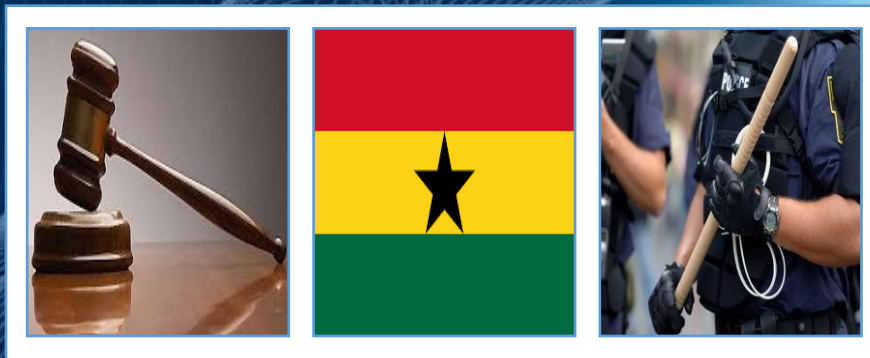


Consultancy Services for the Development of a Training Plan/Curricula for Criminal Justice Institutions



ShawbellConsulting

Volume I **Final Training Needs Assessment Report**

July 2016

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EXECUTIVE SUMMARY

Background to the Project

Integral to a democracy is respect and prevalence of the rule of law. This can be achieved by ensuring that a country's justice sector functions efficiently in a manner that is easily accessible to the public. When the rule of law prevails, a country is more likely to be stable, just and peaceful. The 1992 Constitution of the Republic of Ghana, specifically Chapter Five, establishes the significance of the rule of law and the right to justice for Ghanaian citizens. In order to achieve this mandate, the Justice Sector has made several reforms. However, results from the 2012 Baseline Survey of the Justice Sector of Ghana illustrated that the level of transparency and the speed of processes and proceedings in the formal justice system was low.

In order to further Ghana's development, it is necessary that institutions under the justice and legal system function effectively. This suggests that the staff in various institutions should be highly-skilled and knowledgeable about the processes of their respective institutions. Thus, the development of a Training Plan for Criminal Justice Institutions would ensure that staff are trained, using a structured approach. Also, the Training Plan would provide a basis to inculcate the mission and vision of the Criminal Justice institutions. If changes within the institutions are integrated into the Training Plan, taking cognizance of the results from the 2012 Baseline Survey, staff members would be notified to participate in training programmes.

It is against this backdrop that the United Nations Development Program (UNDP) in collaboration with the Ministry of Justice and Attorney General's Department (MoJAGD) engaged the services of ShawbellConsulting to develop a Training Plan for the Legal and Justice Sector. The objective of the Training Plan is to facilitate staff capacity building in a structured setting.

The following institutions have been identified for this Project: Ghana Police Service (Legal & Prosecutions, and Investigations), Economic and Organized Crime Office (EOCO), Legal Aid Scheme, Public Prosecution Division, Ghana Prisons Service (Legal/Remand) and Judicial Service of Ghana.

Approach and Methodology

Our Approach and Methodology for this assignment focused on (a) Comprehensive Assessment tools, (b) International Comparative Reviews, and (c) Stakeholder Engagements. In determining the Training Needs of the Criminal Justice Institutions, we used a myriad of resources within the institutions, applied the knowledge of our Institutional Reform and Legal Consultants, as well as the application of global best practices.

The Assessment tools used to guide the development of the TNA and Curricula Review of Training Institutions were: Mission and Goals, Job Descriptions, Human Resource Records, Policies of the Institutions, Performance Reviews, Observations, Informal Discussions and an In-depth Interview Guide.

A Global-best Model Approach adopted for this Project was aimed at eliciting best-practices in training programmes from other jurisdictions. Specifically, we reviewed global-best practices in training for staff, as well as training programmes in Criminal Justice Institutions of selected countries from within the Commonwealth of Nations. The rationale for selecting Commonwealth Jurisdictions was that it provided a comparable Legal Framework for analytics. This was crucial for developing thematic areas of training and course selection within the context and requirements of the criminal justice value-chain in Ghana.

Similarly, the revised Curricula of the Criminal Justice Training Institutions would be modeled on the findings from the needs assessment and the best-practice study. Consequently, the training programmes identified in our review would be used as a basis for developing a comprehensive specialized Training Plan for identified groups and individual members in the Criminal Justice Institutions.

Our stakeholder engagements focused on meeting with focal persons identified for this Project. Heads of Human Resource/Administration Departments, Heads of relevant departments and key personnel were deemed to be relevant to the Project.

Findings, Observations and Recommendations

Judicial Service of Ghana

Registrars play a critical role in the administration of criminal justice, as the efficient and effective working of the Courts hinge on their leadership qualities, ability to motivate staff and manage performance of staff. **Therefore, Registrars would be required to enrol in leadership courses to enhance their skills in managing staff and diverse stakeholders.**

Registrars usually train on-the-job by learning from their supervisors. In instances where Registrars are trained by external parties, there are no structured procedures to transfer knowledge to their subordinates. This creates an Institutional Knowledge Gap, as newly appointed Registrars are not readily equipped with requisite experience to perform their roles. **Therefore, a systematic approach of knowledge transfer that enhances capacity-building would be required to harness the experience of Registrars, as well as the superior educational background of newly appointed Registrars.**

It appeared that generally there was lack of in-depth knowledge and appreciation of Criminal Law in the Registrar class of staff. **While an in-depth knowledge may not be required for this class, an appreciation and working knowledge would enhance the role of Registrars in the administration of criminal justice.**

While training gaps exist, we noted that some challenges in the performance of assigned roles were attributed to lack of logistical support; notably: data storage devices, computers, printers and recording equipment. **Court Recorders would require training in data storage and retrieval in a centralized data management environment. Also, an optimal utilization of Information and Communications Technology applications and data back-up systems would enhance the performance of Court Recorders in the execution of their functional roles.**

