Figure 10: Tips for Conducting an Interview

- ❑ Begin with a few rapport-building questions.
- ❑ Obtain permission to record the interview.
- ❑ Avoid adhering rigidly to the question sequence. Be flexible, but ensure that all questions have been covered by the end. If they have not been, schedule a follow-up interview, if necessary.
- ❑ Give all participants an equal amount t of time to respond to each question.
- ❑ Clarify responses when necessary.
- ❑ Ask for concrete examples to support statements.
- ❑ Separate facts from opinions, if possible.
- ❑ Maintain a neutral attitude.
- ❑ Avoid discussing results with other interviewees.
- ❑ Ask whether interviewees have additional questions or comments at the end.
- ❑ Offer appreciation for participation.
- ❑ Summarize key points.

(Source: Kavita Gupta, 2007, A Practical Guide to Needs Assessment)

PILAC

In conducting the group discussion, the GDLA Task Force members were divided into three groups according to target groups (GDLA officials in MOI, Phnom Penh Municipality and Kampong Cham Province). It took three days for one target group. The process of the survey was followed as shown in the above figure “Proto-type of Process of Group Discussion.” As a result, 39 group discussions were conducted and 171 samples of the questionnaires were collected. The interviewees are shown below.

In the MOI headquarters, all four departments, Departments of Local Administration, General Administration, Political Affairs and Personnel and Vocational Training were covered, though not all the offices were covered.

In Phnom Penh Municipality, offices to be covered were: i) Municipality Local Administration Unit (MLAU) (all offices), and ii) Offices of Cabinet (offices of administration, international relations, accounting, urbanization & construction, investment, general administration, inspection, IT, Civil Registration and Personnel).

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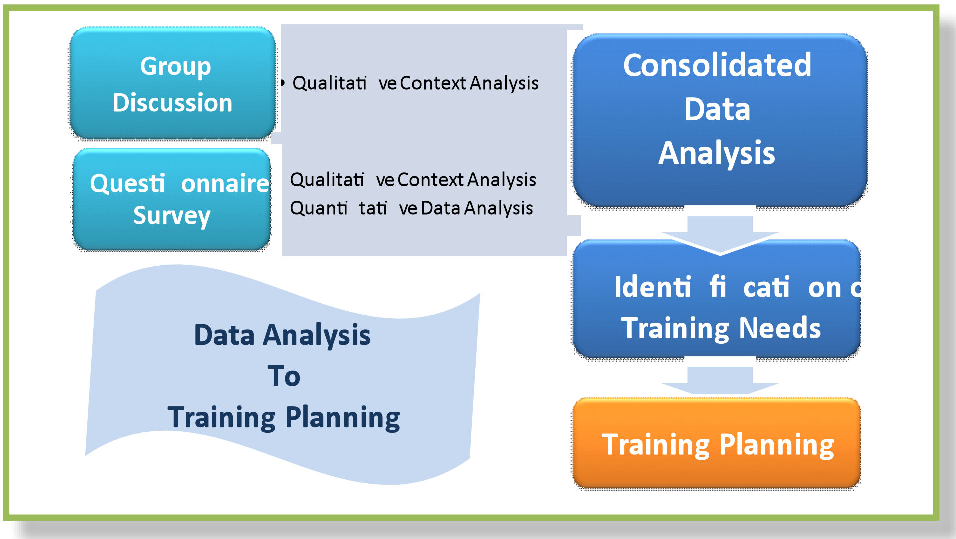
In Kampong Cham Province, selected offices relatively concerned with D&D were surveyed: i) Provincial Local Administration Unit (PLAU) (all offices); ii) Finance Unit; iii) General Secretariat (land registration); and iv) Offices of Cabinet (offices of personnel, information, general administration, political affairs public relationship, administration and document). In addition, only a group discussion with officials of Kampong Cham District Office covering all sections was also conducted to deepen a level of understanding of local administration. No questionnaire survey was done.

6 Step 4: Analyze Data

The fourth step in TNA is to analyze data gathered. The collected data and information were composed of: i) secondary data/information; and ii) survey results of the questionnaires; and iii) survey results of the group discussion.

The following figure shows the process of activities from data analysis to training planning. Based on the results of group discussion and questionnaire survey, date analyses are done. Then, analyzed data are used for training needs to identify. Based on the identified training needs, training planning which contains training module and curriculum, schedule, and trainees, is done.

