

TRAINING STRATEGY

MANAGEMENT AND PROFESSIONAL DEVELOPMENT DEPARTMENT



Government of the Punjab

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FOREWORD

“ The success of public service therefore depends on how well it mobilizes the most precious resource the people. Public officers have an important role to play as activists for change therefore training and learning must become a way of life for the public servants. ”

Public services globally have undergone a revolution. Borrowing management approaches and performance tools from the private sector, public agencies in most countries have learnt how to operate as leaner, more responsive and more service oriented outfits. However, in Pakistan, very little has been accomplished in this direction and there is an ever increasing distortion between the public services provided and the expectations of the society. The civil service structures have become decadent, obsolete and in complete discord with the demands of a vibrant, progressive, responsive and efficient civil service. In the entire span of an average civil service career, training courses are few and far between and in most cases are not in harmony with the requirements of their profession.

Around the world several factors are driving change, which include globalization, technology innovations, the quest for more efficient resource management and cost-effective service delivery. The success of public service therefore depends on how well it mobilizes the most precious resource the people. Public officers have an important role to play as activists for change therefore training and learning must become a way of life for the public servants.

The Government of Punjab has been spending considerable resources on training, but training activities have not been implemented through a holistic training policy or strategy. This multi-directional and overlapping approach has diminished the real term impact of trainings.

The area which needs immediate focus, is an integrated approach to the government's training policy that covers matters pertaining to, sensitization of departments, an assessment of training needs, development of demand based trainings, up-gradation of institutional infrastructure for both specialized and managerial trainings, introduction of employee incentives, formalizing standards of training and a regularly updated database of trainings. This requires a functional overarching Training Strategy for the Government of Punjab.

The Training Strategy has been developed after a comprehensive process of stakeholder consultations. MPDD would like to acknowledge, the contribution of all the administrative departments, district governments; representatives of public and private sector training institutions, human resource development practitioners / experts and the dedicated professionalism of the training strategy preparatory team which included the Additional Secretary, Deputy Secretary (Academics), Consultant team and support staff of MPDD.

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Secretary MPDD

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ACRONYMS

BS	Basic Scale
C&W	Communication & Works
CSCI	Civil Service College International, Singapore
CSR	Civil Service Reform
DO	District Officer
EDO	Executive District Officer
FBR	Federal Bureau of Revenue
GEAP	Government Engineering Academy Punjab
HDI	Human Development Index
HRD	Human Resource Development
HRM	Human Resource Management
HUD&PHED	Housing, Urban Development & Public Health Engineering Department
IBA	Institute of Business Administration
ICT	Information and Communication Technology
IT	Information Technology
KSA	Knowledge, Skills and Attitudes
LDD	Livestock & Dairy Development
LFA	Logical Framework Analysis
LG&CD	Local Government & Community Development
LUMS	Lahore University of Management Sciences
M&E	Monitoring & Evaluation
MDGs	Millennium Development Goals
MPDD	Management & Professional Development Department
NIP	National Internship Programme
NUST	National University of Science & Technology
P&DD	Planning & Development Department
PBR	Payment-by-Results
PIHRD	Punjab Institute of Human Resource Development
PIMPD	Punjab Institute of Management & Professional Development
PLGAL	Punjab Local Government Academy, Lalamusa
PMS	Provincial Management Service

PMU	Project Management Unit
PPP	Public Private Partnership
PPSC	Punjab Public Service Commission
PTCC	Provincial Training Coordination Committee
R&D	Research & Development
R&TD	Research & Training Design
S&GAD	Services & General Administration Department
TEVTA	Technical Education & Vocational Training Authority
TNA	Training Needs Assessment
TOT	Training of Trainers
TOW	Training on Wheels

Note:

Department: Department means Department, Attached Department, Autonomous Institution or Semi Autonomous Institution

INTRODUCTION



There is a great deal of disenchantment amongst the general public against the civil service of the country. The causes for the prevailing mistrust range from improper attitudes and inefficiency; nepotism and corruption; patronage and politicization; to ineffectiveness and lack of capacity to deliver top class services. Proponents of civil service reform trace the multifarious short comings of the system to its origins, in colonial India, arguing that the British architects of the system designed the civil services for people they meant to rule and not to serve. While some believe that the entire system needs to be reengineered, others argue that it can be modified to adapt to the needs of an independent sovereign state through incremental changes. However, it is a generally agreed principle that in order to achieve the goals of development and good governance, the element of capacity building and human resource development is the key towards bringing about actual change within the public servants and the society at large.

Background

Since the day of Independence, Pakistan has brought about many reforms in its core civil services, the most prominent among them were introduced in 1973 and later in 2001. Despite all these initiatives, the emphasis on developing a service culture was at best vague and lukewarm. There is an ever increasing gap between the public services being provided by the government and the expectations of the society. It is the need of the hour for the government to transcend the ruler or administrator facade and embrace the role of an enabler, a facilitator, a stakeholder and a regulator. This transition would pertinently encompass a service oriented culture dovetailed with the best practices of Human Resource Management. This can be materialized through development and capacity building of human resources available in the public sector.

Civil Service and Development

With a population of more than 85 million, human resource is the most important and crucial resource in Punjab. The Human Development Index (HDI) of Pakistan is very poor and it stands at 139th position out of 179 countries. Its various development indicators show an alarming state of affairs:-

↳ Life expectancy: 64.6 years	133rd
↳ Adult literacy rate: 54%	124th
↳ Gross enrollment ratio: 40%	158th
↳ GDP per capita: 2370 US\$	127th

These statistics indicate a very big gap which needs to be rectified and improved at both national and provincial level. People are the major asset of the province and their development would automatically lead to value additions, channelizing quality in products and effective services. Without Human Resource Development (HRD), the objectives of social, economic, cultural and political development cannot be achieved. A competent and trained civil service is crucial and central to development of a country. The success of numerous resurgent Asian economies hinged upon the performance of their civil services, e.g:

- ↳ **Singapore**, a city state, has achieved the status of Asian tiger through a dynamic, forward looking civil service. In the mid 1990s, PS21 (Public Service for the 21st Century) was introduced to catalyze the economy and push it forward to become the preferred centre of investment in Asia. According to Mr. Eddie Teo, Permanent Secretary to Prime Minister's Office, "If you have 120,000 people always on the look out to improve things, you will have an awesome public service". Through continuous improvement of the civil service, the goal of sustained development was achieved.
- ↳ **Malaysia** has undergone major transformations in the past two decades. It has transitioned from an underdeveloped economy to a vibrant forward looking investor friendly economy. According to Dr. Mahatir Mohammad, the engine of change has been the public service of Malaysia in which the spearheading role has been that of the Malaysian Administrative Modernization and Management Planning Unit.
- ↳ Despite **Thailand's** commercial and economic success, the Thai Civil Service

attracts the most promising young men and women of the country. The Thai Civil Service has been the main anchor for development and progress of Thailand.

Punjab therefore, needs to develop and train its public servants in such a manner that they become an engine of change. Hence, the Government, needs to formulate effective strategies to develop a dedicated, merit oriented and empathetic public service through appropriate trainings at all levels.

