. While each institution surveyed had its own particular capacity needs and gaps, all revealed that they have very limited institutional research capabilities, which need to be built and strengthened to inform their planning, policy, management and implementation processes. They indicated that management needed these research and analytical skills to improve institutional and individual citizens' relations. They further indicated that they needed skills in information gathering to support decision making in their institutions.

as one manager from a central government level institution intimated that:

“At our institution we do not conduct our own research; we usually identify consultants/researchers to conduct studies for us. In that case, we may not need skilled staff in research, but we may need to train our staff who follow-up on research/consultancies to acquire some research skills.

Other areas where we need capacity building are, Gender mainstreaming, we have the He-For-She programme, and one of our institutes is going to be an “only girls’ institute”. We therefore need all our staff and especially the administrators to be trained in gender mainstreaming. Monitoring and Evaluation is another area; we have many projects and we need trained people to follow them up. "

Another central government level institution respondent told one of the interview moderators that their staff needed proficiency in research skills to conduct evaluations and be equipped in criteria-setting, building indicators and conducting assessments, as well as understanding existing related M&E systems and instruments such as RBM.

The issue of the need for support in research kept coming up in the Districts of Kicukiro, Gasabo, Rutsiro and Rusizi. Each District had a unique need reflecting issues of change management, existing geographical location, the nature of clientele and population, as well as the challenges that affect the performance of the institution.

To elaborate more on the need for research capacity services, interview responses from Rusizi District indicated that there was need for research in the area of Secondary Cities, Events Management and Institutional diagnosis with a focus on Sector Needs as well as Designing of an Induction Module based an assessment of District, and Sector Structures was considered central. One other respondent from Kicukiro District suggested to the interview team member that:

“RMI should conduct research in such areas as in the case of overlaps of duties between the District Executive Secretary and Corporate Services Division Manager”,

Another respondent recommended that:

"RMI should conduct a research in schools and hospitals to know the skills level for training and better performance and applied research on urbanization. Especially, RMI should plan to conduct research in and train the non-budget agencies such as schools, hospitals and health facilities.”

4.5 Certified Professional Programs

The assessment found out that more than 41% of respondents who were asked to give recommendations to RMI on the issue of training program service quality would prefer to have professionally certified and internationally recognized certificates. This information was corroborated with responses generated from questionnaire that required measuring the level of relevancy of the newly introduced RMI programs in 2017/18. Courses such as ACCA, CPA, and PMP were among those mentioned to be extremely relevant to their professional enhancement (See Chart 3).

4.6 Periodic Research Studies

Fifty-Six percent (56%) of respondents to this survey expressed a need for RMI to offer research-backed client-focused services. For each module of training, respondents were of the view that they would be more enriched and value adding if RMI conducted Annual Clients Capacity Needs Assessments (ACCNA); Annual Impact Evaluations (AIE); and Tracer Surveys (TS) on RMI Alums to produce robust packages commensurate with the realities on the ground. They revealed that if RMI conducts regular studies, it would have real-life practical solving case studies to use during training. (See Chart 10).

While about 44 % of the respondents intimated that Annual impact evaluation studies would continuously rejuvenate RMI's focus in its programs implementation and improvement, they were also of the view that conducting annual Tracer Surveys of its alums would build and strengthen its institutional standing in the public arena. The above information is illustrated in the pie chart 10 below:

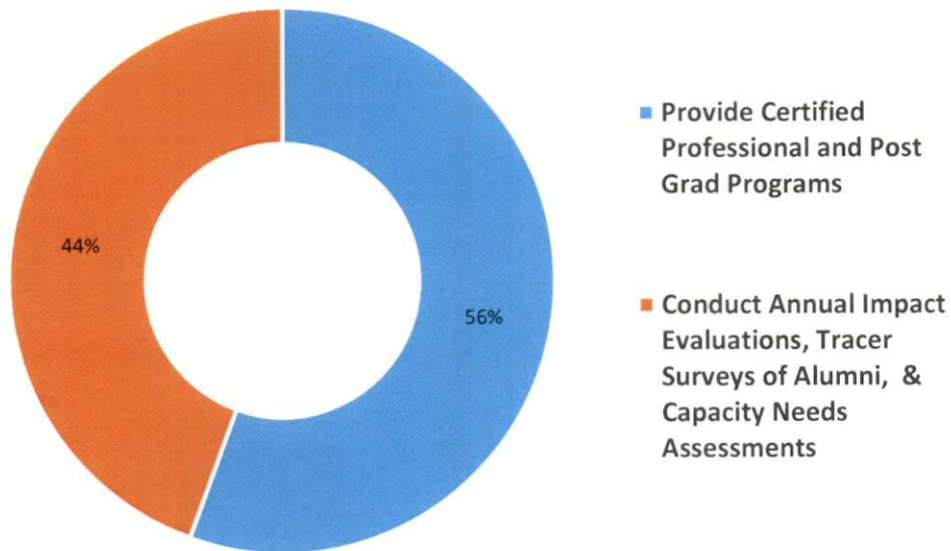


Chart 10. Capacity demand and need for Certified Programs, Studies, Qualified trainers, District Needs and New courses.

4.7 Relevance of currently offered RMI programs

To reposition itself and review its existing training programs offered at RMI, the assessment team used a structured questionnaire to supplement information generated from interviews and focus group meetings. The assessment team asked the respondents to rank existing 31 generic courses in order of their relevancy to their institutional and individual professional enhancement.

Of the existing RMI offered one-week training programs, the most top 10 ranked out of 30 as extremely relevant to their professional needs were: Human Resources Management, Participatory planning approach, Monitoring and Evaluation, Planning and Budgeting, Leadership and Good Governance, Leadership and Change Management, Customer Care and Quality Service Delivery, Public Financial Management, Resources Mobilization and Local Economic Development

Human Resource Management course was the most relevant ranked course indicating that employees need expertise in Human Resource Management, which could be a focal point in the next phase of RMI priority areas of training.

The course involves staffing, employees' compensation, safety and performance improvement at both institutional and staff levels. Each organization to be successful should have a well strategic Human Resource Management department with employees who are skilled enough to manage people and maximize the organizational productivity.

