



CIVIL SERVICE INSTITUTE (CSI)
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**Training Needs
Assessment Report
of Strengthen The
Civil Service Institute**

Glossary of terms

Institutional capacities	Internal management systems, policies and procedures of an organisation, including professional capacities/skills of the employees.
Professional competence	Knowledge, skills and abilities necessary to perform efficiently the duties/tasks as a professional.
Managerial competence	Knowledge, skills and abilities necessary to perform efficiently the duties/tasks of a manager.
Training needs	The gap between the necessary level of professional competence (current or future) and current competence of an employee.
Identification	Finding out if there are any gaps in professional competence (knowledge, skills, attitudes/behaviours) and define the needs.
Evaluation	Determining the size of a professional competence gap and the impact it may bring on activities.
Training needs assessment	Comparing the level of professional competence of the employee to the level of expertise necessary to efficiently perform the professional duties.
Institutional capacity assessment	Assessing the internal environment to establish the difference between the existing and required capacities to register the most optimal organisational/institutional performance.
Civil Service Institute (CSI)	A center of excellence in public administration and institutional development in Somaliland established to develop and improve capacity of public institutions to discharge effective and equitable public service delivery to the public.

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EXECUTIVE SUMMARY

The Civil Service Institute (CSI) established in 2005, currently delivers short-term training, one-year diploma and degree programs. The Institute provides a solid platform for delivering training and development activities for the civil service. While the CSI is well managed and has a recent and well-maintained building, there is criticism from line Ministries that, it is not addressing the specific training needs of the civil service. The provision of degree and diploma programs by the CSI should be complemented by tailored training modules and up-to-date professional development courses that cover key issues of relevance to civil servants. There is also a need to ensure the sustainability of civil service training and develop a pool of qualified trainers and lecturers. The programs of the Institute also require accreditations and partnership with external similar partner institutions.

It is in this regard that Somaliland in conjunction with the World Bank engaged GIMPA to support human resource and institutional capacity improvement in targeted government Ministries, Departments and Agencies (MDAs).

This Draft Report presents findings on Training Needs Assessment (TNA) to identify gaps in knowledge and skills of top management, middle level staff, upper lower level staff and lower level staff of the CSI, Ministries, Departments and Agencies. The report is the second deliverable for the consultancy services to strengthen the civil service institute's capacity to manage and deliver civil service training.

This Draft Report on the Training Needs Assessment covers among others the following issues:

- Introduction, which provides a brief background of the assignment as well as the target group;
- The general and specific approaches and methodologies employed in carrying out the assignment.

This component of the assignment requires the Consultant to undertake the following activities:

- A desk review of key relevant documents jointly with the HR Professionals being trained; this was accomplished with the trainees.
- To plan the conduct of the needs assessment which involved a series of meetings to plan activities towards the assignment. The various activities were carried out successfully.
- Supervise the conduct of the training needs analysis which involved among other activities, the development of the Data Gathering Instruments (DGI), the administration of the data gathering instruments to the respondents and the training of interviewers.
- Electronic collection and instant transmission of data through the use of Open Data Kit (ODK) tool.
- Conduct data analysis and report on findings. This involved the collation, analysis and interpretation of the data to verify if there were any patterns emerging from the information collected from the respondents. This report is generated based on these activities and the findings and recommendations are submitted to the client accordingly.

Based on the findings, the recommendations for building the capacity of top-level staff, middle level staff, upper lower staff and lower level staff from the targeted institutions are presented as follows:

1. Recommended training areas for Top Level Staff

Category	Training Areas
1. Technical Capacity	<ul style="list-style-type: none"> - Monitoring and Evaluation Skills - Strategic Plan Development - Human Resource Management Information System - Performance Management skills - Quality Assurance and Productivity improvement - Knowledge of Public Policy - Public Perception Management - Information, Communication and Reporting - Project Proposal Writing skills - Supervision and Group Dynamics - Retirement Planning - Report Writing skills - Interpersonal and Communication skills - Capacity to initiate and manage change * Procurement System * Policy Formulation * Time Management * Leadership * Public Financial Management * Budget Preparation
2. Working Environment	<ul style="list-style-type: none"> - Avoiding and preventing workplace violence - Health and safety at workplace - Avoiding and Preventing sexual harassment
3. ICT Capacity	<ul style="list-style-type: none"> - Video Conferencing - Level of knowledge in basic statistics

2. Recommended Training Areas for Middle Level Staff

Category	Training Areas
1. Technical Capacity	<ul style="list-style-type: none"> • Monitoring and Evaluation Skills • Policy Formulation and implementation • Technical report writing • Security data analysis • Team building and management • Information communication (ICT) • Annual work plan and budgeting

	<ul style="list-style-type: none"> • Leadership • Public perception management • Employee performance management • Communication • Conflict management • Negotiation and lobbying skills • Strategic planning/organizational Skills • Peace building and security awareness • Virtual meetings and e-platforms • Governance • Project management • Human resource management • Speech writing • Time management • Stakeholder and development partners management
2. Working Environment Skill Needs	<ul style="list-style-type: none"> • Health and safety at workplace • Disciplinary procedure • Avoiding and preventing workplace violence • Interpersonal relationship
3. ICT Capacity Needs	<ul style="list-style-type: none"> • Microsoft Word • Microsoft Project • Microsoft Excel • Data management Tools and Software