Court Recorders are not tested in typing or computing skills for entry-level positions. On this point, Court Recorders who do not possess the required skill to perform assigned duties are challenged in their roles. **Therefore, Court Recorders would require courses aimed at improving their typing speed, computer skills and report writing. Also, training on-the-job would provide an avenue for experienced Court Recorders to train new-hires to improve their performance.**

The Judicial Service bears the cost of engaging the services of interpreters in cases where foreign nationals who do not speak English. **With the influx of French and Mandarin speaking National in the Country, it is imperative that Interpreters are trained in such languages.**

Public Prosecutions Division

Our review of the current state of training for Attorneys in the Public Prosecution Division revealed that there was lack of regular training, as Attorneys are generally trained on the basis of institutional knowledge and practices on-the-job. While on-the-job training creates a strong link between legal education and practice, regular training for Attorneys would optimise their performance in the delivery of criminal justice. Similarly, some Attorneys have not been trained in emerging trends and specialised

areas in Law. This suggests that continuous legal education is not a prominent feature in the development of staff in the Public Prosecution Division. **Thus, knowledge transfer has not been effected in a structured and standardized format. We recommend a comprehensive Training Plan that would ensure a systematic and structured approach to capacity-building. This would provide Attorneys with updates on current Laws for enhanced performance in the delivery of criminal justice.**

In our assessment of persons with special needs, we observed that their main challenges were in the areas of logistical support such as equipment and tools to enable them work efficiently. **Therefore, such requirements must be addressed in multi-institutional projects that have direct bearing on persons living with disabilities.**

Legal Aid Scheme

Under a Scheme of Service for the Legal Aid Scheme, there are proposed Training Programmes for various categories staff. Additionally, in 2014 the UNICEF and UNDP Joint-sponsored a Guide for Legal Aid Delivery in Ghana. The Guide includes a Training Plan for the Scheme. This suggests that there are Training Plans in place for the Legal Aid Scheme. Nonetheless, training has not been delivered on consistent basis due to financial constraints. **Therefore, a Training Plan would be developed for the Legal Aid Scheme from the perspective of Defence Counsel. They would be equipped with the same body of knowledge as Prosecutors from the Public Persecution Division and the Ghana Police Service. We recommend that in instances where training scheduling are feasible, Legal Aid Officers and Prosecutors should enrol in the same courses.**

Regional Directors of the Legal Aid Scheme perform both legal and administrative duties. This suggests that their focus would be on general legal matters; and their activities in matters relating to the delivery of criminal justice could be diminished. **Therefore, the Legal Aid Scheme would require additional Legal Officers in the regions to focus primarily on matters relating to delivery of criminal justice. This is particularly important in the representation of the indigent who are accused of more serious offences under the Criminal Act.**

It is expected that the training, qualification and work experience of Lawyers would provide the minimum requirements to perform their duties. Nonetheless, we noted some gaps between the core body of knowledge and the expectations of their roles in the delivery of Criminal Justice. **We recommend that supervisors should evaluate the background and experience of Legal Officers prior to assigning cases. This would ensure that resources are used judiciously in matters relating to criminal justice. Therefore, Legal Officers with a real interest in Criminal Law are assigned to criminal cases by the Scheme and adequately supervised in the conduct of their cases.**

We noted that logistical constraints were among the key institutional challenges that confront the Legal Aid Scheme. We identified logistical challenges in the areas of: offices for staff, meeting rooms to discuss confidential matters, operational vehicles, office equipment and furniture, and funds to pay for services rendered by private Legal Officers. **While a comprehensive Training Programme is developed for the Legal Aid Scheme, Human Resource and logistical challenges would have to be addressed to ensure an**

efficient delivery of criminal justice. We recommend that the resources required for the Legal Aid Scheme to function effectively must be obtained to ensure optimal benefits from the Training Plan.

Ghana Police Service - Investigation

The Basic Detective Training Programme offered at the Detective Training School for Junior-level Officers has been developed to meet the needs and career goals of detectives. While the course structure meets the standard of the training required by detectives, the content of the Course is not standardized from the perspective of course participants, instructors and supervisors. **Therefore, the content of the Basic Detective Course would be standardized and delivered within the context of criminal investigation and criminal justice. The Course would have a good balance in theory (40%) and practical experience (60%). This would ensure that officers are trained in practical aspects of investigation, which is required for their career progression and an effective delivery of the Criminal Justice process.**

A notable gap was that some officers have not been trained in the Basic Detective Course, which is critical to the role of a Detective or a Crime Officer. Therefore, there could be potential challenges in supervising subordinate officers who have completed the Basic Detective Course and are well-equipped to perform assigned duties. **It is recommended that Officers who have not completed the Basic Detective Training Course should be enrolled in the Course.**

We noted that there were skill gaps as training was typically delivered from institutional knowledge and practices on the job. Therefore, knowledge transfer was not standardized. Similarly, there are officers who have not been trained in emerging trends in the performance of their assigned duties. **A structured and standardized form of training would ensure that officers are well-equipped in performing their roles in the delivery of justice.**

We identified gaps in the areas of supervision, monitoring and evaluation by superior officers. These functions are critical to performance management and the basis of recommending subordinates for the requisite training. **We recommend that approval for training of officers must be based on their performance reviews which highlight their developmental needs.**

Ghana Police Service – Legal and Prosecution

We noted that there are skill gaps as training was typically delivered from institutional knowledge and practices on the job. Therefore, knowledge transfer is not structured and standardized. Similarly, there are officers who are yet to be trained in emerging areas of the Law. **A structured and standardized form of training would ensure that officers are well-equipped in performing their roles in the delivery of justice.**

We identified gaps in the areas of supervision, monitoring and evaluation by superior officers. These functions are critical to performance management and the basis of recommending subordinates for the

requisite training. **We recommend that approval for training of officers must be based on their performance reviews which highlight their developmental needs.**