Issues of Service Delivery in Punjab

There is a general lack of awareness among the public officials about the importance of service orientation and professionalism. The most fundamental issue in the public service is the development of a culture which is service-oriented and inculcates the spirit of meeting the expectations of the people of Punjab. The major issues hampering effective service delivery are:-

- The current attitude of the public officials lacks the right set of values and ethos and is embedded in a framework of a ruler / administrative mindset i.e., they are there to govern the people rather than serve them.
- The civil servant's mindset is ingrained with the psyche that he has only to please the influential classes in order to sustain his position and therefore, service to the general public is very low on his priority list.
- Systemic corruption, lack of accountability, inefficiency, patronage, nepotism etc, are major hurdles in effective service delivery.
- Lack of motivation, due to poor compensation and limited career development opportunities, leads to indifference to the demands of the general public.
- Though the civil servants are mostly recruited on merit and are appropriately qualified, but once selected, hardly any training is imparted to them to meet the challenges of professional service delivery.
- The lack of professionalism and lack of knowledge about organizational systems, processes, laws, rules and regulations results in arbitrary action and decision making with inconsistent and unequal application.
- Wherever training is being given, it is generally of poor quality and is not taken seriously.
- The aspect of changing the mindset and psyche is not truly a part of the trainings being conducted (modules on professional ethics, general etiquette, service oriented behavior, etc, are not a part and parcel of most trainings).
- Challenges of Capacity Building in Public Services of Punjab
- The Punjab civil service is facing challenges in the execution of desired standards of service delivery and has not been able to take on the role of facilitator of change and development, as has happened in many developing countries. The incapacity to achieve this goal can be rectified with focus on HRD and training in the public sector. Limited capacity continues to impact government's performance and its ability to realize its developmental objectives. Addressing the capacity challenge in the public service requires dedicated leadership from the executive and senior management levels, having the ability to build on existing legislative, normative and regulatory systems and processes. The major capacity building challenges are:-
- Improving the Human Development Index of Pakistan and attaining the Millennium Development Goals (MDGs).

- Lack of training opportunities for most categories of employees including the support staff cadres i.e. BS-I --- BS-15.
- Negative attitude towards training -- there is a perception that capacity building is a meaningless exercise.
- There is lack of professional and management training in various sectors e.g., Health, Education, Social Welfare, Agriculture, Revenue, Local Governments and Finance. Institutions may be available but their quality of training is not quite upto the mark.
- There are many public officials who have not been trained over the years and therefore it is imperative to develop a strategy which can encompass the over one million employees of the Government of Punjab.
- The trainings conducted by Government of the Punjab are not aligned with a specific strategy designed for training government employees.
- Research studies show that some officers have been nominated for trainings more than their peers and some were not even nominated once in their careers.
- Many officers have undergone trainings which by no means relate to their responsibilities and neither are the skills they acquire used in the fulfillment of their post-training responsibilities.
- Low budgetary allocation for training / HRD and its non-optimal utilization is a key impeding factor in meaningful development and capacity building.

It is therefore, the need of the hour to make the Punjab government employees more dynamic, efficient and accountable for public service delivery, built on ethos and values of integrity, meritocracy, impartiality and neutrality. Hence, the need of a holistic, integrated, multi-sectoral and all encompassing training strategy for the Government of the Punjab.

Methodology of Developing the Strategy

For formulation of the strategy following methodology / logical sequence of steps were adopted:-

- i. Initially a concept paper on capacity building in Punjab and a concept paper on Benchmarking Training was prepared.
- ii. Two comprehensive training strategy workshops were conducted in which 76 public participants from Administrative Departments, District Governments, Training Institutions of Punjab Government and private sector participated.
- iii. 130 Nos. training strategy survey forms were collected, tabulated and analyzed.
- iv. 59 Nos. feedback forms on MPDD recommendations pertaining to the training strategy were collected, tabulated and structured.
- v. 17 Nos. study visits were conducted along with 32 interviews / discussions with different stakeholders.
- vi. Two TNA workshops were conducted in which over 30 departmental representatives participated.
- vii. Different reports, articles, books, journals and research articles in training fields have been consulted.
- viii. Visits were conducted to different training institutes / departments / districts for training related data compilation.

01 DIAGNOSTIC ANALYSIS AND RATIONALE FOR THE STRATEGY



At present, there is no training policy in the Punjab Government. In a few departments there are certain trainings which are prescribed, such as in S&GAD for PMS officers, Anti Corruption Establishment and for engineering departments i.e. HUD&PHED, C&W, Irrigation and Power and Local Government Department etc. But due to non existence of a coherent training strategy/policy, departments do not give due importance to training and capacity building of their employees.

1.1 Current Training Scenario

Huge training gaps exist in the province having more than one million employees. Historically, the focus of training has been towards the management cadre at senior levels. Training has seldom been imparted to managers of technical departments. A diagnostic analysis of the problem indicates numerous issues, some of which are discussed below:-

Large Size of the Civil Service: Punjab has 1,018,579 sanctioned positions for government employment. Out of these, 362,175 posts are at provincial level, whereas 657,824 posts are in the 36 district governments. In the first category, namely the civil servants assigned to provincial departmental positions, 12.6 percent positions are in BS-16 to 22 and 87.4 percent are in BS-1 to 15. In the district governments, 18.8 percent positions are in BS-16 to 22 and 81.2 percent are in BS-1 to 15. For the province, 83.4 percent civil servants work in BS-1 to 15. The following table shows the scale wise division of the structure of civil service.

Pay Scale	Positions	Percent of total
BS-1	216,212	21.23%
BS-2	16,228	1.59%
BS-3	9,790	0.96%
BS-4	155,968	15.31%
BS-5	39,405	3.87%
BS-6	50,116	4.92%
BS-7	154,902	15.21%
BS-8	4,518	0.44%
BS-9	114,646	11.26%
BS-10	4,434	0.44%
BS-11	19,917	1.96%
BS-12	10,802	1.06%
BS-13	617	0.06%
BS-14	45,242	4.44%
BS-15	5,348	0.53%
BS-16	53,197	5.22%
BS-17	42,186	4.14%
BS-18	13,971	1.37%
BS-19	4,920	0.48%
BS-20	978	0.10%
BS-21	38	0.00%
BS-22	15	0.00%
Unallocated	55,129	5.41%
Total	1,018,579	100.00%

Providing training to such a large number of employees of various cadres, categories and scales is a huge challenge.

- ▾ **Training is not Prescribed in Service Rules:** In the service rules of various categories of employees, training is not prescribed either at entry level or at promotion stage. Hence the capacity of various categories of civil servants is not developed to perform the functions for which they have been recruited. It results in poor performance and poor service delivery.
- ▾ **Lack of In-Service Training:** Civil servants are mostly recruited on merit but after selection hardly any training is provided to them to meet the challenges of professional service delivery. Training is not a part and parcel of career development, as it should be, not only at the induction or promotion level but also on a regular / annual basis. No criteria has been developed to impart training in accordance with the existing or future job requirement of government employees.

- ↘ **Supply Driven Training:** Trainings that are presently being conducted are mostly supply driven. Short-term training often a day or half-day is also used in different fields/departments for orientation and for introducing new policies, programmes, and procedures which has very little impact. It is therefore necessary that training activities should be demand driven, tailored to the needs of a particular post or organization.
- ↘ **Non-availability of Training Data:** No consolidated data of local and foreign trainings is available in departments and district offices. Even the training institutes of Government of Punjab are neither compiling nor sharing the training data, with the exception of MPDD, which started data compilation in 2007.

1.2 Issues of Training Institutions

Government of the Punjab has developed many training institutes which unfortunately have not delivered the desired results due to the following reasons:-

- ↘ **Limited Capacity of Training Institutions:** The training institutes have limited capacity in terms of staff, infrastructure & budget. Moreover, the number and infrastructure of existing training institutions is in-sufficient to cater to the one million plus employees of the Government of Punjab.
- ↘ **Overlapping of Training:** Many departments have their own training institutes which are performing almost the same kind of functions without having any inter-departmental coordination.
- ↘ **Least Priority / Non-Optimal Utilization of Training Institutes:** Certain departments have established training institutes for technical and specialized staff, but due to lack of interest in training, the institutes are given least priority with respect to provision of necessary facilities. Even some of the institutes have been converted into offices e.g; District Health Development Centre in the Health Department.
- ↘ **Lack of Monitoring of Training Institutes:** At present no system of standardized monitoring and evaluation of the training institutions and the trainings conducted by them exists in the Government of the Punjab for training institutes.

1.3 Ethos, Values and Attitude Development

One of the most fundamental issues of concern is the general attitude and behaviour of the civil servant:-

- ↘ The prevalent attitude of the public officials is administrative rather than customer focused. These officials generally do not subscribe to values such as meritocracy, responsibility, diligence, commitment and public service.
- ↘ The government employees have a tendency to consider the general public as a nuisance only. They are not courteous, helpful or facilitating. The officers have tendency to serve /please the interest of the superiors and mistreat the common people.
- ↘ **No Training on Organizational Behaviour, Attitude Formation and Professional Ethics:** One of the reasons of low performance and poor public service delivery is lack of desired attitude and professional ethics among the employees and almost no training is offered in these areas.

