Chapter 12

Knowledge Acquisition for Development in Selected Public Service Training Centres in Zimbabwe

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Abstract

The chapter focussed on the role of training centres towards achieving knowledge for development purposes in Zimbabwe public service sector. Anchored by the interpretivist paradigm, both qualitative and quantitative research approaches were used. Questionnaires with open-ended questions and interview guides were used to gather data from principals and training officers. The findings indicated that training centres are using Information and Communication Technologies infrastructure like computers and the internet as enablers for knowledge acquisition, creation and dissemination. Knowledge is generated and disseminated during socialisation, mentoring, training, education, workshops, seminars, refresher courses and through research, collaboration and, training of trainers. The study recommends that the Public Service Commission (PSC) should establish knowledge managers' posts; a culture of learning organisation and collaborations with other training institutions outside the PSC for enhanced knowledge sharing in order to improve service delivery. The study also recommends the adoption of the four pillar approach of a knowledge economy as a step towards achieving knowledge for development.

Keywords: Knowledge, knowledge-based economy, knowledge for development, service delivery

1 Introduction and Background

Knowledge is a critical resource which, when acquired and used promotes proficiency in organisational performance in knowledge-based economies (KBE). A KBE is one that allows organisations and people to create, acquire, disseminate and use knowledge for social and economic development (Shrestha, Regmi, Dotel, Bhattarai & Adhikari 2016; Roztocki, Soja & Weistroffer 2019) and it is modelled around education for a skilled workforce, science and technology, and innovation; information communication technology infrastructure, and policy and regulatory environment (Salem 2014; Oluwadare 2015; Asongu & Nwachukwu 2017; Hadad 2017). This study sought to determine knowledge acquisition strategies, and the value of knowledge generated at PSC training centres in contributing towards a knowledge-based economy. Through learning, organisations acquire new knowledge to attain competitive edge. Organizational learning is the process through which an organization adapts and improves its policies, products and processes based on feedback and evidence from experience, evaluation, or research (Argote & Miron-Spektor 2011). Senge (1990) portrays a learning organisation as one shaped by the learning of its members. Learning of employees helps in knowledge creation, transfer and retention.

Training and development organisations play an important role in knowledge impartation, transferability, dissemination and diffusion for socio-economic development. Training is the basis of an organisational developmental dream, and is crucial to retain professional standards of conduct and performance (US Public Service Academy, n.d). Corporations and organisations spend a lot of resources on staff training and development, anticipant of producing competent, highly skilled, committed, and accountable cadres in pursuit of building a rich knowledge base. Training institutions including universities and training centres have become 'knowledge industries' (Salem 2014: 1049) while infrastructure is a pre-condition for economic development, alongside education for skilled labour force (Tyson 2017). Mupa, Chabaya and Chiome (2011:99) are of the view that, 'Institutions of higher learning are the largest repositories of certified knowledge … as possessing specialised skills and knowledge which societies need for their advancement'. Developed and developing economies have shifted prioritisation to developing human skills through training and education and as such training centres play a pivotal role in knowledge acquisition, sharing, retaining and dissemination. There are four pillars or dimensions of a KBE as propounded by international policy makers,

forums, scholars, researchers and practitioners. A KBE is modelled around four pillars namely: education for a skilled workforce; science and technology, and innovation (others call it research and development); information communication technology infrastructure; and policy and regulatory environment (Asongu & Nwachukwu 2017; Hadad 2017; Oluwadare 2015; Salem 2014).

There are thirteen Public Service Training institutions in Zimbabwe (instituted under the Public Service Act 1995 (No. 21 of 1995), subsequently revised in 1996 to be [Chapter 16:04]) that are obliged to offer training, development and consultancy services to the public sector, in respect of the national, provincial and district needs and setups. Of the thirteen training centres Domboshava, Highlands and Elangeni fall under national category while Alvord, Chinhoyi, Senga, Rowa, and Esikhoveni belong to provincial category and, Bikita, Inyati, Toronto, Murehwa and Thuli are district training centres. The study surveyed only four of these training centres, 2 national and one each from the provincial and district categories. From the training centres public servants acquire requisite skills, knowledge and attitudes that ensure high quality performance which is in sync with the PSC motto: 'Quality People; Quality Performance; Quality Service' (Public Service Commission 2018:4). The PSC training centres exist to impart technical and vocational skills in carpentry, building construction, motor mechanic, electrician, food and nutrition and garment design and construction. Today enrolment statistics at these training centres has since waned, with an average intake of fifty (50) students per institute between 2010 and 2015, comparative to the previous years where an institute would post plus or minus three hundred students per intake (Domboshava Training Centre 2019; Ministry of Public Service, Labour and Social Welfare (MPSLSW) 2015). The declining statistics in student admissions to the training centres had been raised in succeeding reports (2007; 2010; and 2011), to the Senate Sub-Committee on Associateship/ Affiliate Status (SSAAS) by Zingura in 2010 and 2011; and by Tarisayi in 2007.

