

Assessment of Capacity Gaps in Nigeria Public Sector: A Study of Enugu State Civil Service

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Abstract

The public sector is the engine that drives the substantial proportion of total economic activities of every nation. The shortage of appropriate skilled labour in the civil service constitutes human resource management challenges. It is against this backdrop that this research was conducted to assess the capacity gaps in Nigeria public sector. Consequently, the research was conducted in Enugu State Civil Service. The paper investigated the prospects and challenges of capacity gap in the civil service. The study collected and used both qualitative and quantitative data. The study revealed that there is serious capacity gap in Enugu State Civil Service. The research revealed that inadequate funding, inadequate basic computer and ICT skills communication skills, among others, posed grave consequences to the capacity in Enugu State public sector. The study recommended, among others, that adequate funding of functional training programmes should be maintained to enhance effective and efficient performance of the employees.

Keywords: *Capacity, Capacity Building, Capacity Gap Assessment, Public Sector Reforms.*

1. Introduction

High level of investment in human capital and strong education systems are considered as major drivers of economic growth. Major economic powerhouses in the world can attribute much of their successes to their heavy investment in human capital. No nation experiences development above the skills level of its human resources. The shortage of appropriately skilled labour across many industries is emerging as a significant and complex challenge to

Nigeria's economic growth and future development (Kim, 2014).

Capacity gap is the difference between what is required or expected in the areas of knowledge, skills, operating ability and performance standard of available workforce and what actually obtains. Existence of capacity gap especially in the public sector is an unhealthy development. The public sector plays significant roles in the economic sector and accounts for a substantial proportion of total economic activities of every nation. It is the engine that drives national economic development and the fulcrum upon which accelerated growth in all facets of the economy is hinged (Federal Republic of Nigeria, 2015). This is probably why Kayode (2009) asserted that skills in all and every ramification translate into inventions, services, products, ideas, innovations and best practices that drive the wheel of progress and development in a country. From a willful position, the development of any nation depends to a very large extent on the calibre, organisation and motivation of its human resources. In the specific case of Nigeria, where cultural diversity exerts tremendous influence on politics and administration, the capacity to increase the benefits and reduce the costs of this diversity constitutes a human resource management challenge of epic proportion (Kayode, 2009).

Despite high levels of unemployment in Nigeria, many employers in the public sector today, particularly in manufacturing, are struggling to find the talent they need. Analysts say that overall growth in manufacturing is being held back by a lingering skills gap. In addition, it is widely held that knowledge, skills, and resourcefulness of people are critical to sustaining economic and social development activities in a knowledge based society.

Given the growing global information technology networking and the dynamic investment climate in Nigeria, the demand for knowledgeable workers with high levels of technical and soft skills can only increase.

However, the gap that exists between what is taught at school and the skills required to perform on a job is so wide that a high percentage of young graduates are said to be unemployable for lack of needed skills that would make them profitable for any employer. Nigeria education system does not adequately provide the right kind of training that would fill the existing skill gap. Little wonder why Nigerian graduates roam the streets, moving from one office to the other in search of elusive white collar jobs, parading intimidating credentials from various tertiary institutions within and outside the country, yet with skewed or limited skills.

Public Sector agencies in Enugu State, and all government agencies which are the direct consumers of skills, are the worst hit in the capacity gap menace. Skills in demand by this group are mainly technical [e.g. Engineers], commercial [e.g. Accountant] and Administrative which are needed to run the bureaucracy. This signifies why there is a huge capacity gap in the sector as the needed candidates do not possess the technical knowledge. This state of affairs has existed in Nigeria for so long that there is urgent need for serious actions to stem the tide and correct the malaise that is robbing the nation of progress in many fields of endeavour, hence, the need for this research.

