

An overview of Civil Servants Training Policy in Ethiopia: A Qualitative Document Analysis

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Abstract

In-service training has provided to civil servants through Civil Service Training Institutes (CSTIs) established for this purpose. Such practice is widely accepted and implemented the world over. However, the absence of the required policy environment has forced these institutes to 'ride a blind horse'. This study, aimed to examine the policy environment established to facilitate the training provisions of CSTIs in Ethiopia. To this end, a document analysis method was employed, and data obtained from government documents were analyzed to determine the extent of the facilitation of the existing civil servants' training policy environment and to see the prospects of having favorable civil service training policy in Ethiopia. As the research findings revealed, Ethiopia is a pioneer country in introducing a civil service and civil servants training system in Africa and developing countries of the world. Despite this, currently, Ethiopia deprives of a facilitative civil service training policy environment. The Federal Civil Service Commission is mandated to coordinate, formulate civil service training-related policy environments, supervise, and monitor policy implementation. However, by now, Ethiopia does not have the required federal-level policy framework to regulate civil service training programs either in the form of embedded or independent document. Ethiopia also lacks most of the indicators that are directly related to the policy foundations of the civil service training. The prospect of having a CST policy seems far from reach unless especial attention is provided to the sector.

Keywords: Civil Servant, In-service Training, Civil Service Training Institute, Training Policy, Ethiopia.

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1. Introduction

There is a wide range of consensus among scholars that civil services in developing countries lack the critical capabilities for governments' effective implementation of policies Adeyemo and Salami, (2008). Ethiopia is no exception. To curb this problem, governments introduced frequent civil service reforms, which consequently resulted in the establishment of CSTIs. These institutes have similar mandates Lakorwe, (2010) of building the human capacity of the civil service sector. One common function of these CSTIs is building human capacity through short-term in-service training for civil servants.

As studies revealed, some countries have the required policy framework that is implemented and improved regularly, while others have the policy and employ it for long without improvement. Some countries have a policy framework but do not implement it properly. The remaining countries are without a policy framework at all. However, as Josephat (2011) asserted, a lack of policy resulted in a danger of arbitrary decision-making and in cognizant of this, developed countries give strong attention to the formulation of policies than developing countries; if at all developing countries have a policy.

Therefore, those countries having fulfilled the required policy environment and implemented it, while improving seamlessly are becoming more capable of producing a civil service that satisfies the interests of citizens. Others who lack these environments are not doing well, and citizen satisfaction with the civil service is low.

Concerning this, the situation of the second most populous country in Africa with more than 120 million people, which is Ethiopia, is found unexamined. According to FCSC, HR Statistics, (2021), currently the Ethiopian Civil Service Sector deploys more than two million (2, 217, 372) permanent civil servants across the nation. Of which, about a quarter of the million (246,984) working at federal civil service organizations. That means the civil service in Ethiopia is the largest employer amounting about 4.8 per cent of the country's population. To serve this number of civil servants, 13 CSTIs are established all over the country. Of these, two belong to the federal government, nine to regional states, and the remaining two CSTIs functioned under the two autonomous city administrations of the country. Nonetheless, since an adequate assessment that examines the policy environment of these CSTIs has not been conducted yet, questions relating to the CSTIs policy framework in Ethiopia remain unexplored. Thus, this study attempts to fill that gap by analyzing the policy environment of federal CSTIs in Ethiopia.

2. Statement of the Problem

Global literature identified the absence of policy frameworks that guides the overall performance of the CSTIs training provision as one main reason for the failure of the civil service. In supporting this, Kyule,(2017) and Murti,(2020) argue that human resource advancement in civil service organizations is guided by policy framework, which includes national policies, procedures, circulars, and directives, collectively called policy framework or environment. As Josephat (2011, p.67) pointed out, “training and development policy is an open statement of intention of and commitment to continuous training and development of human resources to maximize their potential in both current and future jobs.”