- **Negative Attitude towards Training:** There is a mind set of public servants that training is a useless activity, so they do not give importance to it. Non serious attitude towards training also exists among seniors as well as subordinate officials. Seniors also do not give due importance to training and capacity building for their junior officers, and there is a tendency of not sparing them for training courses.

1.4 Absence of Specialized Management Cadres – A Major Capacity Building Challenge

Lack of Management Training for officers of Education, Health and other Departments is a major issue. In these departments, officers flip flop between managerial and technical positions. The number of officers in these cadres is very large and it is neither possible nor feasible to train them all in the field of management and administration. This creates many problems in the departments and also leads to poor service delivery. Without having separate management cadres, management training cannot be imparted properly in these departments.

1.5 Induction Examinations – No Clear Linkage with Job Requirement

The induction examinations are based upon irrelevant knowledge base and outdated procedures of examination. The examination content is not relevant to the service issues. In the management cadres induction exam, there is no mandatory section to evaluate the management comprehension of prospective candidates. Therefore when they join the civil service they are not attuned to the circumstances of the job and the required service culture orientation is completely lacking. In countries like Singapore, Malaysia etc, major emphasis at the time of recruitment, is on attitude, but in Punjab no real psychometric tools are used to assess the attitude of an applicant.

1.6 Short Term Approach / Adhocism

Adhocism is present as a general phenomena in the public service, and more so in the various training activities e.g:-

- **Projectization of Training:** Training is imparted through various projects without proper training needs assessment and consulting the concerned departments. It has resulted in wastage of huge local and foreign funds. Such trainings are conducted in an adhoc manner as a donor driven activity or conditionality. Resultantly, even if these trainings are useful, they are never institutionalized.
- **Transfer and Placement of Officers:** There is generally no consideration of qualification, training, performance & merit in the transfers of officers. It is often whimsical and arbitrary, thereby negating the importance of training.

1.7 Lack of Quality Training

- **Supply Driven Programmes:** Most training institutes are providing programmes to the government employees with no specific focus on their job requirement.
- **Lack of TNA in Departments:** Awareness is not yet fully developed. Training courses are conducted without carrying out proper Training Needs Analysis.
- **Training Related Regulations:** No rules and regulations exist with regard to training of public servants.

- ↘ **Support of Government to Training:** Due to absence of an enabling document on training, support of government is not available.
- ↘ **Lapse of Development Funds in Departments due to Lack of Expertise in Planning and Development Matters:** There are numerous development projects but their implementation and utilization of funds is seriously hampered due to lack of capacity e.g., lack of expertise in preparing PC-I and other technical matters of planning and development. Resultantly, the funds get lapsed at the cost of development and progress.
- ↘ **Inappropriate ICT Applications:** Computer and computer based technology is only used by the majority of employees as a typing tool and its benefits are not being capitalized for service delivery.

In short, there is no comprehensive planning for training of officials in the public sector of the province. In order to improve the expertise of public servants and service delivery, strategic planning for training of public servants is necessary to:-

- ↘ Develop a service delivery culture.
- ↘ Inculcate professional ethics in government officials.
- ↘ Enhance the performance of public servants.
- ↘ Restructure HRD mechanisms.

Training is a necessity, in fact a right, of employees at all levels. It is the responsibility of the government to provide appropriate training and capacity development opportunities to them. This responsibility extends throughout the career of the employee. The objective of trainings is to enable employees to maximize their potential and develop high level of efficiency and effectiveness.

Therefore, in view of the comprehensive diagnostic analysis of the prevalent training condition in the province of Punjab, it is essential to formulate a Training Strategy which can ameliorate the state of capacity building and training in the Government, to ensure better service delivery within a conducive work environment.

02 OBJECTIVES & PRINCIPLES OF THE TRAINING STRATEGY



2.1 Objectives

From the diagnostic analysis and rationale the objectives of training strategy flow, which are summarized as under:-

- Develop and maintain a learning culture within the Civil Services of Punjab.
- Assisting in ensuring optimum performance at individual, organizational, department and district levels.
- Develop knowledge, skills, attitudes and behaviors appropriate to current / future role of government servants.

- ✎ Enable MPDD to effectively function as the overarching training provider and coordinator in the province to monitor and evaluate all capacity building and training initiatives.
- ✎ Develop a comprehensive database of capacity building and training activities of all institutions which will be coordinated by MPDD.
- ✎ Enhance the number of training institutions within the province.
- ✎ Improve the capacity and quality of existing training institutions within the province.
- ✎ Ensure that all departments and districts develop annual training plans.
- ✎ Develop collaborative approach to design and deliver training across departments and districts.
- ✎ Develop an elaborate system of formal training programmes, on-the-job training and self managed learning / e-learning.
- ✎ Ensure that training and HR development is planned in the context of an integrated Human Resource Management strategy.
- ✎ Contribute to a positive and conducive work environment through training.
- ✎ Promote commitment to equality and gender sensitization.
- ✎ Facilitate public private partnership in capacity building.

2.2 Principles

The strategy is based on fundamental principles which reflect internationally recognized best practices. Some of the guiding principles of the training strategy will include:

- ✎ Emphasis on transition from supply-driven to demand-driven training.
- ✎ Introduce a shift from existing closed training system to well coordinated/linked training system amongst various institutions through public Public and Public-Private partnerships.
- ✎ A culture of continuous learning will be promoted in all the departments.
- ✎ Strengthening public sector institutions for the core subjects.
- ✎ Promoting private sector participation for non-core subjects.
- ✎ Enhancing the role of employees / departments to undertake training related planning, facilitated by MPDD.
- ✎ Allocating appropriate budgets to departments / districts for demand driven trainings.
- ✎ Motivating staff for training and making training a tool not only for improving capacity and performance but also of self actualization.
- ✎ Changing attitudes towards training so that it is perceived as a reward in itself.
- ✎ **Trainings for all** – providing training opportunities to all employees including the support staff in BS1 – 15.

03 STRATEGY FRAMEWORK AND INSTITUTIONAL DEVELOPMENT



3.1 Role of MPDD

MPDD with a vision to develop a motivated, proactive, dedicated, disciplined and competent public service through high quality capacity building for top class service delivery, is striving hard to train the maximum number of public servants in the most cost effective manner.

MPDD is the apex training department responsible for imparting quality training to the officers and officials of different departments of Government of the Punjab. The basic function of MPDD is to impart training to public servants of the province in order to inculcate requisite attitudes, skills and behaviours, which would enable them to deliver public services efficiently and effectively.

It is supposed to be a focal point of all internal and external training of the civil servants and employees of provincial government and for Training Needs Assessments in

consultation with the concerned departments and training institutes. Its mandate is to function as a research house for policy matters and conduct surveys and research work pertaining to civil service development. Its functions include undertaking resource generation through extending suitable, useful and acceptable training and project consultancy. MPDD is planning, organizing, designing and conducting training programmes to improve the human resource potential of Punjab Government.

The training imparted by MPDD is practitioner focused and aims at improving the current and future performance of public servants and to enable them to acquire job related skills, attitudes, knowledge and behaviours in order to achieve the ultimate goal of better service delivery for the people.

3.1.1 Background of MPDD

The Management and Professional Development Department, Government of the Punjab (MPDD) was established in July, 2002 by upgrading Punjab Institute of Human Resource Development (PIHRD). Formerly, PIHRD was established in the year 1997 by merging following training institutions of Punjab Government:-

1. Staff Training Institute.
2. Provincial Civil Service Academy.
3. Punjab Revenue Academy.
4. Project Training Institute.
5. Audit and Accounts Training Institute.

