

FOREWARD

The Ministry of Mines, Energy & Rural Electrification (MMERE) Staff Development Plan or Staff Development Planning Guide (SDPG) has been developed to support strategic continuous learning and knowledge management for sustained human capital. This will enhance efficiency and quality in service delivery to accomplish the Ministry's mandate.

The sustained capacity to deliver wide-ranging services in the Mines, Energy, Petroleum, Geological Survey, Water Resources and the Corporate Services at MMERE is dependent upon the existence of sector based core competencies across sector staff. This has become pressingly crucial as the Ministry will be the focus of socio-economic development in Solomon Islands.


It is therefore a wise investment to adopt this SDPG because it will now save time, money and effort. The SDPG will provide the framework for systematic staff training and development planning. The SDPG is applicable to all cadres of the staff in the Ministry.

The SDPG will also complements other on-going interventions for enhanced human resource management at MMERE to improve efficiency, quality and cost reductions in the sectors of the Ministry in the planning period of the current Corporate Plan (2014-2016).

The initiatives is consistent with the new directions taken by the Ministry as part of its reform programmes to develop a staff Development Plan to address the capacity need of MMERE.

It is an achievement for the Ministry and in this connection, I congratulate the Permanent Secretary, his senior management team, all staff of the ministry and our external partners for their important contributions.

I render my unequivocal support in its adoption and implementation.



Honorable David.D. Pacha
Minister

Ministry of Mines, Energy & Rural Electrification

OVERVIEW

One of the greatest concern of the Ministry since time memorial was the lack of a Staff Development Plan. While each of the technical divisions have adopted some form of staff development planning, it was apparent that MMERE had fall short of integrating a SDPG that is strategic and demand driven based a proper and detail training needs analysis. This adhoc approach necessitates a greater need for a united approach to coordinate and support MMERE's Staff Training and Development Programmes as the SDPG will be a vehicle to achieve MMERE's key objectives and meet current demands and challenges.

Amidst these emerging demands and challenges, part of the reform initiatives taken by MMERE is the development of the Staff Development Plan or the Staff Development Planning Guide to navigate human resource investments in training and development activities. This will guarantee the ministry to prioritise resources and make planned investments in targeted training and development areas to acquire the knowledge and competencies to capacitate the ministry in carrying out its Mandates.

The basis of this Staff Development Plan or the Staff Development Planning Guide was the Training Needs Analysis (TNA) conducted in the month of September/October 2016. The TNA identified skill gaps, performance gaps and transferable skills at the strategic, job and individual levels.

These training and development needs are critical to leverage strengths and close performance gaps at the various organizational levels and must be integrated in the SDPG to ensure a strategic approach in the training and development programmes of MMERE's Staff from now and into the future.

The outcome of this SDPG is a manifestation of the valuable contributions of various stakeholders in its planning and development stages. In particular, I am grateful for the ingenuity and support of all my hardworking Directors and all staff of the Ministry.

As a working document, this SDPG will be our tool to provide the directions on how resources will be prioritised in capacitating our Human Resources for the planning period of the current Corporate Plan (2016-2018) and onwards.

I look forward in working diligently with all our stakeholders in its implementation.



Mr. Jeffrey D. Sade
Permanent Secretary

EXECUTIVE SUMMARY

The gradual arrest of the required knowledge and skills to close performance gaps and leverage strengths at the organizational, divisional and job levels is the focus of this SDPG. By building the knowledge and skill base of the staff at these levels, it will enhance MMERE's capacity to achieve the strategic objectives and directions espoused in the planning period of the current Corporate Plan (2016-2018) hence accomplish MMERE's mandates.

This SDPG is steered by the outcomes of the training needs analysis that was conducted within a period of two weeks in the months of September/October 2016. The training needs analysis was conducted at the organizational, job and individual levels. The baseline data gathered from the training needs analysis was then validated at a one day workshop which was attended by the technical heads of the ministry. This provided the stimulus and directions for developing this SDPG.

The document is divided into eight main sections. It begins with an introduction which states the rationale for the SDPG, a brief background which re-states the placement of MMERE under the economic productive sector cluster of the Democratic Coalition of Change Government (DCCG) policies and administrative directions and its linkage to the strategic directions of the Corporate Plan given its mandate, the purpose and objectives, vision, mission and cardinal principles of the staff training and development planning guide which guides its execution.

Second, a brief summary of the challenges encountered by MMERE and records the strategic and operational issues that may continue to prevent and deter the Ministry from achieving its agreed objectives in the current Corporate Plan.

Thirdly, the knowledge and skill gaps at the organizational, job and individual levels are highlighted as the climax of the training needs analysis.

Fourth, the training methodologies to be adopted under the planning guide which considers both on and off the job training covering in-country and overseas trainings.

Fifth, the internal mechanisms for implementing the staff training and development planning guide. The key internal players and their roles are simplified. This includes the role of the Ministry Training Committee and the Divisions Staff Development Committees.

Sixth, the critical success factors that will determine the success and failure of this staff development planning guide. It states that executive support, strategic focus of the planning guide to strategic objectives and ownership are but some of the crucial factors.

Seventh, the monitoring and evaluation mechanisms to determine the effectiveness of the staff development planning guide. The evaluations will be conducted at two levels, the Training impact assessments and Mid Term Review process.

Eighth, suggestions of way forward to improve the SDPG from lessons learnt during the development stages.

ACRONYMS

AWP	Annual Work Plan
CP	Corporate Plan
DCCG	Democratic Coalition for Change Government
FI	Financial Instructions
GO	General Orders
HRM	Human Resources Manager
HOD	Head of Division
IWP	Individual Work Plan
JD	Job Description
KRA	Key Result Areas
MMERE	Ministry of Mines, Energy & Rural Electrification
MTC	Ministry Training Committee
MTR	Mid-Term Review
PMP	Performance Management Process
PS	Permanent Secretary
PSISTB	Public Service In-service Training Board
SDC	Staff Development Committees
SDPG	Staff Development Planning Guide
SINU	Solomon Islands National University
TNA	Training Needs Analysis
TIA	Training Impact Assessment
UNCLOS	United Nations Convention on the law of the Sea.
WATSAN	Water and Sanitation Policy

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1. INTRODUCTION

1.1 Rationale.

Planned investments in Human Resources Development is critical to the achievement of a skilled and efficient workforce. By developing our human resources to their full potentials, it will contribute significantly to the achievement of MMERE's core business outcomes.

This Staff Training and Development Plan recognises the training and development needs of MMERE at the organizational, job and individual levels to leverage strengths, close performance gaps and gain transferable skills to meet agreed objectives in the planning period of the current corporate plan 2016-2018. It will also guarantee maximum learning outcomes for individuals to achieve their career goals.

The guidelines in this plan will provide cardinal principles to navigate MMERE in managing its training and development policies and practices to ensure the planned provision of Human Resources Development and ensure MMERE achieve its objectives in the planning period of the current Corporate Plan. It will also help to support the theme of the Ministry in developing capacities to provide a conducive environment for resource development.

1.2 Background

MMERE is placed under the economic productive sector cluster of the current Democratic Coalition for Change Government (DCCG) policy and administrative directions in terms of its broader social and economic development through the industries of mining, energy and electrification¹.

Given these ministerial mandates, MMERE's functions are being executed through the Energy, Petroleum, Mines & Minerals, Geological Survey and the Water Resources Divisions. These technical divisions drive the reform programs of MMERE within current organizational constraints to play a leading role in advising Solomon Islands Government (SIG) in these industries for the socio-economic development of Solomon Islands.