Figure 11: Flow of Activities from Data Analysis to Training Planning



There are two kinds of data: quantitative and qualitative. Numerical data are quantitative. All other kinds of data are qualitative. Quantitative data include age of the interviewee, and the numbers of training attended. Qualitative data include words, graphics, and photographs.

Quantitative Data Analysis

Quantitative data can be gathered, scored, and analyzed more easily and quickly than qualitative data. They may be summarized and presented using various kinds of tables, charts, and graphs. In contrast, qualitative data are more difficult and time-consuming to collect and analyze, but they provide rich and detailed information.

The computer software for analyzing quantitative data such as Excel improves the ease, accuracy and speed of data analysis. Quantitative data analyses are limited to *descriptive statistics*. These analyses basically describe the survey data. To analyze quantitative data, create a spreadsheet that includes all the items for which such data were collected. The following table shows an example of such a spreadsheet.

Table 5: Sample Spreadsheet

Serial No.	Gender	Age	Academic Background	Years of working at Gov't	Years of working at the present position	Training attended (Y,N)	Knowledge on D&D (Y,N)
1	m	32	1	20	4	N	N
2	m	26	1	13	6	N	N
3	m	50	0	5	14	N	N
4	m	53	1	10	5	N	Y
5	f	29	1	10	8	Y	N
6	f	28	2	9	10	N	N
7	m	29	1	10	4	Y	N
8	m	31	2	8	7	N	N
9	m	49	1	9	2	N	N
10	m	50	1	8	6	Y	Y
11	m	52	1	5	5	Y	N
12	m	37	2	15	8	Y	N
13	m	50	1	16	11	Y	N
14	m	42	0	7	15	Y	N
15	m	40	0	9	4	Y	N
16	m	32	1	10	5	N	Y
17	m	29	0	21	7	Y	N
18	m	40	2	9	4	N	N
19	m	35	1	12	9	N	N
20	m	35	0	15	5	N	N
21	f	45	2	9	7	N	N
22	m	43	3	8	8	N	N
23	m	52	2	11	9	N	N
24	m	35	1	12	5	N	N
25	m	42	1	18	3	N	N
26	m	58	2	9	6	N	N
27	m	40	2	14	3	N	N

The following table shows a sample tally sheet for analyzing the quantitative data obtained from a survey question. You can create a similar tally sheet for quantitative data obtained through other methods such as observation and interview.

Frequency and Percentage

Table 6: Sample Frequency and Percentage Calculation

Questi on Item	Response	Frequency	Percentage
How long are you working at MOI?	0-9 years	59	34.5
	10-19 years	53	31.0
	20-29 years	46	26.9
	30-39 years	12	7.0
	>40 years	1	0.6
TOTAL		171	100.0

The example shows the response choices for the item, the *frequency* of each response, which was obtained by counting the actual responses, and the *percentage* of individuals who selected each response. How to calculate frequencies and percentages is shown below

Figure 12: Frequency and Percentage for Quantitative Analysis

Frequency: This measure counts the number of times each response choice was selected. A quick glance at the frequency column in Figure reveals that the greatest number of interviewees (59) is working at MOI from 0 to 9 years, but only one interviewee is working at MOI for more than 40 years.

Percentage: This measure is useful for comparing the categories of responses. To calculate the percentage for a response, divide its frequency by the total frequency. For example, the percentage for those working at MOI for 20-29 years is calculated by its frequency (46) by the total (171) and then rounding the number (26.9 percent).

(Source: John H. McConnell, 2003, How to Identify Your Organization's Training Needs)

Other Measures

In addition to reporting the frequencies and percentages for each category, you can report a single value that provides information on what is typical for a question. This value is called a "measure of central tendency." Here are the three measures of central tendency: mode; median; and mean or average.

Figure 13: Measure of Data Analysis

The mode is simply the most frequent response. In "*Sample Frequency and Percentage Calculation,*" the mode, or most frequent response, is "0-9 years."

The median represents the middle-most point, or the point that would divide the distribution into the top 50 percent and the bottom 50 percent. Taking the above case, add the percentages from the bottom of the scale (0.6+7.0+26.9+31.0), 50 percent would fall into the category of "10-19 years." This, then, is the median.

