



# CIVIL SERVICE INSTITUTE (CSI)

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# POST GRADUATE NEED ASSESSMENT REPORT April, 2023



## TERMS AND ABBREVIATIONS

<b>Terms</b>	<b>Abbreviations</b>
Civil Service Commission	CSC
Civil Service Institute	CSI
Civil Service Strengthening Project	CSSP
Education Sector Strategic Plan	ESSP
Education Sector Analysis	ESA
Focus Group Discussion	FGD
Ghana Institute of Management and Public Administration	GIMPA
Key Informant Interview	KII
Ministry, Department and Agency	MDA
Postgraduate Needs Assessment	PGNA
Peace-Building, State-Building Goals	PSG
School of Graduate Studies	SGS
Statistical Package for Social Science	SPSS
Sustainable Development Goals	SDGs
Training Needs Assessment	TNA
United Nations Development Program	UNDP
National Development Plan III	NDP III

## **LIST OF TABLES**

<b>Table 1: NDP III PILLARS ALIGNED TO CSI SCHOOL OF GRADUATE STUDIES .....</b>	<b>6</b>
<b>Table 2: Post Graduate Diploma Program.....</b>	<b>8</b>
<b>Table 3: Sample Institutions; Name and Size .....</b>	<b>11</b>
<b>Table 4: Respondents' Educational Level .....</b>	<b>16</b>
<b>Table 5: Age Representation .....</b>	<b>16</b>

## **LIST OF FIGURES**

<b>Figure 1: Respondents Sex .....</b>	<b>15</b>
<b>Figure 2: Institutional MA Shortage .....</b>	<b>17</b>
<b>Figure 3: MA Programs in Demand.....</b>	<b>17</b>
<b>Figure 4: MA Program Prioritization .....</b>	<b>18</b>

## **Contents**

TERMS AND ABBREVIATIONS .....	II
LIST OF TABLES.....	III
AKCNOWLEDGEMENT .....	VI
EXECUTIVE SUMMARY .....	VII
CHAPTER ONE.....	1
INTRODUCTION .....	1
1. Background.....	1
1.2 Rationale for School for Graduate Studies.....	2
1.3 Purpose of the Postgraduate Needs Assessment .....	2
1.4 Objectives of the Postgraduate Needs Assessment .....	3
1.5 Study Coverage .....	3
1.6 Structure of the Post Graduate Needs Assessment Report.....	3
CHAPTER TWO .....	4
INSTITUTIONAL RELATED DOCUMENTS .....	4
2.1 Civil Service Strengthening Project (CSSP) .....	4
2.2. Somaliland National Vision (2030).....	4
2.3 NDP III (2023-2027).....	5
2.4 CSI Strategic Plan (2022-2026) .....	5
2.5 Somaliland National Education Policy (2015-2020).....	7
2.6 Somaliland Education Sector Strategic Plan (ESSP-2022-2026).....	7
2.7 CSI-GIMPA Training Assessment.....	8
CHAPTER THREE .....	10
APPROACH & STUDY METHODOLOGY .....	10
3.1 Approach of Postgraduate Needs Assessment .....	10
3.2. Study Methodology .....	10
3.2.1 Qualitative Approach .....	10
3.2.2 Quantitative Approach .....	11
3.3 Data Quality Control .....	11
3.3.1 Tool Development.....	11
3.3.2 Pilot Testing .....	11
3.4 Sample Size .....	11
3.5 Sampling Procedure .....	12

3.6 Data Collection Instrument .....	12
3.6.1 Questionnaire .....	12
3.6.2 Key Informant Interview .....	13
3.7 Data Analysis and Interpretation.....	13
3.7.1 Quantitative Data Analysis.....	13
3.7.2 Qualitative Data Analysis.....	13
3.8 Ethical Considerations.....	13
3.9 Limitations of the Study.....	14
<b>CHAPTER FOUR .....</b>	<b>15</b>
<b>FINDINGS.....</b>	<b>15</b>
4.2.1 Respondents' Sex.....	15
4.2.2 Educational Level.....	16
4.2.3 Age of Respondents .....	16
4.2.4: MA Need and Priority .....	17
4.2.5 Mode of Delivery .....	18
4.2.6 Professional Certifications .....	19
Figure 5: Postgraduate Diploma Demand. ....	20
4.2.6 FINDINGS FROM KEY INFORMANT INTERVIEW.....	20
<b>CHAPTER FIVE .....</b>	<b>23</b>
<b>GENERAL RECOMMENDATIONS .....</b>	<b>23</b>
<b>APPENDIX A: QUESTIONNAIRE .....</b>	<b>24</b>
<b>APPENDIX B: KEY INFORMANT INTERVIEW .....</b>	<b>4</b>

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## **EXECUTIVE SUMMARY**

The Civil Service Institute (CSI), which was established in 2005, currently provides degree, one-year diploma, and short-term training programs. The Institute provides a dependable platform for offering training and development activities for the civil service. Postgraduate Needs Assessment (PGNA) was carried out in the Moradijeh region, particularly in the city of Hargeisa, from February to April 2023. Furthermore, sixteen public institutions and five private sector organizations were chosen from the Postgraduate Needs Assessment to identify knowledge and skill shortfalls or gaps among professional civil servants. The goal of the postgraduate requirements assessment is to identify skill and knowledge gaps among civil servants in these various categories in order to develop a list of their chosen master's programs as well as effective trainings that will allow them to accomplish their tasks appropriately.

The postgraduate needs assessment methodology was composed of desk review which was used as a secondary data from different institutional related policy documents as well as national development III (2023-2027). This study also used a hybrid methodology, collecting data through key informant interviews, desk reviews of secondary sources, and questionnaires given to practitioners working in particular public and private institutions. The KII was also attended by ten senior officials, including nine selected government HR directors and one director general, in order to obtain factual and credible information from the postgraduate needs assessment. In regarding the quantitative approach, the consultants developed questionnaires which was intended to the selected departmental directors of the public institutions. The overall sample were 87 participants from the selected public as well as private sector institutions in Hargeisa city. The consultants also used desk reviews to connect the postgraduate needs assessment with important possible national documents and policy frameworks in the country. The Statistical Package for Social Science (SPSS) tool was used to collect and analyze data. Additionally, the study's needs assessment findings suggest that four major selected MA Programs should be commenced in CSI and these include Public Policy, Public Financial Management, Disaster Risk Management and Sustainable Development and finally Public Management

# CHAPTER ONE

## INTRODUCTION

### 1. Background

The Civil Service Institute (CSI), which was founded in 2005, currently offers certificate, diploma, and degree programs. The Civil Service Institute (CSI) that aims to strengthen the capacity of civil servants. It provides a solid platform for delivering training and development activities for the civil service. CSI currently provides degree programs, a one-year diploma program ad a joint master’s degree program, and research and consultancy services. Short-term training, one-year diploma programs, degree programs and a Joint-master’s degree program. The institute also builds the capacity of its staff as well as Somaliland civil servants in delivering graduate programs. The institute creates a niche in state of art programs in human and institutional capacities that is aligned to the ongoing reforms and responds the training needs of individual institutions.