MMERE envisions a wealthy, healthy and environmentally safe Solomon Islands² as its vision for the current planning period of its Corporate Plan (2016-2018). Its mission is to provide appropriately designed systems and instruments that enhance social and economic wellbeing of all citizens with sustainable use of renewable and non-renewable resources and reducing the vulnerability to natural hazards³. Throughout the planning period, MMERE will sing the music of "Providing Conducive Environment for Resources Development" as its theme.

It is against these background that MMERE has seen the significance of a staff training and development planning guide to provide the directions on how MMERE will shape, re-shape and strengthen its human capital and develop the culture to provide efficient and quality services in order to achieve its key objectives under the Corporate Plan.

¹ DCCG Policy Framework

² MMERE Corporate Plan 2016-2018

³ MMERE Corporate Plan 2016-2018

1.3 Purpose & Objectives

Purpose

The purpose of the staff training and development planning guide is to develop effective guidelines for managing the learning and development plans of MMERE. MMERE will arrest the skill and performance gaps identified during the Training Needs Assessments to enhance its capacity to deliver robust and efficient services and achieve agreed objectives in the planning period of the current Corporate Plan 2016-2018.

Objective

The staff training and development planning guide is set to achieve the following objectives:-

- 1) Identify priority training and development needs of MMERE.
- 2) Provide principles and consistent guidelines to assist the Ministry Training Committee (MTC) manage MMERE's staff training and development planning guide.
- 3) Establish internal implementation mechanisms with clear roles and responsibilities of key internal players
- 4) Promote the work study model as a training approach towards achieving formal qualifications
- 5) Negotiate and establish a Memorandum of Understanding with training institutions or mining and prospecting companies to provide specialised trainings, facilitate attachments and research.
- 6) Develop holistically through on-the-job development, self-learning, and training.

1.4 Vision, Mission & Principles

Vision

To be a motivated, productive and value driven workforce to effectively contribute to the socio-economic development of Solomon Islands.

Mission

MMERE is committed to provide learning and development opportunities to all its staff to leverage strengths, close performance gaps and acquire transferable skills for efficient and effective performance and service delivery.

Principles

1. Strategic Approach to Training and Development.

This will ensure individual skills development is aligned to the strategic directions in the Corporate Plan 2016-2018.

MMERE will

- (a) regularly conduct training needs analysis to identify the skills needed to achieve organizational objectives
- (b) base training and development selections in priority areas of greatest needs

2. Staff Skills inventory are current and skill gaps known

A current skills inventory will enable MMERE to compare existing skills against required skills, identify skill gaps and plan current and future training and development

MMERE shall

- (a) Regularly conduct a skills audit to validate employee skill profiles and skill gaps of employees.

3. A Staff Development Plan exists

A staff development plan exist which details training and development priorities of MMERE and its technical divisions based on skill gaps in the plan.

The plan should

- (a) Include the identification of skill development priority needs
- (b) Identify budget for implementation from the recurrent budget
- (c) Allocate responsibility for implementation and evaluation

4. Individual development plans exists

Individual development plans identify the specific skill development priority areas for individual employees

- (a) Should be framed in the context of expected performance to connect SDPG and PMP.
- (b) Skill levels to be assessed against relevant criteria to include divisional skill profiles, job requirements and capabilities and personal development needs.

5. Development opportunities are equitable and accessible

All employees have the right to participate in agreed development activities

To ensure this, MMERE must:

- (a) Provide development opportunities in an accessible manner to maximise Individuals' learning by offering a range of methodologies

- (b) Prioritise development decisions in terms of their relevance to individuals ‘development needs and contribution to achieving MMERE’s goals

6. Monitoring & evaluation mechanism exists

Evaluate training outputs to ensure skills development is efficient and effective

Evaluation should occur on a number of levels including:

- (a) Assess impact of training on efficiency and quality in service delivery
- (b) Assess achievements of objectives in the Staff training and Development Planning Guide.

1.5 SCOPE

The Staff Training and Development Plan applies to all the established staff of the Ministry of Mines, Energy and Rural Electrification (MMERE).

2. ISSUES/CHALLENGES

1.1 Issues/Challenges

Trainings may not always be the best solution to performance gaps, problems or issues that are associated with the objectives of the Corporate Plan. There is abundance of knowledge, skills and competencies acquired by staff of the technical divisions to drive the reform agendas of MMERE and the technical divisions. In the process of observing, probing, analysing and deducting on the performance gaps, constraints that may possess serious challenges became notable that will prevent MMERE to successfully achieve its outcomes if not effectively arrested. A post mortem of the main challenges are appended as Annex 5.

3. TRAINING NEEDS ANALYSIS (TNA)

3.1 Knowledge & Skill Gaps

The Training Needs Analysis on the objectives and strategic directions of MMERE in the Corporate Plan with the job analysis and skills audit done through the individual consultations and questionnaires provided specifications on the current capacity of MMERE in terms of the qualifications, work experiences and its training database.

The TNA provided valuable information on the existing knowledge, skillsets and competencies and also the corresponding gaps in knowledge and skills against the key objectives of the Corporate Plan, gaps that were associated with the key result areas in individual work plans and the main job tasks of individual job descriptions.

The training needs are strategically focused and demand driven to achieve outcomes in the job descriptions, divisional objectives and the key objectives in the Corporate Plan. The key training needs for the various sectors and individuals to guide professional skills and knowledge development is appended in Annexure 1 & 2.

4. TRAINING METHODOLOGIES.

MMERE will use varieties of training methodologies to close the knowledge and skill gaps that presently prevent its progress from achieving its agreed objectives. These blended training methodologies will favour MMERE because of the varying demographic variables and needs that exist in MMERE's Human Resources.

4.1 ON-THE-JOB TRAINING (OJT)

A large majority of employee learning is gained through on-the-job training. The following methodologies will ensure knowledge, skills and abilities are developed in the work place to boost performance.

Induction trainings, Technology Based learning e.g. Web Based training programs, Reading of working documents, Group meetings, seminars and conferences, Staff taking on additional Responsibilities, Coaching & Mentoring, Job rotation, Self-directed learning (Distance Flexible Learning, e-learning, Special attachments.

4.2 OFF-THE-JOB TRAINING.

1. In- Country Trainings

IPAM Training Courses

Probationers must attend mandatory training courses at IPAM at the earliest opportunity. The Chairman of the SDC must effectively coordinate with the Secretary of MTC/HRM to facilitate their trainings.

The HOD/SDC will identify and recommend staff for IPAM trainings based on needs in the staff training and development planning guide for their divisions.

The HRM/Secretary of MTC must ensure IPAM training calendar is distributed to all HOD/Chairman SDC.

Day Release Training Courses.

Staff taking training courses on day release basis must be endorsed by the HOD/Chairman of Staff Development Committees and is consistent with the Staff Training and Development Planning Guide.

For purposes of their preparations towards their examinations, requests for study leave will be endorsed by the HOD/Chairman of SDC and approved by the Permanent Secretary.

4.3 External/Overseas Training.

Short term Trainings

Sector based short term trainings for divisional staff that are internally or externally funded will be endorsed by the HOD/SDC and approved by MTC. Trainings in the form of workshops, meetings, seminars, conferences etc. must be consistent with the staff training and development planning guide. In the event that a training is outside of the SDPG, the PS may consider approval based on its merit.

In-Service Trainings.