Therefore, the presence of this policy framework is a critical factor to determine training effectiveness in CSTIs. For example, the Indonesian government civil servants training system encompasses six components: regulations, regulatory bodies, training institutions, trainers, curriculums, training types, and levels (Savira, 2009). Thus, the absence of these policy frameworks fails the whole process of the training system. That indicates how this framework has been taken as valuable and, failing to fulfill it considered the most consequential for civil service trainings failure to provide relevant, effective, and efficient training services.

This policy framework may also address different issues, including the legal establishment of the CSTI, their mission, financial source, the link between training and promotion or recruitment, the training curriculum development, and others Dahaar, T.T., & Zhariguan, Y, (2021). Some countries even have a policy that guides CSTIs to use similar curriculum across the nation. Regarding this, for instance, China has two CST policies issued in 2015 and 2019 consecutively; one works for executives (political leaders), and another for administrative civil servants. The civil servants training policy serves as fundamental guide in stipulating: basic principles of training, training contents, training institutions, training methods, curriculum material, assessment, and evaluation.

These policy frameworks manifested either as independent documents or embedded in other civil service-related documents. For example Kenya (the Kenya Public Service Commission,2015) and Zambia (the Zambian Public Service Training and Development Policy, 1996) has independent civil service training policy and regulation; whereas Greece (Code of Civil Servants, 2000) and Croatia (Civil Servants Act, 92/2005) embedded the idea of civil service training policy in their ‘ code of civil servants’ and ‘ civil servants act’ respectively.

Meanwhile, in the case of Ethiopia, studies made on this issue are generally scarce. However, the FCSC (2020) road map (2013–2022) and a survey study made on the HR capacity gap of the Ethiopian Civil Service ECSU & FCSC (2020) identify the absence of training policy and HRD guidelines as main bottlenecks for CSTIs in Ethiopia. The study concludes that absence of HRD policy after interviewing with civil servants. However, besides indicating the problem and providing a blanket conclusion, the above-cited research study was not addressing the issue from different perspectives. Hence, this study conducted to fill those gaps by investigating the macro (federal) level enabling policy environment for civil service training in general and CSTIs in particular. Therefore, the current study sought to answer the following questions.

1. To what extent does the existing CST policy facilitate civil service training in Ethiopia?
2. What prospects does Ethiopia have in creating a facilitative policy environment for CST?

4. Research Method

The study prominently used a qualitative document analysis method. According to Patton (2015), any document containing text is a potential source for qualitative analysis. Hence, document analysis is a valuable research method that consists of analyzing various documents including books, newspaper articles, academic journal articles, and institutional reports Morgan, H., (2022). That means the document analysis method necessitated the use of data obtained from publicly available sources. This method is especially useful, when used to analyze pre-existing texts Morgan, H., (2022), such as proclamations, road maps, published studies, and reports. However, analyzing documents has frequently been an underused approach to qualitative research because of researchers’ lower level of awareness of the value of using it Merriam & Tisdell, (2016).

Document analysis could be classified into two, three, or more types depending on the analysis criterion applied by the author. However, literature often mentioned two main types of document analysis methods: quantitative or frequency analysis and qualitative non-frequency analysis Tancic, D., Tancic, P., & Tancic, L. (2021) and Morgan, H., (2022). Quantitative document analysis uses numbers and statistics to make sense of data, whereas qualitative one focuses on how people interpret their experiences and construct the world. Morgan, H. (2022). However, in the view of the prominent scholar in the field Krippendorff (2019, p.19), “all content analysis is qualitative, and quantification becomes important only when the volumes of texts to be analyzed excel abilities of a single scholar.” Hence, this study is typically qualitative by nature, and since the analyzed texts are manageable in number quantification was not used.