The President of the Republic of Somaliland, in carrying out his constitutional duties and having recognized the governance of the Civil Service Institute plays a pivotal role in the provision of quality education, research and innovation, diversifying community services and meeting societal needs, re-established the Civil Service Institute through the Establishing Charter No. 01/2021 as an autonomous public institution of continuous learning in the civil service to improve the performance of civil servants and reinforce the basic principles and core values of Somaliland civil service. The CSI is responsible for the advancement of all forms of knowledge, skills and scholarship of Somaliland civil servants, in keeping with the international standards.

NDP III (2023–2027) affirms that over the past 20 years, the number of higher education institutions in Somaliland has increased, from one university in 1998 to 34 universities in 2021, with only eight of them being public. In higher education institutions, there are thought to be between 50,000 and 53,000 students enrolled. About 13,770 students enroll each year on average at all universities. According to an analysis of university access statistics, more students attend private than public universities. In this regard, CSI management established the School of Graduate Studies in accordance with the institute's five-year strategic plan (2022-2026), which is specifically intended to provide a high-quality higher education Master's Degree Program in Somaliland and to produce qualified and competent educators for both public and private institutions. The school of graduate studies therefore carried out a

postgraduate need assessment on February 20, 2023, which was specifically targeted for the public sector as well as a few private sector institutions in Somaliland, to determine whether there is a shortage gap in master's degrees in Somaliland's civil service. Therefore, it is anticipated that a postgraduate needs assessment will identify the gaps and elaborate on the necessary steps to scale up to address those gaps.

## **1.2 Rationale for School for Graduate Studies**

After successfully running undergraduate programs for 12 years and producing graduates who significantly benefited public institutions, Civil Society Organizations, the market, and society at large, the Civil Service Institute decided to establish the School for Graduate Studies (SGS) in January 2023 in order to find outstanding postgraduate research-oriented programs that will further benefit civil servants and the community. SGS-CSI aspires to foster an environment that fosters both intellectual and social exchange among the students and faculty members with the ultimate goal of producing research of the highest caliber, thereby significantly contributing to the creation and dissemination of global knowledge. SGS-CSI aspires to be at the forefront of regional graduate and research developments, created on global standards and the integration of research and knowledge.

According to the civil service commission report (2023) states that 753 out of the 24,265 total personnel in the civil service of Somaliland had master's degrees, or 3.1% of the entire workforce. As a result, it is clear that there is a low performance in the educational qualification of the Somaliland civil servants particularly for the Master's degree. Hence, there is a need to raise the standard for a civil servant's higher-level qualifications. To fill this void, CSI established the School for Graduate Studies, which will be designed to produce professional and competent students for both public and private sector institutions.

## **1.3 Purpose of the Postgraduate Needs Assessment**

The purpose of this study was to conduct postgraduate need assessments in targeted public institutions as well as selected private sector institutions, which were mainly targeted for Hargeisa district. The aim of the postgraduate need assessment was to primarily find out the level of master's degree in the targeted civil service in Somaliland.

#### **1.4 Objectives of the Postgraduate Needs Assessment**

- ✚ To assess governmental and non-governmental organizations' potential and practical education/capacity gap and demand for Postgraduate/Masters Programs, Postgraduate Diploma and Professional Training Certifications.
- ✚ Develop a comprehensive education and capacity building plan in response to the identified gaps.

#### **1.5 Study Coverage**

This study was conducted in Hargeisa, the capital city of Somaliland as majority of the Somaliland civil servants work and live there.

#### **1.6 Structure of the Post Graduate Needs Assessment Report**

This paper is divided into five segments, with the background portion serving as the first chapter. The desk review of the institutionally relevant papers is covered in the second chapter. The third chapter is primarily concerned with the methodology and approach used to conduct the postgraduate needs assessment (PGNA). The results of the postgraduate needs assessment are presented in chapter 4, and the summary of conclusions and suggestions connected to the results of the needs assessment is presented in chapter 5.

## **CHAPTER TWO**

### **INSTITUTIONAL RELATED DOCUMENTS**

#### **2.1 Civil Service Strengthening Project (CSSP)**

Civil service reform remains a priority of the Government of Somaliland (GoSL) and has been identified as a key priority in the Somaliland Special Arrangement (SSA). The Somaliland Special Arrangement, a separate and distinct part of the Somali Compact, lays out a way forward for institutionalizing ongoing Somaliland processes and initiatives within an overarching and equal partnership between the Somaliland government, its people, and the international community. The third priority under Peacebuilding and State-building Goal (PSG) 5: Revenue and Services are to create a merit-based and equitably distributed civil service that delivers high-quality basic services and security for all Somaliland citizens.

To deliver on this priority, the Government of Somaliland (GoSL), together with the World Bank and its other development partners, endorsed the Somaliland Civil Service Strengthening Project (CSSP) as the vehicle to support human resource and institutional capacity improvement in targeted government ministries, departments and agencies (MDAs). (CSSP, 2020).

#### **2.2. Somaliland National Vision (2030)**

Somaliland has decided to initiate on the formulation of a road map for its long term development, aspirations and goals. The blueprint for this road map is our vision 2030 which has been developed by asking: Where are we coming from? Where are we today? Where are we going to? And what kind of society do we want to become by the year 2030?

Vision 2030 aims to achieve economic prosperity and social well-being for the people of Somaliland building on the country's success in establishing peace, stability, and democratic institutions. The Government is determined to create an enabling environment where all people can feel that they have the opportunity to realize their potential and play a role in the nation building process. Vision 2030 is based on an inclusive consultative process in which citizens, individually and collectively have contributed to. It is also based on sound analysis of the nation's strengths and weaknesses, of the opportunities it has and the threats it faces. The vision that emerged is a true reflection of people's aspirations and hopes. It defines the country's future and provides commonly owned goals that the nation can rally around.