2 Objectives of the Study

The purpose of this study was to establish the role of the Public Service training centres in facilitating knowledge acquisition to civil services through training, development and consultancy services. Specifically, the study sought to answer the following questions:

1. What are the knowledge acquisition strategies used in PSC training centres?

2. How are PSC training centres exploiting available ICTs to create, acquire and disseminate knowledge for the purposes of development?

3. What is the role of training centres in knowledge generation in solving development challenges?

4. How valuable is knowledge generated at PSC training centres in contributing towards a knowledge-based development?

3 Literature Review

This section reviews related literature under derived themes, namely, knowledge for development, knowledge acquisition strategies, ICT systems and tools exploitation and use, and lastly, knowledge for innovation, research and development.

3.1 Knowledge for Development

Jelenic (2011) argues that knowledge management (KM) supports innovation, encourages free flow of ideas, and increases efficiency and effectiveness in organisations. Igbinovia and Ikenwe (2017) aver that knowledge improves organisation's performance through increased efficiency, productivity, quality and innovation and indeed KM is critical for organisations that seek to ensure sustainable strategic competitive advantage. National economies are now using knowledge for development, particularly Asian economies which are all becoming knowledge based (ADB 2007). Human knowledge is categorised in to tacit and explicit knowledge (Farnese, Barbieri, Chirumbolo & Patriotta 2019; The Knowledge Management Tools (KMT) 2018; Nonaka 1994; and Nonaka & Takeuchi 1995).

Codified explicit knowledge is found in documents and articles, while uncodified tacit knowledge is embedded in informal work processes, embodied in people's mind, and can be exploited through working relationships and an evolutionary path. Tacit knowledge is acquired through experience sharing, discussions and observation in apprenticeship, mentoring, communication, train-

ing (Igbinovia & Ikenwe 2017) and through observation where amateurs learn to do things from colleagues. Alkhaldi and Olaimat (2006:138) conclude that 'experience is the essential bridge between what happened in the past and what is happening in the present …'. Observing an expert erect a structure, a tailor working on a garment, a mechanic repair or trainee involvement in a specific context (Nonaka 1994) can enhance one's knowledge and acquire more technical skills and abilities. Trainees working side-by-side with their mentors and subject matter experts, and, on-the-job training are the keys to acquiring tacit knowledge, not through language but by observation, imitation and practice.

3.2 Knowledge Acquisition Strategies

Firms around the world use various strategies to acquire new knowledge to enhance competitive advantage. Workshops, seminars, conferences, education, training (Dewah & Mutula 2014; Igbinovia & Ikenwe 2017), partnerships, mentoring, storytelling (Swap, Leonard, Shields & Abrams 2015), interviews and use of subject matter experts (Dewah 2012), research and development (knowledge innovation) are some of the strategies which organisations adopt to acquire, create, codify, retain, share, diffuse and disseminate knowledge for efficient organisational performance and development.

In well-established organisations employees with vast knowledge and mastery of concepts, subjects and topics are assigned duties to train, mentor and give advice in organisational setups. Expert employees have abilities and capabilities to solve difficult organisational confrontations, and can share their views, knowledge and experiences about a problem in order to proffer solutions (Igbinovia & Ikenwe 2017). Often, managers consult these expert personnel when making difficult organisational decisions. Before retirement or transfer, it is critical to hold subject matter expert/exit interviews or handover-takeover sessions biased towards knowledge codification through tapping. Dewah (2012: 96) postulates that, 'Subject matter experts are paired with individuals who have interest and therefore need further training and development in a subject matter area'. Subject matter experts are often given responsibilities to train and educate apprentices, new employees and offer consultancy services upon request. The aim is to equip with requisite and necessary skills and impart knowledge to trainees. Experts provide their expertise through mentoring and training to their subordinates and by so doing, subordinates acquire new knowledge. Succession plans are effected to impart knowledge for future use and application.