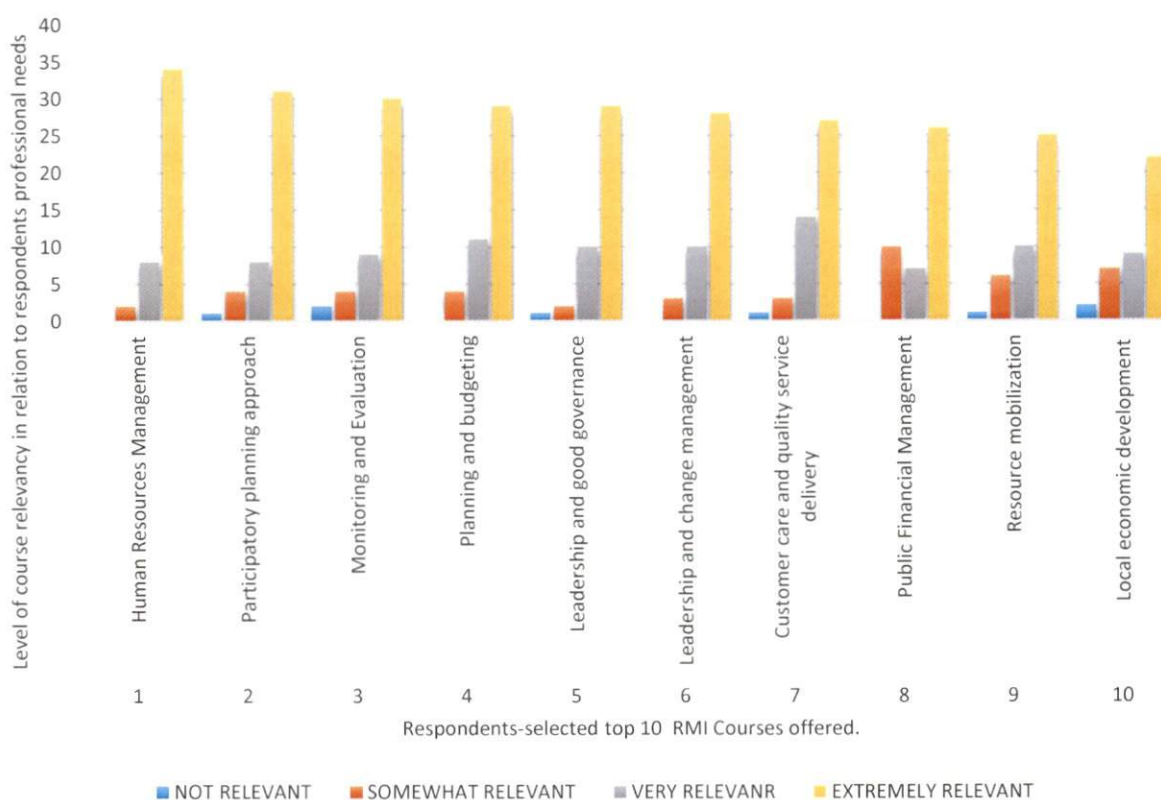
Planning, Monitoring and Evaluation-related courses were ranked as other extremely relevant programs towards helping them achieve organizational goals. The relevance indicated on the chart also implies the gaps that may hinder organizations to attain their objectives.

Planning is the key pillar of every long-term intervention. Planning, Monitoring and Evaluation allow the organizations to look ahead and measure their every milestones to give value to their institutional target.

Of the 31 courses, respondents were given a scale of: "Not Relevant, Somehow Relevant, Very Relevant and Extremely Relevant" and the most top 10 were ranked as indicated in Table 5 below and illustrated in chart 11:

Table 5: Level of relevance of existing RMI Training programs

		NOT RELEVANT	SOMEWHAT RELEVANT	VERY RELEVANT	EXTREMELY RELEVANT
1	Human Resources Management	0	2	8	34
2	Participatory planning approach	1	4	8	31
3	Monitoring and Evaluation	2	4	9	30
4	Planning and budgeting	0	4	11	29
5	Leadership and good governance	1	2	10	29
6	Leadership and change management	0	3	10	28
7	Customer care and quality service delivery	1	3	14	27
8	Public Financial Management	0	10	7	26
9	Resource mobilization	1	6	10	25
10	Local economic development	2	7	9	22



Graph 11: Level of relevance (in relation to respondents' needs) of RMI existing training programs

4.8 On the Relevancy of New RMI Training Programs

In 2017/28, RMI introduced new programs and wanted to get a gist of what potential and existing clients thought about them. On the one-week training programs, the assessment team further sought to measure respondents' level of relevance to their professional and institutional needs. While the courses suggested were 21 in number, using the same scale of " not relevant,

somehow relevant, very relevant and extremely relevant", the most top 10 that scored high were as illustrated in chart 12 and table 6 below:

Table 6. Level of relevance of new RMI training courses

	New courses	Relevance			
		NOT RELEVANT	SOMEWHAT RELEVANT	VERY RELEVANT	EXTREMELY DELIVERY
1	Professional Writing Skills	0	6	12	24
2	Negotiation Skills	0	1	18	23
3	E-procurement	5	8	9	21
4	Research and Consultancy	1	12	8	21
5	ISO 9001 Quality Management Systems(QMS)	2	5	13	20
6	Organizational Change Management	0	6	14	20
7	Research Methodologies, Data Analysis and Research Statistics	1	8	15	19
8	Use of Research Software and Programs in Data Analysis and Management	0	9	12	19
9	Digital Literacy (ICDL)	1	5	16	18
10	Corporate Governance	2	4	18	17

Professional Writing Skills, Negotiation skills, and E-procurement were the most ranked as extremely relevant. This ranking reflects the ever-increasing demand on the leaders to communicate effectively as they negotiate for better deals for their institutions. Most of the government and investment businesses are conducted through e-procurement and this explains why respondents ranked this course as extremely relevant.

In one of the individual interviews conducted with senior managers in one of the target institutions, respondents indicated that their need for *writing and negotiation skills* was dictated by the necessity to master communication and protocol skills in dealing with partners and stakeholders, especially in geo-political and inter-cultural set ups. Their positions and changing environments required them to be skilled in acting with tact and diplomacy using politically appropriate language and etiquette in public meetings, conferences, and other such events.