### **The Vision will:**

- Enable the country to take ownership of its development agenda;
- Aspire the nation and its leadership to mobilize resources, and overcome development challenges to attain a higher standard of living
- Guide development partners to align their support with national priorities and aspirations
- Provide a framework upon which national strategies and implementation plans will be anchored.

The Somaliland National Vision 2030: “A Stable, Democratic and Prosperous Country where people enjoy a high quality of life” is the road map for our country’s long term development aspirations and goals. It poses a number of key questions to us: Where are we coming from? Where are we today? Where are we going to? And what kind of society do we want to become by 2030? This is going to be the foundation upon which the National Development Plan (NDP) reflecting the priorities of my new Government will be based. Vision 2030 highlights the structural challenges we face and is based on five key pillars: Economic Development, Infra-structure Development, Governance and Rule of Law, Social Development, and Environmental Protection. It requires sustained orientation of government resources to promote socio-economic transformation. The preparation process of Somaliland Vision-2030 involved bringing together citizens and other stakeholders to explore, brainstorm and define key development issues. A series of workshops were held in which participants views were synthesized to produce a common consensus on where Somaliland presently stands and where it aspires to be by 2030.

### **2.3 NDP III (2023-2027)**

The NDPII is aligned directly to Somaliland’s existing Coordination Architecture as approved and endorsed through the Somaliland National Planning Commission. Under the 5 Pillars of the National Vision 2030, the NDPII is strategically centered on the nine development Sectors of Health, Education, Environment, Production, Governance, Energy and Extractives, WASH, Economy, and Infrastructure. Each sector has its vision, objectives, outcomes, and interventions that collectively contribute to achieving the Somaliland National Vision 2030 and NDPIII Goals. (NDP III, 2023-2027).

### **2.4 CSI Strategic Plan (2022-2026)**

CSI has developed a five-year (2022-2026) Strategic Plan for the institute, which aligns with Somaliland's National Vision 2030 and National Development Plan III (NDP III). It focuses on advancing all forms of knowledge, skills, and scholarship of Somaliland civil servants and executives

in keeping with the international standards. With this Strategic Plan, the Civil Service Institute creates a niche in state-of-the-art programs in human and institutional capacities aligned to the ongoing reforms and responds to the training needs of individual institutions. This strategic plan aspires to develop and promote civil servants’ knowledge, skills, and attitude by providing short and long-term professional training programs. It also emphasizes enhancing institutional infrastructure and improving internal systems to triangulate results and help provide quality services to the public. During this strategic plan, the institute also commits to expand its trainings to the three eastern regions of Somaliland and improve the capacity of eastern civil servants’ productive evidence-based training courses. As a result, it is imperative to participate in the implementation of the NDP III. The recently founded school of graduate studies is dedicated to doing so, and it has been developed to align both the CSI Strategic Plan and the National Development Plan III (2023-2027), as follows:

**Table 1: NDP III PILLARS ALIGNED TO CSI SCHOOL OF GRADUATE STUDIES**

<b>STRATEGIC THEME</b>	<b>NDP III PILLAR</b>	<b>NDP III OUTCOME</b>	<b>SDGs</b>
<b>Theme One:</b> Improved short-term trainings and educational programs.	<b>Social Development</b>	<b>Outcome 3:</b> By 2027, a significant increase in educational quality and efficiency will have been achieved at all levels.  <b>Outcome 4:</b> By 2027, significant improvements in governance and institutional capacity will have been achieved at all levels.	<b>SDG 4</b>
<b>Theme Two:</b> Improved staff capacity, Infrastructure, and Internal systems.	<b>Economic Development</b>	<b>outcome 3</b> (By 2027, Somaliland will have strengthened institutions and regulatory frameworks through the development and promotion of development-oriented policies and acts that support productive activities, entrepreneurship, decent job creation, creativity, and innovation).	<b>SDG 8</b>
<b>Theme Two:</b> Improved staff capacity, Infrastructure, and Internal systems	<b>Governance</b>	<b>Outcome 2:</b> By 2027, Somaliland government institutions will have a more efficient workforce allowing a more effective delivery of their mandates.	<b>SDG 8</b>
		<b>Outcome 6:</b> By 2027, improved information and knowledge management contributes to better institutional performance.	<b>SDG 4</b>
<b>Theme Three:</b> Improved research and consultancy programs	<b>Governance</b>	<b>Outcome 8:</b> By 2027, an improved institutional, policy, legal, and regulatory framework will have created a stronger foundation for public institutions in the Governance sector.	<b>SDG 9</b>

<b>Theme Four:</b> Enhanced Public Trust, Institutional Brand, and Strategic Partnerships.	<b>Governance</b>	<b>Outcome 4:</b> By 2027, increased national and international coordination and cooperation will allow Somaliland’s government institutions to be more efficient and effective.	<b>SDG 17</b>
<b>Theme Two:</b> Improved capacity, Infrastructure, and Internal systems.	Judicial Development	<b>Outcome 2:</b> Improved institutional capacity of the Somaliland judiciary system.	<b>SDG 16</b>

Source: *CSI Planning & Policy Department (2023)*

### **2.5 Somaliland National Education Policy (2015-2020)**

The Republic of Somaliland is moving into a phase of development and is taking steps to advance the attainment of the objectives of its national development agenda. Education is recognized as necessary tool that provides the human resources needed in the efforts toward national development. Also, the support of communities is recognized as necessary for acquiring national development plans. The development of a Republic of Somaliland National Education Policy (2015-2030) is designed to contribute to the country’s development efforts for a variety of reasons: First, the pivotal role of education in the socio–economic development process is universally acknowledged. Second, education and adequate training provide the conditions for the emergence of expertise that trigger sustainable national development.

Third, the development and advancement of a nation depends on the extent in which its educational programme is relevant. The vision for education in Somaliland is to provide key tools for boosting development and expanding economic growth in several areas including: Pastoralism, fishing, industry, commerce, trade, and agriculture. The government is also committed to expanding girls’ education and disadvantaged groups to offer them basic education that will ensure effective social integration and give them much greater power that will enable them to take control and make genuine choices, both in their personal and public lives.