3. Recommended Training Areas for Upper Lower Level Staff

Category	Training Areas
1. Technical Capacity	<ul style="list-style-type: none"> • Civil Service Incentive Schemes • Legal Skills • Report Writing • Project Management • Performance Appraisal • Data Gather, Management and Analysis • Policy Formulation and Implementation • Code of Conduct • Performance Measurement • Communication (e.g. Memos, press release, official letters, radio)

	<ul style="list-style-type: none"> • Team Building • Virtual meetings and use of e-platforms • Knowledge in Leadership and Governance Skills • Public Administration • Resource Mobilization Skills • Customer Care Delivery • Time Management • Organizational and Individual Performance Management • Logistics Management • Public Procurement • Human Resource Management
2. Working Environment	<ul style="list-style-type: none"> • Health and Safety at Workplace • Disciplinary Procedures • Grievance Procedures • Avoiding and Preventing Workplace Violence • Interpersonal Relationships • Emotional Intelligence • Workplace Ethics
3. ICT Capacity	<ul style="list-style-type: none"> • Level of Competence in Microsoft Excel • Data Analysis • Level of Competence in Microsoft Word • Level of Competence in Microsoft Power Point • Level of knowledge in basics statistics

4. Recommended Training Areas for Upper Lower Staff

Category	Training Areas
1. Technical Capacity (Office Management)	<ul style="list-style-type: none"> • Report Writing • Development of Annual Work Plan • Performance Management • Filing and records management • Time management and Leadership • Customer Care

2. Working Environment/Health and Safety	<ul style="list-style-type: none"> • Regulation on OHS • Participation in OHS training and drills • Adequacy of OHS arrangement • Display of OHS regulations in the work place • Grievances procedures, • Disciplinary Procedures and • Interpersonal relations • Workplace ethics • Avoiding and preventing violence
3. ICT Capacity	<ul style="list-style-type: none"> • Microsoft Excel • Microsoft Project • Microsoft Word • Data management tools and Software
Specialized Areas	<ul style="list-style-type: none"> • Career management Plan Development • Contract Records management • Career management Plan Development • Contract Administration

5. General Recommendations – The Way Forward

Acquiring new knowledge and skills (competencies) through capacity building programmes for staff from the targeted institutions is necessary for achieving improved public services delivery. Capacity building programmes are effective when they are tailored towards the self-reported training needs expressed by targeted staff themselves and approved/agreed with their various supervisors or organisations. There was also the need for the report to consider discussions between supervisors and subordinates for understanding to be attained on their respective training gaps to enrich the findings in the report.

Responses from the open-ended questions identified additional training gaps that will be included in the capacity training plan. Other responses from the open-ended questions by some middle level staff identified some key challenges or non-trainable areas that serve as barriers in the performance of their jobs. Some of the challenges include:

- Inadequate office space and furniture
- Persistent financial constraints for training
- Inadequate office equipment such as computers
- Non-equitable allowance system

The Consultant therefore recommends that the Client should vigorously source for funding to equip various MDAs with requisite logistics to make them more effective and efficient in the performance of their jobs.

The importance of periodic training needs assessments as part of the performance management cycle should be emphasized and communicated through targeted institutions. Trainees who participated in the conduct of the needs assessment can play a vital role in advocating for its continuing application.

After studying the qualified thematic areas carefully for each category of staff, it became clear that many of the thematic areas could be grouped as one module; but keeping each thematic area as a separate section in the module. Based on this approach, the recommended Modules and their Thematic Areas as identified by the training needs and capacity/knowledge gaps will be presented in the Capacity training plan in the next report (deliverable).

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background

The Civil Service Institute (CSI) established in 2005, currently delivers short-term training, one-year diploma and degree programs. The Institute provides a solid platform for delivering training and development activities for the civil service. While the CSI is well managed and boasts a recent and well-maintained building, there is criticism from line Ministries that, it is not addressing the specific training needs of the civil service. The provision of degree and diploma programs by the CSI should be complemented by tailored training modules and continuous professional development courses that cover key issues of relevance to civil servants. There is also a need to ensure the sustainability of civil service training and develop a pool of qualified trainers and lecturers. The programs of the Institute also require accreditations and partnership with external similar partner institutions.

It is in this regard that Somaliland in conjunction with the World Bank engaged GIMPA to support human resource and institutional capacity improvement in targeted government Ministries, Departments and Agencies (MDAs).

1.2 Purpose

The purpose of the assignment is to conduct Training Needs Assessment (TNA) to identify gaps in knowledge and skills of top management, middle level staff, upper lower level staff and lower level staff of the CSI, Ministries, Departments and Agencies that will increase their capacity to have the necessary skills, professional competence and objectivity to carry out their duties.