The mean is the average for the question. The steps for calculating the means for as follows:

i) For each response, multiply the response value by the number of respondents. The calculations for the responses in the above figure are as follows.

0-9 years	59 x 1 =	59
10-19 years	53 x 2 =	106
20-29 years	46 x 3 =	138
30-39 years	12 x 4 =	48
>40 years	1 x 5 =	5
		358

ii) Add the products for all responses (in this case, 59 + 106 + 138 + 48 + 5 = 358) and divide this total by the number of respondents (that is, 358/171 = 2.081). In this example in Figure, the mean or average is thus 2.08, the category of "10-19 years."

(Source: John H. McConnell, 2003, How to Identify Your Organization's Training Needs)

Cross Tabulation and Graphing

Tabulation displays the joint distribution of one or more variables. They are usually presented as contingency table in a matrix format. Whereas a frequency distribution provides the distribution of one variable, a contingency table describes the distribution of two or more variables simultaneously. Each cell shows the number of respondents who gave a specific combination of responses. In other words, each cell contains a single cross tabulation.

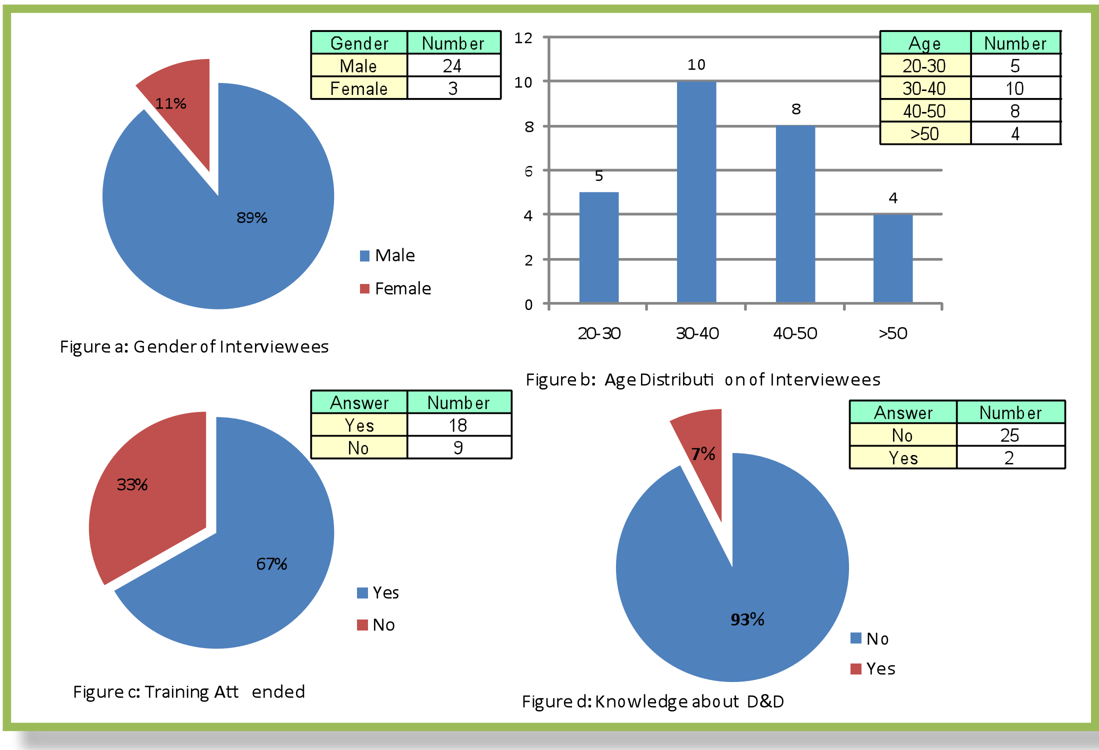
Tables and graphs are ways to organize and arrange data so that it is more easily understood by the viewer. Tables and graphs are related because the information used in tables is frequently used as the basis of graphs.