### **2.6 Somaliland Education Sector Strategic Plan (ESSP-2022-2026)**

The Strategic Plan for the Somaliland Education Sector (2022–2026) is the second comprehensive planning document that offers a full overview of the roadmap that the Somaliland Education Sector will pursue over the next five years. The ESSP heavily draws on an empirically supported Education

Sector Analysis (ESA) in Somaliland. As a result, the CSI’s strategic plan and the Somaliland Ministry of Education and Science's five-year strategy plan for the education sector are directly connected.

## 2.7 CSI-GIMPA Training Assessment

The Ghana Institute of Management and Public Administration (GIMPA) was chosen by the CSC and the CSI as a key partner institution. To ascertain the primary requirements of the Somaliland civil officials, GIMPA and CSI carried out a training needs assessment (TNA) of the MDAs in Somaliland. The training sessions for the MDAs in Somaliland were prepared and delivered using training modules that GIMPA and CSI produced based on the findings of the TNA. Four separate trainings were provided by GIMPA and its partners: a trainer-of-trainers program for short- and long-term courses, which were given to various staff categories working for various MDAs. (GIMPA, 2022).

Furthermore, GIMPA has helped to design two postgraduate diploma programs, namely the Post Graduate Diploma in Planning and Policy and the Post Graduate Diploma in Human Resource Management. On the other hand, GIMPA also sent subject-matter specialists for the modules that were prepared, and the entire postgraduate diploma program was successfully delivered.

**Table 2: Post Graduate Diploma Program**

<b>1</b>	<b>Post Graduate Diploma Program</b>	<b>No. of Modules</b>	<b>Duration and Status</b>
	Post Graduate Diploma in Planning and Policy	<b>8 MODULES</b> 1. Foundations of Planning and Sustainable Development 2. Planning Processes, Administration and Participation 3. Planning Theory 4. Public Policy Analysis and Evaluation 5. Research Methodology 6. Strategic Management 7. Advanced Project Management 8. Contemporary Issues in Planning Ethics	<b>16 Weeks</b>
2	Post Graduate Diploma in Human Resource Management	<b>8 Modules</b> 1. Human Resource Management 2. Performance Management 3. Research Methods 4. Managing Government Compensation 5. Strategic Human Resource Development 6. Employment Relations and Employee Engagement	<b>16 Weeks</b>

		7. Resource, Developing and Empowering Staff 8. Human Resource Information Systems	
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Source: *Ghana Institute of Management & Public Administration, (2022)*

## **CHAPTER THREE**

### **APPROACH & STUDY METHODOLOGY**

#### **3.1 Approach of Postgraduate Needs Assessment**

The basis for a high-quality desk review was laid by the consultants as they read through various associated material to guarantee thorough understanding and to interpret the broader context. They also met with key stakeholders for consultation. Listed below are a few of the documents examined:

- ❖ Somaliland National Vision (2030)
- ❖ Somaliland National Development Plan III (NDP III, 2023-2027)
- ❖ Civil Service Strengthening Project (CSSP,2020)
- ❖ Civil Service Institute (CSI) five years strategic plan (2022 – 2026)
- ❖ Somaliland National Education Policy (2015-2030)
- ❖ Education Sector Strategic Plan ((ESSP-2022-2026)
- ❖ Civil Service Commission Civil Service Demographic Report (2023)
- ❖ Somaliland Education Sector Analysis -ESA (2012-2016)

#### **3.2. Study Methodology**

The results and conclusions of any research are significantly influenced by the quality and soundness of your methodology. In this regard, taking into account demographics and other crucial study-related criteria, the researcher chose to use a hybrid or mixed approach that included both quantitative and qualitative research methodologies. The following quantitative and qualitative approaches were therefore be employed:

##### **3.2.1 Qualitative Approach**

To obtain accurate and trustworthy data from the need assessment study, it was necessary to use a qualitative technique. As a result, a key informant interview (KII) was carried out based on the research. With the help of this tool, it is possible to identify both a comprehensive and detailed view of the gaps as well as potential fixes.

### 3.2.2 Quantitative Approach

Quantitative research techniques verify the data's ability to be quantified in order to support its verifiability. Quantitative data was conducted in the study and this included conducting survey questionnaire of the participants to collect quantitative data.

### 3.3 Data Quality Control

Tool development and testing went through the following process:

#### 3.3.1 Tool Development

In consultation with the Civil Service Institute, tools were developed by consultants. All the tools were developed with ethical considerations in mind, such as do-no-harm, and gender sensitivity. The tools of the data collection were based on the objectives of the postgraduate assessment needs.

#### 3.3.2 Pilot Testing

The primary objective of the pilot testing was to comprehend the data gathering methods required for postgraduate assessment demands in terms of their development gaps and strengths. A one-day pilot was thus performed with 10 chosen civil officials in order to minimize and lessen the misunderstanding of the survey questionnaire. To identify any problems with wording, translation, or the flow of the questionnaire guide as well as to make sure the intent of the questions had been maintained after being translated. The quantitative questionnaire guides were additionally pre-tested to the selected staffs who were unfamiliar with the questionnaire guide

### 3.4 Sample Size

In the collection of data, a total sample size 87 respondents were selected judgmentally including 19 selected public and private sector institutions.

**Table 3: Sample Institutions; Name and Size**

<b>Institution name</b>	<b>Sample size</b>
National disaster and refugee affairs	4
Civil service commission	5
Ministry of justice	5
Supreme Court	5
National Tender Board	4

Ministry of information communication technology	5
Ministry of Internal affairs	4
House of elders	5
Ministry of foreign affairs	5
Sompower Company	5
Ministry of planning and national development	5
National printing agency	5
Ministry of health development	5
Ministry of finance	4
Ministry of environmental and climate change	4
Civil service institute	4
Ministry of education	3
Dahabshiil Bank	5
Daraslami Bank	5
<b>Total Sample size</b>	<b>87</b>

Source: Primary Data. 2023,

### 3.5 Sampling Procedure

The consultants assessed postgraduate demands using both probability and non-probability. Because of the varied respondents, the consultants specifically chose stratified sampling from the quantitative study from the probability sample. Furthermore, from the qualitative study, a non-probability technique, specifically purposive sampling, was chosen in order to obtain factual and reliable information from the key officials of the selected respondents, and the consultants believed that they obtained knowledge and experience from the postgraduate needs assessment's potential participants.

### 3.6 Data Collection Instrument

#### 3.6.1 Questionnaire

In order to gather quantitative data, a survey of the participants was administered as part of the study. By giving out questionnaires to the study's participants, quantitative data was thus also required to carry out the need assessment study. Therefore, consultants deployed questionnaires in 16 public institutions as well as 3 selected private sector which was targeted in Hargeisa district.