In-service training opportunities will strictly follow the staff development planning guide. The SDC will submit recommendations to MTC. MTC will prioritise and make recommendations to the PSISTB.

4.4 WORK STUDY MODEL

The model encourages work and study simultaneously. This methodology is the most viable model because it will maximise performance, ensure continuity and staff retention. Depending on budget provisions, this model is flexible and staff can still achieve their qualifications in the given timeframe. The Work Study Model includes Distance Flexible Learning (DFL) through printed materials and e-learning.

5. IMPLEMENTATION MECHANISM

An effective and robust mechanism is required to implement the staff training and development planning guide. The roles and responsibilities of key players within existing communication procedures to link internal and external processes and players must be clearly defined to ensure effective coordination and implementation. The key internal players includes the Ministry Training Committee (MTC), the Divisional Training Committees and the Corporate Services.

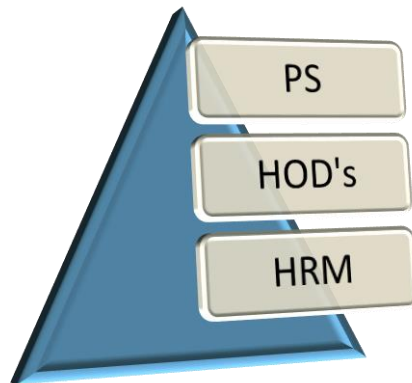


Figure 1 Ministry Training Committee

5.1 ROLES AND RESPONSIBILITIES-*Key internal Players and their Roles*

MTC is made up of the PS (Chairman), all HOD's & HRM (Secretary).

Roles/Responsibilities.

- Assess, determine and recommend in-service training to the Public Service In-Service Training Board (PSISTB)
- Approve training applications for short term trainings, flexible learning, seminars, workshops, conferences and work attachments that is less than six months duration in line with key training areas in this training guideline
- ensure the overall management, coordination and sustenance of the Ministry staff training and development planning guide
- liaise with the technical divisions and the HRM in receiving training submissions & making decisions
- Liaise with training providers (FAE&T, JICA, MDPAC, KOICA, ROC and W/BANK) & others for a Memorandum of Understanding (MOU).

Heads of Divisions (HOD'S)

The HOD's are the interface between the MTC and their divisional staff. They chair divisional staff development committees and are members of the MTC.

Roles/Responsibilities

- review and validate the training needs assessments of their divisions
- update their division's staff development and training priorities

Human Resources Manager (HRM)

Act as the coordination centre for implementing the Staff Training and Development Guide. **Roles/Responsibilities**

- Links with the Public Service in-service training committee (PSISTC), training providers, PS and HOD's.
- enquire, receive and distribute training prospectus to HOD's from IPAM and other training providers
- Liaison with MPS and NTU for scholarship opportunity lists.

Permanent Secretary (PS)

The Permanent Secretary who is the accounting officer of the ministry has the overall authority to approve or reject any training applications that are inconsistent with the staff development planning guide.

5.2 Staff Development Committees (SDC)

All technical divisions will establish a staff development committee (SDC). The HOD's will decide on their composition and develop their own proceedings. The key actors in the SDC are the HOD's, the Committees Secretary and its members. Individual staff members will be central to this process.

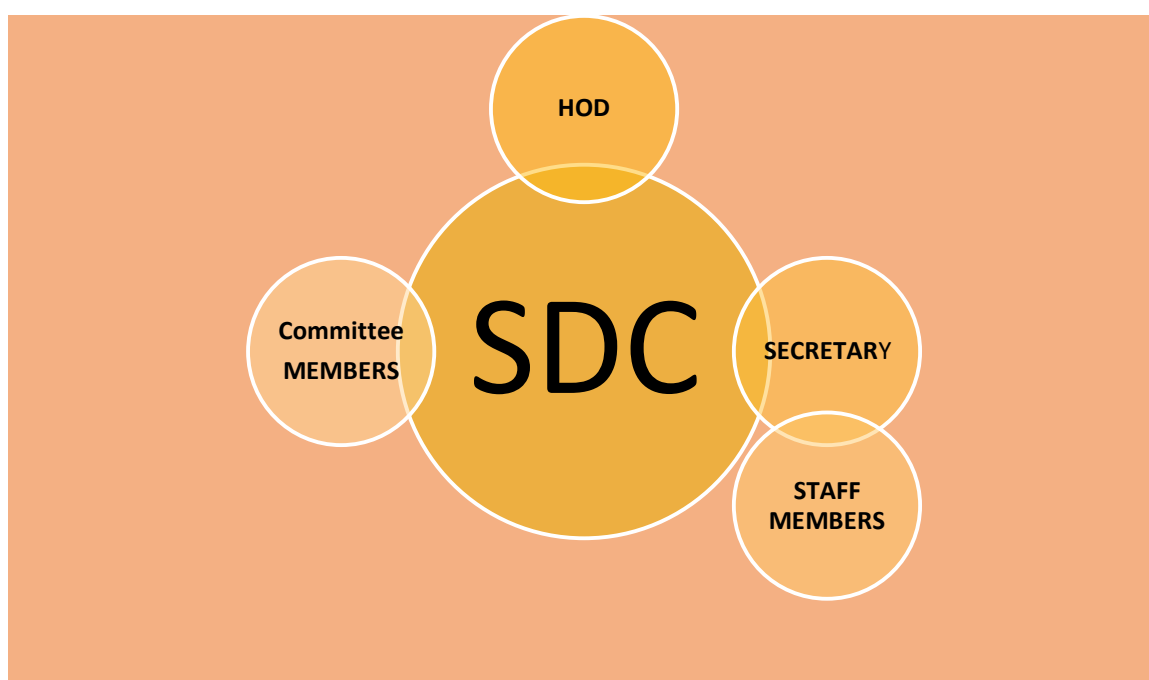


Figure 2. Staff Development Committee

Roles & Responsibilities

Staff Development Committee (SDC)

The Division's Staff Development Committee (SDC) will be the centre for managing the learning and development priorities of the technical divisions.

Roles & Responsibilities:

- Conduct training needs analysis
- Update Skills inventory of all divisional staff
- Consider and approve training requests

Head of Division (HOD)

Chairs the Divisions Staff Development Committee and a member of the MTC

Roles & Responsibilities:

- Overall management and coordination of the Divisions SDPG
- Submit Divisions SDPG to MTC
- Endorse and submit training bids and budget to MTC

Secretary

Support SDC and HOD in administrative work.

Roles & Responsibilities:

- Liaise with Director and HRM for IPAM training calendars and facilitate SDPG of Division.

Individual Staff Members

Roles & Responsibilities:

- Participate in Skills Audit through questionnaires & consultations.
- Develop Individual Development Plans
- Assist in development of divisions SDPG

6. CRITICAL SUCCESS FACTORS.

Whether the Staff Training and Development Planning Guide (SDPG) can achieve its desired purpose and objectives will depend on a number of factors. These are not limited to the following factors;

- Top management commitment and support is essential to provide the leadership and resources.
- The plan is strategically focused as the training needs will directly respond to performance, knowledge and skill gaps identified during the training needs analysis.
- Line Managers must take ownership of this plan.
- Training provisions under the recurrent budget must be beefed up to support staff training under the work study model.
- Effective coordination between the SDC and MTC is crucial.
- Conduct Monitoring & Evaluation of the Staff Training and Development Planning Guide.