3.1.2 Functions of MPDD

Under Punjab Government Rules of Business many important functions have been assigned to MPDD which are:-

- ↘ Training government officers and officials;
- ↘ Acting as a research house for policy matters;
- ↘ Being a focal point of all internal and external trainings for civil servants and employees of the Provincial Government;
- ↘ Conducting training needs assessment in consultation with the concerned departments and training institutes;
- ↘ Acting as a clearing house of all management related consultancies and outsourcing of any management function;
- ↘ Creating an effective linkage with the private sector so that bureaucratic structures, processes and procedures absorb suitable patterns and practices from it;
- ↘ Acting as an engine for re-engineering process and procedures of the bureaucracy;
- ↘ Training probationers of the provincial civil service or its successor service cadre;
- ↘ Undertaking resource generation by extending suitable, useful and acceptable training, and project consultancy to the public and private sector;
- ↘ Preparing and implementing modern comprehensive concepts of internship, based on merit and competitiveness;
- ↘ Developing effective collaborative arrangements and linkages with relevant institutions both in the public and private sectors;
- ↘ External evaluation of training activities of all other training institutions in the province.

However, all of the above functions are not being executed by MPDD as it is a newly created department. It is gradually taking on the responsibilities assigned to it as per rules of business. So far the focus has been on training, infrastructure development and resource generation. Before the creation of MPDD, some of the aforementioned functions were performed by other departments, which could not be transferred to MPDD. These functions are still within the domain of other departments / PMUs.

To enable MPDD to perform its overarching role as an umbrella training department, it would be necessary that all functions relating to internal and external training are transferred to MPDD. Furthermore, it is necessary to link all of the training institutions in Punjab with MPDD for coordinating, monitoring and evaluating their training activities.

3.1.3 MPDD's Performance and Its Overarching Role

MPDD Performance

MPDD, with limited resources and a very lean organizational structure made substantial headway in training activities. Since the year 2007, many initiatives have been undertaken to increase the number of courses / participants and to achieve excellence in training. The following table shows the performance of MPDD:-

Quantitative Improvement In Training					
Year	No. of courses conducted	Total Days	No. of Participants	Man Training Days	Increase %
2005	30	394	633	7867	-
2006	24	256	575	6304	-19.8
2007	34	437	963	18271	190
2008	115	715	4265	31241	71
2009 (upto 31 st July)	111	609	3930	18937	--

Other achievements of MPDD include:-

- Development of a conducive, congenial, world class infrastructure for training by upgradation and refurbishing of class rooms, seminar halls, library, hostel, etc.
- Due to improved standards of service delivery over the past two years, Departments and organizations now prefer to hold their training programmes and workshops/seminars at MPDD, instead of other venues, such as hotels / clubs.
- During the period from July 1, 2008 to July 31, 2009, a total of 98 paid programmes and workshops were conducted at MPDD premises.
- The host organizations not only saved costs and expenses, but MPDD also generated substantial revenue and deposited Rs 6,889,488/- in the government treasury.
- To improve the quality of training, MPDD has developed modules for long (post induction/promotion related courses) and short courses in the areas of public sector management, financial management, land revenue, human resource management, office management, planning & development, information technology skills, etc.
- MPDD has also conducted customized courses according to the needs of the various departments, after carrying out training needs assessment in consultation with the client organization / department.

- A new concept of Training On Wheel (TOW) Programmes (taking training to door steps of client) has been introduced by MPDD. So far, five TOW programmes have been conducted in districts Sahiwal, Kasur, Mandi Bahauddin and Sialkot.
- Business processes or Standard Operating Procedures (SOP) have been developed for numerous functions of MPDD, to ensure standardization of processes and quality assurance.
- During the past 2 years, business processes have been restructured and realigned by benchmarking world class institutions such as Civil Service College International, Singapore.
- Development of comprehensive annual training plan for the year 2008 and 2009 which has been uploaded on the official Punjab Government Portal.
- On the directives of Chief Minister Punjab, 9 Cohorts of High Achievers Development Programme were conducted at MPDD.
- MPDD has made attitudinal reformation and professional ethics as a part of its training courses. Attitude and behavior change is included through regular trainings on professional ethics in nearly all the modules.
- Highly competent, experienced and knowledgeable resource persons are invited from the public and private sectors to familiarize the participants with the latest methodologies and techniques of management.
- Comprehensive evaluation of training has been initiated to ensure quality training and to take corrective action on the basis of analysis of the valuable feedback from the course participants.

Overarching Role of MPDD

- Due to the pivotal role of MPDD, it has been notified as one of the core departments by Government of Punjab. It is required to coordinate and synchronize training activities in the province through:-
- Facilitating, monitoring, coordinating and guiding other departments / districts / Training Institutes in the issues of capacity building.
- Facilitating the development of departmental / district annual training plans and ensuring its implementation.

Therefore, the assignment of developing the Training Strategy and its implementation has been entrusted to Management & Professional Development Department.

3.2 Institutional Development of MPDD

The growing expectations of the people for better service delivery and developmental needs of the province require highly proficient and trained government servants. The increasing demand and requirement of training makes institutional development, restructuring and expansion of the core training department i.e. Management & Professional Development Department, a necessary prerequisite.

3.2.1 Establishment of Research & Training Design Wing

In the changing global scenario research and development is the backbone of any training organization. For a progressive institution the element of continuous improvement is very important. Therefore, the establishment of Research and Training Design Wing in

MPDD is essential. The R&TD wing would perform the following functions:-

- ↳ Training Needs Assessment.
- ↳ Training Design and Module Development and its continuous improvement.
- ↳ Research & Training Surveys.
- ↳ Case Study Development and other materials like development of exercises, syndicate and research topics etc.
- ↳ Training Impact Studies.
- ↳ Development of Business Process Reengineering Guidelines.
- ↳ Development and Maintenance of Provincial Training Database.
- ↳ PPP Management.

3.2.2 Establishment of Coordination, Monitoring & Evaluation Wing

At present, coordination, monitoring and evaluation of training activities of various training institutions is not conducted in the province. In order to streamline and coordinate training activities on a uniform basis at provincial level the establishment of Coordination, Monitoring and Evaluation Wing at MPDD is essentially required. It will perform the following functions:-

- ↳ Coordinate with DO (HRM) of districts and focal persons in departments for training plans/activities.
- ↳ Develop linkage with training institutes.
- ↳ Coordination of internal and external trainings.
- ↳ Monitoring of training activities of various training institutes, districts and departments.
- ↳ Seek training compliance reports of various training institutes, districts and departments.
- ↳ Undertake periodic inspections of various training institutes, districts and departments.
- ↳ Facilitate standardization in all the training institutes, districts and departments.
- ↳ Internal evaluation of courses in MPDD.
- ↳ Publication of Annual Training Report for the Province.

3.2.3 Establishing Regional Campuses in Punjab

MPDD cannot cater for training needs of all employees of the province at Lahore with existing infrastructure and resources. Moreover, it is not cost effective for the government to send the employees for training at Lahore. Therefore, need for establishing regional campuses of MPDD arises.

Two regional campuses of MPDD would be established at Multan and Rawalpindi. It will ensure provision of uniform training facility to the public servants nearer to their offices of the same standard as offered by MPDD in the main campus at Lahore. In this way, training needs of a large portion of public servants would be catered to. If required more campuses at divisional level can also be established later on.

3.2.4 Capacity Building of MPDD

There is a need to improve the quality and relevance of training for employees of the Punjab Government by addressing the training needs of public sector employees in a

holistic manner. This can be achieved by strengthening institutional infrastructure, delivery, incentives and standards of training and by expanding and upgrading MPDD/PIMPD. In order to perform all the functions efficiently, capacity of MPDD & PIMPD, in terms of infrastructure, manpower and technical dimensions, must be built as under:-

- ↳ PIMPD be given autonomous status under Punjab Educational and Training Institutions Ordinance, 1960 (West Pakistan Ordinance XI of 1960) and amendment in Punjab government rules of business be made.
- ↳ Restructuring of MPDD & PIMPD be undertaken.
- ↳ Faculty members may be sent on local and foreign trainings to equip them with modern training techniques.
- ↳ Salary package and incentives for staff of MPDD/PIMPD be fixed on market rate basis.
- ↳ Training related regulations be prepared by MPDD in consultation with S&GAD and all the relevant stakeholders.
- ↳ Development of Training Management Information System (TMIS). This would facilitate information sharing and fast processing of training data for training institutes and government employees.
- ↳ Promote distance learning/e-learning among the public servants.
- ↳ Development of Performance Management System in MPDD/PIMPD.