1.3 Structure of the Training Needs Assessment Report

There are seven chapters in this document with the introduction section being the first chapter. The second chapter discusses the approach and methodology applied to conduct the training needs assessment (TNA). While chapter three provides the training needs gaps for top level staff, chapter four provides training needs gaps for middle level staff, chapter five provides training needs gaps for upper lower level staff, chapter six provides training needs gaps for lower level staff and finally chapter seven provides summary and conclusions.

CHAPTER TWO

2.0 APPROACH AND METHODOLOGY

2.1 Approach

The general approach for conducting the TNA was a process-oriented consulting and highly participatory approach. Consultations with the client; and other key stakeholders during the assignment process ensured consensus building and promotion of ownership of the ultimate output/deliverables. This was augmented with extensive desk reviews to help focus the training needs assessment and capacity/knowledge gaps identification and avoid duplication of previous efforts of a similar kind. Various relevant reports and documents on the assignment collected for study and review included the following:

- Final Report on the re-organization and modernization for Ministry of Health
- Final Report on the re-organization and modernization of the Ministry of Labour and Social Affairs
- Final Report on the re-organization and modernization of the Ministry of National Planning and Development
- Final Report on re-organizational and modernization of the Ministry of Presidency
- Validated Organizational Structure for Civil Service Commission
- Inception Report for Organizational Review of the Civil Service Institute (CSI)
- Validated Report on the Re-organization and Modernization for the Ministry of Commerce, Industry and Tourism
- Validated Report on the Re-organization and Modernization for the Ministry of Defence
- Comprehensive Head Count Report for Government of Somaliland Civil Service Commission

Standard data collection methodology was followed; combining quantitative and qualitative methods. Separate questionnaires for four categories of staffs namely (top level, middle level, upper lower level and lower level) were designed.

2.2 Methodology

The training needs assessment and capacity and knowledge gaps identification combined both quantitative and qualitative methods. This was to ensure balance and maximize the benefits of validity and reliability. Mixing qualitative and quantitative methodologies is highly recommended by (Kusek and Rist of World Bank, 2004)¹ for such studies.

Quantitative Methods: In soliciting for quantitative data response from respondents, the training needs assessment Consultant relied on the following instruments; 1) **interviews** and **questionnaire**² with the close-ended questions, and 2) **observations** of relevant information through systematic looking out for the reality on the ground regarding the capacity and knowledge gaps of top management, middle level staff, upper lower level staff and lower level staff of the CSI, Ministries, Departments and Agencies.

¹ World Bank publication. "A Handbook for Development Practitioners – by Kusek and Rist, 2004"; on "Ten Steps to a Results-Based Monitoring and Evaluation System"

² See Appendices 1 and 3

Qualitative Methods: For the qualitative data, the training needs assessment Consultant used the following instruments; 1) **interviews** with open-ended questions from which each respondent had to complete, 2) **focus group discussions**³ to gather relevant information, and 3) **observations** of behaviours and skills needs of top management, middle level staff, upper lower level staff and lower level staff of the CSI, Ministries, Departments and Agencies. Follow-up questions were asked to seek clarification. Notes were also taken where necessary to capture the follow up responses from the respondents.

2.2.1 Design of Interviews and Questionnaires

Separate interview questions and questionnaires for top level staff, middle level staff, upper lower level staff and lower level staff were designed after extensive desk review of the relevant documents. In addition, previous similar assignments also constituted important desk reviews that helped shaped the design of questionnaires to identify the capacity/knowledge gaps; as well as avoid duplication. The final questionnaires arising from this meticulous approach were used for the training needs assessment report. Part one of the questionnaire captured personal data of respondents, part two captured the Technical Job skill needs / knowledge gaps, part three captured gaps in the working environment, part four captured Information and Communication Technology (ICT) skills gaps and part five captured the open responses of respondents.

2.2.2 Sampling Procedure

Two stage stratified sampling steps were developed for this assignment. At the first stage of the stratified sampling, the targeted respondents were grouped into 4 stratum; namely top management level (Director Generals), middle level staff (departmental directors), upper lower level staff (section and unit heads) and lower level staff. At the second stage of the stratified sampling, the Consultant was to use a simple random selection from all the Ministries, Departments and Agencies (MDAs) (See Appendix 1 for list). The underlying reasons for applying the stratified random sampling was to ensure representativeness from all the 4 categories of the MDAs. Therefore, the design of the main study required 100 respondents from each category of staff from the target institutions. The sampling processes however, had to be purposive as random sampling was not feasible because of the availability of respondents and practical complexities. Thus, twenty-two (22) respondents from the top-level category of staff out of the targeted number of twenty-six (26) took part in the survey. For the middle level category, one hundred and thirty-three (133) respondents participated in the survey. In addition, one hundred and thirteen (113) respondents from the Upper Level category of staff took part in the survey. Lastly, one hundred and seventeen (116) respondents were from the Lower level category staff. Thus, the TNA questionnaires were administered to 384 respondents.

2.2.3 Field Data Collection

Field survey to collect data used the designed questionnaires based on the Hennessy-Hicks Training Needs assessment model. Focus group discussions (FGDs) were conducted for top management at various institution levels to provide qualitative information. Common issues of training needs and challenges were

³ See Appendix 2

identified and synthesized from the focus group discussion. To ensure the synthesis of sensitive gender related issues, majority of the FGDs were separated by gender (i.e. FGDs for male and female groups).