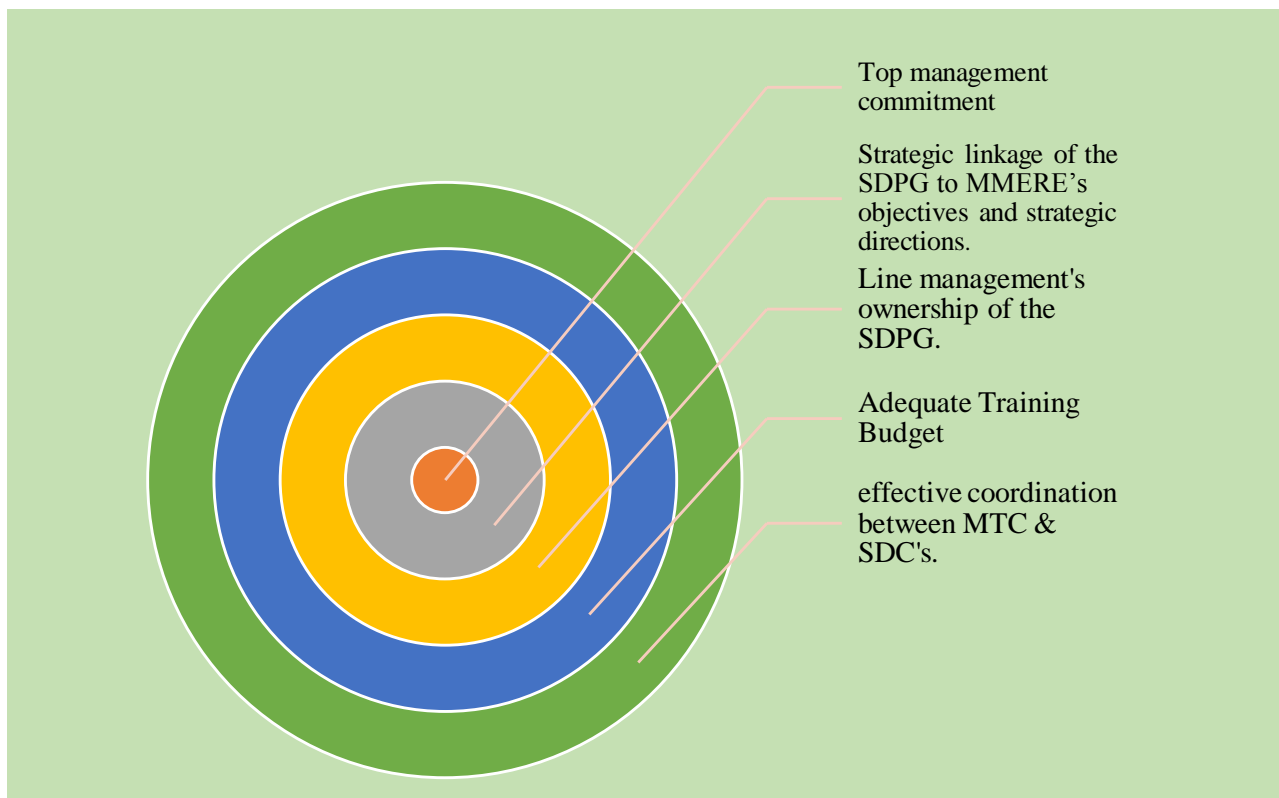


Figure 3 Critical success factors

7.0 MONITORING AND EVALUATIONS (M&E)

The reason for evaluating is to determine the effectiveness of the staff development planning guide on the overall work performance of the technical divisions and their staff. The trainings attended by staff must have tangible positive results and is rewarding to MMERE. The results will assist the MTC and Managers to make informed decisions in their Human Resource Planning and budget processes.

The M&E of the Staff Development Planning Guide will be done at two levels (1), Training Impact Assessment (TIA) and the Mid-Term Review (MTR)

7.1 TRAINING IMPACT ASSESSMENT (TIA)

The TIA can be integrated with the Performance Management Process (PMP) during the mid-circle performance discussions to evaluate the impact of the trainings attended by each staff on their work performance and towards the achievement of their Key Result Areas in the Individual Work Plans and the outcomes of their performance in achieving divisional work plans and MMERE's objectives. A TIA template is appended as Annex 4.

7.2 MID TERM REVIEW (MTR)

The MTR as an M&E process takes a broader approach. It will evaluate the effectiveness of the key internal players in implementing the staff development planning guide. The MTR will also reflect on the objectives of the staff development planning guide. Did we achieved our objectives? Are we doing the right thing? Are we doing it well? And are their better ways of doing it? This evaluations will assist us to further improve the staff development planning

guide. The MTR should be conducted a year and a half into implementing the three years staff development planning guide. The MTR template is appended as annex 3.

8.0 WAY FORWARD

Capacity building through training and development to close and narrow performance gaps, arrest skill gaps and leverage strengths on the key result areas in individual work plans, main job tasks in job descriptions, divisional objectives and the key objectives of the Corporate Plan will greatly enhanced MMERE's capacity to successfully execute its roles and functions. MMERE must implement the SDPG as it is demand driven and strategically focused.

The changes in strategy warrants a comprehensive review of MMERE to revisit management levels, sectoral arrangements and responsibilities. The SINU Human Resource Report in 2014 is a good starting point. This will help MMERE to review and clarify blurred formal reporting relationships and the organization of jobs in the technical divisions. It will also strengthen the systems of communication, coordination and integration. It is obvious that changes in policy, technology, pressure to grow within and greater employee participation has led to disorientations in job performance. This had some bearing in the Training Needs Analysis to precisely pinpoint strategic demand driven training areas because of outdated job descriptions.

MMERE must work on a comprehensive Staff Development Planning Guide framework matrix and come up with actual computations for each of the sectoral training areas to ascertain costs to factor in the training budget provisions under its recurrent budget to support the SDPG for the work study model to eventuate.

The Mid Term Review (MTR) of the Staff Development Planning Guide must be conducted to determine how MMERE is tracking on with its implementation.

9.0 CONCLUSION

This staff development planning guide is built upon an understanding of the key objectives and strategic direction of MMERE. It is also guided by the training needs analysis.

This has climaxed into the staff development planning guide for skill gaps and proposed study programmes and the sectoral demand driven training areas to arrest challenges, performance gaps, skill gaps and the knowledge and skillsets to leverage strengths and capacity at the organizational, job/task and individual levels.

The staff development planning guide will navigate MMERE in its efforts to execute its Human Resources Development in the planning period of the current Corporate Plan (2016-2018).