Learning organisations and organisational learning are critical for knowledge acquisition, development and survival in the ever changing environment, driven especially by technological exploitation and increased competition (Imran & Tanveer 2015). Organisations create a continuous learning atmosphere for employees to acquire new knowledge, upskill and keep on track with organisational mission and vision (Imran & Tanveer 2015). Musakwa (2021) reckons that culture change is catalytic to individual and institutional performance through a mind-set change, resulting in improved public service delivery. Public sector training institutions set up networks upon which they share views and experiences, and to co-ordinate their activities at regular workshops (Gala & Reed 2017).

Peters and Humes (2003) and Leonard, Swap and Barton (2015) explain deep smarts (experts) as experienced persons, with expertise gained especially through formal education, doing, practicing and yet such know-how has a long shelf life and value in the future. Salem (2014) recognises innovation as a social process in which producers and users actively learn from each other through consistent 'learning-through-interaction.' It is against this backdrop that education and training play a critical role in knowledge and skills acquisition.

Education and training offer lifelong skills necessary for individual development and ultimately contributing to national development. Employees need a continuous learning atmosphere or a supportive learning environment (Ghaffari, Fazal, Jadoon & Shah 2011), to keep on track with organisational mission and vision (Imran & Tanveer 2015). An organisation with a learning culture (organisational learning and learning organisation principles) is keen to retain its competence on the market through tapping experience based tacit knowledge into implicit and explicit formal coded new organisational knowledge. Organisations that invest in research and development (Salem 2014) as well as education and continual training of its arsenal (Jelenic 2011) are poised to prosper, and have a competitive advantage as employees continually sharpen their skills.

3.3 ICT Systems and Tools Exploitation and Use

Various ICT tools and systems are exploited in knowledge management for the processes of capturing, acquisition, processing, storing and dissemination of knowledge as critical resources necessary for development (Dewah 2012).

Computer hardware and software, and many other contemporary analogue based facilities like videoconferencing, teleconferencing, telephone and television facilitates knowledge capture, storage, processing and sharing among individuals, communities and organisations. Information Technology (IT) has made knowledge readily available over various platforms (Roztocki, Soja & Weistroffer 2019; Shrestha, Regmi, Dotel, Bhattarai & Adhikari 2016).

An increased access to and use of mobile phones, internet and World Wide Web (www) facilitates improved access to and acquisition of knowledge and information. Computers, the Internet, and intranet have become knowledge enablers because of their communication and storage capabilities and through these and other networking facilities, people and organisations can `connect, share, transfer and '… communicate some of the richness and subtlety of one person's knowledge to another' (Davenport & Prusak 1998: 14). Today's networked environment ensures organisations and people have access to vast information available in databases and on the web, however application and knowledge about processes which is not transferable via the same platforms makes the difference.

3.4 Knowledge for Innovation, Research and Development

Knowledge is a critical resource necessary for development (Kunthi, Sensuse & Tobing 2018), increases the value of a company and its competitiveness (Jelenic 2011), economic growth, and development as long as it finds concrete applications at work. Production of ideas is the source for economic growth, and 'knowledge is now recognised as the driver of productivity and economic growth' (Toscano, Mainardes & Lasso 2017). For these reasons, knowledge continues to be an important aspect in value creation. Jacobs and Asokan (2000:15) posit that 'Development is the process by which human beings become aware of opportunities and challenges, formulate responses, make decisions and initiate organised actions'. Asongu and Nwachukwu (2017:12) also point out that '… lifelong learning is vital in order for workers in particular and society in general to continually adapt to evolving and challenging conditions of the labour market'.

Despite these studies, the role of training centres as potential 'knowledge factories' for the purposes of development has not been explored in Zimbabwe. The study comes in time with the government's vision 2030 mantra of an upper middle income economy. Thus, this study sought to explore

the role of training institutions in general and Public Service training centres in particular, on knowledge acquisition practices aimed at development. The chapter presents the findings of a knowledge acquisition practices that was, for the first time, conducted in selected public service training institutions in Zimbabwe.