Table 7: Tables and Graphs

Type	Content
Table	❑ Advantages: i) they are easy to prepare; ii) they can include a lot of information; and iii) they can be used to compare many variables over multiple dimensions ❑ Disadvantages: i) you can easily include too much information in them; and it can be difficult to identify exactly what is important
Line Graph	❑ It can be used to compare the size of several variables ❑ Lines on a graph can be straight lines to each point ❑ It shows a trend line or a "line of best fit." Note that the line graph can give you a visual appreciation of average values over all variables.
Bar and Column Charts	❑ Bar charts run horizontally across the page, while column charts are vertical. ❑ Typically that means that you can have more bars than columns on a chart but otherwise there is little to choose between these two formats. ❑ They convey less information than tables or graphs, but do give a larger impact.
Pie Charts	❑ While line graphs and bar charts compare size; pie charts show proportion. ❑ Pie charts are divided into slices which make up the whole, preferably not more than five or six. To emphasize one particular slice, cut it out of the pie.

The following table shows a sample of tables and generated circle graphs and bar graph. Those are examples of distribution of interviewees by gender, age, training attended, and knowledge about D&D.

Figure 14: Sample Tables and Graphs



PILAC

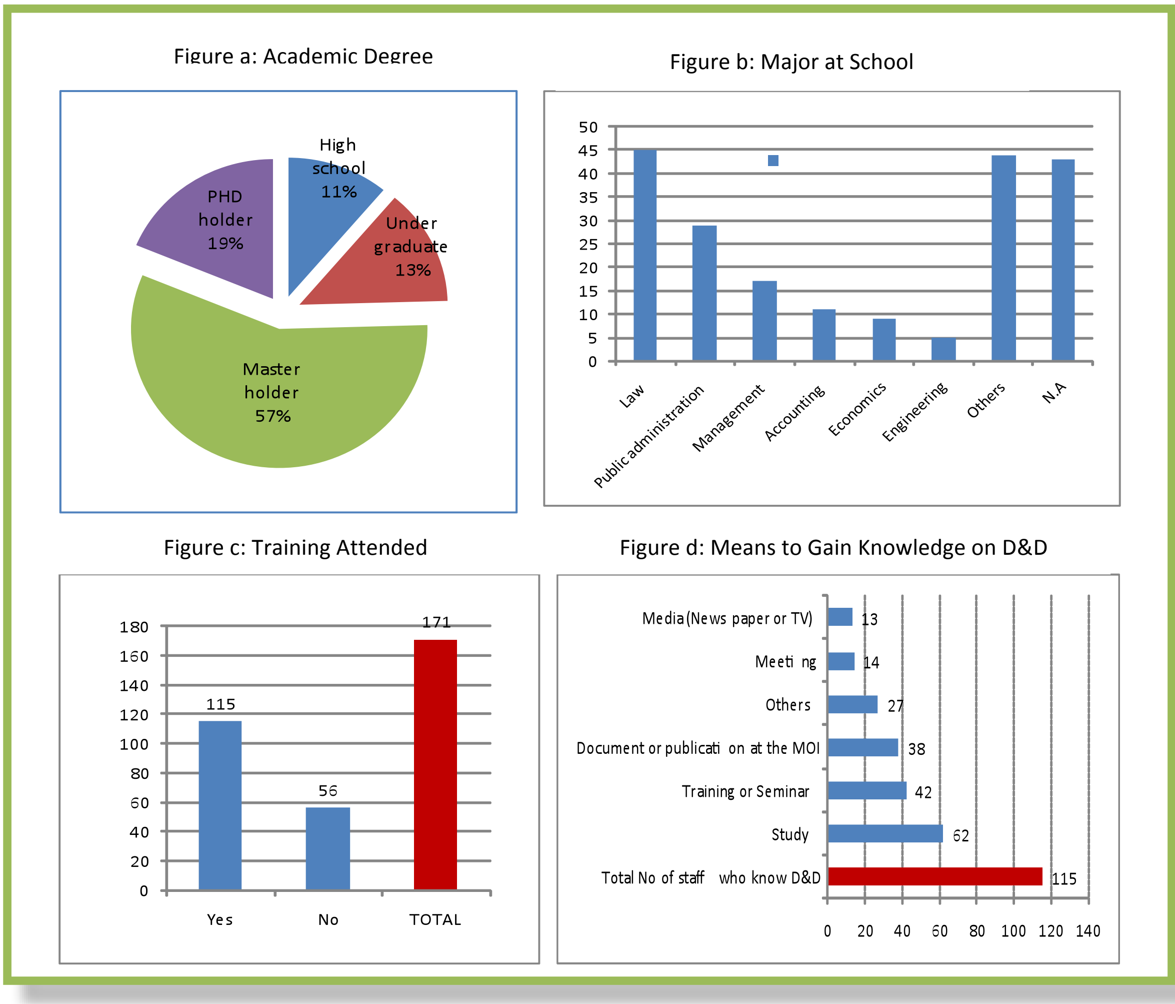
In PILAC, the quantitative analysis was done as follows.