ANNEX 1

STAFF DEVELOPMENT PLANNING GUIDE MATRIX- SECTOR BASED TRAINING AREAS

DIVISION: WATER RESOURCES

FIELD OF TRAINING	MODE OF TRAINING	TRAINING PROVIDER	DURATION OF TRAINING	SOURCES OF FUNDING	INDICATIVE COST	REMARKS
Directorate/Water Resources Management						
Water Policy Planning	External	IWC Australia	3-6 months	SIWSAP/SIG		
PGD/Master in IWRM	External	IWC Australia	1-1.5 yrs	SIG/Donor		
PGD/Master in Climate Change	External	USP	1.5 yrs	SIG/Donor		
Water Safety Planning	External	WHO/SPC SOPAC	1-2 weeks	SIG/Donor		
Project Management	In Country	IPAM/USP	1-3 months	SIG/Donor		
Hydrology						
Operational Hydrology	External	NIWA/NZ	4-6 weeks	SIWSAP/SIG		
Database Management	External	NIWA/SPC	4-6 weeks	SIWSAP/SIG		
Mining Hydrology	External	NIWA/SPC	3-4 months	SIG/Donor		
Basic Survey Methods	External	NIWA/SPC	4-6 weeks	SIG/Donor		
Hydrogeology						
Environmental Geology	Medium Term	USP/PACE-SD	3 months	SIG/Donor		
Groundwater Survey	Short Term	NIWA/SPC	4-6 weeks	SIG/Donor		
Geophysical Survey	Short Term	NIWA/SPC	4-6 weeks	SIWSAP/SIG		
Drilling Operations	Short Term	TBD	4-6 weeks	SIWSAP/SIG		
Geology and Drilling Methods	Short Term	TBD	4-6 weeks	SIWSAP/SIG		
Disaster Risk Reduction/Management						
Water Catchment/GIS	External/Internal	SPC SOPAC	4-6 weeks	SIG/JICA		
DRR/DRM Studies	External/Internal	JICA/SPC/NIWA	4-6 weeks	SIG/JICA		

Flood Warning Studies/IFM	External	JICA/NIWA	4-6 weeks	SIG/JICA		
Catchment Modelling	External	JICA/NIWA/SPC	4-6 weeks	SID/JICA		

DIVISION	PRIORITY SECTOR BASED TRAINING AREAS	COMMENTS
ENERGY DIVISION	Energy Policy and Planning Energy Economics Energy Data Collection and Analysis Database Management Energy Auditing Refrigeration and Air Conditioning Electricity Pricing and Tariff Structure Petroleum Pricing Petroleum Storage and re-filling station inspection skills Calculations of Greenhouse Gas Emission Savings Report Writing Rural Energy Planning Renewable Energy Technologies (hydro, solar, wind, biomass) Project Management Procurement & Project Management Technical Skills English Courses	Mode of Training, Training Providers, Duration of Training, the source of funding, indicative costs to be worked out by the SDC in order to develop a comprehensive framework matrix.

PETROLEUM DIVISION	PRIORITY SECTOR BASED TRAINING AREAS	COMMENTS
	<ul style="list-style-type: none"> Policy Development Training Scoping Documents Legislative Drafting International Law GIS & Marine Geology Oceanography Tenement Management Trainings Data Management Trainings Project Management Petroleum Engineering Intelligence Gathering Negotiations Skills Trainings Petroleum Short Courses Appropriate software/usage trainings 	<p>Mode of Training, Training Providers, Duration of Training, the source of funding, indicative costs to be worked out by the SDC in order to develop a comprehensive framework matrix.</p>
GEOLOGICAL SURVEY	PRIORITY SECTOR BASED TRAINING AREAS	COMMENTS
	<ul style="list-style-type: none"> ArcGIS Software Training ArcView Software Training Plotter Machine Trainings Drones MSDOS Training Database Management Trainings SQL Training EIA Trainings Mining Agreements Institutional Trainings 	<p>Mode of Training, Training Providers, Duration of Training, the source of funding, indicative costs to be worked out by the SDC in order to develop a comprehensive framework matrix.</p>

MINES & MINERALS	PRIORITY SECTOR BASED TRAINING AREAS	COMMENTS
	<ul style="list-style-type: none"> GIS Point Data Collection on Mineralised areas Training for Resource Owners Excursion trips to PNG Community Relationships Advanced training in Tailing Storage Facility Mine and Environmental Management Corporate Social Responsibility Social Impact training Data Management Geo Mapping Geo Hazards GIS & Remote Sensing 	<p>Mode of Training, Training Providers, Duration of Training, the source of funding, indicative costs to be worked out by the SDC in order to develop a comprehensive framework matrix.</p>

CORPORATE SERVICES	PRIORITY SECTOR BASED TRAINING AREAS	COMMENTS
	Management development programs Leadership development programs Human Resources Management Management & Public Administration Financial Management Industrial Relations Organizational Development Functional Analysis Job Analysis Skills Analysis Job Design Development Budget Tender Process	Mode of Training, Training Providers, Duration of Training, the source of funding, indicative costs to be worked out in order to develop a comprehensive framework matrix.
Cross cutting training areas	Priority Sector Based Training Areas	Comments
	Building trust, credibility & respect Communicate to lead Conflict management delegation Develop personal leadership Ethical leadership Motivational leadership New employee orientations Performance appraisals Strategic planning Visionary leadership Knowing your Public Service Managing and Motivating staff Report writing skills	Core skills. Mode of Training, Training Providers, Duration of Training, the source of funding, indicative costs to be worked out by Corporate Services and SDC's in order to develop a comprehensive framework matrix.

ANNEX 2: STAFF DEVELOPMENT PLANNING GUIDE -SKILL GAPS & PROPOSED STUDY PROGRAMMES.

WATER RESOURCES DIVISION

NO	NAMES	POST	CURRENT QUALIFICATION (S)	PROFESSIONAL SKILL BASED TRAININGS ATTENDED.	SKILL GAPS	PROPOSED STUDY PROGRAMME
1	Charles Bepapa	Director	MSc (Hydrology) BSc (Physics/Technology)	Operational hydrology/Hydrogeology attachments Ground Water studies Best Mining Practices in PIC Workshop Water Quality Attachments Coastal Mapping Workshop IWRM Planning Workshop	Resource Management & Environmental Planning & Hydrology, Project Management, Drafting of new Water Legislation, Public Policy, climate change, Hazards, Mitigation & Risks.	PGDip in Applied Science (Planning & Management)
2	Isaac Lekelalu	D/Director	Masters-Water Resource Management PGCert-Climate Change (Env.Studies) BSc (Applied Science)	International P/Grad Hydrometeorology Human Resources Management Intro to SI laws First/Second Management Ground Water Development Operational Hydrology Water Catchment (GIS) Water Safety Planning International Computing Courses	CCVA Planning & Management for Water Supply Systems, Public Administration & Management.	Prefer short term professional skill based trainings.
3	Richard Molea	Senior Program Officer	PGCert-Integrated Water Management BA (History/Politics & Geography) Graduate Cert-Education	Project Management Water Resources Management Hydrology & Hydraulics Integrated Water Management Environmental Impact Assessment	IWRM, Review and formulation of Water Legislation, Corporate planning, Program Planning & Development	Masters-Resources Management & Planning

					for review of Water Legislation	
4	Jack Kaobata	Senior Hydrogeologist	BA (Marine Affairs & Geography)	CBDRM Training Operational Hydrology	Ground Water Assessments, Planning & Management, climate change, upgrade training in TIDEDA software, Ground water data management & records.	Prefer short term professional skill based trainings.
5	Michael Maehaka	Senior Hydrologist	BSC (Earth Science) Incomplete Cert-Earth Science & Marine Geology)	Water Resources Conservation & Management PIC training on Water Resources Development & Management Environmental Geology Attachment with NIWA Water Resources Hydrology Small Hydropower Site Selection Training Fresh Water Evaluation in small atolls training	Water Resources Data Acquisition, interpretation & Analysis	Prefer short term professional skill based trainings
6	Gilbert Autu	Hydrologist	Earth Science & Marine Geology Hydrology/Hydrogeology Program	Hydrological training on surface/ground water Fresh water Evaluation Geology/Ground Water Water Resources/Hydrology Water shed env, soil & water conservation technology	Operational hydrology, Ground water survey & analysis, Audit Reporting, techniques for data collection, analysis & interpretation	Prefer short term professional skill based trainings
7	Ronny Houanipata	Assistant Geologist	BSc (Environmental studies) Incomplete F7 Certificate	Public Service Code of Conduct Knowing your Public Service (incomplete) Management of Water Resources & Water Supply Services Assembly of Flood Monitoring Machines	Operational hydrology, hydrological data collection with TIDEDA and other software, (Excel & Access), survey & assessment skills.	BSc (Environmental Studies)