3.2.5 Provincial Training Coordination Committee

A Provincial Training Coordination Committee (PTCC) will be formed which would comprise Secretaries of MPDD, PPSC, S&GAD, Health, Education, C&W, Irrigation & Power, P&DD and Finance Department. This committee would meet at least twice a year. The Secretary, MPDD will be convener of the Committee. Director General, PIMPD would be the Secretary to the Committee. It's Secretariat would be based in MPDD.

The committee will discuss training matters of different departments/organizations and take decisions. Detailed TORs of the committee would be prepared and submitted for approval of competent authority by MPDD.

3.3 The Training Mandate

The Government of Punjab has over one million employees. It has the responsibility to provide opportunities of capacity building for each one of them and to ensure that the training has a direct bearing on their productivity and performance.

3.3.1 Mandatory Trainings in all the Cadres

At present almost no training at post induction and promotion level is mandatory in most of the departments. It is required that training must be made mandatory at post induction stage and every promotion level in all the departments for all cadres (technical & non technical). Core management trainings would be conducted by MPDD whereas technical/specialized training would be conducted by specialized institutions working under various departments. Trainings for management cadres be prescribed as under:-

- ↳ **Annual Trainings:** There should be at least six man training days as mandatory training on an annual basis for all employees in management and specialized cadres in BS-16 and above. The officers in consultation with their supervisors should have the choice to define their own skill-set/competency deficiencies and enroll in

programmes/courses. It will be the responsibility of government and training institutions to provide a variety of practitioner focused short courses to fulfill this requirement. Supervisory officers shall not only allow but encourage their subordinates to attend courses, which would provide relevant expertise.

- **Post Induction Training:** Post induction training for management and specialized cadres shall be imparted before assuming duties by the incumbents in MPDD and other concerned institutions by the relevant departments. Duration of such training may range from one month to eight months depending upon the job requirements.
- **Mandatory Milestone Training for Promotion:** Mandatory training on every level of promotion may be imparted to the employees in MPDD and other relevant institutions by the concerned departments. Duration of such training may range from two weeks to sixteen weeks, depending upon the job requirements.
- **Mandatory Training for Staff in BS-5 to BS-15:** At present, almost no training is provided to staff in BS-5 to BS-15. Such staff may be provided four weeks post induction training and two weeks training at every promotion level. This training may be imparted in any institute or **On The Job Training** within the department. It would be the responsibility of the department/district/office to conduct and coordinate these trainings and maintain its record.

3.3.2 Creation of Management Cadres in Education & Health Departments

Presently, the employees of specialized cadres are working against managerial posts without having sufficient management expertise which limits their efficiency as an individual and the organization as a whole. For example, a subject specialist of school education department is transferred as Deputy District Education Officer in a district and in health department a senior medical officer is posted as deputy medical superintendent in a hospital or as district health officers. This trend of shifting between the two roles makes imparting managerial training to this staff an impossible task and it is concluded that:-

- Since the education and health services consist of huge number of employees, it would hardly be possible to impart management trainings to all the employees.
- At present, almost no training on management is imparted to the public servants in Health, Education and Technical Departments. Officers positioned on managerial posts are posted without the managerial training in areas like financial management, planning, decision making and problem solving etc.
- Till the creation of separate management cadres, postings on managerial positions be made after imparting management training to the incumbent.
- If they are shifted from the technical assignment to a management job then they should be given specific management training prior to their appointment.
- However, there is a need for creation of **Health Management Service** and **Education Management Service**. This will not only facilitate MPDD and concerned departments to focus on specialized management trainings for these cadres, but also improve the overall functioning and management of these departments.

3.3.3 Demand Driven Training Programmes

Most of the training in our system is supply based rather than demand driven. Globally trainings are increasingly demand based. The demand must originate from every department and organization through a process of Training Needs Assessment. Demand based trainings are result oriented; as they are tailored according to the training needs of employees keeping in view the specific job requirements. Each Department should develop its own medium term training strategy on the basis of the principles and

objectives enumerated in this strategy. The departmental strategy should consider the existing level of skills of the staff and prepare demand driven training programmes.

Departments should contact the concerned training institutes or MPDD to train their employees according to their needs in management or technical fields.

3.3.4 Training Needs Assessment & Job Descriptions

A needs assessment provides the information that is necessary for designing training programmes. The basic purpose of a training needs assessment is twofold:-

- To identify the gaps between the knowledge and skills that people must possess in order to perform effectively on the job, and the actual skills of the employees.
- To prescribe appropriate interventions that can close these gaps.

In the prevalent situation, almost no TNA is carried out for training programmes. TNA is very important for developing an effective training programme for a specific category of trainees. Therefore, it is necessary to conduct an in-depth training needs assessment for training of all categories of employees. TNA must be conducted by the concerned department / offices in collaboration with experts / stakeholders in training institutes / departments/districts on an annual basis. TNA report will be submitted to MPDD or the concerned training institutions for module development and to conduct trainings.

The basic requirement for carrying out TNA is to have comprehensive job description of each post. Only then the knowledge and skills required for that job can be identified. Therefore, the essential prerequisite of TNA will be the preparation of job descriptions. This exercise on its own will go a long way in understanding and improving the structures, systems and processes of the organization / department.

3.3.5 On the Job Training

There are a huge number of employees in the Punjab to whom training is to be imparted. But number of training institutes to train the large number of employees is limited. Therefore, it is necessary that on the job training programmes must be planned and conducted by the departments for their employees. In this regard, departments must establish a pool of master trainers with the help of MPDD and other training institutions to train their employees at department level in their respective areas.

On the job training target for the subordinate staff is to be achieved over a time span of five years. This would also improve the face of the government because these lower scale employees are the frontline service providers. Data regarding total number of employees of the department and to whom training is imparted in a year must be provided to MPDD alongwith training plan for the remaining employees.

3.3.6 Incentives & Recognition

Incentives and recognition plays an important role to motivate the employees of training institutions and government for enhancing their performance. These are very important for extricating the best performance of the employees of training departments and trainees. Grant of following incentives should therefore be considered:-

- Allowance on completion of mandatory promotion related course.
- Scholarships for higher education should be given to outstanding participants who secure top positions in the long courses.
- Financial incentives should be given for case study writing, carrying out TNA, module development and TOT certification, to develop a culture of capacity building.

- ↳ The officers and staff of Training Institutes be allowed to retain 30% of revenues collected from training and out-sourcing. This employee fund can then be distributed as honorarium.
- ↳ Master trainer allowance of rupees one thousand per month may be provided.
- ↳ Best training institute award can be given by the Chief Minister on an annual basis.

The system of incentives can be further fine tuned on case to case basis, once the idea is approved in principle.

3.3.7 Standardization of Processes

Standards act as a tool for good governance. They reflect the commitment on the part of the management to remain devoted to sustainable professional quality. There should be a well structured plan to implement ISO 9000 certification for MPDD, GEAP and PLGAL and other training institutions.

ISO Certification will have a positive impact on the overall service delivery of these institutions. The standards are not something out of the world but these are formulated after keeping in view the best practices of a large number of organizations around the world. In the current scenario where public organizations are unfortunately less trusted, standards can be a source for getting the stakeholder's confidence. Keeping in view the long term plans, MPDD would implement ISO standards and will obtain ISO certification. ISO certification will have a positive impact on the overall service delivery of MPDD. This will also result in international recognition of MPDD and facilitate the process of developing linkages with well reputed training institutions. Thereafter, all other training institutions will follow suit by benchmarking the acquired standards of MPDD / PIMPD.

3.4 Monitoring, Evaluation and Coordination

To ensure the effectiveness and proper implementation of the training strategy, it is very important to develop monitoring, evaluation and coordination mechanisms.