### **3.6.2 Key Informant Interview**

To gather crucial qualitative information for the postgraduate need assessment, a key informant interview was conducted. This methodology aided in the successful triangulation of some of the quantitative data to be acquired on the topics pertaining to the participants and other stakeholders.

Eight senior officials from various public institutions participated in the KII in total, including seven HR directors and one general director. Hence, Key informant interviews were also intended to gather data from a variety of persons, including the director generals and human resources directors of eight specific governmental institutions in the Hargeisa district. The consultants gathered pertinent information from stakeholders with expertise and experience relating to the degree of education of their civil officials through the usage of KII.

## **3.7 Data Analysis and Interpretation**

### **3.7.1 Quantitative Data Analysis**

The consultants analyzed the data from the study using descriptive statistics and descriptive analysis. The coded data was entered into the computer, checked, and statistically analyzed using SPSS to generate descriptive statistics from the study variables. Coding was used to create data categories for categorizing the data that would be analyzed. Code categories, themes, and classifications, for example. All of this requires quantitative data analysis. The study's data was analyzed to present percentages and frequencies.

### **3.7.2 Qualitative Data Analysis**

Based on the study's findings, qualitative data analysis was done, and content analysis in particular was used. The replies from interviews were categorized using the topics and themes that appeared in several respondents' responses. With the help of this information, solid inferences were made. A narrative was used to present the results of the analysis of the qualitative data.

## **3.8 Ethical Considerations**

Any need assessment that will be carried out must be accurate and honest. The consultants approached the study with the utmost caution, restraining themselves from any desire to make up data or falsify findings because doing so could jeopardize the whole purpose of the study. The CSI management granted the consultants the required consent letter. The consultants considered the data supplied by the respondents when conducting this investigation. The consultants made a firm pledge to keep the data the respondents provided them with while respecting their right to remain anonymous. To protect their

anonymity, the respondents' real names were kept secret. In order to organize, collect, and process data, the consultants had to follow established standards of professionalism and conduct.

### **3.9 Limitations of the Study**

Following their observations of various limitations in the postgraduate needs assessment report, the consultants have explicitly addressed the following constraints:

- ❖ Along with private financial institutions like Amal Bank, which is based in the Hargeisa district, the central bank has been identified as one of the reluctant public institutions that has not completed the required questionnaires. Therefore, the consultants overcame this challenge to incorporate another crucial new questionnaire that was filled out by certain institutions, preventing the waste of the unfilled returned questionnaire from the aforementioned potential respondents.

# CHAPTER FOUR

## FINDINGS

### 4.1 Introduction

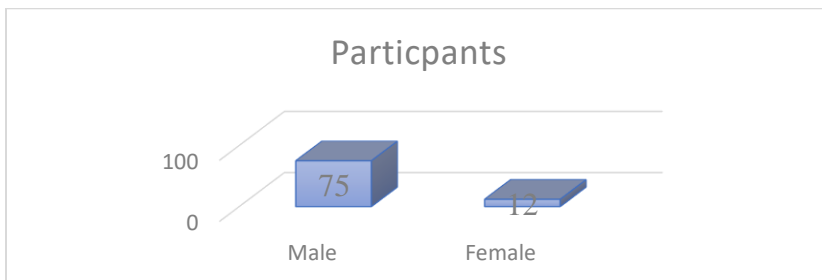
The postgraduate need assessment findings are presented in this chapter. The first section contains demographic information about the respondents, such as age, gender, education, and marital status, while the second section contains the presentation, interpretation, and analysis of the questionnaire and key informant interview which was mainly based on the objectives of the study. This section primarily focuses on the presentation of the data, its analysis, and its interpretation in light of the conclusions of the postgraduate needs assessment. The primary goal of the postgraduate needs assessment is to identify any gaps in human capacity between employees of selected private institutions and civil servants of public institutions, with a focus on the competencies required to improve the performance of both public and private sector institutions.

### 4.2 Demographic Characteristics

This section provides background information on the respondents who took part in this study. The purpose of this background information was to determine the characteristics of the respondents and to depict the population distribution in this study. The background data was gathered based on age, gender and level of education. This distribution is established in the following tables:

#### 4.2.1 Respondents' Sex

Regarding their sex composition, of the total 87 respondents, 75 (86.2%) were male and the rest 12 (13.8%) were female. Implying less female civil servants comparatively and hence the need to encourage females to be part and take correctives measures towards sex composition of the civil servants.



**Figure 1: Respondents Sex**

#### 4.2.2 Educational Level

**Table 4: Respondents' Educational Level**

<b>Educational Level</b>	<b>Frequency</b>	<b>Percent</b>
<b>Diploma</b>	4	4.59
<b>Degree</b>	60	68.9
<b>Masters</b>	22	25.2
<b>PhD</b>	1	1.14
<b>Total</b>	<b>87</b>	<b>100.0</b>

**Source: Primary Data, 2023**

Regarding educational level of the respondents, majority, 60 (68.9%) were first Degree holders, followed by 22 (25.2%) MA holders. Meaning that civil servants having the right to obtain capacity building programs and upgrade in terms of their educational level, for CSI as mandated public institution, it's the right time to consider and commence MA programs in response.

#### 4.2.3 Age of Respondents

**Table 5: Age Representation**

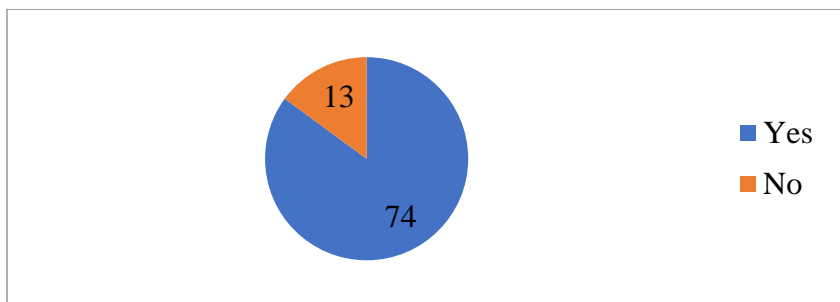
<b>Age</b>	<b>Frequency</b>	<b>Percentage %</b>
<b>20-30</b>	43	49%
<b>31-40</b>	37	43%
<b>41-Above</b>	7	8%
<b>Total</b>	<b>87</b>	<b>100%</b>

**Source: Primary Data, 2023**

The above table 3 shows that 49% of the participants were at the age of 20-30, 43% were 31-40 while 8% of the remaining participants were at the age of 41 and above. Hence, this clarifies that majority of the respondents were at the age 20-30.