2. The Problem

The delivery of effective public service in Nigeria, Africa and most developing world has constituted the bane of most public management system in these countries. Following this observation, a lot of local, national and international organisations and governments have attempted analysis of this draw-back in the practice of public management, with the aim of arriving at a panacea to the problem. Part of the analysis of this hydra-headed problem is the discovery that one of the major factors constraining the delivery of effective public service is the factor of inadequate development of capacity building for successful public service management. In other words, there is a disconnect between existing public service delivery knowledge and good practice which result in the inability of these public service organisations and the individuals therein to perform their functions appropriately, effectively, efficiently and sustainably.

The Civil Service in Enugu State is part and parcel of the whole gamut of the public administration system of the State. Institutionally and

organisationally, the service is statutorily structured to provide efficient delivery of public service that should enhance the overall strategic development objectives of the state in particular and Nigeria in general. However, this set objective of the service is yet to be achieved as a result of noticed capacity gaps and inabilities both within her human resources and other institutional capacities. Some of these capacity gaps specifically borders on funding infrastructural and equipment, knowledge and technical skills, strategic management, information resource planning, change management gaps and lack of integrated and holistic approach to problem solving among others.

In the light of the observed failure of the Enugu State Civil service in the efficient delivery of public service in the State so far, the basic problem of this study therefore, is to investigate the paradox that attends to the phenomenon of poor public service delivery in the State in spite of the existence of Enugu State Civil Service for more than 34 years now. To interrogate this properly, this study shall situate the capacity gap existence in the Enugu State civil service, its features and dynamics as a phenomenon that affects Enugu State development growth and the well being of its citizens.

3. Objective of Study

The broad objective of the study is to assess the capacity gap of Enugu State civil service. The specific objectives are to:

- i. Find out the training needs of the employees in Enugu State civil service;
- ii. Find out the technical and soft skill gap in Enugu State civil service; and
- iii. Examine the availability of material resources needed by employees to carry out their tasks.

Study Hypotheses

The study is guided by the following hypotheses:

- i. There is no significant relationship between the training needs of Enugu State civil service and the content of their training programmes
- ii. The technical and soft skill gaps in Enugu State civil service do not determine the training needs of the employees
- iii. There is a significant mismatch between the material resources needed by employees and the materials available to them

4. Literature Review

According to Groot and Molen (2000) capacity refers to the development of knowledge, skills and attitudes in individuals and groups of people relevant in design, development, management and maintenance of institutional and operational infrastructures and processes that are locally meaningful. Similarly, the United Nations Development Programme (UNDP) (1998) defined capacity as the ability of individuals and organizations or organizational units to perform functions effectively, efficiently and sustainably. Capacity is also seen as the ability of individuals, institutions and societies to perform functions, solve problems, set and achieve objectives in a sustainable manner (UNDP/DAC, 2006).

In the words of Morgan (2006), five central characteristics or aspects of capacity that can give the theory and practice some substantive and operational shape are:

- Capacity is about *empowerment and identity*, properties that allow an organization or system to survive, to grow, diversify and become more complex. To evolve in such a way, systems need power, control and space. Capacity has to do with people acting together to take control over their own lives in some fashion.
- Capacity has to do with *collective ability*, i.e. that combination of attributes that enables a system to perform, deliver value, establish relationships and to renew itself. Or put another way, the abilities that allow systems, individuals, groups, organisations, groups of organisations, to be able to do something with some sort of intention and with some sort of effectiveness and at some sort of scale over time.
- Capacity as a state or condition is inherently a *systems phenomenon*. Capacity is an emergent property or an interaction effect. It comes out of the dynamics involving a complex combination of attitudes, resources, strategies and skills, both tangible and intangible. It emerges from the positioning of a system within a particular context. And it usually deals with complex human activities which cannot be addressed from an exclusively technical perspective.
- Capacity is a *potential* state. It is elusive and transient. It is about latent as opposed to kinetic energy. Performance, in contrast, is about execution and implementation or the result of the application/use of capacity. Given this latent quality, capacity is dependent to a large degree on intangibles. It is thus hard to induce, manage and measure. As a state or condition, it can disappear quickly particularly in smaller, more vulnerable structures. This potential state may require the use of

different approaches to its development, management, assessment and monitoring.