Figure 15: Steps to Be Taken for Quantitative Analysis

Step	Steps to be Taken
Step 1	Encode data collected in excel sheet
Step 2	Tabulate those data based on the above sheet
Step 3	Generate appropriate tables and graphs
Step 4	Analyze tables and graphs to see any correlations

Graphs created are shown in the figure below.

Figure 16: Sample Graphs



Qualitative Data Analysis

Qualitative modes of data analysis provide ways of discerning, examining, comparing and contrasting, and interpreting meaningful patterns or themes. Qualitative data analysis is the range of processes and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating. Qualitative data analysis is usually based on an interpretative philosophy. The idea is to examine the meaningful and symbolic content of qualitative data.

Content Analysis

Content analysis is a procedure for organizing narrative, qualitative data into emerging themes and concepts. Usually associated with a quantitative form of analysis in which the themes are counted or measured. In practice, it is often combined with qualitative thematic analysis to produce a broadly interpretive approach in which quotations as well as numerical count are used to summarize important facets of the analysis.

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In PILAC, the qualitative analysis was done as follows.

Figure 17: Steps to Be Taken for Qualitative Analysis

Step	Steps to be Taken
Step 1	Read and Re-read interview note
Step 2	Make notes or underline important phrases
Step 3	Make a matrix for grouping by important points for analysis
Step 4	Make an analysis with common characteristics & particularities to be taken
Step 5	Identify points to be undertaken in the Project.
Step 6	Identify points to be undertaken in the Project.

PILAC

Upon reading the questionnaires generated and interview notes in a group discussion, a matrix was created as revealed in the following table, categorizing in themes and concepts such as: i) office they belong to; ii) roles and responsibilities; iii) difficulties encountered in their work; iv) level of knowledge on D&D; v) training needs; and vi) other remarks. "Remarks" were added to take notes on important points, picking up from open-ended questions during group discussion.

Table 8: Sample Matrix for Qualitative Analysis

Office	Roles and Responsibilities	Difficulties encountered	Knowledge on D&D	Training Needs	Remark
Personnel & Vocation (provincial and municipal office (3)	Transfer and promote officials at provincial & district offices, punish officials who don't obey roles	Lack of staff to be assigned the office	2 officials out of 5 have knowledge on D&D through training course in Japan and Thailand, and through PLAU.	D&D in details Human resource management Trainees should be managers at each office	Criteria of promotion is based on law on civil servant and assessment by achievement and academic degree

After careful reading, the survey results in a same category such as "difficulties encountered," "knowledge on D&D," "training needs on D&D or skill development," common characteristics and particularities in the category were summarized. Then, based on those findings of the summary, applicable points especially in the areas of D&D policy and other specific skill development to conduct training for the Project were identified. The following tables show an example of the quantitative analysis for the GDLA group discussion conducted by the survey team of PILAC.

PILAC

Figure 18: Sample Difficulties Encountered in GDLA

Common

- Lack of office materials and equipment (office supply, computer, etc)
- Lack of human resource
- Lack of officials with skills and knowledge needed (economics, law, planning, analytical skills, computer, English and M&E)

Specific

- Lack of filing system and sharing information
- Unclear legal framework of district officials
- Lack of computerized data on Human Resource Management
- Lack of coordination with other line ministries (Culture and Religious Affairs: religious event, Social Welfare: Welfare Payment)
- No budget to conduct survey on NGO & Human Rights

Works are largely influenced by politicians not based on TOR

Figure 19: Sample Training Needs in GDLA

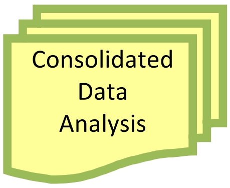
D&D

- Knowledge on D&D in details (NCDD, structure, function, policy, and status).
- Knowledge on D&D especially about roles and responsibilities of provincial, district & commune before and now, how to have smooth cooperation with provincial office.