Other equally important new courses ranked extremely or very relevant were mainly *professional certified courses* and this explains the need for personal professional growth. The above ranking is a pointer to RMI direction to prioritizing its next area of investment in terms of client needs and demands.

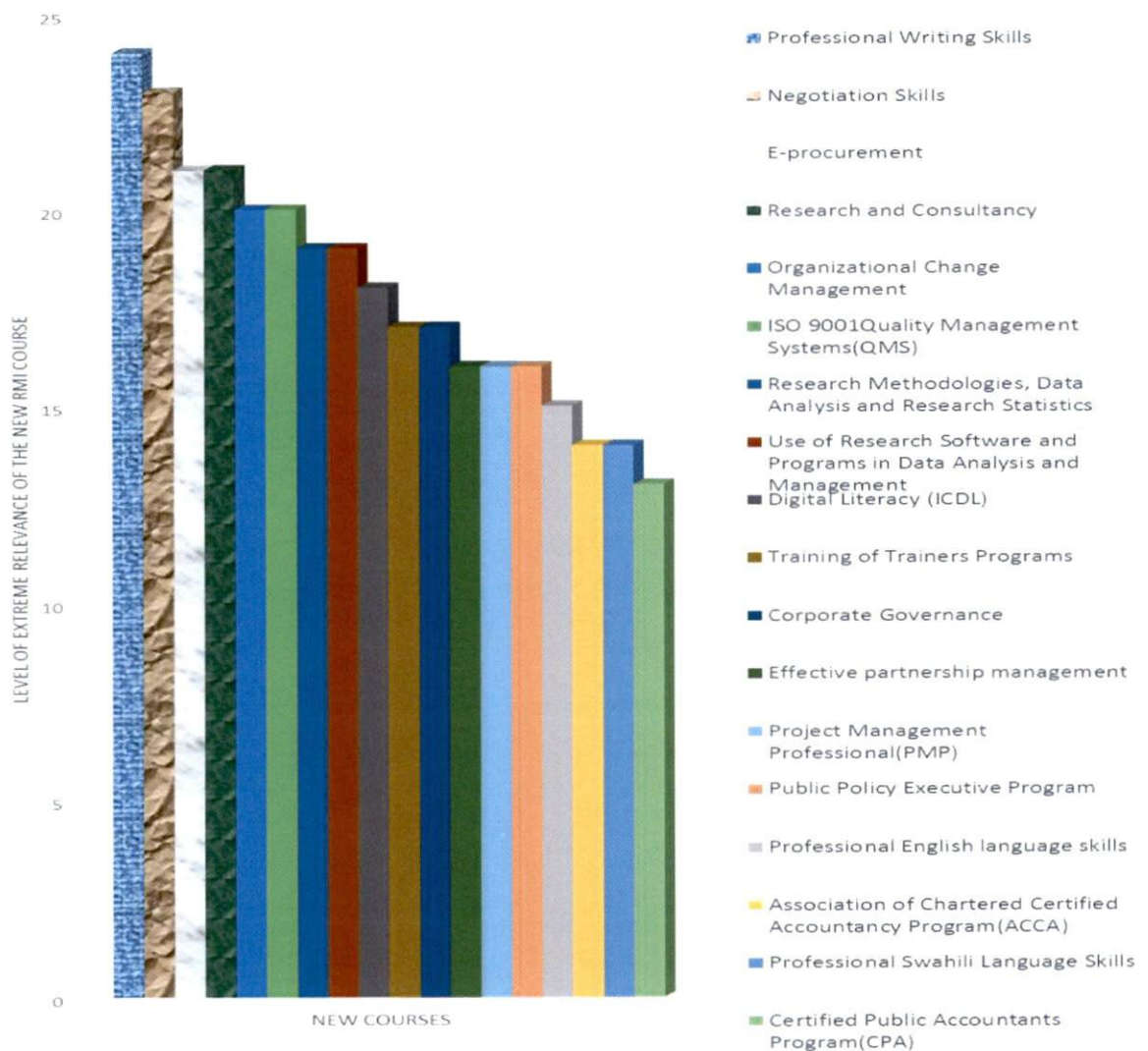


Chart 12. New Courses ranked as extremely relevant.

4.9 Newly Emerging Capacity Priority Needs

While the information in section 4.4 was restricted to a questionnaire with a number of questions and rating criteria, the assessment team asked respondents to suggest additional programs they really felt RMI should introduce to address newly emerging capacity priority needs for the institutions in particular and the country at large.

Out of this question, the assessment unearthed new capacity-strengthening needs hitherto not provided by RMI. Respondents proposed twenty seven (27) new courses and programs for

RMI to include in its programs service package. Fourteen (14) of those were recommended to be tailor-made for different clients.

Among the newly emerging priority needs from respondents, tailor-made programs were at 34%, School Management at 17% demand, Local Government Specific Needs Priority Programs (urbanization, land management, municipality planning, secondary city needs assessment & planning etc) at 15%, and Research-informed Planning at 12%.(see chart 13 page 33)

School Management: Respondents mainly from Districts proposed that RMI should specifically capacitate their relevant staff to conduct research in education management; inspection in schools and analyse data coming from schools. They indicated that Sector Education Officers needed specialized research skills to track down the use of funds in their respective sectors. Furthermore, respondents indicated that they needed training to enable school administrators and education officers to be better managers.

Local Government Specific Needs Priority Programs: Several District Officials and some RGB officers indicated that due to constantly changing local government structures, RMI needed to provide support to Districts in terms of research on institutional analyses and other programs. Respondents from Local governments emphasized RMI's need to introduce courses in:

- a. *Event Management, which* has become one of the activities taking huge budgets and is central to successful running of secondary city activities.
- b. *City Municipality Management* to cater for municipal engineers, urban planners, revenue collection officers and resource mobilization managers.
- c. *Customized Conflict Management* to address specific area issues in management, land, water, relations and citizens. Respondents emphasized that experienced people must deliver this program.
- d. *Organisational culture* to help in branding and positioning their institutions
- e. *Investigation and Analysis* for better decision-making.
- f. Others included urbanization, land management, municipality planning, secondary city needs assessment & planning.
- g. *Procurement, Contract Management and Negotiations:* This course was highlighted as an institutional issue and was recommended to be given to all

key institutional decision makers and all executive committees whether at the central or local government levels.