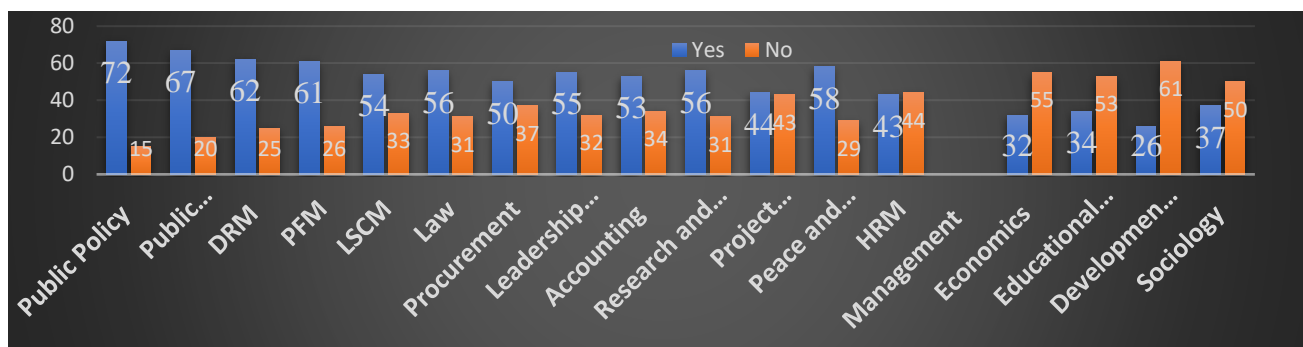
#### 4.2.4: MA Need and Priority

Among questions enquired of the respondents was the existence of qualified MA employee shortage in their respective institutions, and majority 74 (85.05%) of them indicated that there is shortage of MA employees. Also, key informants expressed the need to capacitate the civil servants and bring onboard qualified MA employees that can advance public service delivery.



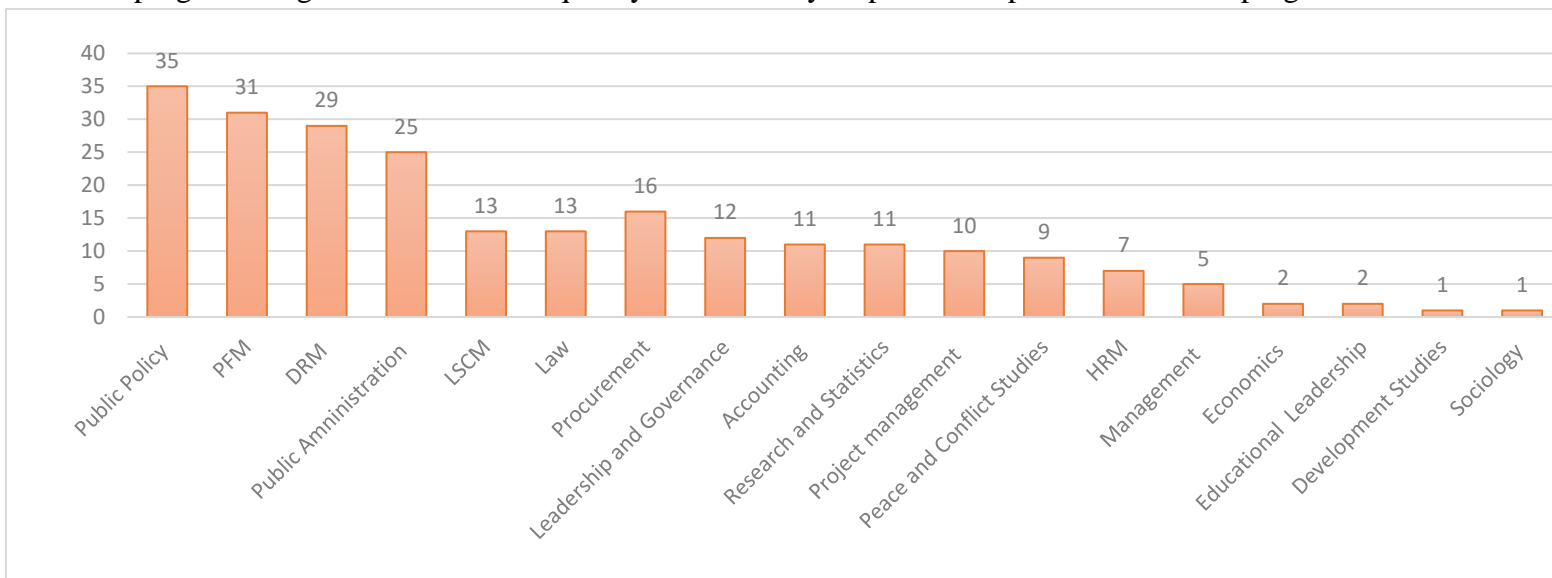
**Figure 2: Institutional MA Shortage**

Furthermore, in relation to identifying specific programs of interest or MA programs civil servants or their institutions need, respondents were asked to choose generally from different disciplines ranging from governance, procurement, peace, law, social, finance to economic related ones. Consequently, as indicated in the below chart, 72, 67, 62, 61, 58, 56, 56, and 55 opt and expressed the need for Public Policy, Public administration, DRM, PFM, Peace and Conflict Studies Research and Statistic, Law and Leadership and Governance, respectively. In other words, Public Policy, Public administration, DRM, PFM, Peace and Conflict Studies Research and Statistic, Law and Leadership and Governance are the leading programs in terms of demand.



**Figure 3: MA Programs in Demand**

Respondents, apart from expressing the need/institutional demand of certain disciplines indicated in the above figure, they were asked to priorities or put in terms of their priority and indicate top 6 priority programs. Figure 4 illustrates frequency or how many respondents opt for certain MA program as:



**Figure 4:MA Program Prioritization**

Priority. Thus, priority No 1, 2, 3, 4 and 5 goes to Public Policy, PFM, DRM and Public Administration, and Procurement respectively. Followed by LSCM and Law.