We observed that the Training for Prosecutors would typically be delivered within few days or a couple of months. It appears that the duration of training is not adequate, as Prosecutors would require longer durations to grasp theoretical and practical components of the Training. **We recommended that Courses for Prosecutors are delivered over a period of six (6) months, with a good balance in theory and practical simulations which are reflective of real-life scenarios.**

Officers of the Ghana Police Service are trained in general areas of law as part of training for both Senior and Junior Officers. Nonetheless, there are no specific Training Programmes in the Ghana Police Service Training Institutions for Prosecutors. **Therefore, we recommend that the Training Plan that would be developed out of this assignment should be incorporated in the Curricula of the Ghana Police Training School.**

Non-existent library facilities and Information and Communications Technology were key challenges that confronted Prosecutors in their research work, which is an integral component of their job function. There are also challenges in managing full-cycle information on cases, as monitoring and evaluating tools are not available. Therefore, Prosecutors depend on institutional knowledge to discharge their duties. **We recommend an optimal utilization of Information and Communications Technology to enhance the role of officers in justice delivery.**

Economic and Organised Crime Office

We noted EOCO had not implemented a Scheme of Service, due to a Security Risk exposure of the Institution, the Country and the Global Security system. **Nonetheless, we recommend that a Scheme of Service should be developed due to the benefits of having such a system. The benefits include: the ability to attract, motivate and facilitate the retention of suitably qualified officers; ensuring proper deployment and utilization of officers; and advancement on the basis of qualifications, knowledge, skills, merit and ability as reflected in work performance and results. The Scheme of Service also ensures that officers are placed appropriately in roles, and training programmes delivered to meet criminal justice objectives.**

Generally, the job requirements, work experience and training of officers ensure that they are adequately equipped to perform their assigned tasks. However, emerging trends in economic crimes presents opportunities for training in refreshers courses on regular basis. **Therefore, officers would be required to train continuously to bridge skill gaps which emanate from sophisticated crimes from a global perspective. Additionally, officers would be required to enrol in refresher courses in specialized areas of economic crimes. On this point, it is imperative that officers of EOCO are provided with training in amendments to new Laws and Regulations that impact their work.**

We noted that training gaps manifested in the performance of some junior officers. This suggests that on-the-job experiences would be required to further develop their competencies, as some officers would typically be in the formative years of building a career in investigation/intelligence. **Therefore, it**

is expected that the gaps in experience, competencies and skills would be narrowed with the enrolment of courses with substantial contact-hours. We recommend an orientation programme on key success factors to accelerate their development on-the-job.

The capacity-building initiatives by third parties such as NGO's, Embassies, High Commissions and Donor Agencies have focused on a global perspective, as economic crimes are not akin to a specific geographical location. **While EOCO has benefited from such programmes, there are compelling reasons to provide bespoke capacity-building that reflects security concerns in the Country. Therefore, it is envisaged that the Training Plan under this project would be developed in a comprehensive and integrated manner, to include the skills, training gaps, and support for attitudinal changes.**

Ghana Prisons Service

We noted that training and utilization of Information and Communication Technology (ICT) is critical to the performance of Criminal Records Officers. We observed that criminal records in some facilities were managed in a computer-based environment. Nonetheless, local networks were not fully integrated into a centralized system of criminal records management. **Therefore, training in record management from a systemic perspective and utilization of ICT would optimise the performance of Criminal Records Officers. This would ensure that information on inmates is updated expeditiously to reflect their circumstances, appointments in Court and sentencing terms.**

Our Gap analysis revealed areas of training for both Superior and Subordinate officers that are involved in Reception duties. While Reception Courses are included in the curricula for recruitment into the Ghana Prisons Service, we noted that some officers also learn Reception duties on-the-job, as refresher courses are not available. **We recommend a structured and systematic approach in delivering Reception Courses at shorter intervals would. This will augment the existing body of knowledge and ensure consistency in the performance of Reception Officers.**

We also noted that Welfare Officers in the Ghana Prisons Service function as Social Workers and should be trained accordingly. There are training gaps, as some Welfare Officers have not been trained as Social Workers. Consequent to this training gap, some Welfare Officers learn from institution knowledge, peers or supervisors. **Therefore, welfare officers who have not been trained in social work are challenged in matters relating to the theoretical foundation of social work. We recommend a structured approach aimed at providing theory and practice based training in Social Work for Welfare Officers. It is important to note that the range of courses would be delivered within the context of social work and welfare duties, which are critical to the well-being of prisoners. The course content would focus on the practical aspects of the role, as well as the needs of prisoners to ensure that Welfare Officers are well-equipped to perform their roles to enhance the administration of criminal justice.**

Some notable training gaps that manifested in the performance of Court Warrant Officers were in the areas of knowledge of the rights of prisoners, preparing inmates for Court, requirements of the Police Service and the Court system. **We recommend that Training Programmes should be delivered within the context of Court Warrant duties, as this would be critical to the preparation of inmates for Court,**

as well as interfacing with the Ghana Police Service. The course content would focus on the practical aspects of the rights of inmates in an equitable delivery of justice. This would ensure that Court Warrant Officers are well-equipped to perform their roles to enhance the administration of criminal justice.