- h. *M&E Systems*: While RMI has been providing short courses in M&E, the emphasis has not been on building practical M&E systems within the institutions. This time round, the emphasis was on systems and tailor-made model.
- i. *RMI Research support*: Participants proposed this from the perspective of the respondents' need for external RMI support in research to help the institutions determine the taxable potential and capacity of their citizens. Specifically, respondents proposed to RMI to introduce a service that could help Sector level authorities identify opportunities for investment and resource mobilization.

Professional Induction Programs were recommended as new priority areas to help management and their teams understand their new roles, tasks, terms of references informed by analysis of their needs and gaps. Participants indicated that such an intervention would help their institutions determine and give measurable value to each task. Respondents indicated that the professional induction program must include trainers from RPPA, NISS and MINECOFIN. Some respondents from the Private Sector and Civil Society suggested that RMI should develop courses customized to private sector **needs** as well as civil society organizations. One respondent pastor suggested that RMI make tailor made programs for the church leaders and evaluate their needs in terms of training, research and consultancy services

Energy and gas: Though not highly rated, **Energy and gas** were identified as the newest priority areas in which Rwanda is actively engaged. Respondents expressed the need for their staff to be trained and be conversant with energy and gas laws, technical and managerial aspects that go with them. This proposed new program goes hand in hand with urban planning, Geographical Information Systems (GIS), water, energy and the management and mitigation of security issues deriving from urbanization. Table 7 and chart 13. below illustrate the details:

Table 7. Clients' proposed new courses and programs

#	New Priority Programs	Frequency
1	Tailor-made programs in Strategic Negotiations, Energy and Gas, ICT-Cyber Security, Home-Grown Solutions, Banking, Diplomacy and regional integration, Health Centre Management, Professional Induction Programs, Geographical Information Systems, Investigation and Analysis Methods, Investment)	33
2	School Management	16
3	Local Government Specific Needs Priority Programs (urbanization, land management, municipality planning, secondary city needs assessment & planning.)	14
4	Research-informed Planning	12
5	E-governance(e-recruitment, banking, RBM, procurement	4
6	Professional Languages	4
7	Use of Media in Development	4
8	Human Resource Management Professional	4
9	Financial Reporting	3
10	Stress Management	3
11	Fiscal Decentralization	2
12	Institutional Performance Audit	2
13	Private-Public Partnerships	1

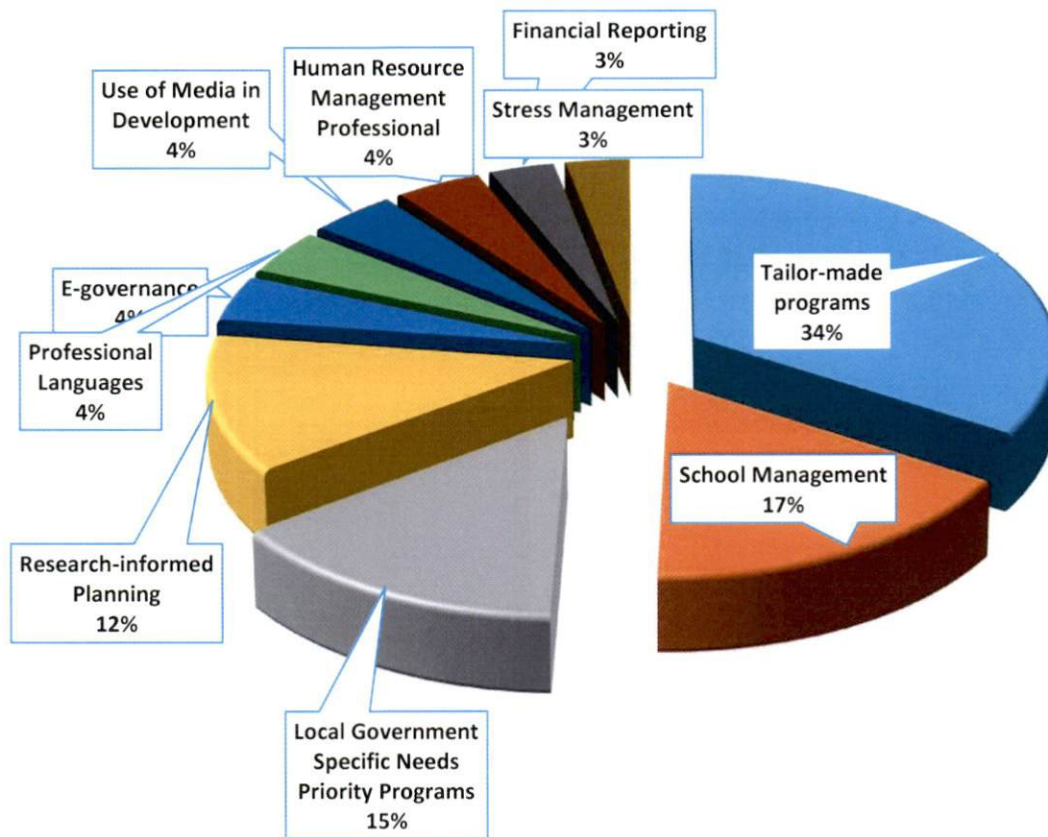


Chart 13. Clients' proposed new courses and programs

4.10 Preferred Mode of Training Delivery

Having obtained the information regarding priority needs and gaps, the Assessment team further asked questions regarding the preferred mode of training delivery. This question was premised on the anecdotal information and informal feedback from former trainees of RMI. The team therefore thought it prudent to get actual information from previous clients as well as potential customers. Respondents were given a variety of modes to choose from and the results indicated that 75 % preferred participatory modes of training delivery. Only 15% preferred the lecture method as illustrated in chart 14. Below:

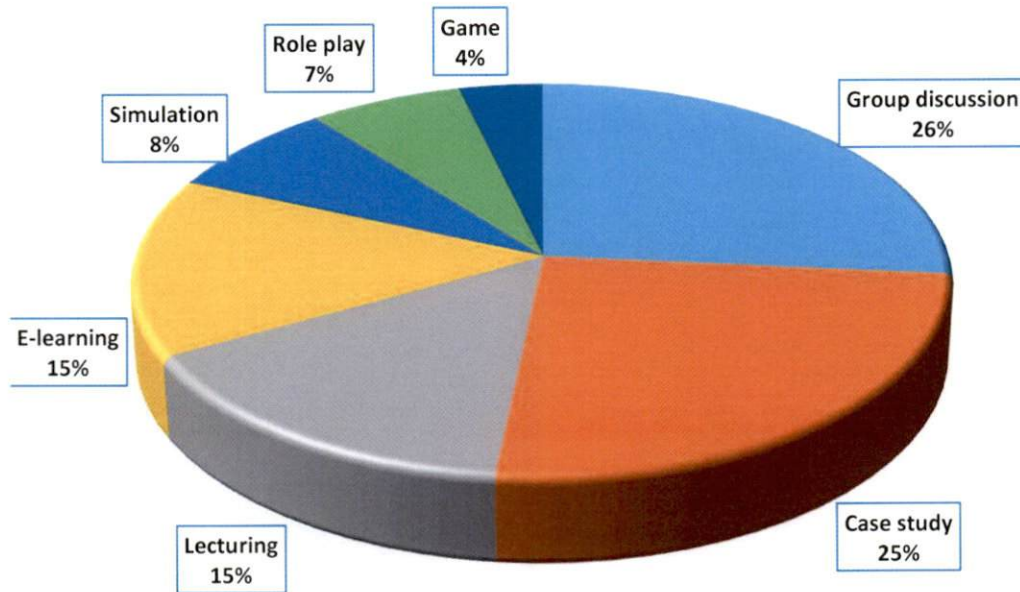


Chart 14. Preferred Mode of Training Delivery

5 RECOMMENDATIONS

Based on the findings generated through observations, interviews, focus group discussions and questionnaires, this study recommends the following actionable paths to be implemented by RMI.

5.1 Introduce full-fledged Professional Certified Programs

It is recommended that RMI starts training clients in Professional Certified Programs and get the required certifications along the way. To ensure that this happens, RMI should introduce specific certified programs and give conditions for quality with selectively recruited experts to deliver on the same. Some of the programs recommended by respondents from this assessment include, but were not limited to:

1. Certified Civil Service Public Management Professional,
2. Certified Human Resources Management Professional,
3. Project Management Professional,
4. Certified Investment and Financial Analysis(CIFA),
5. Certified Credit Professional (CCP).

5.2 Conduct Research on tailor-made programmes

This recommendation comes as result of some institutions that expressed the need to design tailor-made programs for their staff. Such institutions include the Central Bank, WDA, NISS, District of Rusizi, and RGB (to develop a joint module/program on Home-Grown Solutions). To this end, RMI must identify willing and capable partners to design joint research proposals for funding and carry out these tailor-made focused studies to address the needs revealed by this assessment.

5.3 Out-source specialised seasoned trainers:

Out-source specialized seasoned trainers to cater for special-specific institutional demands and needs. One of the areas recommended for improvement was training quality and use of competent trainers. Some of the new programs will require trainers with specialized expertise and RMI should invest in that either through partnerships or designing attractive packages to incentivize such talents.

5.4 Introduce Training of Trainers Programs

Introduce Training of Trainers Programs to cascade RMI programs at the local government institutional levels where they are needed most. The target group for ToT at the District Level should be the Sector Executive Secretaries, District Planning and Procurement Committees including members of the Civil Society; Division Managers, Heads of Units, Head Teachers, Heads of Health Centers and the Executive Secretaries of the Districts.

5.5 Introduce and implement Specialised Executive Certificate Programs.

Introduce and implement Specialized, executive certificate programs. Participants to this assessment recommended that RMI ought to transform and upgrade its current one-week generic courses into Executive Certificate Programs. To this end, RMI was advised to avoid academic content modules and focus on standardized content reflective of market demands. This move would further position RMI strategically to bring standards for young graduates based on the market for certain rare skill-sets. Key Executive Certificate Programs recommended include:

1. Executive Certificate in Building M&E Systems,
2. Executive Program in Home-Grown Solutions
3. Executive Certificate in Negotiations and Conflict Management,
4. Executive Certificate in Research Skills and Planning;
5. Executive Certificate in Geographical Information Systems (GIS);
6. Executive Certificate in Investigations and Analysis;
7. Executive Certificate in Gas and Energy Program.
8. Executive Certificate Gender Mainstreaming and budgeting.

5.6 Reposition RMI Client focus on Local Governments.

8. Reposition RMI client focus by addressing Local Governments and other institutional demands in addition to the central government public servants' needs in both training and research capacity building services. This recommendation is in line with feedback from RGB and local governments. They recommended that RMI should position itself by first conducting research for local government needs in the areas of land-use and conflict management, projections to develop, planning efficiency and urban management projects. In cases where RMI needs specialised expertise, it should explore avenues for doing twinning arrangement with other institutions as a way to transfer skills as well as cultivate a culture of study

tours to benchmark the good practices in training and research from other institutions with similar missions.

5.7 Improve Customer care

Based on the respondents' feedback from different categories, it is recommended that RMI review its customer care service delivery through enhanced communication to and with clients. Special attention must be paid in the hospitality, public relations, catering, and gender training sectors.