- Capacity is about the *creation of public value*. All countries, regardless of their level of development, have many examples of effective capacity that subverts the public interest. The most obvious would be organized corruption, the behaviour of gangs and organised conspiracies and the capture of public institutions. In most countries, different kinds of capacities compete for power, control and resources.

The compound word 'capacity building' entails the ability to identify and analyse problems, make rational choices, formulate solutions, and implement actions designed to achieve set objectives (World Bank, 1996). The UNDP (2006), defined capacity building as a long-term continual process of development that involves all stakeholders; including ministries, local authorities, non-governmental organizations, professionals, community members, academics and more. Capacity building uses a country's human, scientific, technological, organizational, and institutional and resource capabilities. The goal of capacity building is to tackle problems related to policy and methods of development, while considering the potential, limits and needs of the people of the country concerned.

For the Organisation for Economic Co-operation and Development/Development Assistance Committee (OECD/DAC) (2016), capacity building is the process whereby people, organisations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time. On his part, Akinola (1997) sees capacity building as the utilizable ability of people, institutions and practices within a country. It entails the creation and strengthening of this utilizable ability for development. Highlighting the objective of capacity building Muhtar (1997) posited that: "The objective of capacity building is the ability to create the framework for the identification and analysis of problems and the formulation and implementation of solutions to enhance sustainable human development."

According to Sanusi (2002) capacity building entails the development of a workforce through the acquisition of technical and managerial efficiency and effectiveness in the overall performance of an organization. Indeed, the efficiency of a workforce can only be enhanced and sustained through continuous capacity building. It could also be defined as the internalization of the knowledge, skills and processes that enable the formulation, implementation, monitoring and evaluation of set goals in an efficient manner. Yet, it could be viewed as a series of activities, which an organisation, enterprise or even a nation needs to undertake to provide for itself, on a continuous basis,

as well as the regular supply of skilled manpower to meet its present and future needs.

According to Obadan and Adubi (1998), Capacity building entails investment in human capital, institutions and practices necessary to enhance human skills, overhaul institutions and improve procedures and systems. This requires forecast of the manpower needs and other requirements of the economy over a period of time in respect of each industrial and occupational group, supported with policies and programmes that guarantee their sustainability. Capacity building, thus enhances the ability of human resources and institutions to perform or produce. It can be likened to an industrial processing by which basic “ores and raw metals are converted into useful tools, through heating, molding, tempering, shaping and sharpening for some ultimate purposes”. In the same manner, human beings can be fashioned to lead useful and happy lives and contribute to societal goals, through education and training.

Capacity building seeks to improve the performance of work units, departments, and the whole organization. Organizational capacity building is a system-wide, planned effort to increase organizational performance through purposeful reflection, planning, and action. In particular, capacity building looks in depth at where an organization stands in comparison to where it hopes to be in the future, and develops the skills and resources to get there. Thus organizational capacity building is synonymous with organizational learning. The ultimate goal of capacity building is to enable the organization to grow stronger in achieving its purpose and mission. It asks the question, "what kinds of things do we need to do to keep ourselves healthy and vital as an organization?" and provides a variety of techniques to help find the answers (Rickett, 2000).

Building organizational capacity typically involves four steps: diagnosing what is missing or needed in the organization, planning strategies to change the situation, educating personnel to carry out change, and evaluating results. As an organization engages in these activities it acquires new knowledge about organizational actions and outcomes. Organizational capacity expands when learning goes beyond solving a specific problem to gaining the skills and knowledge to solve future problems (Rickett, 2000).

Diagnosis involves gathering information through the use of interviews, observations, and documents and records. Strategy planning is concerned with developing a plan for organization improvement based on these data. The process typically identifies problem areas in the organization and outlines steps to resolve the problems. Educating

personnel consists of involving the people most affected by the problem in diagnostic and strategy planning steps. This makes implementation easier as changes are not imposed upon people but rather invented by them (Rickett, 2000).