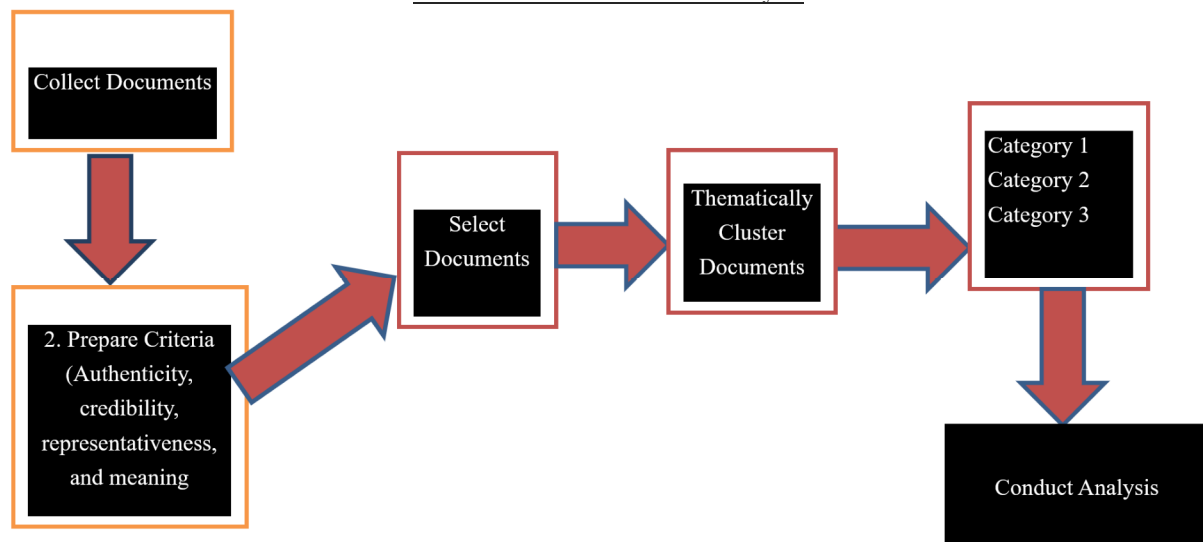
Furthermore, qualitative researchers either create new data or uses pre-existing data. However, Pre-existing data are often uses with other types of data for triangulation and increase the trustworthiness of a study Morgan, H., (2022). Therefore, in this study qualitative, document analysis was used to analyze the pre-existing textual

sources about the policy frameworks of the PSTIs in Ethiopia. Moreover, other relevant secondary sources were also used to review the experience of countries and for triangulation purposes. The personal account of the researcher was also used to enrich the evidence collected through the above-mentioned data collection mechanisms.

The process of conducting document analysis starts by finding the required documents for the study. To this end, several factors are considered, including authenticity, credibility, representativeness, and meaning of the document Flick, (2018). These four determinant points of document analysis refer to whether the investigated documents are genuine, free from errors, their typicality, and their significance or importance. To ensure the authenticity of the documents used for investigation, the researcher finds out and uses primary documents. Furthermore, to decide whether documents are credible, researchers need to investigate whether their producers are reliable sources Flick, (2018). Thus, in this study primary documents were collected from the concerned government organs, and all documents utilized were published as public documents. Since authenticity complements credibility, efforts were made to collect formal documents from reliable sources and the originality of the investigated documents was seriously checked. Moreover, as argued by Tancic, D., Tancic, P., & Tancic, L. (2021), qualitative document analysis is suitable for application on small samples or to analyze individual documents.

To obtain the required primary data on the issue the researcher collects documents, prepares criteria to check (authenticity, credibility, representativeness, and meaning), and purposely selects relevant documents and thematically organizes them in groups. (See the below figure 1)

Framework of Document Analysis



As Flick (2018) proposed in document analysis, researchers might use a purposive sampling method since thematic analysis is a versatile method for the purposes of document analysis. Braun and Clarke (2006) and Morgan, H. (2022), after purposively selecting sample of texts, the upcoming step is conducting analysis on those texts using reflexive thematic analysis approach. It is an approach Morgan, H. (2022) used to qualitative methods. One of the qualities of this approach is that it takes the researcher subjectivity as opportunity than a treat and reminds them to examine their thinking patterns before interpreting the data.