6 ANNEXES

1. LIST OF RESPONDENTS CONSULTED

#	Respondent's Current Position	Institution
1	Finance Officer	MINALOC
2	Accountant	MINALOC
3	Territorial Administration Officer	MINALOC
4	Coordination and Territorial Administration Officer	MINALOC
5	Local Government Capacity Building Professional	RGB
6	Director of Planning	RGB
7	Principal Researcher	RGB
8	HR Specialist	RGB
9	CSO Capacity Development Specialist	RGB
10	policy analyst	RGB
11	Executive Secretary	Nkombo Sector
12	Executive Secretary	Rusizi Sector
13	Executive Secretary	Nzahana Sector
14	Executive Secretary	Bugarama Sector
15	District Education Officer	Rusizi Sector
16	Corporate service division manger	Nyagatare District
17	Executive Secretary	Nyagatare District
18	Documentarist and Archivist	MIFOTRA
19	Secretary JADF	Gatsibo District
20	Accountant	Gatsibo District
21	Human resource management	Gatsibo District
22	internal auditor	Gatsibo District
23	logistic officer	Gatsibo District
24	division manager corporate service	Gatsibo District
25	administrative assistant to the mayor	Musanze District
26	startup development officer	Musanze District
27	documentation and archive officer	Gicumbi District
28	Accountant	Gasabo District
29	Accountant	Gasabo District
30	HRM	Gicumbi District
31	Director of Planning, M&E	Rutsiro District
32	District Education Officer	Rutsiro District
33	Procurement Officer	Rutsiro District
34	Remuneration analysis & monitoring officer	MIFOTRA
35	Monitoring and Evaluation Officer	MIFOTRA
36	Planning Officer	MIFOTRA
37	Public Service Inspection & Advisory Services Officer	MIFOTRA
38	Senior Officer, Currency Statistics	BNR
39	Senior Officer, Performance Management ,Training Development	BNR

40	Procurement Officer	BNR
41	Procurement Officer	Senate
42	Public Relations & Communication Officer	Senate
43	Administrative Liaison Officer	Senate
44	Head of Central Secretariat	Senate
45	Administrative Liaison Officer	Huye district
46	HRM and Salaries Officer	Huye district
47	Administrative Assistant to the Mayor	Huye district
48	Accountant	Huye district
49	Finance and Administration Officer	Huye district
50	SMEs and Cooperative Development Officer	Huye district
51	Social Protection	Huye district
52	Logistics Officer	Huye district
53	Itorero Coordinator	Huye district
54	HR Education and Health	Huye district
55	Advisor to the Mayor	Huye district
56	HRM Specialist	RGB
57	Principal Researcher	RGB
58	Director of Planning & ICT	RGB
59	Director of Administration & HR	WDA
60	Quality Assurance for TSS and	WDA
61	A1 Program Officer	
62	Administrative Assistant	WDA
63	Administrative Assistant	WDA
64	Director	MIFOTRA
65	Director	MIFOTRA
66	Director of Planning	Nyagatare District
67	Performance Management System Officer	MIFOTRA
68	JADF OFFICER	Nyagatare District
69	Director of Health	Nyagatare District
70	Human Resource Management Specialist	MINALOC
71	M&E Specialist	MINALOC
72	Director of Education	Nyagatare District
73	Human Resource Manager	Nyagatare District
74	District Education Officer	Rusizi District
75	Executive Secretary of the Sector	Bugarama Sector
76	Executive secretary of the Sector	Nzahana Sector
77	Human Resource and Salaries Officer	Rutsiro District
78	Division Manager	Rutsiro District
79	Executive Secretary of the Sector	Gicumbi District
80	CSDM	Gasabo District
81	DAF	Civil Society Platform
82	Director of Agriculture & Natural Resources	Gasabo District
83	Executive Secretary	Rwanda Civil Society Platform
84	Director of HR AND Administration	Musanze District

85	Director of Education	Gatsibo District
86	Religious Pastor	AEBR CHURCH
87	Director of Planning, Administration and HR	Not indicated
88	Vice-Chairperson	PSF
89	Director of Planning M&E	Gatsibo District
90	Deputy Director General	WDA
91	Head ,District Advocacy Coordination	PSF
92	Director of Administration &HR	Kicukiro District
93	Manager Institutional Development	BNR
94	HR Analyst	RDB
95	Planning Analyst	RDB
96	DHR and Administration	senate
97	Planning ,Monitoring and Evaluation Specialist	RDB
98	Mayor	Huye District
99	Director of Education	Huye District
100	Advisor to the District Executive Committee	Huye District
101	JADF Officer	Huye District
102	Corporate Services Division Manager	Huye District
103	Director of Health	Huye District
104	Executive Secretary	Huye District
105	Director of Education	Gicumbi District
106	Director of Health	Gicumbi District
107	Executive Secretary	Northern Province

2. New Clients' Priority areas

#	New Priority Programs
1	School Management
2	Local Government Specific Needs Priority Programs (urbanization, land management, municipality planning, secondary city needs assessment & planning.)
3	Research-informed Planning
4	Professional Induction Programs
5	Tailor-made Conflict Management Programs
6	E-governance(e-recruitment, banking, RBM, procurement)
7	Professional Languages
8	Use of Media in Development
9	Human Resource Management Professional
10	Financial Reporting
11	Health Sector(hygiene and Sanitation; Health Centre Management)
12	Stress Management
13	Fiscal Decentralization
14	Diplomacy and regional Integration
15	Institutional Performance Audit
16	Institutional Branding
18	How to build institutional M&E Systems
19	ICT-Cyber Security
20	Strategic Negotiations
21	Geographical Information Systems
22	Tailor-made Investigation and Analysis Methods
23	Energy and Gas
24	Home-Grown Solutions
25	Investment
26	Private-Public Partnerships
27	Banking related courses

3. ADMINISTERED QUESTIONNAIRES FOR HEADS OF INSTITUTIONS

Professional Capacity Development Needs Assessment Questionnaire

General Information

This questionnaire will support regular identification of the professional capacity development needs of Rwanda Management Institute existing and potentially new clients to respond to their institutional capacity needs and demands. This assessment is conducted within the framework of RMI mandate to provide evidence-based service delivery to its clients.

Your responses to these questions will be treated with confidentiality. The results of this professional capacity development needs assessment will be aggregated and analyzed in a report which will be used to design professional capacity development skills curricula in research and training.

We thank you very much for taking the time to complete the questionnaire!