In some cases, the educating step involves sharing the information obtained in the diagnosis with the people who are affected by the problem and helping them adopt the planned change. The evaluation step is similar to the diagnostic step. Once changes have been implemented, data are gathered to determine the effects of the planned change. This information then informs the next cycle of planning and action (Rickett, 2000).

Capacity Gaps in Public Organisations

Reforming any organisation in the public sector is an extremely difficult and complex task. However, the first step should be to look at what scholars refer to as the “capacity gaps.” This “capacity gap” is often defined as the ability to perform appropriate tasks effectively, efficiently and sustainably. It refers to improvements in the ability of public sector organisations either singly or in co-operation with other organisations to perform appropriate tasks (Bissessar, 2011).

The World Bank submitted that investigations have revealed that in sub-Saharan Africa, there are severe constraints in all sectors, characterized by the following: a shortage of skilled staff, weak institutional environment, which undermine the proper utilization of existing capacity and inadequate training facilities and limited capacity to satisfy the need for skilled personnel. The essential technical tools required to promote development and the capacity to formulate and implement policies, and to manage the economy are weak or non-existent. Supporting the World Bank findings, Carvalho (1997) identified capacity building as the missing link in Africa’s development and identified the adverse effect of this on national development, basic social services and inappropriate policy formulation.

Over time, many public organisations develop behaviors that are neither typical nor healthy, but have simply become accepted as the way things are done. These behaviors can indicate organizational capacity gaps that could be preventing you from effectively achieving the outcomes of their mission. The five steps below, according to Reiff (2015), will help to identify and address any capacity gaps within the public organisation:

- i. Understand what a capacity gap is. A capacity gap can be defined as any significant disparity between the goals and objectives stated in your organization’s

mission and vision, and your actual or potential ability to achieve your vision and mission. Because every organisation is unique, there are countless potential capacity gaps. Capacity gaps can occur in one or multiple areas within your organization, including your philosophies, board, leadership, employees, financial management, cross-functional cooperation, fundraising, program effectiveness, and information technology.

- ii. Understand why it's important to address these gaps. The hard truth is that an organisation with capacity gaps has weaknesses in key areas, and this is likely to prevent it from achieving its vision and mission. And over time, staff and volunteers develop "workarounds" behaviors designed to achieve their goals despite organisational shortfalls.
- iii. Examine organisational behaviors. The best way to pinpoint any organisational capacity gaps is to look for behaviors that seem abnormal or that are not typically seen in healthy organization. These are behaviors that would appear strange to an objective, outside observer.
- iv. Address the gaps. Once areas of concern are identified, it's important to commit to finding and implementing a solution to address them. Be sure to get feedback and buy-in from all involved. Otherwise, you risk people returning to the familiar workarounds and previous unhealthy behaviors.
- v. Repeat the process periodically. New capacity gaps can develop over time. It's important to review your organizational philosophies, processes, and behaviors periodically to discover and address any new areas of concern. Every corrective change typically creates a new challenge to be resolved. This is normal and to be expected.

Capacity Building in the Public Sector

Cohen (1993:26) defined capacity in the context of the public sector and from the point of view of what it seeks to achieve. He noted that "Public Sector Capacity Building seeks to strengthen targeted human resources (managerial, professional and technical) in particular institutions and to provide those institutions with the means whereby these resources can be marshalled and sustained effectively to perform planning, policy formulation and implementation tasks throughout government on

any priority topic". Cohen himself agrees that the definition is "narrow, operational and problem solving oriented", but which could readily find applicability to civil servants especially in the managerial, professional and technical fields. The deficiency here for application to the general public service is that other categories outside those mentioned above would be left out. A definition with a much more broad foundation was given by Hildebrand and Grindle (1994:100) as "the ability to perform appropriate tasks effectively, efficiently and sustainably".