4 Methodology

The study focused on four (4) selected PSC training centres - 2 national and one each from the provincial and district categories. The study was underpinned by the interpretivist paradigm, and qualitative research approaches were used with the intention to understand the principles of knowledge acquisition and use for development purposes. Only three principals were interviewed and out of 24 administered questionnaires that were administered to training officers a total of thirteen were returned while content analysis was used to collect primary data and to increase validity through cross-examination. The population of the study comprised of all the 13 principals and 56 training officers at the training centres. Purposive sampling technique was adopted as the researchers targeted information-rich individuals who were able to commit themselves to increase credibility of results. The study sample comprised of four (4) PSC training centres, four (4) principals and twenty-four (24) training officers who were purposively selected based on rich information they were likely to provide to the study. The authors accessed institutional public records including reports, mission statements, photo albums, memoranda, PSC newsflashes, circulars, training materials like modules. The integrated results and discussions are presented in the section that follows.

5 Findings and Discussions

This section presents the findings of the study based on the objectives of the research.

5.1 Knowledge Acquisition Strategies

The first research question sought to establish the strategies used in PSC training centres to acquire knowledge for development purposes. In the questionnaire, respondents were asked various questions pertaining to the strategies used for knowledge acquisition.

5.1.1 Exit Interviews Strategy

The majority (9) of participants revealed that subject matter experts interviews are conducted to capture knowledge gained through the years of experience, be it over a short or long duration of service. On the any other section, one respondent indicated that subject matter experts' interviews are to document procedures followed performing specific technical tasks. The results concur with Igbinovia and Ikenwe's (2017) observation that interviews on subject matter experts are critical in order to capture tacit knowledge for codification, and the switching process from one type of knowledge to the other is exceptionally important (Farnese *et al.* 2019). The knowledge conversion model by Nonaka and Takeuchi (1995) is the basis upon which tacit knowledge can be converted into explicit knowledge which is easy to share. Codification of tacit knowledge is extremely important for organisations as Haldin-Herrgard (2000) bemoans that relying on tacit knowledge is risky and its conversion or at least ability to share it is of greater value to an organisation. Although exit interviews create platforms upon which tacit knowledge can be captured, motivation to share is upon individuals, and organisational culture also plays an important role.

5.1.2 Tacit Knowledge Capturing Strategy

Respondents were asked to indicate the methods used to capture tacit knowledge to develop institutional memory. Majority, 8 of respondents indicated documenting procedures as skilled personnel execute their duties. This was followed by observation method (5), mentoring of young employees (4) and recording/ video capturing (2).

5.1.3 Activities Conducted to Acquire Knowledge

The three principals who were interviewed identified training, workshops, seminars, mentoring, research, exchange programs and refresher courses as the main activities conducted to acquire knowledge at the various institutions included in the study. Interviewee 3 stated that, 'Most young talent want to develop their skills through staff development programs because of inability to pay fees for themselves, unfortunately of late, the scheme seems no longer vibrant'. Interviewee 9 remarked that 'Staff apply for Manpower Development Leave and go for upskilling on their own'.

The findings of the study also revealed that training (11), supervision

and mentoring (10) and seminars and workshops (12) were the main activities for acquiring knowledge. These were followed by research and development (8), partnerships and exchange programs (6) and refresher courses (6). Conferences and staff development got 2 responses apiece. This finding is similar to studies conducted by Dewah and Mutula (2014), Igbinovia and Ikenwe (2017), and Swap, Leonard, Shields and Abrams (2015). Accordingly; workshops, seminars, conferences, education and training (Igbinovia & Ikenwe 2017; Dewah & Mutula 2014), partnerships, mentoring, storytelling (Swap, Leonard, Shields & Abrams 2015), interviews and use of subject matter experts (SME) (Dewah 2012) are all activities upon which knowledge can be acquired, captured and retained as organisational knowledge assets.

5.2 ICTs Exploitation for Knowledge Management

The questionnaire results indicate that computers and the Internet/Intranet (13) are the major infrastructure for knowledge creation, acquisition and dissemination in the selected institutions. These were followed by telephones and cellphones (12), projectors (11) and printers (10) in descending order. Interactive boards (6), photocopiers (5) and videoconferencing (3) were least selected. None of the respondents selected fax machines. These results are presented in Table 1.

Table 1: Institutional ICTs infrastructure

ICTs component	Number of respondents
Computers	13
Internet/Intranet	13
Cellphone/Smartphone	12
Telephone	12
Multimedia projectors	11
Printers	10
Interactive boards	6
Photocopiers	5
Videoconferencing	3

Source: Field data 2021

The above findings are similar to those of Roztocki, Soja, and Weistrof-

fer (2019), Shrestha, Regmi *et al.* (2016). Laudon, Laudon and Dass (2010) confirm that technologically equipped organisations with a pool of skilled personnel are likely to have a better competitive edge over their competitors. The various technological infrastructure available necessitates knowledge acquisition, creation and dissemination for effective, efficient and satisfactory service delivery to the citizens.