3.4.1 Developing Training Linkage between Departments & training Institutions

Every department must keep training on a high priority agenda and shall establish a separate wing / section as per requirement to deal with training matters. This wing / section will be provided all facilities and support by the head of the department. It will act as a focal point for liaison with MPDD and other related training institutions. It will coordinate and manage all internal and external trainings for the departments and would have the following responsibilities:-

- ↳ Plan and make arrangements for the conduct of training courses for employees of the department according to Training Needs Assessment.
- ↳ Prepare, maintain and update complete database of service record and trainings of all the employees of the department on regular basis.
- ↳ Make arrangements for "On the Job Training" of employees of the department.
- ↳ Training Wings of various departments should coordinate, facilitate and share information amongst each other.
- ↳ Provide nominations for training courses to MPDD / other training institutions according to their training calendar.
- ↳ Head of department will ensure that after being nominated for a training, public servants must attend the training.
- ↳ Provide training data to MPDD / Training Institutions on regular basis or as and when

required by MPDD /concerned training institutions.

- ↳ Develop departmental demand based training strategy and send to MPDD.
- ↳ Develop Annual Training Plan and share it with MPDD
- ↳ MPDD and all Training Institutions must send their training calendar to all relevant departments in the beginning of the year.
- ↳ Send annual training report to MPDD.
- ↳ Ensure participation in the Annual Training Forum to be held by MPDD.

In all these responsibilities, the departmental training wings / sections may seek advice from MPDD. MPDD shall also conduct separate training workshops for enabling the concerned staff to accomplish the above tasks in an efficient manner.

3.4.2 Developing Training Linkage between Districts & Training Institutions

Every district must also keep the training on a high priority agenda and shall establish a separate wing / office under D.O (HRM) to deal with training matters. It will be provided all facilities and support by head of the district. It will act as a focal point for liaison with MPDD and other related training institutions. It will coordinate and manage all internal and external trainings in the district and would have the following responsibilities:-

- ↳ Plan and make arrangements for the conduct of training courses for employees serving in the district according to Training Needs Assessment.
- ↳ Prepare, maintain and update complete database of service record and trainings of all the employees serving in the district on regular basis.
- ↳ Make arrangements for “On the Job Training” of employees serving in the district.
- ↳ Training wings of all the districts should coordinate, facilitate and share information amongst each other.
- ↳ Provide nominations for training courses to MPDD / other training institutions according to their training calendar.
- ↳ Head of district / office i.e. DCO / EDO etc, shall ensure that after being nominated for a training, public servants must attend the training on priority basis.
- ↳ It will provide training data to MPDD /Training Institutions and concerned administrative department on regular basis or as and when required by MPDD /concerned training institutions/administrative department.
- ↳ Develop District demand based training strategy and send to MPDD.
- ↳ Send annual training report to MPDD.

MPDD and all training institutions must send their training plan / calendar to all districts in the beginning of the year. The D.O (HRM) may seek guidance / advice from MPDD in the accomplishment of the above responsibilities. MPDD shall hold workshops for awareness of the field staff regarding implementation of strategy.

3.4.3 Annual Training Plans and Implementation Report

Training plans are an integral component of a training strategy. They align the strategic objectives with practical implementation processes. Training plans make targets clear, understandable and achievable. Training plans must be prepared in the following manner:-

- ↳ MPDD and all other training institutes shall prepare their annual training plans and circulate to all departments and districts in the 1st week of December every year. Plans will also be uploaded on the portal of Punjab government.

- All departments and districts must prepare their demand based training plans on the basis of TNA in consultation with concerned training institutions. They will send it to the concerned training institutions by the month of September every year for making arrangements of the training.
- Departments, districts and training institutions will prepare training implementation reports every year and send to MPDD.
- Annual review of training plans and implementation status would be conducted by the department/district and the concerned training institutions for making improvements.
- Review reports shall be submitted to MPDD.
- MPDD will examine and advise the departments/districts and training institutes regarding their annual plans and its implementation process.

3.5 Development of other Training Institutions

In addition to Management and Professional Development Department, there are many training institutions working under different departments of government of the Punjab. These institutions are imparting specialized trainings in connection with the departmental core functions.

3.5.1 General Scenario of Training Institutions

The rapid change of technologies and globalization has raised importance of training institutions in the context of development. Training institutions are expected to play a vital role in the improvement of efficiency, effectiveness and motivation of the workforce in the province. The current situation of training institutions in Punjab is as follows:-

- Training Institutions have been established but not managed properly, as they are considered to be out of the mainstream.
- The utilization of the resources by the training institutions is not up to the mark.
- Disparity of budget allocation between different training institutions.
- Quantity and quality of the training and training modules is not according to requirements.
- Best HR practices are not being practiced in the training institutions.
- The training institutions of government of the Punjab have a non conducive training environment lacking basic training facilities.
- Most of the training institutions have been provided vast areas but the infrastructure is limited and needs renovation.
- Internal capacity building of staff is lacking and there are no processes or systems to motivate the employees of the training institutions.
- The remuneration, benefits and facilities for the employees of training institutions is far below than the market standards. There are hardly any special incentives to encourage officers to serve in the training institutions.
- The training institutions lack the technology based facilities which could support their delivery mechanisms.
- There are limited career prospects in the training institutions.
- Most of the training institutions do not have local and international linkages.

- Most of the training institutions do not have annual training plans and proper training evaluation systems.

Following are the major areas of training which are being covered by training institutions of different departments in Government of the Punjab:

Department	Major Area of Training
Management & Professional Development Department	Management
Education Department	Teacher training
LG&CD Department	Local government system
Law Department	Judicial officers training
Health Department	Doctors, nurses, paramedical staff
TEVTA	Technical training
C&W Department	Testing laboratories
Irrigation Department	Irrigation system
Agriculture Department	Food technologies, pest control, water management, production of crops
L&DD Department	Livestock production
Tourism Department	Tourism, hotel management
Forest Department	Courses in forestry
Fisheries Department	Fish farming
IT Department	IT related courses
Cooperative Department	Cooperative societies related courses
Home Department	Jail staff courses
Labour Department	Industrial workers related courses
Social Welfare Department	Social welfare related courses

3.5.2 Development of GEAP

The Government Engineering Academy Punjab was notified as an autonomous training institution in 1984, with a mandate to impart post induction, promotion related and refresher training to all engineering services. All engineers in the Irrigation & Power Department, Communication & Works Department, Housing Urban Development & Public Health Engineering Department, Local Government & Community Development Department, Agriculture Department, Mines & Minerals Department and Labor & Human Resource Department, have to undergo training at each step of their promotion from BS-17 onwards. The courses are a blend of management and technical modules and are designed on the basis of the departmental requirements.

There is need to upgrade and restructure GEAP so that it can provide quality training and enhance its scope to accommodate all engineers and technical support staff (engineering based) of all departments. The following actions should be under taken for development of GEAP:-

- Currently there is overlapping of technical trainings in different training institutions which need to be streamlined.
- Government Engineering Academy Punjab, Water Management Training Institute, Department of Agriculture, and Road Material and Testing Institute are in close physical proximity of each other and are engaged in technical training. It is essential that these three training institutes may either be merged under the administrative control of GEAP, or appropriate coordination mechanisms be instituted.
- GEAP should develop new modules for subordinate/support staff of engineering department.
- GEAP should have infrastructural development and refurbishment at par with MPDD.

- ↳ GEAP should cater to demand based training of the engineering departments.
- ↳ GEAP will move the PC-I for up-gradation.
- ↳ GEAP will also submit comprehensive plan for improvement of the quality and quantity of its training through MPDD. For this GEAP shall coordinate with and seek advice from MPDD.

3.5.3 Development of Punjab Local Government Academy, Lalamusa

Punjab Local Government Academy, Lalamusa (PLGAL) was established in 1953. The core responsibilities of PLGAL include training of functionaries of Local Government Department, Local Council Service (BS 5 to BS 17), and the Chairmen/Vice Chairmen/Councilors of the Local Councils.