To this end, from the list of collected ten documents, seven were selected. Among these, five were proclamations. The remaining two were a ten-year strategic plan of the Federal Civil Service Commission (FCSC) and a draft HRD policy. Four of the six documents were active, while the remaining two were repealed or in-active. The other document is a draft document. Inactive documents were included in the study to see the twenty year trends of the policy environment among the same theme groups. The seven identified documents (see table 1.) were coded and thematically categorized in to three groups. Group one consists of two, group two and three contains three and two document, respectively.

5. Results

This study examined various civil service proclamations, road maps (strategic plans), and draft policies of the Federal Democratic Republic of Ethiopia (FDRE) that are expected to facilitate the capacity-building demands of public servants through short-term in-service training programs. To this end, as depicted in table 1 seven public service-related policy documents were investigated and the results of the analysis are presented below.

Table 1: Categorized Public Service Training Related Policy Documents in Ethiopia

| Categories | Document Title | Content | Status |
|--|--|--|---|
| Theme 1 | Federal Civil Service Commission Establishment Proclamation No. 1097/2018 | Proclamations that showed the FCSC establishment & Powers and Duties of the Executive Organs of the Federal Democratic Republic of Ethiopia. | Both are Active |
| Proclamations related to the establishment of FCSC & powers & duties of the executive organ. | Definition of Powers and Duties of the Executive Organs Proclamation NO. 1263/2021 | | |
| Theme 2 | Federal Civil Servants Proclamation No. 262/2002 | Federal Civil Servants Proclamations | The first two are repealed; while the third one is active |
| Federal civil Servants Proclamations (from 2002 – now) | Federal Civil Servants Proclamation No. 515/2007 | | |
| | Federal Civil Servants Proclamation No. 1064/2017 | | |
| Theme 3 | Government Services Road Map (2020 – 2029), 2019 | Ten year Strategic plan of FCSC | Active |
| Strategic plan and Draft Policy | FDRE , FCSC, Human Resource Development Policy , 2019 (Draft) | | Draft |

Compiled by Author

5.1 To what extent does the existing Civil Servants Training Policy facilitates the civil service training in Ethiopia?

a) The System of Civil Servants in Ethiopia: the context

The history of the modern civil service system in Ethiopia is trace back to the era of Emperor Minilik II in 1907. Beginning this time onwards number of reforms was implemented. His Majesty Emperor Haile Selassie I, the last Emperor of Ethiopia, played a significant role in modernizing the Ethiopian civil service system. He established the Imperial Institute of Public Administration (IIPA) at the beginning of the 1950s, among others. It happened 45 years after the establishment of modern civil service in Ethiopia. The former IIPA, now Ethiopian Management Institute (EMI), was one of the seven CSTI across the Least Developing Countries and the first in Africa Paul, (1983.p22). However, during the Derg regime (1974 – 1991), the human resource development activities of the country were impoverished.

Beginning 1991 on-wards, the Ethiopian People's Revolutionary Democratic Front (EPRDF) government introduced a new capacity-building implementation strategy and programs. Besides, at this very time, the issue of HRD was addressed through various sector-wide policies and a series of reforms were introduced. Later in 2002, the Ministry of Capacity Building (MoCB) was established to handle the capacity-building activities of the nation that had previously taken place in a fragmented way. It was a great initiative to provide centralized leadership and directive role to government organizations at various levels. During this time, a lot has been done concerning civil servants' capacity building. For instance, in this period, 12 new civil service training institutes were formed throughout the country. In due time the old Imperial Institute of Public Administration (IIPA) was revamped, named Ethiopian Management Institute, and joined the civil service capacity-building arena. They all served as a right arm to hasten the reform program by supplying an empowered human resource through education and training. This time (2002 – 2010) has taken as the honeymoon period of the Ethiopian civil service capacity-building activities, despite the problems of politicizing the civil service system of the nation Miruts and Asfaw, (2014).

However, in 2010, the MoCB ceased serving as an influential cabinet minister of the government, combined with the Federal Civil Service Commission and named the Ministry of Civil Service (MoCS). This shift may slip back the capacity-building prospect of the country. Starting this time on-wards capacity-building tasks of the nation lacked genuine centralized leadership and direction, though the mandate of the MoCB was transferred to the then MoCS and later on to the now FCSC.