5.2.1 Influence of ICTs on Quality of Service Delivery

During interviews, participants mentioned that the use of contemporary ICT infrastructure has enhanced codification of rich tacit knowledge embodied in the human minds. Interviewees remarked as follows: Participant 1 opined, 'Social media platforms enhance communication and clients receive information quickly and easily'. Participant 3 revealed that 'bureaucratic structures are slowly losing grip when it comes to knowledge sharing, as the use of social media platforms facilitate the spread of information instantly and in viral nature'.

IT infrastructure eases knowledge management practices in capture, creation, processing, storage and dissemination of knowledge. Computers, the Internet and intranets are knowledge enablers because of their communication and storage capabilities. ICTs facilitate collaboration, coordination of activities and sharing of views and experiences (Gala & Reed 2017). For these and other reasons, respondents were quick to mention that ICTs have their drawbacks as well. One respondent decries the overwhelming volume of information available on the Internet and lack of contemporary infrastructure to harness the information at their disposal for development purposes.

5.2.2 Use of Social Media Platforms to Acquire, Create and Disseminate Knowledge

The findings reveal that Electronic mails (11) and WhatsApp (10) platforms were the most used avenues for knowledge acquisition, capture and dissemination in the respective training centres. The findings also indicated that Website (3) and video conferencing (3) were the least used for knowledge acquisition. On the other hand, 6 respondents listed Zoom and Google Meet as platforms 'used especially when conducting meetings, hence providing the basis to capture and acquire knowledge as subject matter experts and consultants deliver their training.' It was interesting to note that Facebook,

Twitter and Skype received no responses from participants- a clear indication that they are not used for institutional work.

5.3 Knowledge Generation through Innovation, Research and Development

Regarding innovations coming out as a result of new knowledge generated through research in their institutions, 6 respondents revealed that there is improved service delivery through implementation of new knowledge generated through research, yet other 6 respondents indicated that organisational knowledge management culture changes. Only 3 respondents indicated that there is accelerated speed of knowledge circulation through adoption of research recommendations. Only 2 respondents indicated that institutional procedure manuals are edited to incorporate new ideas resulting from research.

Regarding implementation of knowledge for development generated through innovation and research, interviewee 2 revealed that 'We often implement new knowledge gained through supervision and conducting lessons in module development'. Interviewee 2 further remarked that, 'We develop modules which are client focused as a result of discussions and socialisation'. In light of these observations, the researchers realised that training centres create a strong knowledge base useful for young talent in order to improve productivity, performance, efficiency and effectiveness in respective work places. Adoption of research-based knowledge enhances institutional efficiency and effectiveness in service delivery. This confirms Leber, Buchmeister and Ivanisevic's (2015) observation that newly generated knowledge contributes to necessary diversity for organisational growth and renewal, and the application of knowledge leads to performance improvement and value creation. Organisations with an enabling learning atmosphere for their personnel ensure employees continually grow through learning such that they are better equipped to perform more effectively (Jaber & Caglar 2017).

Interviewee 3 revealed that 'New knowledge is produced through research, collaborations and exchange programs, refresher courses and training of trainers' workshops'. The results indicate that institutions promote new knowledge creation, acquisition and dissemination through various mechanisms. The PSC rewards through promotion and encourages employees to upskill and continuously learn to acquire knowledge necessary for improving overall organisational performance. The findings are similar to Leber, Buch-

meister and Ivanisevic's (2015) who found that institutions that allow employees to freely implement new ideas gathered through innovation and creativity positively impact on sustainable development through efficient and effective ways of servicing clients. They (Leber, Buchmeister & Ivanisevic 2015) further noted that when employees are encouraged to be creative and innovative at workplaces, they are motivated to carry out duties successfully and without delays.