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PETROLEUM DIVISION

NO	NAMES	POST	CURRENT QUALIFICATION (S)	SKILL BASED TRAININGS ATTENDED	SKILL GAPS.	PROPOSED STUDY PROGRAMME
1	David Michael	Director	BSc (Applied Geology)	Pacific Island Maritime Boundaries Sub-Regional Workshop Others	Policy Development capacity skills, Administration & Management, GIS, Petroleum Geology, Petroleum Research, Petroleum Policy Development, Public Policy Development, Project Management, modern management strategies in the Petroleum Industry.	MBA deferred Prefer short term professional skill based trainings
2	Lawrence Balani	Chief Petroleum Geologist	BSc (Earth Science/Chemistry)	Sustainable Mining & Development Management courses	Petroleum Geology Mapping, use of geophysics instruments & petroleum, Mapping software (GIS), Petroleum Geology Exploration, Marine Safety, upstream petroleum, off-shore and on-shore drilling, Refining Process training (Petroleum)	Masters-Geology On overseas study leave.
3	Joshua Lavisi	Principal Petroleum Geologist	BSc (Marine Science)	GIS user conference STAR conference Knowing your Public Service/COC	GIS, Regional geophysical exploration and reconnaissance mapping, Corporate Planning, Project Management, Public Policy & Legislative drafting.	Masters in Oceanography/Petroleum (PRIORITY)

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GEOLOGICAL SURVEY DIVISION

NO	NAMES	POST	CURRENT QUALIFICATION (S)	SKILL BASED TRAININGS ATTENDED	SKILL GAPS.	PROPOSED STUDY PROGRAMME
1	Douglas Billy	Director	BSc (Applied Geology) PGCert-Physical Oceanography			Masters-Applied Science (Geology) Currently on overseas study leave.
2	Clinton Roga	D/Director	Masters-Env Geochemistry PGDip-Chemistry BSc-Chemistry Certificate in Earth Science	Project Management	Management and Coordination of Work Programs & Resources, Development of Geothermal Policy Reduce vulnerability to geological/geochemical hazards Development of geological resources	PhD (Geology) In progress
3	Thomas Toba	Chief Geologist	BSc (Earth Science & Geography)			Masters-Mining Management
4	P.Eddie Akao	Principal GIS	BSc (Information Systems & GIS)	SPC Training, Deep Sea Mining Exploration (Attachment) Marine survival and safety training SPC Database Training	ArcGIS GIS Spatial Analysis Policy Planning & Development of GIS office.	Masters-Geo Spatial science

5	Carlos Tatapu	Senior IT Officer	BSc (Information Technology)			Masters-Science
6	Bobby Kelly	Principal Seismological Officer				
7	Kevin Parahoa	Principal Volcanologist	BSc (Chemistry, Maths & Statistics)	Seismology seismic hazard & tsunami early warning. Pacific Disaster Net Training Use of Quality Management Training Melanesia Volcanic Network Training Global Seismological Observation Training Seiscomp3 software basic training	Volcanic Monitoring Disaster Management Training Lynix communication Supervisory/Management courses	Masters in Geophysics (Volcanology)
8	Belinda Waokahi	Senior Seismological officer				
9	Albert Gilly	Senior Geologist	Certificate in Earth Science		Report writing skills Analytical skills for reporting of Data Analysis Supervisory & Management skills Team Building Skills	Prefer short term professional skill based trainings
10	Transform Nethery	Senior GIS		GIS Conference Knowing your Public Service	Data Management-GIS Digitizing & Analysis ArcGIS Data Collection Geo Processing Geology	PGCert-Geo Spatial Science
11	Jeremiah Kisi	Senior Geochemist	BSc (Bio Chemistry)			PGDip-Environ Geochemistry

12	Jack Ben	Physicist (Trainee)	F3			Certificate in Earth Science
13	Allen Ramo	Laboratory Officer	Cert in Earth Science & Marine Geology	Chemical Disposal Training XRF Safety XRF User Honiara PTY Ltd Prospecting Co. (Attachment)	Basic laboratory Geochemical Analysis Laboratory Attachments Electrical Maintenance of analytical Equipment Training on new equipment/machines	Prefer short term professional skill based trainings
14	John Tuga	Geology Assistant		Assist UK PHD student-Research on Palego Volcanic Chain Honiara Holding Mining (Attachment) Gold Dealers Workshop National Mineral Policy Workshop	Field Note Taking (Scientific language) Geological Features Attachments with Mining Co. Knowing your Public Service	BSc (Applied Geology) In progress, deferred for 2017
15	Phylis Galo	Record Officer				Prefer short term professional skill based trainings
16	Solomon Possy	Asst Seismological Officer	Certificate (SINU) Foundation Studies	Knowing your Public Service Performance Management Process Hazard Exercise Planning Workshop	Data analysis & interpretation New seismic sites related work Instrument maintenance & repairs Implementation of field work programs	Global seismological observation course
17	John Batista	Laboratory Assistant	Foundation Science	Knowing your Public Service/COC Performance Management & Recognition Procurement & Contract Administration	Laboratory Technician training Environmental science Attachments with Mining Labs More field trips	Certificate in Geochemistry

				Performance Management Process (PMP) PXRF Radiation Safety & Instrument User Training LCC Training Chemical Management Training Web Design & Implementation (HTML & CSS).		
18	Lynas Buia	Geology Assistant		Honiara Holding Mining (Attachment) SOPAC Workshop	Knowing your Public Service Supervisory Trainings	Prefer short term professional skill based trainings
19	Flory Sanga	Publication Trainee	Form 5 Certificate			Diploma in Library
20	Oscar Porotasio	Geology Trainee	Certificate in Tropical Agriculture	Performance Management Process Basic Computing (Microsoft Words/Excel)	Mineral Identification Knowing your Public Service Earth Science (Short courses)	BSc (Applied Geology) Bridging Courses
21	Stanley Wayney	Geology Trainee	Form 7 Certificate	Knowing your Public Service/COC Microsoft Words Pacific Propylic SI Ltd (Attachment) Axiom KB Mining Co. (Attachment)	Mineral Identification Attachments Scientific Language Earth Science (Short courses)	BSc (Applied Geology) Bridging Courses

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MINES & MINERALS DIVISION

NO	NAMES	POST	CURRENT QUALIFICATION (S)	SKILL BASED TRAININGS ATTENDED	SKILL GAPS.	PROPOSED STUDY PROGRAMME
1	Augustine Rota Bataania	Chief Mines Inspector	BA-Geography, Land Use Planning & Land Management Certificate Minetec	GIS Earth Science & Marine Geology Database training	Negotiation Skills Monitoring & Inspections of Mine & prospecting areas Regulations 42 & 43 (limited powers) Attachments with Mining Co. Community Relations	Prefer short term professional skill based trainings
2	Dalton Terry	Senior Tenement Officer	BSc-Earth Science & Chemistry	Regional Development & Regional Governance Metal Mining Development	Monitoring & Reviewing of exploration activities and compliance in tenement areas Reporting coordination Mines & Minerals Act IT Skills (ArcGIS)-Mapping Public Administration Community Relations	
3	Elmelek Vamuke	Senior Economist Geologist	BSc-Envi & Earth Science	Visual Leadership Supervisor Alignment Program, Job Hazard Analysis & Management, Surpac 3D Foundation (GemCom International Software, Risk Management Program, Fire	Monitoring & Assessments National Mineral Policy Database Building Updating Mineral Occurrence Mapping Properly Catalogue & Store value report on mineral exploration.	Masters