Q.1. Personal data

a. Gender: F/M _____

—

b. Current position _____

c. Number of subordinates (if applicable): _____

d. Department: _____

e. Institution: _____

—

f. Tel.: _____ Mobile; _____ E-mail: _____

g. Age group:

20–24	25–29	30–34	35–39	Above 40

Q.2. Education level (Please specify)

- a) Secondary school
- b) University: (Under graduate)
- c) University (Post graduate)
- d) Area of Specialization:

Q.3. How many years of working experience do you have in your field of specialization? (eg. Finance, HR, Research, Banking etc. -please specify)

__ Years	__ Months
----------	-----------

Q.4. How long have you been in the current position? (Please specify)

__ Years		__ Months

Q.5. What are your current duties/responsibilities? (Please indicate 3 most important ones)

- a. _____
- b. _____
- c. _____

Q.6. Have you ever had employees who attended trainings for better performance (From 2015 up to Now)?

a)

Yes	
Not	

b) If Yes how many went to RMI and other institutions for the last two years

RMI	0	1-5	6-10	+10
Other institutions	0	1-5	6-10	+10

- c) If Not why.....
-
-
-
-

Q.7. Among the following courses (existing and new ones) which ones do you find more relevant for your staff in accordance with your organizational mission?

Rank according to the relevance of the course selected according to your organizational mission achievement using a scale of 0 to 2 where:

- 0 means the training area is not relevant to the organization's mission;
- 1 means the training area is somewhat relevant to our professional needs;
- 2 means the training area is very relevant to our professional needs.
- 3 means the training area is extremely to our professional needs.

N°	Existing courses	Relevance			
		0	1	2	3
1	Strategic Management				
2	Public Financial Management				
3	Procurement Management				
4	Entrepreneurship Development Communication Skills				
5	Gender Development				
6	Monitoring and Evaluation				
7	Professional Accounting				
8	Policy Formulation and development				
9	Induction Program				
10	Conflict Management				
11	Project Management				
12	Human Resources Management				
13	Communication and public relations				
14	Planning and budgeting				
15	Participatory planning approach				
16	Logistics and stock management				
17	Customer care and quality service delivery				
18	Entrepreneurship and cooperative management				
19	Leadership and change management				
20	Leadership and good governance				
21	Internal auditing				
22	Office management				
23	Fundamentals of budgeting				
24	Total quality management				
25	Counselling				
26	Resource mobilization				
27	Community development				
28	Urban planning				
29	Local economic development				
30	Performance appraisal				

N°	New courses	Relevance			
		0	1	2	3
1	Finance and Banking				
2	ISO 9001 Quality Management Systems(QMS)				
3	Research and Consultancy				
4	E-procurement				
5	Association of Chartered Certified Accountancy Program(ACCA)				
6	Certified Public Accountants Program(CPA)				
7	Digital Literacy (ICDL)				
8	Project Management Professional(PMP)				
9	Public Policy Executive Program				
10	Corporate Governance				
11	Negotiation Skills				
12	Professional Writing Skills				
13	Organizational Change Management				
14	Training of Trainers Programs				
15	Research Methodologies, Data Analysis and Research Statistics				
16	Use of Research Software and Programs in Data Analysis and Management				
17	Hospital Management				
18	Effective partnership management				
19	Professional English language skills				
20	Professional Swahili Language Skills				
21	Kinyarwanda language skills for non-native speakers				

Q.8. If there are any other courses not indicated above please mention them below (Not more than 5)

Q.9. Please indicate 3 preferred mode of training delivery which you would like RMI to provide professional capacity development?

N	Mode of training delivery	Indicate with a tick below
1	Lecturing	
2	Case study	
3	Group discussion	
4	Simulation	
5	Role play	
6	Game	
7	E-learning	

Q.10. Apart from training sessions that can be organized to improve the knowledge and skills of your staff, what other professional capacity development interventions do you think should help your organization to perform better? Tick where appropriate

#	Area of professional capacity development intervention	Indicate with a tick below
1	Institutional diagnosis/Institutional Reviews/Audit	
2	Programs Design, Planning and Implementation frameworks	
3	Development of Strategic plan	
4	Designing Coordination, Monitoring and Mobilization Strategies	
5	Development of Communication and Marketing strategy	
6	Development and Operationalisation of a Human Resource Management Manual	
7	Development of Public procurement manual/s	
8	ICT Policy development	
9	Production of Financial management manual	
10	Development of Income generating strategies	
11	Facilitating institutional events	
12	Business plan development	
13	Outcome mapping	
14	Infographic surveys	
15	Effective leadership	
16	Budget Tracking Results Using Scorecard and Community Social Audit	
17	Evaluation studies	
18	Applied research (Which area)	
19	Coaching on job training	
20	(If there is any please add it)	

Q.11. If you have any recommendation/suggestions for RMI to deliver training and conduct research and consultancy services more effectively as its mission, please specify

4. ADMINISTERED QUESTIONNAIRES FOR DIFFERENT INSTITUTIONS (NON-SENIOR MANAGER RESPONDENTS)

Professional Capacity Development Needs Assessment Questionnaire

General Information

This questionnaire will support regular identification of the professional capacity development needs of Rwanda Management Institute existing and potentially new clients to respond to their capacity needs and demands. This assessment is conducted within the framework of RMI mandate to provide evidence-based service delivery to its clients. Your responses to these questions will be treated with confidentiality. The results of this professional capacity development needs assessment will be aggregated and analyzed in a report which will be used to design professional capacity development skills curricula in research and training.

We thank you very much for taking the time to complete the questionnaire!

Q.1. Personal data

a. Current position:

b. Number of subordinates (if applicable): _____

c. Department: _____

d. Institution: _____

e. Tel.: _____ Mobile: _____ E-mail: _____

f. Age group:

20–24	25–29	30–34	35–39	Above 40

Q.2. Education level (Please specify)

e) Secondary school

f) University: (Under graduate)

g) University (Post graduate)

h) Area of specialization

Q.3. How many years of working experience do you have in your current field of specialization? (eg. Finance, HR, Research, Banking etc. -please specify)

__ Years	__ Months

Q.4. How long have you been in the current position? (Please specify)

__ Years	__ Months

Q.5. what are your current duties/responsibilities? (Please indicate 3 most important ones)

a. _____

b. _____

c. _____

Q.6. Previous RMI Trainings attended

Which course have you attended in RMI during the past 24 months? Please rank them according to their relevance according to your job responsibilities and the organizational mission using a scale of 0 to 2 where:

- 0 means the training area was not relevant to your job needs;
- 1 means the training area was somewhat relevant to your professional needs;
- 2 means the training area was very relevant to your professional needs.