This institute should also be re-organized to provide better training services to the employees of Local Governments and elected representatives of Local Governments. Therefore, up-gradation of LGTI is of paramount importance. Its role may be redefined by LG&CD department on the basis of training needs and in consultation with MPDD and Provincial Training Coordination Committee. It may also be used as a satellite campus of MPDD.

3.5.4 Development of other Government Training Institutes

There is a lack of in-house training and skill development initiatives as well as a lack of capacity in the training institutions. Following steps may be taken for development of training institutes in the Punjab:-

- ↳ Some Departments already have training institutes, for example Agriculture University, Mines and Minerals Institute, the Tourism Department Institute, Social Welfare Institute, Provincial Health Development Centre, Directorate of Staff Development etc. These institutes can be extremely helpful in imparting "Specialized" trainings to the employees of their respective departments and the frequency of these trainings needs to be enhanced significantly.
- ↳ Training institutes and departments should work together and should:-
 - ↳ Assist the departments / districts to conduct training needs assessment, module development and constant review.
 - ↳ All the training institutes should maintain updated training data and send to MPDD.
 - ↳ Overlapping of training should be eliminated.
 - ↳ Develop training infrastructure to make training an attractive proposition.
 - ↳ Fixing rent rate of different facilities periodically and conveying it to all departments.
 - ↳ Calculating per participant cost of training to be charged from client departments and districts.
 - ↳ Take steps for capacity building of faculty.
 - ↳ Assign priority by the administrative department to training institutes.
 - ↳ Regular monitoring and evaluation of training institutes by the administrative Departments.
 - ↳ Introducing attractive compensation packages for employees of training institutes.
 - ↳ Fifty percent of the faculty should be on permanent strength of the training institute and fifty percent faculty may be posted by transfer.
 - ↳ All staff members (BS 1 16) of training institutes should be on permanent strength of the institutions.

3.6 Training Related Regulations

It is required that training related regulations and policies must be formulated. Trainings must be linked with recruitment/selection, postings and promotion of the government servants. It will result in placing right person for the right job and save the government from disadvantages of misplacement in the public service.

↳ Linkage of Training with Recruitment and Selection

Appropriate recruitment has far reaching effects on the performance of an organization. The major purpose of recruitment activities should be to attract best available manpower for government jobs. Recruiting the right persons for a job is essential to ensure proper public service delivery. It is essential that a linkage may be created between training and recruitment/selection. Post induction training must be prescribed in the service rules by every department. Linkages may also be created between departments, Punjab Public Service Commission (PPSC), recruitment committees and training institutions.

↳ Linkage with Promotion Policy

Linking promotion with training and development is very important. Every department must prescribe trainings for promotion of public servants from one level to the next level. These trainings must be designed to meet the future job requirements of public servants. Duration of these trainings can be different for various promotions. At the time of promotion, performance evaluation report of training institutions must be given at least 15% weightage.

↳ Linkage with Placement

The posting policy of every department should be based upon the principle of "right man for the right job". At the time of posting on a certain position, training taken by an officer in the relevant area must be considered. It would reduce the chance of mismanagement and enhance the performance of public servants.

↳ Linkage with Reward and Recognition

Performance based compensation is one of the most effective tool for motivating the employees for showing good performance. Rewards allocated solely on nonperformance factors seniority, job title etc., encourage employees to reduce their efforts. Hence, it is the need of the hour that the Government practices the concept of "paying for performance". Productivity improves when pay is linked to performance; therefore, payment-by-results (PBR) systems and incentive schemes should be developed. If people want more pay and believe that working harder will get it for them, they will work and perform better. A system linking the training and performance with rewards and recognition policy must be developed by all the departments. Monetary rewards / allowances may be given to employees on successful completion of every training. Well performing participants in local courses should be given points which can be utilized for premium in-country and foreign trainings.

3.7 Training Collaboration with Institutes of Excellence

For quality training of employees, departments and training institutions should establish collaboration with institutes of excellence like LUMS, NUST, IBA, Government College University, etc. It will enable the public servants to understand the latest management models and concepts of public policy. This will also act as an incentive to motivate government employees for further studies. In the long term MPDD, GEAP and PLGAL can develop diploma programmes on specialized topics by formulating partnerships with different institutions or universities.

As the CSC, Singapore provides trainings to the Government Officers on Public Policy and Public Management based upon their own country based case studies, similarly Management and Professional Development Department and training institutions may also change/mould its training modules in such a way that they can train the officers by initializing real case studies of the country.

INTAN model of Malaysia can be benchmarked by Management and Professional Development Department to define the different categories of training and then divide the training responsibilities according to each category.

3.8 Public Private Partnerships (PPP)

Public Private Partnership is very important for the training of public servants. The advantages of Public Private Partnerships can be as under:

- ↳ High quality training for public servants.
- ↳ Availability of high standard training institutes for public servants.
- ↳ Availability of high class resource persons for training.
- ↳ Provision of standardized need based training modules.
- ↳ Government training institutes can improve the quality of training modules in collaboration with private sector.
- ↳ Fixed training costs will be lowered.
- ↳ SOPs for training institutes can be developed.
- ↳ Provision of high quality training in IT sector.

The various models of PPP which MPDD is following to some extent and which can be followed by other institutes are:-

- ↳ Imparting training in public sector institutes by hiring the services of visiting faculty from private / public sector.
- ↳ Public sector training institutes can conduct courses for private sector and generate revenue.
- ↳ Public sector training institutes can rent out their training infrastructure to private sector and generate revenue.
- ↳ Public sector training institutes should market their existing modules to the private sector and generate revenue through their nominations.
- ↳ Joint programmes can be conducted with private sector training institutes/universities.
- ↳ Trainings may be outsourced to private sector service providers, subject to the condition that the collaboration is cost effective.

3.9 Dovetailing Training with Best HR Practices

It is important to dovetail training with best HR practices. Training alone will not bring about sustainable change. Departments must work for introducing and implementing the following best HR practices for the complete impact of training to be materialized:-

- ↳ Recruitment practices that result in the selection of excellent staff.
- ↳ Viable and attractive benefits and compensation packages according to the job requirement.

- ↳ Employee performance management system.
- ↳ Workforce continuity and succession planning.
- ↳ Conformance with legal obligations.
- ↳ Positive workplace culture.
- ↳ Change oriented, flexible service culture.
- ↳ Support for innovation and continuous quality improvement /work improvement teams.
- ↳ Recognition and reward systems.
- ↳ Simplification of procedures.
- ↳ Business process development.
- ↳ Delegation of power.
- ↳ Feedback mechanisms/staff suggestions scheme.

The above best practices are necessary prerequisite for developing an effective civil service having the following features:-

- ↳ Meritbased and neutral.
- ↳ Well-structured, "right"-sized and well-paid.
- ↳ Accountable, professional and relatively corruption-free.
- ↳ Relatively autonomous, responsive and representative.
- ↳ Well-trained, performance-oriented and open.

3.10 Financial & Budgetary Issues

The strategy, envisages decentralization of training to every department and district. Therefore, it is imperative that they should be provided appropriate funds/budget for training and development of their employees. Currently almost no training budget is allocated to the Departments or Districts. Whatever budget is allocated, is directly sanctioned for the training institutions which is the main reason that training institutes have supply driven courses for which there is no ownership in the department. Furthermore, departments / districts do not send requests to government for allocating training funds. To enable every department/district to perform their training functions, specific budgetary allocation be made for the purpose in the following manner:-

- ↳ Ample funds for training be allocated to every department, district and training institute annually, enabling them to successfully execute their demand driven training plans.
- ↳ Revenues generated by the institutes should be allowed to be utilized by them on training activities. At least 30% of revenue generated by the institute should be given as honorarium to the employees of training institutes, on the analogy of Motorway Police and Federal Bureau of Revenue (FBR).
- ↳ Development grants be given liberally to MPDD, GEAP, PLGAL and other training institutions to upgrade their infrastructure and facilities in their main and regional campuses.
- ↳ The human resource of MPDD, GEAP, PLGAL and other training institutions be expanded as per their requirements on attractive salary packages. They must be given better pay structures coupled with appropriate transport facility.