Supervisors for the data collectors made preliminary visits to some target institutions chosen for the study (see appendix 5) to prepare the field for the data collection. Support and cooperation from staff in these institutions were established to ensure the success of the data collection process. In each institution, the key stakeholders appreciated the involvement in the study and welcomed and supported the data collection.

The Open Data Kit (ODK) Electronic Data Collection tool, which works on Android tablets was used in the data collection. This assisted in electronic collection and transmission of field data. The toolkit significantly reduced the time spent on questionnaire administration compared to data being collected using pen-to-paper. It eliminated the element of data coding, data template design, and entry. In the collection of the data, one interviewer per one interviewee was adopted with appropriate social distancing.

Quality Control Measures: The following data quality control measures were adopted to ensure quality data was collected:

- The questionnaires were pre-tested before the actual field visits. The pretesting focused on the flow, translation, and logic of the instrument and each of the specific questions. Feedback was provided to enhance the instruments.
- A pilot study assesses the feasibility of completing both the tools and the processes of data collection. Piloting was also done by the Consultant using staff of GIMPA as well as the interviewers to check the validity of the structure of the questionnaires. It focused on the entire process of data collection and was meant to be a “real-life” practice of the data collection. This served as an opportunity for the Consultant to check for glitches in wording of questions, lack of clarity of instructions and anything that could impede the instrument's ability to collect data in an economical and systematic fashion. The interviewers become more familiar with the questions in the instruments and improve the interviewing techniques to ensure that adequate and reliable information was collected.
- Training of Field staff: As part of obtaining reliable and accurate dataset from the field and the technical content of the survey questionnaire that was designed, interviewers were trained via the zoom link using the Open Data Kit (ODK) android electronic system. Training of enumerators before deploying them to the field was a critical component of the survey. A two-day workshop was organised for training the data collectors via Zoom using the electronic questionnaire. During the workshop the trainers participated in a simulation exercise, which clarified the nature of the research tools and the process of the data collection required. The enumerators selected were fluent in both the local and English languages and they had a minimum of diploma qualification.
- Daily team debriefs: Each team undertook a team debriefing led by the team leaders. This activity involved check-ins with the interviewers and field staff to review any challenges faced. This allowed for questions and clarifications and provided feedback to the wider group. This was important in the early stages of the data collection activity to ensure proper interviewing habits and uniformity of data gathered across all the agencies.

- Supervisor checks: Supervisors checked their teams' forms before they were submitted to the server, to ensure completeness and spot-check for errors. The Consultant ensured at least 20% spot-checks.
- Accompaniment: The Consultant in addition ensured that at least 10% of interviews were directly observed by a supervisor or other senior members of the team. All interviewers were directly observed at least once during the first day of the data collection. Observations were summarized in an accompaniment form developed by the Consultant.
- ODK Electronic Data Collection: To ensure the integrity and reliability of the various types of data to be collected, Open Data Kit (ODK) android electronic system was used to load the questionnaires. The ODK toolkit significantly reduced the time and improve data integrity and reliability. Data quality was ensured since the necessary logic and controls were incorporated in the design of the electronic template.

2.2.4 Needs Assessment Analysis

The needs assessment adopted by GIMPA was based on the framework of the Hennessy-Hicks Training Needs assessment model. Data were collected from the target groups by using semi-structured and structured data collection instruments as well as other tools such as interviews and focus group discussions for top level staff. The data collection instruments were developed based on a formal psychometric principle to identify the skill sets of the individual to perform his or her job/activities. On a seven-points scale, the individual provided his/her personal assessment or rating of the skill sets in two dimensions:

- how important a task is to the respondent's job (Rating A);
- how well the task is currently performed (Rating B).

To reduce the likelihood of obtaining subjective responses from the sampled staff, unit heads or immediate supervisors at each staff level were in addition requested to provide an objective assessment of training needs of staff they supervise. Similar instruments were in addition designed for collecting training gaps of respondents' supervisors. These responses were used to triangulate the findings from the data obtained from staff, then identified deviations in the two TNA's results were incorporated in the list of needs for that category of staff.

The Consultant undertook the analysis at each of the four categories of staff. Hence data from each staff level will not be aggregated during the analysis. The Consultant assumes that individuals within a particular staff category are defined by some uniformed capacity requirements hence the choice of staff level as a unit of analysis. Nonetheless, consideration will be given to capturing role specific training needs variations within each of the four staff levels. This will help provide design training models specific for some identified or unique roles.

Capacity gap levels were determined by taking the difference between respondents' rating of the relevance of particular skills or knowledge for performance of their duties, and their perceived current levels of performance in that skill or knowledge area. Thus, for each question in the questionnaire, the difference between a respondent's rating of importance of the question in performing respondent's duties, and

respondent's current rating of delivery/performance on the question is computed to obtain the needs gap at respondent level on the issue.