To simplify the task of capacity building in the public sector, Bissessar (2011) suggested five dimensions. The first is what has been termed the action environment. This "action" environment sets the economic, political and social milieu in which government carries out their activities. In other words, it is argued, that performance can be significantly affected by conditions such as the rate and structure of economic growth, the degree of political stability, the legitimacy of a government and the human resource profile of a country.

The second dimension is the institutional context of the public sector. This dimension includes factors such as the rules and procedures set for government officials and public officials, the financial resources with which the government has to carry out its operations and activities, the responsibilities that government assumes for developmental initiatives, concurrent policies, and structures of formal and informal influence that affect how the public sector functions.

Another dimension is the task network. Under this dimension, performance is affected by the extent to which such networks encourage communication and coordination and is determined by the extent to which individual organisations within the network are able to carry out their responsibilities effectively. The two other dimensions involved in capacity building are of course the structures, processes and management styles of organisation as well as the capacity of the human resources. Under human resources, the focus is particularly on managerial, professional and technical talent and the extent to which training and career trajectories affect the overall performance of the given task

Assessing Capacity Gap in the Public Sector

Assessing existing capacity should be the starting point of any capacity development planning process in any public organisation. Capacity should be defined in terms of function and performance at all levels - individual, organisational

(network/sector) and institutional. So, whichever level is under consideration, the assessment process has to start with understanding what the capacity is needed for. Appropriate assessment of existing capacity and capacity needs can only be made when these background factors are clear and understood (EuropeAid, 2005).

Who should do the Assessment?: Many people and agencies have different interests and roles in capacity assessments. In multi-stakeholder settings, like in the public sector, it is necessary to be selective about who should be involved at which stage. It might be best for the starting point to be with a core group, which expands and involves others over time.

Ideally the assessment should be 'owned' and driven by a relevant local institute or entity. The team doing the assessment may be made up of local managers and staff, international and national consultants, each taking on different tasks and contributions through the steps of design, implementation, analysis and reporting. Participants are the stakeholders who actually contribute information and opinions to the assessment. They may be involved in self-assessment activities, or asked to contribute in other ways (EuropeAid, 2005).

Another group are those involved in different aspects of supporting the capacity assessment process, for example by: giving financial support; facilitating connections to key informants; giving political credibility; providing managerial or logistic support; or, sharing technical expertise. A final important point is to safeguard the interest of less powerful stakeholders, especially beneficiaries and traditionally marginalised groups. This can be done by special consultation exercises, or by identifying those who are able to speak on behalf of these groups (EuropeAid, 2005).

Framing the Assessment: Before starting on any capacity assessment process, there are several important considerations that need to be in place. Any assessment that has not addressed these prerequisites is likely to be inaccurate, incomplete or a waste of time and resources because key stakeholders have not been engaged to support the process. The factors are:

- A definition of capacity and any capacity development framework that is being applied in the particular context under consideration. Having clarity about the definition and framework will help to guide other decisions, such as the areas to be assessed and the choice of assessment tools.
- Clarity about the purpose of the assessment, based on the development goal for which capacity is needed, the overarching answer to 'Capacity for what?' This will help to

determine appropriate entry points for the assessment – in the education example the entry point might be at the level of individual schools, or perhaps at provincial departments.

- Clarity about the mandate of the entity to be assessed. The specific answer to 'Capacity for what?' i.e. what product or service outputs does the entity need to achieve in order to contribute towards the development goal?
- Assessment of change readiness and stakeholder, especially leadership, agreement about the need for the assessment. In most contexts factors in the enabling environment. The enabling environment is not necessarily at the national level, it also exists at sub-national levels. It is made up of political and relationship factors; policies, rules and norms; priorities; modes of operation; and culture – all of which exist within and across sectors and other types of social or functional systems. are more important than any technical consideration for facilitating or blocking any initiative.