#### 4.2.5 Mode of Delivery

**Table 4: Mode of Delivery**

Category	Frequency	Percentage
Regular	34	39%
Weekend	46	52%
Summer	3	4%
Online	4	5%
<b>Total</b>	<b>87</b>	<b>100%</b>

**Source: Primary Data, 2023**

Table 4 indicates the mode of delivery preference in which the participants were asked and 52% of the participants chose weekend program, 39% chose regular, 4% of the participants selected summer mode

of delivery while 5% of the participants chose online mode of delivery. Therefore, this points out that majority of the participants selected weekend program for their MA program of study.

#### 4.2.6 Professional Certifications

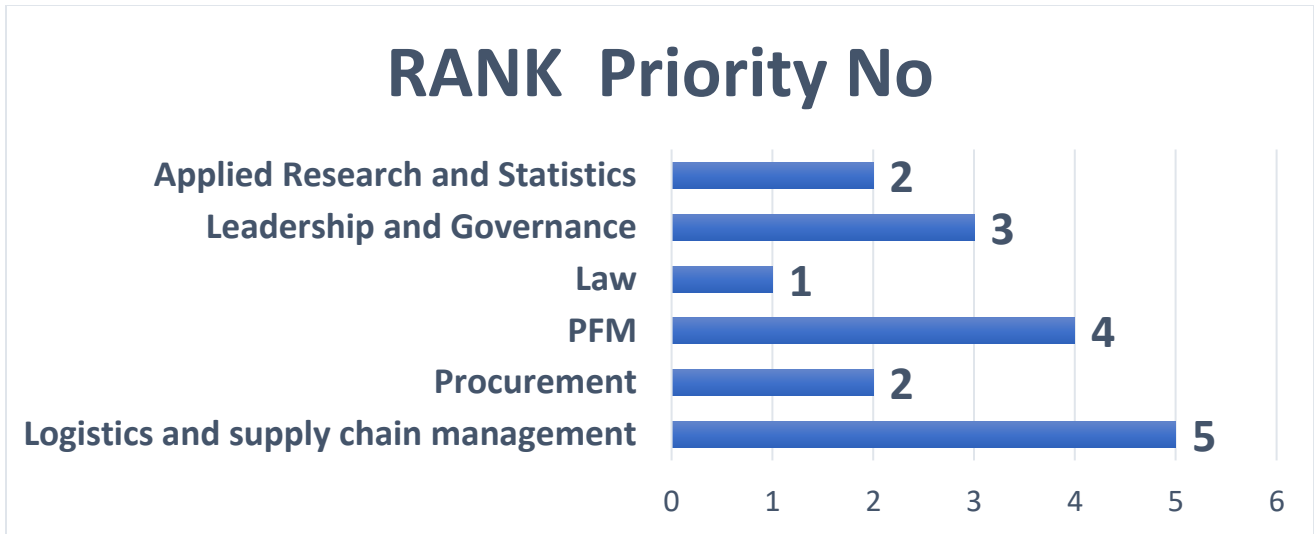
**Table 5: Professional Certifications**

<b>Professional Course</b>	<b>Rank</b>
Monitoring Evaluation Accountability & Learning (MEAL)	1
Policy & Planning	2
Disaster Risk Management	3
Result Based Management	4
Human Resource Management	5
Conflict Resolution	6
Procurement	7

Table 5 demonstrates that the majority of respondents were questioned about the kinds of professional credentials they require for their training programs. Thus, it was concluded from the results that the participants had chosen the top seven professional credentials. Because of this, the majority of participants ranked MEAL professional certification as their top inquiry.

#### 4.2.7 Postgraduate Diploma Demand

From the below figure 6 indicated that majority of the participants who were asked about their potential postgraduate diploma program and they have stated that PGD Law is their number 1 rank, followed by procurement, applied research and statistics, leadership and governance, PFM and logistic and supply chain management.



**Figure 5: Postgraduate Diploma Demand.**

#### **4.2.6 FINDINGS FROM KEY INFORMANT INTERVIEW**

❖ **Are there Master’s Degree Employees in Your Institution?**

Majority of the respondents have stressed that they have employees who have master’s degree in their institutions.

❖ **Shortage of qualified masters level employees in your institution?**

When asked if they have a shortage of master’s employees in their institution, majority of them agreed that there is shortage of employees who have a master’s qualification in the public sector when it is compared with the total number of civil servants who are working in the public sector institutions.

❖ **Is there any position in your organization which demands masters’ degree level of education, but occupied by undergraduate employees?**

When asked about this question, majority of the participants confirmed that most of the civil servants have a Bachelor degree and the reason is that their salary is too low and this indicates that the civil servants are not capable of paying the program fees.

❖ **If there is shortage/gap, in which areas of knowledge or skill you feel it exists?**

Majority of the participants agreed that there is a shortage gap in the knowledge, skill and attitude of the civil servants in every aspect of the public sector and this was caused by the

❖ **Would you tell us up to 6 areas of expertise, knowledge, or skill gap in your institution in terms of their priority?**

When asked to choose 6 areas of expertise, knowledge or if there is skill gap in their public institutions. Since the selected participants have come from different public institutions and they have all agreed the following skill gaps in the public sector:

- i. Public policy
- ii. Public financial management
- iii. Monitoring and Evaluation
- iv. Communication and public relations
- v. Education Policy and Management
- vi. Human Resource management
- vii. Nutrition
- viii. Leadership and Governance
- ix. Public Health
- x. Research Statistics

❖ **About your willingness to send employees for capacity building/join MA?**

The participants of the interview were asked if they are committed and be willing to send them employees for capacitating their employees in the Master's degree program and they all agreed and be willing to send their employees.

❖ **What about mode of delivery Preference?**

Majority of the participants have confirmed and agreed that they prefer to choose week end mode of delivery

❖ **Your recommendation?**

Majority of the respondents recommends several suggestions including that if the CSI is considering offering postgraduate education, it could be wise to base the program on those that are either not offered by the other local institutions or have some restrictions. Also, it might make sense for the tuition to be less expensive than at private universities, giving government employees a better chance to attend.

In addition, in order to establish scholarship programs that can aid public sector organizations, the participants also advise that technical educational programs—which CSI does not offer—be explored for in surrounding nations.