It is expected that the training, qualification and work experience of Legal Officers of the Ghana Prisons Service would provide the minimum requirements to perform their duties. Nonetheless, we noted some gaps between the core body of knowledge for Legal Officers and the expectations of their roles with respect to new laws. **We recommend Training Programmes that would focus on emerging disciplines of law, as well as areas that impact their roles in the delivery of criminal justice.**

It is envisaged that Paralegal Officer Roles would be created in the Ghana Prisons Service. The roles have emerged as a result of gaps identified in the performance of legal and paralegal duties within the Ghana Prisons Service. **We recommend that where the work schedules of Paralegal Officers would allow for study-leave of absence, they should enrol in Postgraduate Diploma of Paralegal studies. A rigorous training would be required for Paralegal Officers to ensure that they are well-equipped to perform their duties of interfacing with key stakeholders and assisting legal officers to discharge criminal justice.**

From our gap analysis, we identified areas of training for Training Instructors in the Ghana Prisons Service. Gaps were noted in the end-to-end development of training programmes and courses. Specifically, the gaps were in the areas of budgeting for costs, monitoring and evaluation. **We recommend that Training Instructors should be trained within the context of Training-the-Trainer. This would ensure that trainers are well-equipped to train staff to perform their roles in the delivery of criminal justice.**

Proposed Training Programmes

Following our findings observations from the Training Needs Assessment of key staff in the Criminal Justice Institutions, we propose Training Programmes for their capacity-building needs. The Training Programmes are classified as **Technical or Generic Training Programmes** based on the training requirements of the Judicial Service in the delivery of criminal justice.

Technical and Generic Training Programmes/Courses

The proposed Training Programmes/ Courses would be categorised as **Technical or Generic**. This categorization is based on the training requirement of the Judicial Service with respect to delivery of criminal justice.

Technical Training Programmes/Courses are directly linked to the mandate of an institution in matters relating to criminal justice. **Generic Training Programmes/Courses** may not be directly linked to the mandate of a particular institution. Nonetheless, the inclusion of Generic Training Programmes/Courses would ensure that staff are trained with the skills required to enhance their technical abilities. The delivery of training in this format would ensure that the training needs of all categories of staff are factored in the overarching goal of capacity-building for Criminal Justice Institutions.

SECTION 1

INTRODUCTION AND BACKGROUND

SECTION 1: INTRODUCTION AND BACKGROUND

A. BACKGROUND OF THE PROJECT

Integral to a democracy is respect and prevalence of the rule of law. This can be achieved by ensuring that a country's justice sector functions efficiently and in a manner that is easily accessible to the public. When the rule of law prevails, a country is more likely to be stable, just and peaceful. The 1992 Constitution of the Republic of Ghana, specifically Chapter Five, establishes the significance of the rule of law and the right to justice for Ghanaian citizens. In order to achieve this mandate, the Justice Sector has made several reforms. However, results from the 2012 Baseline Survey of the Justice Sector of Ghana illustrated that the level of transparency, and the speed of processes and proceedings in the formal justice system was low.

The 2012 Baseline Survey of the Justice Sector of Ghana, conducted by the Law and Development Associates for the Ministry of Justice and Attorney General's Department and the United Nations Development Programme, indicated that there was a disconnection between the Justice Sector and the Ghanaian public. The purpose of the survey was to determine the level of knowledge by the public in matters relating to the Justice Sector of Ghana. Out of 946 respondents, 60% claimed that they had no knowledge or experience of the formal justice system. Among the remaining 40%, 72% of respondents indicated their challenges with the formal justice system. These challenges included high costs of initiating proceedings and consulting a lawyer, as well as frequent adjournments of the proceedings. Majority of the respondents claimed that they had never interacted with Legal Aid Officers and Prosecutors; in fact, 79% of the respondents had no knowledge of the existence of a Legal Aid Scheme.

In order to further Ghana's development, it is necessary that institutions under the justice and legal system function effectively. This suggests that the staff in various institutions should be highly-skilled and knowledgeable about the processes of their respective institutions. Thus, the development of a Training Plan for Criminal Justice Institutions would ensure that staff are trained, using a structured approach. Also, the Training Plan would provide a basis to inculcate the mission and vision of the Criminal Justice institutions. If changes within the institutions are integrated into the Training Plan, taking cognizance of the results from the 2012 Baseline Survey, staff members would be notified to participate in training programmes.

It is against this backdrop that the United Nations Development Program (UNDP) in collaboration with the Ministry of Justice and Attorney General's Department (MoJAGD) engaged the services of ShawbellConsulting to develop a Training Plan for the Legal and Justice Sector. The objective of the Training Plan is to facilitate staff capacity building in a structured setting.

The following institutions have been identified for this Project: Ghana Police Service (Legal & Prosecutions, and Investigations), Economic and Organized Crime Office (EOCO), Legal Aid Scheme, Public Prosecution Division, Ghana Prisons Service (Legal/Remand) and Judicial Service of Ghana.

B. SCOPE OF THE ASSIGNMENT

The Scope of the Assignment as contained in the Terms of Reference is as follows:

1. Conduct a Training Needs Assessment through stakeholder engagement; which should include but not limited to a review of the mandate of the relevant institutions, the skills required to effectively implement these mandates, a job and task analysis of the staff to identify current and desired job performance as well as existing and desired competencies and skills.
2. Conduct a curriculum review of the training institutions of the Ghana Police Service, Prisons Service and Judicial Training Institute
3. Develop a comprehensive specialized Training Plan for identified groups and individual members within the criminal justice chain/ revised curriculum based on the findings of the needs assessment and best practices around the globe
4. Identify and propose relevant and practical training methods and effective strategies for implementing the plan, including training methodologies such as coaching, mentoring
5. Develop a monitoring and evaluation plan for monitoring progress in the implementation of the plan.

C. OUTPUTS AND DELIVERABLES

Under the Terms of Reference (TOR) of this Project, ShawbellConsulting is contracted to submit five (5) Deliverables.

- (i) The first deliverable was the Inception Report;
- (ii) A Draft Training Needs Assessment/Curricula Review Report was the second of the required five (5) Reports;
- (iii) A Final Training Needs Assessment/Curricula Review Report;
- (iv) A Draft Training Plan/Revised Curricula including Implementation Strategy, a Monitoring and Evaluation Plan; and
- (v) A Final Training Plan/Curricula.

Final Training Needs Assessment/Curricula Review Report

This Final Training Needs Assessment/Curricula Review Report is presented in **Two (2) Volumes:**

Volume I is structured around three (3) Sections, as follows:

- **Section 1:** Background of the Project, scope and deliverables of this assignment.
- **Section 2:** Approach and methodology in conducting this assignment.
- **Section 3:** Continuing Project steps, together with the Project Work-Plan and an Activity Schedule to develop the Training Plan.