What to Assess: The entry point and focus of the assessment will be decided by several factors: the way that capacity is defined; any capacity development framework in use; the mandate of the entity being assessed; and, the purpose of the assessment. Where the entity's mandate is clear, perhaps defined by law or in a mission statement, this can be the starting point for assessing current capacity and future needs. Where the mandate isn't clear it will be harder to assess those issues and it could, in fact, represent a capacity need in its own right (Baser *et al*, 2008). Accordingly, the following areas are germane: Levels of capacity, Types of capacity, Themes for application and Cross cutting issues

5. Methodology

The study involved both qualitative and quantitative data collection. It also involved job analysis of existing jobs in the Enugu State Civil Service with the aim of establishing benchmark job descriptions and person specifications for different job categories.

Participants/Procedure

The participants comprised of 1070 civil servants drawn from civil servants in the Enugu State Civil Service. The sample included both junior

and senior members of staff in five selected Ministries in the State civil service.

In-depth interviews, focus group discussions (FGD), questionnaire and workshop/seminar were used in the data collection. A total of 50 participants were interviewed. The interviewee will be heads of departments and unit heads, union leaders and employees occupying key positions in different categories in the selected ministries. The FGD involved heads of departments and unit heads, and union leaders. There were two FGDs that involved twenty participants (10 participants in each of the FGD)

A seminar/workshop involving the major stakeholders (Directors, Heads of Departments, Union Leaders, Representatives of the Civil Service Commission) were organized. The aim of the seminar/workshop was to engage the stakeholders in interactive sessions in order to understand the existing levels of workers' capacity in the civil service and also to explore the challenges of capacity development in the Enugu State Civil Service.

A questionnaire was developed to assess the capacity development levels of workers in the selected organizations. The survey involved 1000 participants selected from different job categories. A stratified random sampling was used in the selection of the sample. The reason for the adoption of this sampling technique was to avoid possible bias and ensure that workers in different categories were selected in the study.

Design/Statistical Analyses

The study is a cross-sectional study. For the qualitative data, descriptions of major findings were made and conclusions drawn from the descriptions. For the quantitative data, descriptive statistics was used to present the basic information on the research participants. Simple percentage was used to analyze the responses from the questionnaires.

6.Data Presentation and Results

A graphical summary of the responses from the participants are presented in table 1 below. (See Table 1)

7.Results and Discussion

Hypothesis One:

There is no significant relationship between the training needs of Enugu State civil

service and the content of their training programmes

The training needs of the employees were identified and juxtaposed with trainings being given to them and it was discovered that there was no significant relationship between the training needs of Enugu State civil service and their trainings.

The Training Needs of the Employees of Enugu State Civil Service

The identified training needs of the employees are presented as follows (Summary from the responses of the employees).

- a. 84.7% need training in general information technology.
- b. 67.3% need training on computer-based word processing skills.
- c. 74.7% need training on computer-based data management skills.
- d. 73.3% need training on software for data analysis.
- e. 76.0% need training on the use of internet.
- f. 67.3% need training on the use of PowerPoint presentation skills.

The above stated training skills are computer based skills from the result, it would be seen that the employees of Enugu State civil service are grossly inadequate in basic computer skills. This has shown that all the trainings claimed to have been given to the employees were not according to their training needs. The implication of this situation is that modern trend of e-governance and e-government are far cry from Enugu State government, since the civil service is the hub of governmental activities.

In the same vein efficiency, wider coverage, transparency and greater civic engagement, that are the benefits of e-governance are lacking in Enugu State civil service. Therefore, Enugu State government and its civil service are fully engaged in traditional administration with high level of corruption, inefficiencies, long hierarchical arrangement of authorities, etc. that are the characteristics of such administration. With this situation, records management is in crises in the ministries from our observations and interviews we discovered that files are torn, misplaced and not properly managed. In serious situations it takes a month to locate a file which would have been gotten in seconds with a click on the computer.