Specific

- Knowledge on taxation and custom system
- Capacity building programs on planning, project management, M&E are required for local administration officials (province, district and commune), especially commune clerks.
- Skills of administration, human resource management, management (leadership), planning, data analysis, and M&E

Computer skills (data-base, systematic computerized human resource management) , language (English)



After analyzing both qualitative and quantitative data, you can draw findings from each analysis, see the consistency and contradictions, and draw common findings and conclusions. If there is any contradiction, try to identify the reasons for it. Then you can write a Report on Training Needs Assessment. A suggested outline of the Report is as follows

Figure 20: Outline of Report for Training Needs Assessment

- ❑ Background and Rationale
- ❑ Objectives
- ❑ Schedule
- ❑ Methodology (survey methods and analytical tools)
- ❑ Target Group and Interviewees
- ❑ Survey Process
- ❑ Findings of the Results
- ❑ Conclusion and Recommendations
- ❑ References and Appendixes

7 Step 5: Provide Feedback

The fifth and final step of TNA is to provide the GDLA Task Force members and concerned officials with feedback on the survey results, then to receive the members' comments to reflect on the report.

In the group discussion among the GDLA Task Force members, it is important to clarify the following points.

- ❑ Are there any other important findings?
- ❑ What are other suggestions to improve the methodology for the next TNA?
- ❑ Is there any recommendation for the training course in such aspects as participants, methods, module and curriculum, and schedule?

After finalizing the report, the GDLA Task Force members discuss and determine the next steps for training preparation.

To be continued……………….

"Manual on Training Planning"

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Appendix 1

Questionnaire for Training Needs Assessment
Project on Improvement of Local Administration in Cambodia (PILAC)

*Please complete this Questionnaire and return it to the Project (Contact Persons: Mr. So Munyraksa and Mr. Prak Vannarith [Tel: ; E-mail:]). The objectives of this survey are as follows: i) to assess the level of your knowledge on decentralization and deconcentration; ii) to find out your needs for skill and knowledge development; and iii) to formulate a training program at the Ministry of Interior.

Date when the Form was filled:________________/2007

A. Personal Information

A1. Name of Interviewee:___________________________A2. Date of Birth:_____________________________

A3. Highest academic qualification obtained (institute, year of graduation, major/title):_________________

*____

*____

A4. Major field/s of your study:____

____

B. Job Description

B1. Present Position (title, office, department:____

____

B2. Years of working at the Government:______ B3. Years of working at the present position:__________

B4 Number of staff members that you supervise, if any:____

B5. Please explain the mandate and functions of your office briefly. Then please summarize your main task in your office (e.g., Office is responsible for preparing annual plans…………………….)

*____

*____

*____

*____

*____

B6. Please explain your main tasks (e.g., Responsible for preparing annual training and…….)

*____

*____

*____

*____

*____

C. Training experience

Training Name:		
Duration:		(day/month/year)
Date: From		to
Organizer / Donor:		
Place:	Cambodia / Overseas ( )	
Outline of the training		

Training Name:		
Duration:		(day/month/year)
Date: From		to
Organizer / Donor:		
Place:	Cambodia / Overseas ( )	
Outline of the training		

Training Name:		
Duration:		(day/month/year)
Date: From		to
Organizer / Donor:		
Place:	Cambodia / Overseas ( )	
Outline of the training		

**If you have attended more than three training sessions, please describe them on the reverse side.*

D. Knowledge of Decentralization and Deconcentration (D&D)

D1. Do you know anything about D&D? Please choose "YES" or "NO" and tick the answer that applies to you.

YES NO → If NO, STOP. If YES, Please tick all that you know in the choices below.

Basic structure of administration

Roles and responsibilities of local administration (province/city)

Roles and responsibilities of local administration (district)

Roles and responsibilities of local administration (commune)

Roles and responsibilities of commune council and other committees

Relations and roles between central government and local administration

Principles on decentralization and deconcentration

(participation, democratic representatives, accountability)

Public financial system (source of income and budgeting at central and local)

Taxation System (tax collection at central and local)

Please explain any other aspect of D&D that you know.

D3. How did you learn what you know about D&D as you indicate above? (e.g., training, seminar, your own study, briefing or orientation from your office)

D4. Do you know anything about the following PRAKAS and Decree?

YES NO → If NO, STOP. If YES, please tick all that you know in the choices below.