- A special training allowance should be sanctioned for officers and officials in the department / district dealing with training matters.
- The employees of all the training institutes, based upon performance can be sent for foreign trainings after every three years (example: Philippines Civil Service). They can be given a certain percentage in the revenues generated both from infrastructure utilization and training consultancies.
- In the context of budgets and financing for civil service training there are two prevailing models i.e. Supplier Funded Model and Buyer Funded Model. In view of the current capacity building scenario in Punjab, it is recommended that the government should adopt a mixed system, whereby the government directly funds the basic overheads of the institution (supplier-funded model), but the training institution covers operating and direct training costs from training course delivery (buyer funded model). This overcomes some of the difficulty of outsourcing i.e. a notion of compromising on dependability and over reliance on private sector and provides a greater measure of security without disabling the benefits of an internal training market. So, there is some direct government funding, but training activity and performance generate the additional income required. It would also create competition within the training market and more options for government employees.
- Each department / district should have separate budgetary allocation. They should be given funds for different types of trainings by the Finance Department. It is necessary that a separate head of account for training be created and funds be allocated under this head to each department, district and organization. This will automatically generate a demand for training. The fund allocation can be proportionate to the number of employees and their collective pay-roll. Initially 4% of the collective pay-roll can be designated as the allocated training fund which can be increased further as the opportunities of training increase.
- Incentives and rewards for participants are also necessary to promote a training culture for which necessary budget may be allocated.

3.11 Review of Training Strategy

A policy or strategy can be result oriented only if it is properly implemented and followed by the stakeholders. Periodic review of the strategy is therefore essential to ensure that the strategy is implemented in time, letter and spirit and to make continuous improvements in the policy framework.

The training strategy is therefore required to be reviewed by the concerned authorities for making improvements according to the training needs of the stakeholders. Salient features of such a review of the strategy are:-

- It would be reviewed annually by all the departments and districts after which they would send recommendations to MPDD for placing before the Provincial Training Coordination Committee for consideration.
- Review will be based upon the annual plans and implementation reports of departments/districts to be submitted to MPDD by all administrative departments/districts by last week of February, every year. Based upon the review, the training strategy can be realigned to ensure better implementation and adherence to functionality.
- Provincial Training Coordination Committee will review the strategy in consultation with the stakeholders at least once every three years and incorporate improvements on the basis of recommendations of stakeholders.

3.12 Training Strategy Roadmap

The training strategy roadmap is an important component of the overall training strategy because it aligns responsibilities of different organizations in the implementation of the training strategy. The responsibility matrix presented in this section is overarching and all the concerned departments, institutions and district governments would develop comprehensive responsibility matrixes and submit them to the Provincial Training Coordination Committee within four months of approval of this training strategy.

Sr. No.	Main Action	Responsibility
1.	Restructuring of MPDD i. Establishment of Research & Design Wing ii. Establishment of Coordination, Monitoring & Evaluation Wing iii. Establishing Regional Campuses in Punjab iv. Capacity Building of MPDD	<ul style="list-style-type: none"> ↳ MPDD ↳ P&D Department ↳ Finance Department ↳ Board of Revenue
2.	Provincial Training Coordination Committee	↳ MPDD
3.	Mandatory Trainings in all the Cadres	<ul style="list-style-type: none"> ↳ All Administrative Departments ↳ All District Heads , MPDD Regulations Wing, S&GAD
4.	Creation of Management Cadres in Education & Health	<ul style="list-style-type: none"> ↳ Education Department ↳ Health Department ↳ S&GA Department
5.	Demand Driven Training Programs	<ul style="list-style-type: none"> ↳ All Administrative Departments ↳ All District Heads ↳ MPDD ↳ All Training Institutions
6.	Training Needs Assessment	<ul style="list-style-type: none"> ↳ All Administrative Departments ↳ All District Heads ↳ MPDD ↳ All Training Institutions
7.	On the Job Training	<ul style="list-style-type: none"> ↳ All Administrative Departments ↳ All District Heads ↳ MPDD ↳ All Training Institutions
8.	Dovetailing Training with Best HR Practices	<ul style="list-style-type: none"> ↳ All Administrative Departments ↳ S&GAD – MPDD ↳ All District Heads
9.	Incentives and Recognition	<ul style="list-style-type: none"> ↳ All Administrative Departments ↳ Finance Department ↳ All District Heads ↳ MPDD ↳ All Training Institutions
10.	Standardization of Processes	<ul style="list-style-type: none"> ↳ S&GAD ↳ All Administrative Departments ↳ All District Heads
11.	Annual Training Plans and Compliance Report	<ul style="list-style-type: none"> ↳ All Administrative Departments ↳ All District Heads ↳ MPDD ↳ All Training Institutions

Sr. No.	Main Action	Responsibility
12.	Development of GEAP	<ul style="list-style-type: none"> ✚ Irrigation and Power Department ✚ GEAP ✚ P&D Department ✚ Finance Department ✚ MPDD
13.	Development of Punjab Local Government Academy, Lalamusa	<ul style="list-style-type: none"> ✚ LG&CD Departments ✚ PLGAL ✚ P&D Department ✚ Finance Department ✚ MPDD
14.	Development of all Government Training Institutes	<ul style="list-style-type: none"> ✚ Concerned Administrative Departments ✚ Concerned Training Institutions ✚ P&D Department ✚ Finance Department ✚ MPDD
15.	Training Related Regulations	<ul style="list-style-type: none"> ✚ All Administrative Departments ✚ S&GAD ✚ MPDD ✚ All Training Institutions
16.	Training Collaboration with Institutes of Excellence	<ul style="list-style-type: none"> ✚ MPDD ✚ All Training Institutions
17.	Public Private Partnerships	<ul style="list-style-type: none"> ✚ All Administrative Departments ✚ All District Heads ✚ MPDD ✚ P&D Department ✚ Training Institutions
18.	Financial and Budgetary Issues	<ul style="list-style-type: none"> ✚ All Administrative Departments ✚ All District Heads ✚ Finance Department
19.	Review of Training Strategy	<ul style="list-style-type: none"> ✚ All Administrative Departments ✚ All District Heads ✚ Provincial Training Coordination Committee ✚ MPDD

CONCLUSION

“ In order to meet the challenges of change and to ensure sustainability of system improvement, it is imperative that appropriate skills and expertise of the public servants is enhanced to enable them to perform their functions and discharge their responsibilities efficiently. ”

Pakistan in general and Punjab in particular is attempting to bring about change in the civil service attitudes, behavior and efficiency for achieving the goal of good governance and improved service delivery. However, despite numerous reforms this goal has remained ever evasive. Other countries who were much behind Pakistan have developed in leaps and bounds, and the engine for development has been their civil services. The much maligned bureaucracy is the backbone of any administration and provides the steel frame around which the administrative edifice is built. The stronger the steel frame, the stronger the edifice. Weaker the steel frame and the structure will collapse sooner than later.

The capacity building issue has not been given due importance and has not been addressed in a befitting manner due to lack of uniform, cohesive and workable training strategy. This capacity gap has resulted in poor service delivery and poor governance.

In order to address the issue of capacity building/training of public servants, Government of the Punjab has formulated this training strategy for all of its departments and districts. The strategy provides the umbrella guidelines for training of all public sector employees.

It is understood that often strategies and policies are formulated and not implemented by concerned authorities due to lack of interest and willingness on the part of stakeholders. The present strategy is designed to deal with the training issues and to realize the full potential of the public service of the Punjab. Full commitment and ownership for this strategy by the concerned authorities in departments/districts is a necessary prerequisite for its success as they are on the driving seat as far as its implementation is concerned.

In order to meet the challenges of change and to ensure sustainability of system improvement, it is imperative that appropriate skills and expertise of the public servants is enhanced to enable them to perform their functions and discharge their responsibilities efficiently. Therefore, the Government of Punjab's focus on building a vibrant, professional, progressive and responsive public service having a holistic appreciation of public sector environment and capable of advancing the strategic agenda of the government.

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