Thus, although Ethiopia has a long history of civil service systems in Africa and the rest of the developing countries, the status of the country regarding possessing and using a separate CST dedicated (HRD) policy is not encouraging.

b) Whose is mandated to prepare civil service training policy in Ethiopia?

Nowadays, countries provide due attention to their civil service development and ensure it through different laws and regulations. Regarding this, for instance, the constitution of Kenya bestows the Public Service Commission with the mandate to develop human resources in the public service and to ensure that the service is efficient and effective in its performance Public Service Commission, (2017, p. 15). Similarly, in Zambia (Public Service and Development Policy, n.a.), such mandate is given to the Public Service Training and Management Division (PSMD). Some countries have also delegated such responsibilities to civil service training institutes. For

example, the Albanian Training Institute of Public Administration is an autonomous body mandated to coordinate and manage civil service training in the country.

In case of Ethiopia, Proclamation No. 1097/2018 defines the powers and duties of the executive organs of the FDRE, and identified FCSC as another executive organ and provided it with nine powers and duties, including: “Adopt strategies for continuous improvement of service delivery in the public sector capacity building activities; Monitor and evaluate the implementation of the same”. Similarly, Proclamation No.1263/2021 mandated the FCSC “To coordinate the activities of the different executive organ; formulate policies and strategies and oversee implementation”

As articulated in the above proclamations, FCSC has legally given triple core duties and responsibilities of coordinating federal-level civil service training, developing policy, and supervising the overall works of the civil servants training. Therefore, as the document analysis result depicts, FCSC has legally provided to run the task of coordination, policy development, and supervision of CST in Ethiopia.

c) To what extent were the civil servants' proclamations of Ethiopia addressing the CST policy?

As the worldwide experience showed, countries may have a separate, independent civil servants' training policy, embed it into the general laws of civil servants, or may not have it at all. Countries (for example, Georgia, Kenya, Zambia) have independent laws on public service. Others may embed their policy (for example Greece, Croatia) in other civil servants' legislations. The remaining countries, most of them are developing, may not have a policy. Under this category, three Federal Civil Servants Proclamations (No. 262/2002, No. 515/2007, and No. 1064/2017); were analyzed.

All have similar objectives, issued one after the other and collectively served for around twenty years. The first two proclamations were repealed, while the last one is active and functioning now. The previous two repealed proclamations contained 12 sections; and one section (section 6) dedicated to the issue of civil servants training.

In the proclamation, the mandate of preparing policy and presenting it to the council of ministers for endorsement and supervising its implementation upon approval is left to the FCSC. The currently working proclamation (proclamation no.1064/2017), which substitutes the previous (515/2007), similarly consists of 12 (twelve) sections and several subparts. However, it canceled the issue of civil servants' training that included in the previous two proclamations. Therefore, as expressed above, relatively better attention was provided to such HRD issues in the previous civil servants' proclamations than the current one. Because from the point mentioned above, we can understand that civil servants' related policy was embedded in the repealed proclamations and excluded from the new one.

One other result we obtained from the analysis is that the duration where the civil servants' training policies embedded in the civil servants' proclamations (No. 262/2002 and No. 515/2007) and the life cycle of Ministry of Capacity Building (MoCB) (2002 – 2010) was found similar. This match may show the contribution of MoCB, at least in embedding articles related to CST in the civil servants' proclamations. Because in the civil servants' proclamation issued after the demolition of the MoCB (Civil Servants Proclamation no. 1064/2017), the issue of civil servants training is cancelled out.