Interpreting the ratings: Rating A provides an index of how important the task is to the respondent's job, while Rating B provides an index of how well it is currently being performed. Comparing the scores for importance/performance provides an assessment of where the greatest training needs lie. The greater the difference in scores, the greater the training need. Where a task gets a high rating on A but a low rating on B, the training need is high and should be the top priority for training (important task, not well performed). Where the task is rated low on A and low on B, then the task could be considered for training, but as a lower priority (unimportant task, not well performed). Where the task is rated high on A and high on B then there is no training need (important task, well performed). Where the task is rated low on A and high on B, there is no training need (unimportant task, well performed). See Appendix 1 for set of questionnaires for four categories of respondents.

In respect of formal analysis, the performance score (Rating B) was subtracted from the importance score (Rating A) for each individual item of the questionnaire. This gave a difference score which reflected the degree of training need – high scores on importance and low scores on performance indicate a training need. The bigger the difference score, the greater the training need. The average (mean) score achieved by respondents was then calculated from the difference scores to determine whether there is need for a substantial training programme to be run for the staff. Training needs were therefore ranked by the size of the average score. It was important to determine the training need point to serve as a mechanism to identify the priority of the training activity. Based on the data from the respondents, training needs with averaged score above one was picked by the Consultant as the areas that should receive priority attention in developing the capacity training plan.

CHAPTER THREE

3.0 TRAINING NEEDS GAPS FOR TOP LEVEL STAFF

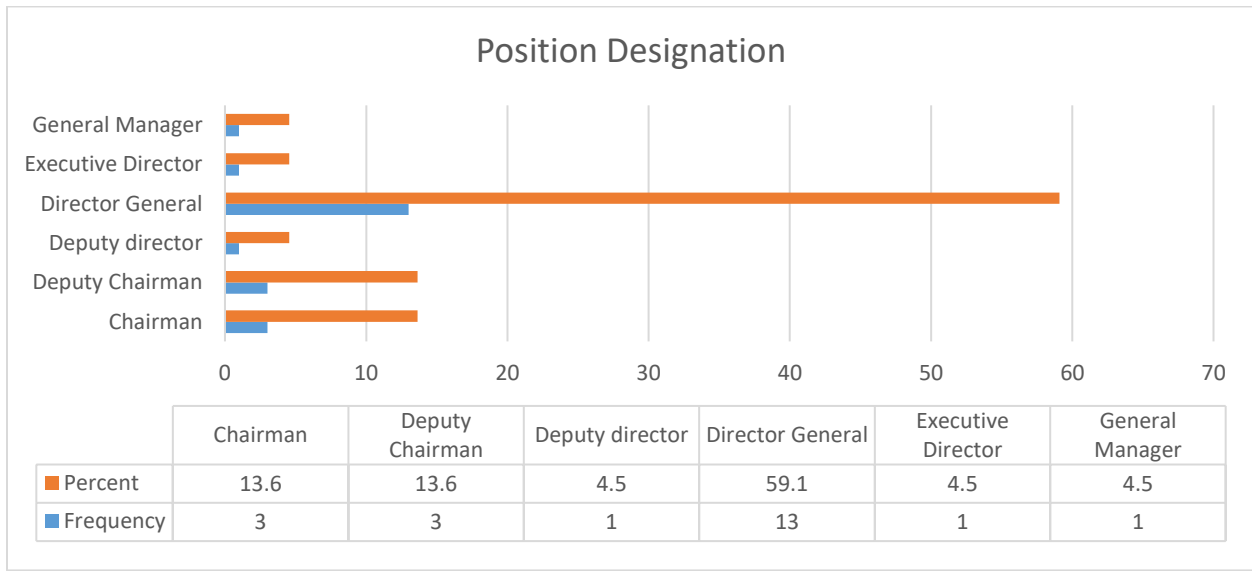
This section of the document presents summary information on the analysis of the data collected from twenty-two top level management staffs from targeted institutions to help identify the training capacity gaps. The overall goal is to assess the human capacity gaps of top-level management staff, placing emphasis on awareness and skills needs required for improving the performance of the Somaliland Civil Service. Information regarding the capacity needs of the top-level management staff in five (5) sections of the administered questionnaire. Questions generally focused on providing information on oversight responsibilities of various government agencies. A combination of soft and technical skills and knowledge were identified as important for the top-level management staff to fulfill their managerial and oversight roles. Also, the questionnaire uses open response questions to elicit views of the top-level management staffs on other issues not covered in the previous closed-ended section. These included useful skill sets of the top-level staffs that are currently not being harnessed to improve performance of the staffs as well as institutional and organizational problems that the top-level management staffs may be encountering.