Volume II is structured around three (3) Sections, as follows:

- **Section 1:** The current state of training in the Criminal Justice Institutions.
- **Section 2:** Findings, Observation and Gaps emerging from the Training Needs Assessment.
- **Section 3:** Recommendations and Proposed Training Programmes.

SECTION 2

APPROACH AND METHODOLOGY

SECTION 2: APPROACH AND METHODOLOGY

Led by our Managing Consultant, ShawbellConsulting has at its disposal a team of Institutional Reform and Legal Consultants, Consulting Staff and Associates that are all experienced in their respective fields both locally and internationally. The hallmark of our team lies in its *collective diversity* under the leadership of our dynamic and experienced Managing Consultant, our long-standing association and the familiarity between us over many years. These factors work together to ensure ownership and commitment to results on the part of each team member.

We provide below, the team that has worked on various components of this project to date:

- Phyllis M. Christian, Project Director
- Patrick Ofei, Project Team Lead 1
- Philip Cobbina, Project Team Lead 2
- Julian Boakye, Project Coordinator
- Dr. Nana Yaa Boakye, Project Coordinator
- Mrs. Philippa Amable, Legal Consultant
- Jane Tetteh, Legal Consultant
- Isobel Nimo, Project Consultant (Legal Expert)
- Francis Atta-Adjah, Project Consultant (Training and Capacity Building)
- Danny Hammond, Project Consultant
- Tracie Annan, Project Consultant
- Selom Apanya, Project Assistant Consultant
- Abraham Agyemfra, Project Assistant Consultant
- Yooku Christian, Project Assistant Consultant

Following the submission of the Inception Report for this Project, we conducted critical activities to develop a Training Needs Assessment (TNA) of the identified Criminal Justice Institutions. We also reviewed the Curricula of respective Training Institutions. These activities would be developed further into a Training Plan for the Criminal Justice Institutions.

In this Section, we present the Approach and Methodology for this assignment, as follows:

- (A) Phases of the Project
- (B) Comprehensive Assessment tools to guide the process
- (C) International Comparative Review
- (D) Stakeholder meetings held

A. PHASES OF THE PROJECT

Based on the requirements laid out in the ToR, the Project would be accomplished in five (5) interlinked Phases:

- PHASE I: Project Initialization and Background Activities
- PHASE II: Review Current State of Training in Criminal Justice Institutions
- PHASE III: Training Needs Assessment
- PHASE IV: Development of a Comprehensive Specialized Training and Implementation Plan
- PHASE V: Recommendations and Development of Final Report

Phase I: Project Initialization and Background Activities

Preliminary introductions were particularly important to generate early stage commitments and cooperation from the relevant stakeholders. Hence, in Phase I of this Assignment, we completed primary activities as part of our initial preparation to execute the Project.

The critical commencement activities performed in this Phase were:

- (a) Obtained and reviewed institutional information on the Legal and Justice Sector Reform Programme and Criminal Justice Institutions, namely:
- Ghana Police Service (Legal & Prosecutions, and Investigations);
 - Economic and Organized Crime Office;
 - Legal Aid Scheme;
 - Public Prosecution Division;
 - Ghana Prisons Service (Legal/Remand); and
 - Judicial Service of Ghana.
- (b) Discussed the responsibilities and expectations of both ShawbellConsulting and UNDP/PMU as indicated in the contract and the ToR.
- (c) Met with focal persons from the Criminal Justice Institutions (CJIs) to discuss our Approach and Methodology and obtained their contact information.
- (d) Developed a work plan to establish a timetable for conducting the Needs assessment, Curricula Review and the Training Plan.

PHASE III: Review Current State of Training in Criminal Justice Institutions

In this Phase, we reviewed the Training Programmes of Criminal Justice Institutions, as a precursor to the Training Needs Assessment. This was to ascertain whether current Training Programmes being delivered in the Institutions were adequate for staff in meeting the requirements of delivering Criminal Justice.

Similarly, we conducted a Curricula Review of the training institutions of the Ghana Police Service, Prison Officers Training School, and the Judicial Training Institute. This review was done to determine whether the Training Institutions are well-resourced to provide the required training to enhance the delivery of Criminal Justice within the value-chain. The curricula of these training institutions would be revised, when deemed inadequate, to bridge the gaps that would emerge from the Training Needs Assessment. Therefore, information gained in this Phase would be critical to the development of a comprehensive Training Plan for the CJIs.

Phase III: Training Needs Assessment

This is the Phase where in-depth information was gathered. We built on the background information gathered in Phases I and II, and further deepened our knowledge of the CJIs by meeting with focal persons, staff and management of the CJIs as well as engaging with identified stakeholders.

We conducted the Training Needs Assessment through stakeholder engagement; which included, but not limited to a review of the mandate of the relevant institutions; the skills required to effectively implement these mandates; a job and task analysis of the staff to identify current and desired job performance; as well as, existing and desired competences and skills. The findings and observations that emerged out of the Needs Assessment were analysed from a global-best practice perspective. Consequently, we developed and proposed Training Programmes based on the intensity of course content.

The Training Programmes were categorized under three (3) groupings, namely:

- (a) Advanced-Level Training Programmes,
- (b) Intermediate-Level Training Programmes, and
- (c) Introductory-Level Programmes

Phase IV: Development of a Comprehensive Specialized Training and Implementation Plan

This Phase will include the performance of critical activities and submission of deliverables for the Project. We will develop a comprehensive specialized Training Plan for identified groups and individual members within the criminal justice chain/ revised curriculum.