Thus, it is likely to say that from 2002 to 2017, Ethiopia's civil servant policy was embedded in the civil servants' proclamation. However, from 2017 forwards, Ethiopia has neither embedded nor separate (independent) civil servants training (HRD) policy.

d) The Ethiopian Civil Servants training policy against international standards

The Global Economy.com, 2020 measures government effectiveness using five indicators and two of the five criteria refer to policy formulation, execution, and the governments' commitment to such policies that Ethiopia failed to fulfill. Similarly, Allam (1990); Kerrigan & Luke (1987), cited in Dahaar, T.T., & Zhariguan, Y, (2021), identified ten factors used to assess country's CST system's effectiveness. Three of the ten indicators include the presence of a central agency as well as written and operational CST policies, the commitment of policymakers and senior officers to CST, and the legal foundation for it. At least two of the three indicators are absent in the Ethiopian civil service system. It implies that CST in Ethiopia is more or less lacks most of the indicators that are directly related to the CST policy foundation. Therefore, the CST policy environment in Ethiopia does not play the required role of facilitating the capacity building activities of the nation.

5.2 What prospects does Ethiopia have in producing a facilitative CST policy environment?

Countries may have a stringent, medium level, or have no legal foundations for the training they provide to their civil servants. For example, the Government of Kenya has released a Recruitment and Training Policy GoK (2005); in Wachira (2013). The policy proposed a minimum of five days of training per year for every civil servant based on performance gaps identified through annual TNA. Moreover, the policy also recommended allocation of 0.5% of the total annual recurrent budget to training (GoK, 2010; in Op cit.2013). Surprisingly, according to the Kenyan Government budget review, in the year 2011/2012, nearly 1/5th (19%) of the Government budget went to HRD, which is the same amount as the allocated budget in the same year for Infrastructure.

Likewise, the Korean Government has a strong legal foundation for training that is evident in several training laws and decrees. To Kim (2016), Korea has separate, distinct, and dedicated legislation for the training of civil servants, whereas most of the other countries do not have a separate law relating specifically to training (Kim & Kim, 1997; Kim, 2009, 2010, 2011; in Kim, 2016).

According to Kim (2016), from the year 1949 to 2016 (67 years), Koreans have issued or revised their training-related legislation eleven (11) times, which means, in Korea, within six years, training-related legislation was developed or revised at least once. This may show the most attention the Korean government provides to CST. Unlike Korea, Ethiopia has no legislation for civil service training, and it did not address the issue of public servants' training. Therefore, unlike other countries' civil servants, Ethiopian civil servants have no obligation and right to get involved in the training process.

When we see the status of developing countries regarding their policy formulation and implementation, some of them have the required HRD policies; even most of the sub-Saharan countries, except a few have HRD policies and improve them accordingly. For example, Kenya introduced a "recruitment and training policy" in 2005 and amended and replaced it after ten years. The new policy was named "HRD policy for the public service" and was published in 2015 (Republic of Kenya, Public Service Commission, 2015). Unlike Kenya, Zambia has a public service training and development policy that has served for more than 20 years without improvement. The policy stayed in place until 2015 without improvement.

Regarding Ethiopia, a draft Human Resource Development (HRD) policy was prepared by the commission in 2020. However, without known reason, the Government Services Road Map 2021–2030, which was produced by FCSC, denies the presence of draft HRD policy and proposes the formulation of a new one.

The 26-page draft HRD policy has three sections and several subs and sub-sub parts. On the other hand, the road map consists of eight chapters, and one of the eight chapters, chapter 5, discusses the importance of HRD policy and strategy in Ethiopia and proposes directions and policies that have to be followed during the preparation of HRD.

Generally, the road map identifies four major reform areas and prepares a ten-year strategic plan. One of the four issues included in the document was 'improving HRD and management system'. Under this issue, there are thirteen specific points and one of these refers to 'formulating HRD and management policy. This policy was expected to be developed in the first five years (2021 – 2025) of the planned time. However, two-fifths of the time elapsed without any result. Therefore, the future holds hope of having a CSTI policy in Ethiopia together with the despair of having not the policy.