3.1 Demographics of Top-Level Staff

3.1.1 Position Designation

The distribution of the respondents showed that 59.1% of the respondents occupy Director General position, whilst 13.6% occupying the Chairman and Deputy Chairman position respectively. The Deputy Director, Executive Director and General Manager represented 4.5% each. Thus, the respondents were widely spread from Director General positions to Deputy Director positions. The distribution of the respondents is captured in the **Figure 3.1**:

Figure 3. 1: Position Designation of respondents

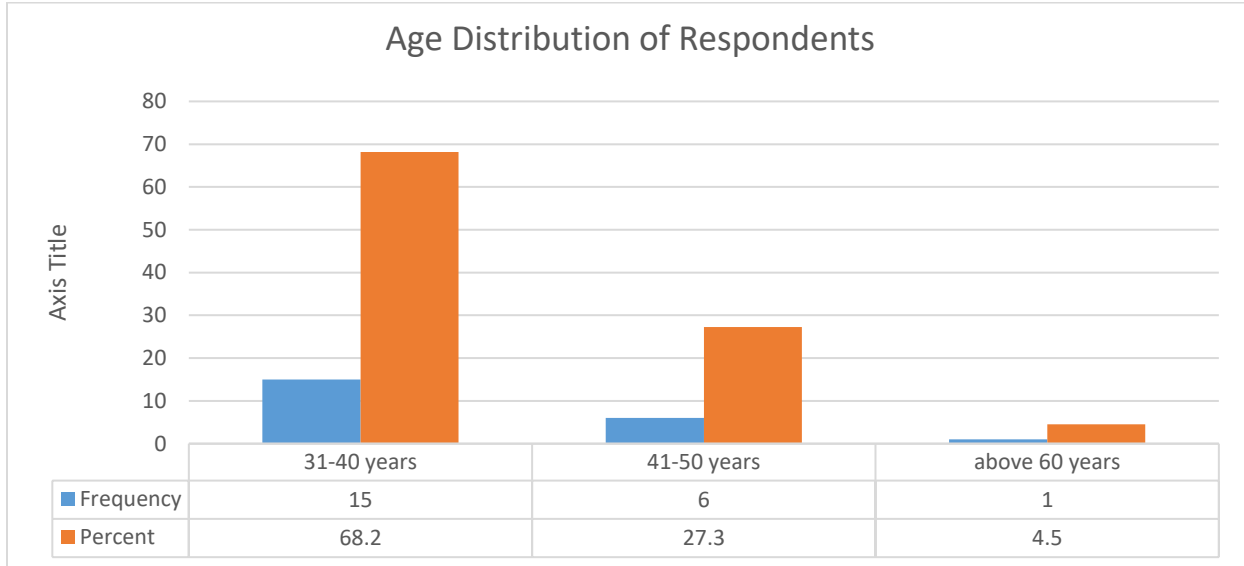


Source: Computed from Field Data, 2020

3.1.2 Age Distribution

As presented in figure 3.2, the age distribution of the sample reveals that more than half (68.2%) of the respondents are between the ages 31 – 40 years followed by those between the ages 41 – 50 years (27.3%). Only a few (4.5%) of respondents are above 60 years.

Figure 3. 2: Age Distribution



Source: Computed from Field Data, 2020

Table 3. 1: Cross Tabulation Age and Position Designation
Position Designation * Age Cross tabulation

Count		Age			Total
		31-40 years	41-50 years	above 60 years	
Position Designation	Chairman	2	1	0	3
	Deputy Chairman	2	1	0	3
	Deputy director	1	0	0	1
	Director General	9	3	1	13
	Executive Director	1	0	0	1
	General Manager	0	1	0	1
Total		15	6	1	22

Source: Computed from Field Data, 2020

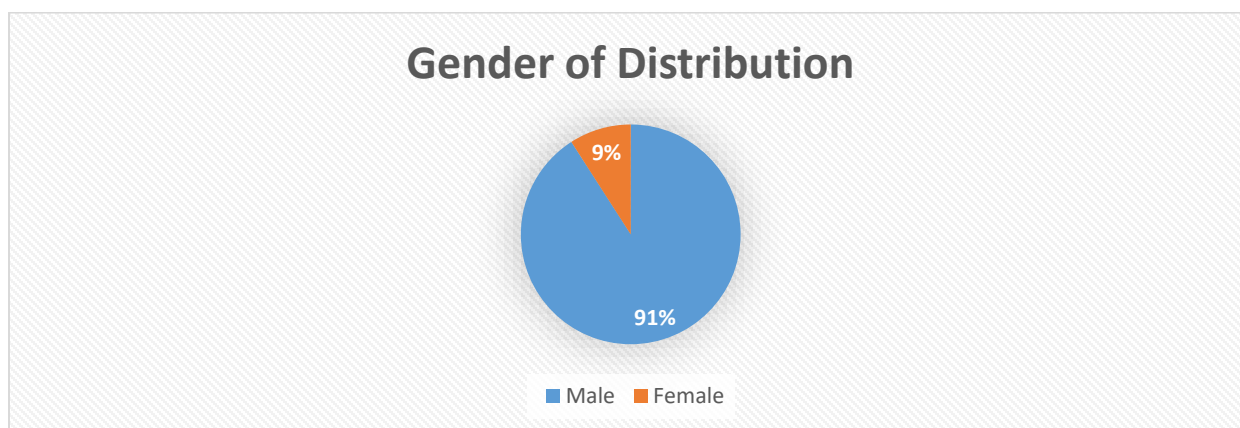
However, cross-tabulating the age of respondents by their position designation shows that nine respondents between the ages 31 – 40 years are in the position of Director General whilst one is in the retiring age of 60

years (see table 3.1). On the whole, it is evident that the top-level management staffs are young working officials that can benefit from either short, medium and long-term training programmes.