The Training Plan will incorporate a wide array of training programmes based on revised curricula of the training institutions of the Ghana Police Service, Prisons Service and the Judicial Training Institute, as well as international Criminal Justice Training Institutions. The training formats to be adopted would include online, in-class and hybrid modules. We will also identify and propose relevant and practical

training methods and effective strategies for implementing the plan, including training methodologies such as coaching and mentoring.

We will develop a monitoring and evaluation plan to monitor progress in the implementation of the plan. The success of this Project is dependent largely on the Monitoring and Evaluation (M&E) of the Results and Resources Framework of the Legal and Justice Sector Reform Programme.

Monitoring is a continuous process that uses a systematic collection of data on specified indicators. This involves periodic measuring of institutional progress toward explicit objectives and giving feedback on the results to decision makers to improve performance. Therefore, a well-planned monitoring framework is vital to the long-term success and changes which are envisaged for the Legal and Justice Sector Reform Programme.

Evaluation is a systematic and objective assessment of ongoing or completed projects, programmes, or policies, to determine relevance, efficiency, effectiveness, impact and sustainability.

The Monitoring and Evaluation Framework would be based on parameters contained in the Legal and Justice Sector Reform Programme document, which include: Intended Outputs – Baseline and Indicators; Output Targets for Year 2 and 3; and Indicative Activities. Consequently, our proposed M&E framework will include: (a) an Implementation Action Plan – Activities, Responsibilities, Timelines and Resource, and (b) Evaluation – Key Indicators and means of Verification.

Phase IV: Recommendations and Development of Final Report

In this Phase, we will facilitate a validation meeting and submit the Final Report. The purpose of the validation meeting is to provide an avenue for key stakeholders to approve the Training Plan. In this meeting, the Chief Director of the MoJAGD, the Programme Analyst, UNDP, Programme Advisor/Manager – PMU and Heads/Representatives of the institutions would discuss and pass a resolution to accept the Training Plan. Consequently, the comments and inputs provided by stakeholders would be collated into a Final Report. The Final Report will entail a comprehensive Training Plan, comprising Needs Assessment and revised Curricula of Training Institutions; Implementation Strategy; and a Monitoring and Evaluation Framework.

B. COMPREHENSIVE ASSESSMENT TOOLS TO GUIDE THE PROCESS

In determining the Training Needs of the Criminal Justice Institutions, we used a myriad of resources within the institutions, applied the knowledge of our Institutional Reform and Legal Consultants, as well as the application of global best practices. This was the basis of developing training thematic areas and subjects for the Criminal Justice Institutions.

We have outlined below, some assessment tools that were used to guide the development of the TNA and Curricula Review of Training Institutions:

- **Mission and goals** provided direction for the training requirements of the institutions. Therefore, the training objectives would be aligned to institutional goals.
- **Job descriptions** included the standards the requirements for executing functional roles, as well as a basis for providing training.
- **Human Resource records** included valuable information to design training programmes for employees.
- **Policies of the institutions** spelt out the categories of staff to be trained, areas of training and frequency of training. This information could be developed into a Training database.
- **Performance reviews** provided the information required to identify the gap in performance of staff. The performance review indicated staff that may need or have requested for training, as well as a basis for providing training to enhance their performance in respective roles.
- **Observations** from our engagements with stakeholders also highlighted employees who needed training in specific areas.
- **Informal discussions** with employees, supervisors and managers to obtain candid information about areas where people feel well-equipped to do their jobs, as well as areas where training may be required.
- **Personal interviews** were effective in discovering Training Needs of employees, but were time-consuming. Nonetheless, this method was best-suited for specialized training that affected a small percentage of staff in the CJIs.
- **An In-depth interview guide**¹ was used to elicit responses for proposed training, especially in the areas of elective or new training programmes. We composed questions which were specific to the TNA and Curricula Review.

¹A sample of the in-depth interview guide has been provided in the Appendices

C. INTERNATIONAL COMPARATIVE REVIEW

We adopted a **Global-best Model Approach** aimed at eliciting best-practices in Training Programmes from other jurisdictions. Specifically, we reviewed global-best practices in Training for staff, as well as Training Programmes in Criminal Justice Institutions of selected countries from within the Commonwealth of Nations. The rationale for selecting Commonwealth Jurisdictions was that it provided a comparable Legal Framework for analytics. While we primarily reviewed Criminal Justice Institutions within Commonwealth Jurisdictions, we found compelling examples from the European Union and the United Nations Office on Drugs and Crime Project to reform Prisons.

To complement the expertise of our Institutional Reform and Legal Consultants; and Stakeholder inputs, we applied the Global-best Approach. This was crucial for developing thematic areas of training and course selection within the context and requirements of the criminal justice value-chain in Ghana. Similarly, the revised Curricula of the Criminal Justice Training Institutions would be modelled on the findings from the needs assessment and the best practices study. Consequently, the Training Programmes identified in our review would be used as a basis for developing a comprehensive specialized Training Plan for identified groups and individual members in the Criminal Justice Institutions.

D. STAKEHOLDER ENGAGEMENT

Our Stakeholder engagement at this Phase focused on meeting with focal persons identified for this Project. Heads of Human Resource/Administration Departments, Heads of relevant departments and key personnel were deemed to be relevant to the Project.