Declaration on Roles, Duties and Rights of a Commune/Sangkat Clerk (2001)

Delegation of Powers to Provincial/Municipal in support of Commune/Sangkat Councils (2002)

Organization and Functioning of the Provincial/Municipal Local Administration Unit (2004)

Roles Duties and Structures of the Department of Local Administration (2002)

Sub-decree Commune/Sangkat Financial Management System by NCSC (2002)

Others related to decentralization and deconcentration, if any

D5. How did you learn the above? (e.g., training, seminar, your own study, briefing or orientation from your office)

D6. Do know anything about the ORGANIC LAW? Please tick the below

YES NO → If NO, STOP. If YES, please describe what you know and how you have learned it.

E. Needs for Training

E1. Which of the following do you want to learn? Please tick all that apply.

Basic structure of administration

Roles and responsibilities of local administration (province/city)

Roles and responsibilities of local administration (district)

Roles and responsibilities of local administration (commune)

Roles and responsibilities of commune council and other committees

Relations and roles between central government and local administration

Principles on decentralization and deconcentration

(participation, democratic representatives, accountability)

Public financial system (source of income and budgeting at central and local)

Taxation System (tax collection at central and local)

Perspective of the Organic Law

Others: please explain any other knowledge you want to acquire.

E2. Is there any work-related skill you want to enhance to perform better at work?

YES NO → If NO, STOP, If YES, Please tick things you want to learn.

Computer skills

Office management (filing system, Information technology)

Project Management

Planning and Budgeting

Monitoring and Evaluation

Human Resource Management

Please specify any other skills you want to acquire.

F. Other your comments and suggestion for the Project

Thank you very much for your cooperation. Your inputs will help the Project Team make the project more effective.

1. Project Objectives
   The D&D reform in Cambodia is at the initial stage, and officials who implement the D&D reform need to improve their capacity. The current project will contribute to further advancement of the D&D reform through practical approaches to capacity building of those officials.
2. Overall Goal
   - Human resources involved in local administration will be developed through training
3. Project Purposes
   * Officials of General Department of Local Administration (GDLA) will improve the capacity of training management; and
   * Officials in charge of local administration at national and provincial levels will improve the knowledge of local administration.
4. Outputs
   - GDLA has ability to conduct training management based on the progress of D&D and needs
   - GDLA officials acquire the knowledge of D&D policy and local administration;
   - Provincial Governors and Vice Governors understand the D&D policy and the roles of local administration; and
   - Officials of provincial offices understand the D&D policy and the roles of local administration.
5. Project Duration
   February 2007 - January 2010 (3 years)

Appendix 2

Guide Questions for Training Needs Assessment
Project on Improvement of Local Administration in Cambodia (PILAC)

Interviewer: ______________________________

Accompanied: ______________________________

Date: / /2007 （ ） Time: - , （Hours）

Place: ______________________________

B. Interviewees (Name, Title, Office, Department)

	Name	Title, Office, Department
1		
2		
3		
4		
5		
6		

C. Introduction

- Explain to interviewees the PILAC, objectives of the Survey, and the Survey Process.
- For Province, inform them that they are selected as model sites.

C. Job Description

Please explain the mandate and function of your office briefly. Then please summarize your main task in your office (e.g., Office is responsible for preparing of annual plans…………………..)

* ______________________________
* ______________________________
* ______________________________
* ______________________________
* ______________________________

D. Training

D1: Training experience

Training Name:		
Duration:		(day/month/year)
Date: From		to
Organizer / Donor:		
Place:	Cambodia / Overseas (	)
Outline of the training		

Training Name:		
Duration:		(day/month/year)
Date: From		to
Organizer / Donor:		
Place:	Cambodia / Overseas (	)
Outline of the training		

Training Name:		
Duration:		(day/month/year)
Date: From		to
Organizer / Donor:		
Place:	Cambodia / Overseas (	)
Outline of the training		

D2. How were the trainees selected?

D3. Are you applying in your work the knowledge and skills that you have acquired in training?

D4: Did you learn anything about D&D? If YES, what? Where?

D5: Did you learn anything about the Organic Law? If YES, what? Where?

D6: Which areas of D&D policy do you want to know more about (please provide examples in questionnaires)?

D7. Are there any knowledge and skills you want to acquire to perform better in your work? If YES, what?

D8. Have you encountered any difficulties in your work? If YES, how have you solved them?

D9. Any comments and suggestions for our project?