Training courses attended	Relevance		
	0	1	2
1.			
2.			
3.			

Q.7. Please indicate 3 preferred mode of training delivery which you would like RMI to provide professional capacity development?

N	Mode of training delivery	Indicate with a tick below
1	Lecturing	
2	Case study	
3	Group discussion	
4	Simulation	
5	Role play	
6	Game	
7	E-learning	

Q.8. Apart from training sessions that can be organized to improve the knowledge and skills of your staff, what other professional capacity development interventions do you think should help your organization to perform better? Tick where appropriate

#	Area of professional capacity development intervention	Indicate with a tick below
1	Institutional diagnosis/Institutional Reviews/Auditing	
2	Programs Design, Planning and Implementation frameworks	
3	Development of Strategic plan	
4	Designing Coordination, Monitoring and Mobilization Strategies	
5	Development of Communication and Marketing strategy	
6	Development and Operationalisation of a Human Resource Management Manual	
7	Development of Public procurement manual/s	
8	ICT Policy development	
9	Production of Financial management manual	
10	Development of Income generating strategies	
11	Facilitating institutional events	
12	Business plan development	
13	Outcome mapping	
14	Infographic surveys	
15	Effective leadership	
16	Budget Tracking Results Using Scorecard and Community Social Audit	
16	Personnel Recruitment Services	
17	Evaluation studies	
18	Applied research (Which area)	

Q.9. If there are any other courses not indicated above please mention them below (Not more than 5)

- 1).....
- 2).....
- 3).....
- 4).....
- 5).....

Q.10. If you have any recommendation/suggestions for RMI to deliver training and conduct research and consultancy services more effectively as its mission, please specify

5. INDIVIDUAL INTERVIEW AND FOCUS GROUP DISCUSSION GUIDE TOPICS/QUESTIONS

#	TOPIC GUIDE	EXAMPLE QUESTION
1	APPRECIATION OF RMI SERVICES	<ul style="list-style-type: none"> To what extent did the previous RMI skills training intervention address challenges and gaps among personnel?
		<ul style="list-style-type: none"> How relevant were these interventions in strengthening the institutional capacities and promoting better services and performance and productivity?
		<ul style="list-style-type: none"> To what extent have the target institutions' internal management systems and performance capabilities become effective in achieving program results as a result of RMI skills capacity building interventions?
2	CAPACITY NEEDS AND GAPS	<ul style="list-style-type: none"> What are expectations from new/potential clients in terms capacity needs in training and research?
		<ul style="list-style-type: none"> What are the skills training priority areas that the existing and new target clients need to fill the existing gaps?
3	PREFERED MODES OF RMI TRAINING DELIVERY	<ul style="list-style-type: none"> What are other new ways of training delivery would RMI clients propose to RMI for meeting customer satisfaction?
4	INSTITUTIONAL RESEARCH CAPACITIES	<ul style="list-style-type: none"> What research personnel exist in the target entity/ies/ companies
		<ul style="list-style-type: none"> Research skills capabilities and gaps of the personnel in the target institutions,
		<ul style="list-style-type: none"> Nature of Research skill-set needs by the target institutions' personnel,
5	CONSULTANCY AND RESEARCH NEEDS	<ul style="list-style-type: none"> Priority areas of Research that need to be addressed by the institutions,
		<ul style="list-style-type: none"> Kind of technical support that might be needed from RMI to conduct research that informs their planning processes and evidence-based products, organizational performance as well as service delivery.

PRE-FIELD ASSESSMENT WORKSHOP SCHEDULE

**RMI Professional Capacity Development Needs
Assessment Pre-Field Workshop**

VENUE: RMI Muhima Campus, Meeting Room on August 29,2017
August 29,2017
Kigali

AGENDA

August 29, 2017		
Venue: RMI office Kigali		
09.00 – 12.30	<i>Morning Session</i> – introduction	
09.00 – 09.15	Welcoming remarks	DG and PSRCC
09.15 – 09.25	Professional Capacity Development Needs Assessment-What's it about?	PSRCC
09.25 – 09.50	Tools and Instruments – Qualitative and Quantitative tools in gathering, recording and transcribing data	DDG
09.50 – 10.45	Explaining the Questionnaire and how to use it. Questionnaires; Interview and Focus Group Guides. How to use them to generate data and information	Marketing Officer
10.45 – 11.00	<i>Coffee break</i>	
11.00 – 11.30	Target audience for the Needs Assessment <ul style="list-style-type: none"> • Who they are, why them and where they are located. (Jeanne Busingye) 	KIMO
11.30 – 12.15	Question and Answer Session	PSRCC
12.15 – 13.15	<i>Lunch Break</i>	
13.15 – 15.30	<i>Afternoon Session</i> Schedule, dates, and letters of introduction.	
13.15 – 13.45	Presenting the schedule for field work	KIMO ¹
13.45 – 14.30	Questions and discussion session	DG
14.30 – 15.00	Logistical Arrangements Transport	Logistics Officer
	Field missions Accommodation,	Accountant
15.00 – 15.30	Wrap of the day. Departure for those going to Musanze and Rutsiro Districts for 30/9 meetings	Logistics Officer.

¹ Knowledge & Information Management Officer

6. DETAILED ASSESSMENT SCHEDULE

Activity	August	August/September	September	October	October	October/November
	22 → 29	30 → 18	19 → 30	2 → 10	11 → 25	26 → /Nov. 27
Preparatory Phase (Designing Capacity Needs Assessment Tools, Identify institutions to be surveyed Dispatch the letters and follow-up Secure resources and facilitation to start the assessment)					-	
Field work Phase						
Data entry, coding and cleaning						
Analysis and interpretation						
First Draft Report						
Final Draft Report writing, editing, proofreading and production						

References

1. Republic of Rwanda, *2016- 2017 Local Government Imihigo Mid-term Assessment Report*. March 2017, Kigali
2. Rwanda Management Institute, *RMI Service Charter*. Kigali, March 2017.
3. Rwanda Institute of Administration and Management, *Report on Training Impact Assessment.*, Kigali, December 2011.