In our deliberations, we focused on the following areas:

- Mandates of the Criminal Justice Institutions
- Training Policies of the Criminal Justice Institutions
- Obtaining any previous or existing Training Plans of the Criminal Justice Institutions
- Reviewing existing Curriculum of the Training Institutions of the Ghana Police Service, Prisons Service and the Judicial Training Institute
- Job descriptions and Curriculum Vitae of key technical staff within the Criminal Justice Institutions
- Competency Assessment/Profiling of selected Staff of the Criminal Justice Institutions
- Interviews with the Focal persons within the Criminal Justice Institutions
- Interviews with key management staff responsible for training and capacity building in the Criminal Justice Institutions
- Meeting with supervisors of the key technical staff within the CJIs to validate Competency Assessments

We have presented below a list of the meetings held with identified stakeholders for this Project:

List of Stakeholder Meetings Held

NO	DATE	NAME OF PERSONNEL	JOB TITLE /INSTITUTION
1.	22/12/2015	• Mrs. Eliza Z. Nantogma	• Assistant ADR Officer, Legal Aid Scheme
2.	5/01/2016	• Supt. Francis Baah • Supt. Michael Osei Akoto	• Deputy General Staff Officer, Ghana Prisons Service (Remand) • Classroom Instructor, Ghana Prisons Service (Legal)
3.	5/01/2016	• Sup. Michael Osei Akoto	• Classroom instructor, Ghana Prisons Service (Legal)
4.	5/01/2016	• Mr. Ampong - Fosu	• Ag. Director of Judicial Reform and Projects, Judicial Service of Ghana
5.	5/01/2016	• DSP. Elorm Donald Bani	• Lawyer, Ghana Police Service (Legal)
6.	06/01/2016	• Mr. Saani Abdul Rasheed	• Lawyer, Legal Aid Scheme
7.	12/01/2016	• ASP. Edward Odame	• Deputy Head of Operations/ Deputy • Head of Drug Law Enforcement, Ghana Police Service (Investigations, CID)
8.	14/01/2016	• Mrs. Elizabeth Sackeyfio	• Senior State Attorney, MoJAGD (Prosecutions Division)
9.	14/01/2016	• Mr. Francis Brakwah • Mr. Solomon Botchway	• Senior High Court Registrar, Judicial Service of Ghana • Senior High Court Registrar, Judicial Service of Ghana
10.	15/01/2016	• Mr. Edward Cudjoe	• Head of Legal, Economic and Organised Crime Office (EOCO)
11.	19/01/2016	• Mrs. Elizabeth Sackeyfio	• Senior State Attorney, MoJAGD (Prosecutions Division)
12.	20/01/2016	• Supt. Francis Baah • DDP. Mark Agbosu	• Deputy General Staff Officer, Ghana Prisons Service (Remand) • Deputy Director, Ghana Prisons Training School
13.	21/01/2016	• ASP. Adu Acheampong Agyeman	• Director of Academics, Ghana Police College
14.	22/01/2016	• Mr. Seidu Adams	• Head of Administration, Economic and Organised Crime Office (EOCO)

List of Stakeholder Meetings Held

NO	DATE	NAME OF PERSONNEL	JOB TITLE /INSTITUTION
15.	22/01/2016	• Mr. Nii Boye Quartey	• Director Human Resource and Administration, Judicial service of Ghana
16.	26/01/2016	• Justice Dennis Adjei	• Court of Appeal Judge/ Director, Judicial Training Institute
17.	26/01/2016	• DSP. David S. Hukporti	• Head of Drug Law Enforcement, Ghana Police Service (Investigations, CID)
18.	29/01/2016	• Mr. Emmanuel Asiamah Sarpong	• Chief State Attorney, MoJAGD (Prosecutions Division)
19.	29/01/2016	• Ms. Mable Ahele	• Deputy Director, Judicial Training Institute
20.	29/01/2016	• COP. Prosper Agblor • ACP. Redeemer V. Dedjor • C/Supt. Felix K. Mawusi • C/Supt. Denis Abade • Supt. Kofi Adzei-Tuadzra	• Director-General, Ghana Police Service (CID) • Deputy Director-General, Ghana Police Service (CID) • Fraud Unit Director, Ghana Police Service (CID) • Intelligence Unit Director, Ghana Police Service (CID) • Ag. Director of Administration, Ghana Police Service (CID)
21.	01/02/2016	• DSP. Elorm Donald Bani	• Lawyer, Ghana Police Service (Legal)
22.	02/02/2016	• Mrs. Elizabeth Sackeyfio	• Senior State Attorney, MoJAGD (Prosecutions Division)
23.	03/02/2016	• Mr. Edward Cudjoe	• Head of Legal and Prosecution Unit, Economic and Organised Crime Office (EOCO)
24.	04/02/2016	• Mr. Francis Brakwah • Mr. Solomon Botchway	• Senior High Court Registrar, Judicial Service of Ghana • Senior High Court Registrar, Judicial Service of Ghana
25.	04/02/2016	• Mr. Nii Boye Quartey	• Director Human Resource and Administration, Judicial service of Ghana
26.	04/02/2016	• Mr. Emmanuel Asiamah Sarpong	• Chief State Attorney, MoJAGD (Prosecutions Division)
27.	08/02/2016	• Mr. Alhassan Yahaya Seini • Mr Sylvester Mends • Mr Jonah Mbazor Aboni	• Executive Director, Legal Aid Scheme • Administrator, Legal Aid Scheme • ADR Coordinator, Legal Aid Scheme
28.	08/02/2016	• Mr. John Bannerman	• Chief Registrar General, Judicial Service of Ghana