5.4 Value of Consultancy Services Offered by Training Centres

When asked to state the value of consultancy services (knowledge) that they offer to the public service, interviewees remarked as follows: Interviewee 1: 'The value is hinged on service delivery improvement, productivity and harmony'. Interviewee 3: 'Trainees are getting promotions and upgrading at their respective work places demonstrating the magnitude of skills and knowledge imparted during their period at the various training centres'. Interviewee 2: 'Consultancy services instil innovation and creativity mentality on trainees'. Interviewee 11 revealed that 'Institutions are helped to achieve goals using limited resources and time. There is generally an improved organisational performance'. Results from respondents are presented in Table 2.

Table 2: Value of consultancy services

Description	Number of respondents
Service delivery improvement	13
Improved organisational performance	13
Promotions and upgrading	12
Achieving goals using limited resources and time	11
Innovation and creativity	7
Increased productivity	1
Harmony	1

Improved service delivery, organisational performance and achieving results with limited resources are achievable within the PSC as she adopts the Work

Culture Change strategy advocated for by the Secretary to Commissions. However, the takeoff for the PSC Strategic Plans (2021 - 2025) could be influenced with the restrictive measures of Covid 19 as most ageing people in the system are techno-phobia and need physical interactions, training and workshops to grasp the concepts of a new PSC system. Nevertheless, consultants add value by transferring knowledge and skills into the client organisation, leaving it better equipped to respond to future challenges, help clients get better results for less money and faster, and they provide specialist knowledge that help clients take better decisions

Regarding the extent to which their consultancies contribute to improved performance in provision of services to the citizens, majority (10) of respondents indicated that to a large extent consultancy services contribute to improved performance in the provision of services to the citizens. Nevertheless, 2 of the respondents indicated that to a lesser extent consultancy services contribute to improved performance while only one respondent mentioned that 'it is difficult to quantify the extent to which consultancy contributes to organisational performance,' and thus chose moderate extent. During the interviews, Interviewee 3 reported that 'On average consultancy services have a bearing on overall organisational performance'. Training centres offer consultancy services in personnel performance appraisal, finance for non-finance managers, training of trainers and induction to the PSC among the many courses. These are aimed at improving employee performance at the various stations.

6 Conclusion

The study has demonstrated that although training centres do not have knowledge management personnel, there are efforts in place consistent with strategies of knowledge acquisition in reviewed literature. Workshops, seminars, discussions, mentoring, use of subject matter experts, education, training, research and development are used as platforms for knowledge generation at training centres. It is concluded that training centres are using ICTs as enablers to knowledge acquisition, creation and dissemination. Training centres engage in training and education for the civil service to acquire knowledge and impart skills for better performance in service delivery. Service delivery in training centres and the public service organisations in general has improved with the use of new knowledge generated through research,

innovation and creativity. More so, training centres are advancing the country's Vision 2030 principles through various knowledge generation practices.

The study focused on four selected PSC training centres, particularly on their capabilities and strategies in knowledge acquisition, generating and harnessing knowledge as a critical development resource. Principals and training officers of the selected training centres were consulted as they were assumed to have authoritative know-how. Delimiting the study to four training centres, and gathering data from principals and training officers, was because involving all thirteen training centres and a large population of the study was going to provide data too large to handle considering the time frame in which this study was aimed to complete. In essence the pillars are a fulcrum of development when adopted and implemented. The current study has some managerial, practical and research implications that should be considered when interpreting the findings. For instance, the study findings can be used as a stepping stone to initialise the implementation of formal knowledge management in the public service.

7 Recommendations

The research study focused on establishing the role of the Public Service training centres in facilitating knowledge acquisition to civil services through training, development and consultancy services. Following the study results and conclusions, the researchers made the following recommendations:

1. **Formal Mentorship Program:** The Public Service Commission (PSC) should consider formalising mentorship programmes such that subject matter experts and skilled employees train, coach and educate those with skills deficiency. The study recommends establishment of communities of practice to facilitate new knowledge acquisition; creating posts for knowledge titled personnel to ensure knowledge is codified for effective utilisation; and that the staff development support scheme be re-established to support continuous learning.
2. **Increased bandwidth:** The training centres are recommended to increase bandwidth to stabilise internet connectivity to ensure training is conducted through ICTs enhanced platforms.
3. The study recommends **training centres to take a pro-active approach in adopting the culture of a learning organisation** in which the

organisation and its employees all aim to continuously learn in order to acquire new knowledge.

4. In view of the value of knowledge generated at training centres, it is recommended that **training centres collaborate with other subject matter experts and experienced consultants** in other line ministries and client organisations when offering consultancy services to ensure that knowledge produced through consultancy services is of value to the client.

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