6. Conclusion and Recommendations

6.1 Conclusion

The presence of civil servants policy plays a paramount role in facilitating the in-service training program provided to civil servants. Contrary to this, the absence of a policy framework or ineffective implementation forced CSTIs to provide a training program that has not produced an empowered workforce for the civil service sector. Such challenges consequently create problems in service provision and result in citizens' dissatisfaction with government services. Hence, based on the document analysis, the following conclusions are derived.

a) Ethiopia has a 115 years long history of civil service system that passes through number of obstacles. In terms of installing a civil service training system in Ethiopia, the contribution of Emperor Haile Selassie I was remarkable. He established the first CSTI in Africa, called the Imperial Institute of Public Administration (IIPA), in 1956. The Derg regime plays an insignificant role in this regard. The EPRDF regime that comes next to the Derg has introduced a sequence of rapid reforms in Ethiopia. Especially around one decade of the EPRDF period (from 2002 -2010) was devoted to expansion of the civil service training system throughout the country. Besides creating CSTIs all over the country, the EPRDF government established a cabinet minister called the Ministry of Capacity Building (MoCB) that coordinates and oversees the capacity-building endeavor of the nation. However, after a few years, this organ ceases to function. This period may take as a signpost for the government decreasing attention to civil servants' training. Therefore, from the perspectives of a long history of the civil service and being a pioneer in terms of beginning a civil service system in Africa, Ethiopia seriously deprives of a facilitative environment for civil service training.

b) The study reveals that the Federal Civil Service Commission is mandated to coordinate, formulate civil service training-related policy frameworks, supervise, and monitor policy implementation in Ethiopia.

c) Regarding the presence of civil servants policies either in the embedded or independent(separate) form in Ethiopia, civil servants' related policy was embedded in the two previously repealed proclamations (proclamation no. 262/2002 and 515/2007) and excluded from the new civil servants' proclamation. This may indicate the decreased attention the government provided to public servants' training. Therefore, currently, Ethiopia does not have the required federal-level policy framework to regulate civil service training either in the form of embedded or independent/separate documents and the country lacks most of the indicators directly related to the policy foundations of civil service training.

d) concerning the intention of addressing the civil servants' training demand of the nation in the civil service ten years road map (strategic plan) and its immediate effects or implementation; the road map holds hope and despair altogether. It is a big step to identify the problem and work towards taking remedial action. However, things seem not executed according to plan. Therefore, the future is uncertain unless a decision made to work on developing a competency framework (the current priority task of the FCSC) and a CST policy, goes hand in hand simultaneously.

6.2 Recommendations

Based on the issues identified in the study and the conclusions reached, the following recommendations are forwarded.

- a) The FCSC should review its legal mandates and work hard towards implementing them as stipulated in the legal documents of the country.
- b) The Civil Service Road Map (ten years strategic plan of the FCSC) has taken an initiative to develop HRD policy. The road map set a five-year timetable to finalize it. However, half of the time has elapsed without any output. Especially when we see the current engagement of the commission to install competency-based HRM in the country, the likelihood of developing HRD policy within the specified time framework seems an arduous task. Therefore, to avoid this, the commission should devise a mechanism for working on developing the HRD policy document in parallel with its current priority task.
- c) Ethiopia should take action to produce a separate, independent civil servant-dedicated training policy and implementation guideline. Because embedding civil servants training (HRD) policy into other legal documents may overlook the importance of HRD, and such practice has become an old-fashioned. Moreover, though it is not given recognition under the FCSC ten years road map, documents showed the presence of a draft HRD policy that was prepared, in 2020. Thus, using the draft policy as a springboard to develop the new one is advisable.
- d) The mandate to coordinate CST training, develop policy, supervise, and evaluate the civil service training endeavors in the country were legally given to FCSC. However, the commission has not performed these tasks accordingly. Therefore, as the experience of other countries reveals, the commission should form an organ (directorate, coordination office, or other) that carries out the above-mentioned tasks on behalf of it or delegate the responsibility to other relevant body that is accountable to the commission.
- e) Civil service training system of Ethiopia should be reformed to the level that meets the history and current demands of the nation.
- f) The Ethiopian civil service training system in general and the policy environment, in particular, is scarcely researched and little is known about. Therefore, scholars in the field should take initiative to conduct a comprehensive study on the area.

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