				Fighting, IPAM Public Management, NWMPCS and NIP Validation Workshop, Ocean 12, Solid Waste Management, Wild Life Protection & Management.		
4	Ishmael Kegrasopa	Principal Economist Geologist	BSc-Earth Science & Geography.	JICA Training UNDP Workshop IPAM Training	Update Mineral Occurrence Map for publication with tenements. Appraise Mineral Deposits for Mining.	
5	Hefford Panapio	Principal Mines Inspector	BSc-Environmental Science/Chemistry	Attachment -(Pacific Islands Geoscience Commission Attachment-Fiji Mineral Resources Department Attachment-National Institute of Mining Technology	Mines Engineering- Geothermal Dynamics Structural Engineering-DAM Inspections & Monitoring Geo Statistics on Mineral Reserves Geophysics Operational issues on Gold Ridge Mines OHS Mining Community Relations Project Management Reporting & Coordination	Masters-Environmental Engineering
6	Jackson Fako	Senior Mines Inspector				
7	Joseph Ishmael	Deputy Director				

8	Krista Tatapu	Principal Tenement Officer				
9	Lilian Danitofea	Senior Tenement Officer				
10	Patrick Vatopubatu	Senior Mines Inspector			Mining inspections & Monitoring	BSc-Environmental & Earth Science. (In progress)
11	Steve Sae	Senior Mines Inspector				Masters-Economic Analysis (study leave)
12	Peter Auga	Director				

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CORPORATE SERVICES DIVISION

NO	NAMES	POST	CURRENT QUALIFICATION (S)	SKILL BASED TRAININGS ATTENDED	SKILL GAPS.	PROPOSED STUDY PROGRAMME
1	Titus Rotu	Human Resources Manager	Diploma in Administration		Leadership Development Programs Management Development Programs Project Management	Bachelor of Commerce
2	Samuel Susuta	Principal Admin Officer	Bachelor of Commerce		Project Management Leadership Development Programs Management Development Programs	Masters in Governance
3	Jenny Teutao	Senior Accountant	Diploma in Accounting		Financial & Legislative Framework Microsoft Excel 2013 Budget & Financial Management	Bachelor of Accounting
4	Eddie Kennie	Assistant Accountant	Certificate in Accounting		Basic Computing Microsoft Excel 2013 Code of Conduct	Diploma in Accounting
5	Vivian Mwamwata	Registry Clerk	Certificate in Accounting		Basic Computing Microsoft Words 2013 HRM Fundamentals	Diploma in Business Admin
6	Corina Luli	Administration Officer			HRM Fundamentals Supervisory Trainings, Project Management	Certificate in Administration

7	Margaret Limairadi	Senior Typist	Certificate in Secretarial Studies		EPS Training	Diploma in Business Studies
8	Gregory P Alalo	Principal Accountant	Diploma in Accounting		Financial & Legislative Framework Project Management Budget & Financial Management	Degree in Accounting
9	Duff Ako	Financial Controller			Financial & Legislative Framework Project Management Budget & Financial Management	

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ENERGY DIVISION

NO	NAMES	POST	CURRENT QUALIFICATION (S)	SKILL BASED TRAININGS ATTENDED	SKILL GAPS.	PROPOSED STUDY PROGRAMME
1	John Korinihona	Director	BEng Mechanical Engineering			Master of Science Sustainable Energy management
2	Gabriel Aimaea	D/Director	BEng Electrical Engineering	Hydro and wind power assessment Sustainable energy and Renewable energy resource assessment and analysis	Policy and technical assessment on Energy projects Rural Energy Planning Procurement & Project Management	Master of Science in Renewable Energy
3	Toswell Kaua	Project Officer	BEng Electrical Engineering	Project Management Power station energy efficiency	Project Management and implementation Calculations of Greenhouse Gas Emission Savings Procurement & Project Management	Master in Science Engineering Project Management
4	Rinaldo Wale	Principal Energy Officer	BSc	Ozone calculations and database Petroleum Storage and re-filling station inspection skills	Petroleum products standards and safety	BEng Petroleum Economics
5	Richard Bapo	Principal Energy Officer	BEng Mechanical Engineering	Energy Efficiency and conservation	Energy Standards and Conservation	MSc Energy Systems sustainability

				Appliances standards and labelling	Calculations of Greenhouse Gas Emission Savings	
6	Charles Bako	Senior Energy Officer	BEng Electrical Engineering	Solar energy course	Electricity Pricing and Tariff Structure Calculations of Greenhouse Gas Emission Savings	PostGrad in Energy Economics
7	Mariana Nonga	Data Information Officer		Energy Data Collection and Analysis	Database Management Report writing	Bachelor in Information System
8	Ben Jolo	Community Liaison Officer	SISC Certificate	Public Service Procedure Middle Management SICHE Electrician Course Energy PV Course Energy Workshop	Energy Management Project Development SIG Awareness Trainings Report writing	Prefer short term professional skill based trainings
9	Samuel Kekeu	Senior Energy Officer	BEng Electrical Engineering		Petroleum Storage and re-filling station inspection skills Calculations of Greenhouse Gas Emission Savings Report writing	PostGrad in Carbon capture*
10	Mary Falea	Electrician Trainee	Certificate in Electrical		Database Management Calculations of Greenhouse Gas Emission Savings Report writing	Bachelor in Electrical
11	Mimidi Osifelo	Electrician Trainee	PSSC Certificate Form 7 Certificate		Energy Auditing skills Calculations of Greenhouse Gas Emission Savings Report writing	Diploma in Engineering – Renewable Energy technology

12	Maxwell Suta	Energy Trainee	Certificate in Solar	Solar PV training	Report writing	Diploma in Electronics
13	Jeremiah Gadi	Energy Trainee	Certificate in Electrical	Solar Installation and maintenance training Refrigeration and Air Conditioning	Calculations of Greenhouse Gas Emission Savings	Diploma in air-conditioning and refrigeration
14	Jerry Zutu	Energy Trainee	Certificate in Solar		Report writing	Diploma in Electronics
15	Enoch R.Bosa	Energy Trainee	Certificate in Electrical		Report writing Calculations of Greenhouse Gas Emission Savings	Diploma in Electrical Engineering
16	Phil Kenioma	National Energy Trainee	PSSC Certificate		Petroleum Storage and re-filling station inspection skills Report writing	Certificate in Sustainable Energy

ANNEX 3:

MONITORING AND EVALUATION FRAMEWORK MATRIX

MID TERM REVIEW FRAMEWORK

OBJECTIVE 1: IDENTIFY PRIORITY TRAINING AND DEVELOPMENT NEEDS OF MMERE.			
<i>OUTCOME: Update Skills Inventory and development of MMERE's Staff Development Planning Guide.</i>			
OUTPUTS	INDICATORS	SOURCE OF VERIFICATION	ASSUMPTION/RISK
Demand driven knowledge and skillsets.	Staff across technical divisions attend short and long term training programmes based on SDPG. Improve work culture/Performance	MTC quarterly/Annual Reports Mid cycle discussions, End cycle Appraisals (PMP).	Reports not available. PMP not rolled out effectively. Skills inventory not updated.
OBJECTIVE 2: PROVIDE PRINCIPLES AND CONSISTENT GUIDELINES TO ASSIST THE MINISTRY TRAINING COMMITTEE (MTC) MANAGE MMERE'S STAFF DEVELOPMENT PLANNING GUIDE.			
<i>OUTCOME: MTC works within agreed principles and guidelines</i>			
OUTPUTS	INDICATORS	SOURCE OF VERIFICATION	ASSUMPTION/RISK
Values and philosophies adopted.	Principles in SDPG followed.	MTC quarterly/Annual Reports Mid-Term Review conducted.	Reports not available MTR not conducted.