❖ **ABOUT Professional Certifications**

1. Tell us areas of Professional training expertise, skill gap in your institution if any?
  - i. Human resource performance evaluation
  - ii. Public financial management
  - iii. Public procurement
  - iv. Monitoring and Evaluation
  - v. MEAL
  - vi. Report Writing
  - vii. Documentation and Record Management
  - viii. ACCA and CPA
  - ix. Standardization for quality control
  - x. Security Management
  - xi. Policy Analysis

## CHAPTER FIVE

### GENERAL RECOMMENDATIONS

#### 5.1 Introduction

This study examined the postgraduate needs assessment, which was intended for chosen participants from both the public and private sectors. The Morodijeh region, particularly the Hargeisa district, was encompassed by the postgraduate needs assessment. This chapter summarizes the study's potential suggestions which were presented in the below:

- ✚ The participants suggests that CSI should commence postgraduate programs in its current programs.
- ✚ The participants also indicated that they cannot afford to pay the MA program in their semester fee and they have requested from the government to assist in paying their payment semester fee and this shows that majority of them have agreed to send their employees if they are paid by the government budget.
- ✚ The participants also suggest that the mode of delivery of the MA programs should be weekend as it was found from the study's findings.
- ✚ There is also a need to initiate most four preferred MA programs including public policy, public financial management, disaster management and public management.

## **APPENDIX A: QUESTIONNAIRE**

### **Need Assessment Questionnaire for Master's Degree Program**

#### **Preliminary:**

Somaliland Civil Service Institute with the mandate and aim to enhance the knowledge, skills, and attitude of civil servants to enable them deliver effective and efficient services to the public, for 12 years it has produced graduates who have significantly contributed to this cause. Thus, CSI decided to establish the School for Graduate Studies (SGS) in order to find outstanding postgraduate research-oriented programs that will further improve civil servant's capacity and public service delivery. Therefore, with the Mission "to deliver high-quality programs based on identified human resource needs, ..." this need assessment questionnaire is designed to assess existing capacity gap/ needs from public and private stakeholders on a Master's Program in demand.

#### **Objective:**

To assess governmental and non-governmental organizations' potential and practical demand for Postgraduate programs; and identify specific Master's program of interest. Therefore, to meet this objective you are kindly requested to provide appropriate responses for the given questions.

#### **Please note that:**

- ❖ Your answers will assist in bridging capacity and educational gap
- ❖ Your answers will serve as an input for decision making on which master's program to launch
- ❖ Your answers will be handled with strict confidentiality.

**I. General Information**

1. Name of your institution: \_\_\_\_\_

2. Type of your institution:

(Governmental=1 Non-governmental=2) .....

3. Location of your institution

(National=1 Regional =2) .....

4. Main objectives of your institution:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Your position in your institution: \_\_\_\_\_

6. Your educational level:

(Diploma=1 Degree=2 Masters=3 PhD=4)

.....

**II. Needs Assessment Questions**

1. Currently are there Master’s Degree employees in your institution

Yes =1 No=2

2. If yes to **Q 1**, fill the below table

In which field/department					
Number					

3. Currently, is there shortage of qualified masters level employees in your institution?

Yes=1 No=2

If yes in which	LSCM	Procur ement	Sociolog y	PFM	Public Policy	Law	Project managem ent	Econ omic s	Accou nting	Man age	DRM	Dev’t Studies	Edu’n Leaders hip
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field/ program											men t			
Yes=1 No=2														
Others specify														

4. Do you need qualified master's level employees in your organization?

Yes =1 No =2

5. If yes to **Q 4**, which Masters programs/fields

	LSCM	Procur ement	Sociolog y	PFM	Public Policy	Law	Project managem ent	Econ omic s	Accou nting	Man age men t	DRM	Dev't Studies	Edu'n Leaders hip
Yes=1 No=2													

7. if yes to **Q 4**, put in terms of their priority the Masters programs/fields you need

**code:** LSCM=1 Procurement= 2 Sociology=3 PFM=4 Public Policy=5 Law=6 Project management=7 Economics=8 Accounting=9 Management=10 Development Studies =11 DRM=12 Educational Leadership =13

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>

8. If Master's Program in the field of your priority is opened at Somaliland Civil Service Institute, would your institution willing to send its potential employee candidates to join?

(Yes=1 No=2) .....

9. If **"Yes" to Q8**, in which program you prefer your candidates should attend the master's program

(Regular=1      Weekend=2      Summer=3      Other, specify=4 \_\_\_\_\_)

.....

10. Is there any position in your organization which demands masters' degree level of education, but occupied by undergraduate employees?

(Yes=1      No=2) .....

11. If 'Yes' to Q10, what is /are the main reason/s?

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12. Additional comments.

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**Thank you very much for your input. It is greatly appreciated!**

## **APPENDIX B: KEY INFORMANT INTERVIEW**

**Preliminary:** Somaliland Civil Service Institute with the mandate and aim to enhance the knowledge, skills, and attitude of civil servants to enable them deliver effective and efficient services to the public, for the last 12 years, it has produced graduates and certified trainees' who have significantly contributed to this cause. Thus, CSI decided to establish the School for Graduate Studies (SGS) in order to find outstanding postgraduate research-oriented programs that will further improve civil servant's capacity and public service delivery and further expand its professional development training programs

Therefore, with the Mission "to deliver high-quality programs based on identified human resource needs, ..." this need assessment questionnaire is designed to assess existing capacity gap/ needs from public and private stakeholders on Masters, Postgraduate Diploma, and Professional Certification training programs in demand.

### **Objective:**

- ✓ To assess governmental and non-governmental organizations' potential and practical education/capacity gap and demand for Postgraduate/Masters Programs, Postgraduate Diploma and Professional Training Certifications.
- ✓ Develop a comprehensive education and capacity building plan in response to the identified gaps.

Therefore, to meet this objective you are kindly requested to participate this Key Informant Interview.

### **Participants' Consent**

Are you willing to participate    1. YES                    2. No

Your answers will be handled with strict confidentiality.

Institution Name: \_\_\_\_\_

Your position: \_\_\_\_\_

## **KII QUESTIONS**

### **ABOUT MA**

1. Currently are there Master's Degree employees in your institution?
2. Shortage of qualified masters level employees in your institution?
3. Is there any position in your organization which demands masters' degree level of education, but occupied by undergraduate employees? Why?
4. If there is shortage/gap, in which areas of knowledge or skill you feel it exists?
5. Would you tell us up to 6 areas of expertise, knowledge or skill gap in your institution in terms of their priority?
6. About your willingness to send employees for capacity building/join MA
7. What about mode of delivery Preference?
8. Your recommendation?

### **ABOUT Professional Certifications**

2. Tell us areas of Professional training expertise, skill gap in your institution if any?
3. Prioritize in terms of their institutional demand?
4. Your recommendation?







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