3.1.3 Gender Distribution

For top management level staff, there were more male officials (91%) than female officials (9%) (Figure 3). Given historical realities in most civil service in Africa, the gender distribution of respondents confirmed inequality in favour of men. Therefore, there is the need to do a lot more of gender mainstreaming if the 50% requirement by the Millennium Development Goals (MDG) is to be achieved.

Figure 3. 3: Gender of Distribution

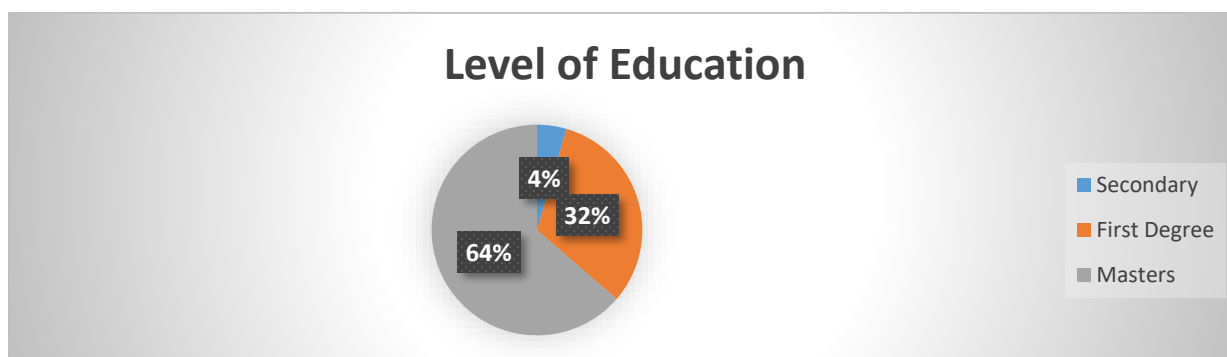


Source: Computed from Field Data, 2020

3.1.4 Level of Education

The question on educational background required an official at the top-level management to state the highest level of education he or she has attained. Figure 3.4 shows the educational background of the respondents. More than half (64%) of the officials at the top-level management holds a Master's Degree followed by those with a bachelor's degree (32%). Few of them hold secondary certificate (4%).

Figure 3. 4: Level of Education



Source: Computed from Field Data, 2020

However, cross-tabulating the level of education of respondents by their position designation shows that majority of the top-level management either have a Master’s Degree or a First degree. On the whole, it is evident that the top-level management staff have the relevant educational background.

Table 3. 2: Highest level of Education by Position Designation

Position Designation * Highest_level_of_education Cross tabulation

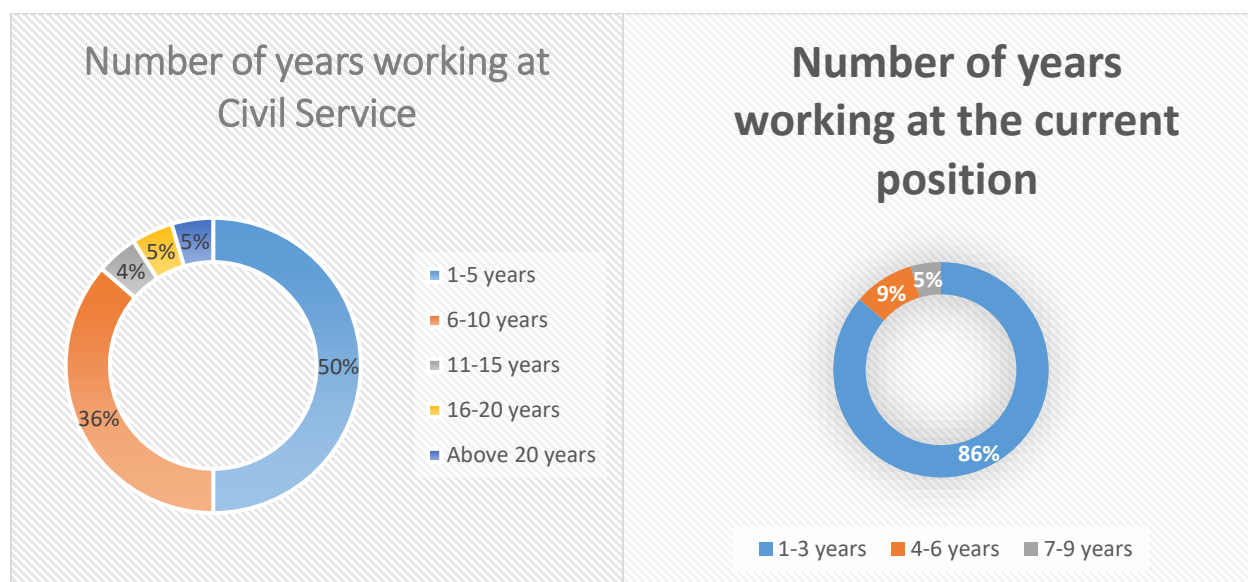
Count		Highest_level_of_education			Total
		Secondary	First Degree	Masters	
Position Designation	Chairman	0	2	1	3
	Deputy Chairman	1	2	0	3
	Deputy director	0	0	1	1
	Director General	0	3	10	13
	Executive Director	0	0	1	1
	General Manager	0	0	1	1
Total		1	7	14	22