OBJECTIVE 3: ESTABLISH INTERNAL IMPLEMENTATION MECHANISMS WITH CLEAR ROLES AND RESPONSIBILITIES OF KEY INTERNAL PLAYERS.

OUTCOME: Ministry Training Committee is functional and Divisional Staff Development Committees (SDC) are established with clear roles & responsibilities.

OUTPUTS	INDICATORS	SOURCE OF VERIFICATION	ASSUMPTION/RISK
Ministry Training Committee (MTC)	Regular meetings of MTC	MTC minutes Quarterly/Annual Reports	No meetings held.
Staff Development Committees (SDC's).	SDC's established.	HOD reports/Committee Secretary minutes.	SDC's not functional

OBJECTIVE 4: PROMOTE THE WORK STUDY MODEL AS A TRAINING APPROACH TOWARDS ACHIEVING FORMAL QUALIFICATIONS.

OUTCOME: Staff undertake short and long term trainings and achieve formal qualifications through the Work Study Model

OUTPUTS	INDICATORS	SOURCE OF VERIFICATION	ASSUMPTION/RISK
Staff in technical divisions undertake work study model	Majority of staff Work & study	Quarterly/annual reports Progress in studies.	Staff prefer formal study leave.
Qualifications attained	Majority of staff obtain qualifications	Quarterly/annual reports	Transfers, Resignation, retirements.
Training Budget	Increase in training budget	Recurrent Budget	Budget ceilings

OBJECTIVE 5: NEGOTIATE AND ESTABLISH A MOU WITH TRAINING INSTITUTIONS OR MINING AND PROSPECTING COMPANIES TO PROVIDE SPECIALISED TRAININGS, FACILITATE ATTACHMENTS AND RESEARCH.

OUTCOME: Appropriate assistance received from external players to implement SDPG.

OUTPUTS	INDICATORS	SOURCE OF VERIFICATION	ASSUMPTION/RISK
MTC meets with Development Partners & Agencies for funding arrangements.	Agreements reached	Agreements & Annual Reports	Donors have different priorities
Memorandum of understanding	MOU reached	MOU document	SIG Budget constraints to support MOU. Institution not committed to MOU.
Staff enrol in short/long term training in national, regional and international institutions.	Secretary MTC keeps training database	Quarterly/Annual Reports	Budget constraints

OBJECTIVE 6: DEVELOP HOLISTICALLY THROUGH ON- THE- JOB DEVELOPMENT, SELF-LEARNING AND TRAINING.

OUTCOME: Varieties of Training Approaches for capacity building.

OUTPUTS	INDICATORS	SOURCE OF VERIFICATION	ASSUMPTION/RISK
Core skills, professional knowledge and competencies.	Attend mandatory trainings, cross cutting training areas and sector based trainings under SDPG.	SDC Reports MTC Reports	Notes not available

ANNEX 4:

TRAINING IMPACT ASSESSMENT TEMPLATE

PRELIMINARY			
Name:		Name of Training:	
Job Title:		Place of Training:	
Division:		Date/Month/Yr. of Training	
Impact Assessment Questions			
What percentage of your working time you will spend on the job tasks will require the skills or knowledge of the training you attended?			
0%,5%,10%,15%,20%,25%,30%,35%,40%,45%,50%,55%,60%,65%,70%,75%,80%,85%,90%,95%,100%			
Rate your productivity before the training on your job tasks require the skills and knowledge of the training?			
0%,5%,10%,15%,20%,25%,30%,35%,40%,45%,50%,55%,60%,65%,70%,75%,80%,85%,90%,95%,100%			
Rate your productivity after the training on your job tasks that require the skills and knowledge of the training?			
0%,5%,10%,15%,20%,25%,30%,35%,40%,45%,50%,55%,60%,65%,70%,75%,80%,85%,90%,95%,100%			

ANNEX 5:

ISSUES/CHALLENGES

DIVISION	CHALLENGES
Water Resources	<ul style="list-style-type: none"> • WATSAN Policy submission to Cabinet for endorsement is long overdue. • Drafting of new Water Resources Legislation is delayed because of the delay in Cabinet endorsement of the WATSAN Policy. • Implementation of AWP is challenging due to budgetary constraints • Additional functions in Climate Change and Hazards, Risks & Mitigation not factored under current organizational structure. Corporate Services must address submission to factor changes in structure and establishment under 2017 budget. • Restrictions in recruitments in priority posts for 2017 will impact negatively on overall divisional performance. • Performance Management Process (PMP) not clearly rolled out to divisional staff. • Lack of equipment and instruments for monitoring and data analysis • Scheme of Service of Technical Cadre needs to be reviewed and submitted to MPS. • Corporate services commitment and support to effectively coordinate training initiatives has been lacking. • Successive governments do not see the water resources division as a priority
Petroleum & Exploration	<ul style="list-style-type: none"> • Lack of legal/technical capacity to undertake competent development of a revised legislation and a Model Petroleum Agreement • Capacity constraints in Global Petroleum Industry • Capacity constraints in managing multi-discipline teams with a common goal but across borders with diverging policies, legislations and internal processes. • Capacity constraints in both legal & GIS components of UNCLOS & Marine Geology. • Formal organizational Structure inadequate to address semi-formal and informal working arrangements • No field equipment • Need to Review Job Descriptions
Geological Survey	<ul style="list-style-type: none"> • Lack of office equipment-PC, Laptops, Printers & stationaries to support work of staff in the various departments of the division. • Lack of geological equipment and machineries.

	<ul style="list-style-type: none"> • Leadership and team work issues impact on level of motivation and performance of divisional staff. • lack of field trips, attachments or secondments to gain experience • PMP to address promotions, confirmations & staff development • Corporate Services weak • Budget constraints • SDP and Lack of training • No clear Job Descriptions • Need to upgrade geochemical laboratory
Mines & Minerals	<ul style="list-style-type: none"> • Budget constraints for work programs • Lack of coordination between Corporate Services, Directorate Mines and Staff. • No clear leadership and directions within the Division • PMP • Lack of attachments, excursions or secondments with mining companies. • No regular divisional meetings • Staff Development Plan • National Mineral Policy in consultation stages but needs wide provincial input and coverage • Review of Mines and Minerals Act not started.
Corporate Services	<ul style="list-style-type: none"> • PMP not rolled out effectively to the technical divisions. • Lack of budget support for the SDP under recurrent budget • Budget submission unrealistic to support strategic objectives of CP and technical divisions
Energy Division	<ul style="list-style-type: none"> • Lack of energy baseline data and national energy balance database • Out of date legislation/Regulations • Lack of appropriate legislation/Regulations • Uncontrolled petroleum storage facilities and safe handling of petroleum fuel • Uncontrolled refrigeration and air conditioning industry • Imports of inefficient appliances and solar products • Lack of procedures and guidelines for rural electrification, developing renewable energy schemes on customary lands