List of Stakeholder Meetings Held

NO	DATE	NAME OF PERSONNEL	JOB TITLE /INSTITUTION
29.	18/04/ 2016	<ul style="list-style-type: none"> • Mrs. Patience Baffoe-Bonnie • Gloria Essandoh 	<ul style="list-style-type: none"> • Director Legal, Ghana Prisons Service • Assistant Director, Ghana Prisons Service
30.	18/04/ 2016	<ul style="list-style-type: none"> • C/SUPT Felix. K. Mawusi 	<ul style="list-style-type: none"> • Fraud Unit Director, Ghana Police Service (CID)
31.	19/04/ 2016	<ul style="list-style-type: none"> • C/SUPT Benjamin Addae 	<ul style="list-style-type: none"> • Ghana Police Service – Legal and Prosecution
32.	20/04/ 2016	<ul style="list-style-type: none"> • Justice Tsar • Edward Cudjoe 	<ul style="list-style-type: none"> • Ag. Executive Director, Economic and Organised Crime Office (EOCO) • Head of Legal, Economic and Organised Crime Office (EOCO)
33.	20/04/ 2016	<ul style="list-style-type: none"> • Mrs. Evelyn Keelson • Mr. Frimpong 	<ul style="list-style-type: none"> • MOJAGD – Public Prosecutions Division
34.	21/04/ 2016	<ul style="list-style-type: none"> • Justice Dominic Dennis Adjei • Mrs. Dorothy Kingsley - Nyinah 	<ul style="list-style-type: none"> • Judge of the Court of Appeal, Judicial Service of Ghana • Court Manager, Judicial Service of Ghana
35.	29/04/2016	<ul style="list-style-type: none"> • DSP. David S. Hukporti 	<ul style="list-style-type: none"> • Head of Drug Law Enforcement, Ghana Police Service (Investigations, CID)
36.	29/04/2016	<ul style="list-style-type: none"> • DDP. Mark Agbosu 	<ul style="list-style-type: none"> • Deputy Director, Ghana Prisons Training School
37.	05/05/2016	<ul style="list-style-type: none"> • C/SUPT Benjamin Addae 	<ul style="list-style-type: none"> • Ghana Police Service – Legal and Prosecution
38.	05/05/2016	<ul style="list-style-type: none"> • Edward Cudjoe 	<ul style="list-style-type: none"> • Head of Legal, Economic and Organised Crime Office (EOCO)
39.	06/05/2016	<ul style="list-style-type: none"> • Mr. Saani Abdul Rasheed • Mr. Alhassan Yahaya Seini 	<ul style="list-style-type: none"> • Lawyer, Legal Aid Scheme • Executive Director, Legal Aid Scheme
40.	06/05/2016	<ul style="list-style-type: none"> • Mr. John Bannerman 	<ul style="list-style-type: none"> • Chief Registrar General, Judicial Service of Ghana
41.	12/05/2016	<ul style="list-style-type: none"> • Ag. DPP Yvonne Atakora Obuobisa • Ms. Winifred Sarpong 	<ul style="list-style-type: none"> • Prosecutions Division

SECTION 3

CONTINUING PROJECT STEPS AND WORKPLAN

SECTION 3: CONTINUING PROJECT STEPS AND WORKPLAN

A. CONTINUING PROJECT STEPS

Following the submission of the Final Training Needs Assessment, our firm will continue to perform activities as provided under the Terms of Reference to develop the Training Plan.

The activities going forward will be:

- ✓ **Prepare a Draft Training Plan including implementation strategy, and a monitoring and evaluation plan**
- ✓ **Facilitate a validation meeting with key stakeholders to approve the plan**
- ✓ **Submit Final Training Plan**

On the following pages, we have presented a Work Plan and an Activity Work Schedule, including anticipated completion dates for the activities outlined above.

B. WORK PLAN

	Description	Activity	Meetings	Deliverables	Timeline	
					Duration	Due Date
Phase 1	Develop an Inception Report	<ul style="list-style-type: none"> • Project Initialization Activities • Background reviews and analysis • Background Consultations • Preparation of the Inception Report 	Criminal Justice Institutions (CJI) and UNDP.	Inception Report which includes a work plan, the methodology to be used and a comprehensive assessment tool to guide the process	5 working days	17-Dec-15
Phase 2	Conduct Training Needs Assessment/Curriculum Review of Training Institutions	<ul style="list-style-type: none"> • Deliberations and Consultations • Assessment and Curricula Review • Development of Draft Training Needs Assessment/Curricula Review Report 	Stakeholder Engagements	Draft Training Needs Assessment/Curricula Review Report	35 working days	24-Mar-16
Phase 3	Develop a Final Training Needs Assessment Report	<ul style="list-style-type: none"> • Finalize Training Needs Assessment/Curricula Review Report 	Stakeholder Engagements	Final Training Needs Assessment/Curricula Review Report (Two hard copies and a soft copy)	10 working days	20-Apr-16
Phase 4	Develop a Comprehensive Specialized Training Plan	<ul style="list-style-type: none"> • Gap analysis and development of a comprehensive specialized training plan • Identify and propose relevant and practical training methods and effective strategies for implementing the plan • Prepare a Draft Training Plan 	Stakeholder Engagements	Draft Training Plan/Revised Curricula including Implementation Strategy, a Monitoring and Evaluation Plan	25 working days	4-May-16
Phase 5	Finalize Training Plan	<ul style="list-style-type: none"> • Facilitate a validation meeting with key stakeholders to approve the plan • Submit Final Training Plan 	Validation Meeting	Final Training Plan/ Curricula with inputs and comments from stakeholders incorporated (Two hard copies and a soft copy)	10 working days	13-May-16

C. ACTIVITY WORK SCHEDULE

WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
PHASE 1: Develop an Inception Report																			
• Project Initialization activities	█																		
• Background reviews and analysis	█																		
• Background Consultations	█																		
❖ Project Inception Report	█★																		
PHASE 2: Conduct Training Needs Assessment																			
• Deliberations and Consultations	█	█	█	█	█	█	█	█	█										
• Assessment and Curricula Review	█	█	█	█	█	█	█	█	█										
❖ Draft Training Needs Assessment/ Curricula Review Report	█		█	█	█	█	█	█	█	█★									
PHASE 3: Conduct Curriculum Review of Training Institutions																			
• Conduct a curriculum review of training institutions	█									█									
❖ Final Training Needs Assessment/ Curricula Review Report	█									█★									
PHASE 4: Develop a Comprehensive Specialized Training Plan																			
• Gap analysis and development of a comprehensive specialized training plan	█								█	█	█	█	█	█	█	█	█	█	█
• Identify and propose relevant and practical training methods and effective strategies for implementing the plan	█									█	█	█	█	█	█	█	█	█	█
❖ Draft Training Plan	█															█	█	█★	
PHASE 5: Finalize Training Plan																			
• Facilitate a validation meeting with key stakeholders to approve the plan	█																		█
❖ Final Training Plan	█																		█★