Another area seriously affected is decision making. Digital administrations help in making vast array of information available to a decision maker. The information may be from the internet or digitally stored for easy access. With the traditional method of

paper-filing information and reliance on only those available in the shelf, traditional administration as being manifested by Enugu State civil service is handicapped in taking quick and reliable decisions due to the limited information. They cannot make use of the internet.

Hypothesis Two:

The technical and soft skill gaps in Enugu State civil service do not determine the training needs of the employees.

From the responses of the employees, we discovered that some key technical skills such as report writing and communication were lacking. This has shown that their trainings were not addressing the skills gap in the service.

Skills Gap in Enugu State Civil Service

The following skills are seriously lacking in Enugu State civil services:

- a. General writing skills
- b. Report writing/presentation skills
- c. Communication skills

These were discovered from the responses and the interviews held on skills gap among the employees. The implication of gap in these skills is that the political class will be finding it difficult to rely solely on the technical class (bureaucracy) on situation reports in the various ministries. Generally, the civil service is required to write reports and present them to the political chief executive on technical and specialist issues in such a way that a lay man would understand. Where the skills are lacking reliance on poorly written reports is capable of making the chief executive to take an unpopular decision.

Hypothesis Three:

There is a significant mismatch between the material resources needed by employees and the materials available to them.

Availability of Material Resources needed by the Employees to carry out their tasks

Employees of Enugu State civil service are 60000. The head of service said that the state government has procured 3000 desktop computers. This is grossly inadequate when compared to the number of staff. The implication of this situation is that even those who went on self development in computer training will not have access to computer.

Presently, the new secretariat is being partially utilized due to the fact that it is only 60% completed. This has affected the employees in setting down to do their jobs. In the new secretariat, materials like tables, chairs, computers, fans, steel cabins, etc are seriously lacking. This is a great

challenge to effective and efficient performance of the employees.

Challenges Faced in Capacity Development

From the FGD and interview the 'A' group respondents consisting of political appointees saw finance as the major challenge facing capacity development on the civil service. They said that after identifying the training needs of their staff, government usually tells them that there was no money. They maintained that even where government brings money. They maintained that even where government brings money, it would be grossly inadequate. The funding should have covered payment of resource persons, providing power and facilities on the training ground, providing workers with laptops and other necessary materials. The inadequate finding results in very few people bring trained.

The 'B' group respondents consisting of career civil servants noted that inadequate funding results from lack of political will of the leaders to invest in human development especially in going online and digital. They observed that government only considers the cost and not the benefits. For example, records management is in crisis in the ministries. Files are torn, misplaced and not properly managed. They said that nobody is computer literate in the central filing system and that there is nothing like online government (e-government) in the state.

During the interactions an official in the Civil Service Commission noted that in 2015 and 2016, he was the only person sent to ASCON from the whole South East geopolitical zone. This shows the extent of lack of political will. He observed that other states sent as many as 5 persons each.

Those that were trained in any new skill lamented that the system favours status quo ante. They claimed that the system especially the senior officials do not allow trained staff to introduce any change in the way things are done. The staff that went for self development were not adequately rewarded or recognized. Atimes a staff that has acquired a higher degree, even with official approval may not be converted to a scale commensurate with his newly acquired qualification.

8. Conclusion

Conclusively, capacity building in the civil service has become a must for the nation's economy to become productively viable and globally competitive. It is disturbing that Enugu State Civil Service has a huge capacity gap. Prominent in the lacuna is ICT skills. For now the training programmes do not relate to the workers training and capacity needs. It is the contention of this research

that if the civil service in Enugu State and Nigeria in general embarks on effective and efficient manpower development and capacity building through adequate funding, it will enhance adequate skill acquisition of staff in basic computer skills, general writing, communication, ICT skills, etc. Besides, people should be trained according to their training needs. These, therefore, will go a long way in addressing the skill gap in Enugu State Civil Service and Nigerian in general.

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