Source: Computed from Field Data, 2020

3.1.5 Work Experience

The question on number of years of work experience at the civil service (CS) required an official at the top-level management to state the number of years he or she has been working at the civil service. Figure 3.5 shows the distribution of the number of years of work experience at the civil service and the number of years at the current position of the respondents. While 50% of the officials at the top-level management have worked 1 – 5 years at the civil service, 86% of the officials at the top-level management have worked 1-3 years at the current position. Majority of the top-level managers are new in their roles and may benefit from the training programme.

Figure 3. 5: Number of years working at the Civil Service (CS) and Current Position



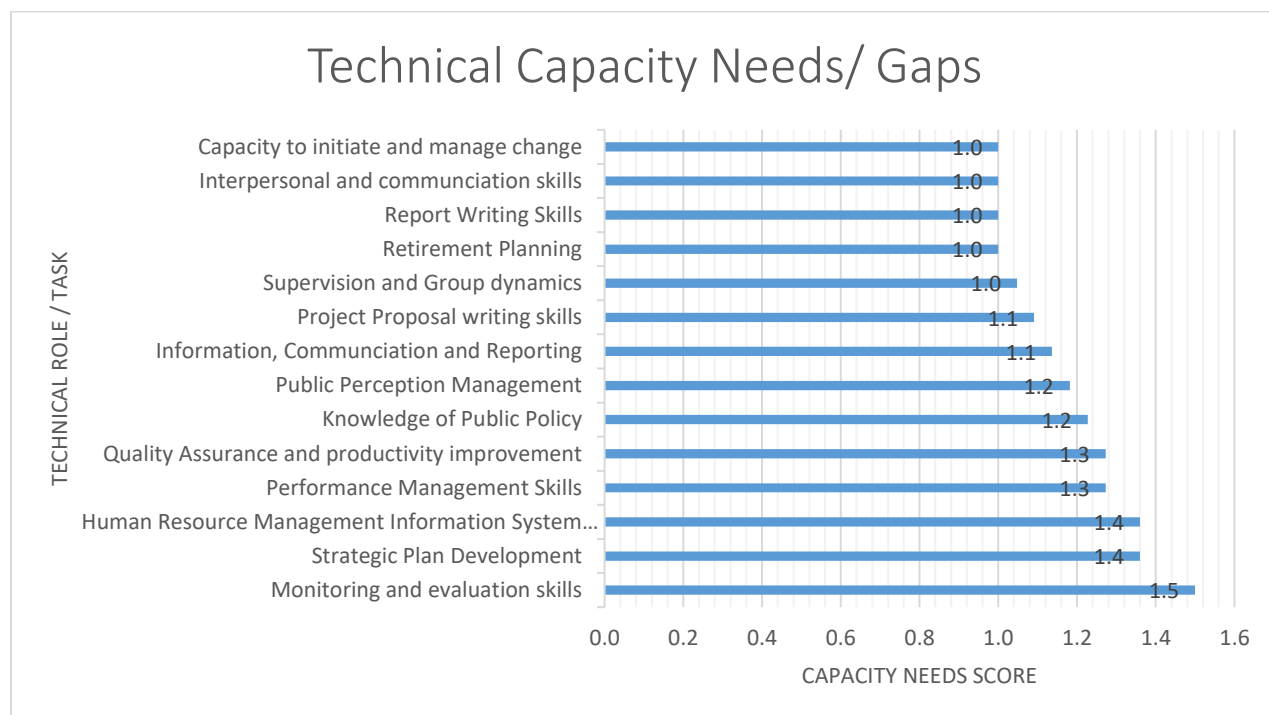
Source: Computed from Field Data, 2020

3.2 Technical Capacity Needs/Gaps for Top Level Staff

Figure 3.6 provides a visual illustration of the finding on Technical capacity needs gaps of top-level management staff (soft and technical skills). These scores are ranked from highest to lowest to reveal the priority weight attached to the issues by respondents; which would then dictate that the issues with high average scores are the ones that should receive priority attention in developing the training plan. Thus, training needs with averaged score above one was picked by the Consultant as the areas that should receive priority attention in developing the capacity training plan.

A summary of findings in figure 3.6 and computed needs gap scores are also presented in Table 3.3. Results indicate that Monitoring and evaluation skills, Strategic Plan Development, HRMIS, Performance Management skills, Quality Assurance and productivity improvement, Knowledge of Public Policy, Public Perception Management, Information, Communication and Reporting, Project Proposal writing skills, Supervision and Group dynamics, Retirement Planning, Report Writing skills, Interpersonal and communication skills and Capacity to initiate and manage change are the leading average difference capacity gaps. This suggests that a limited capacity building budget must be expended first on these identified priority areas in the short term; whilst in the long term the rest of the training areas can be considered based on availability of resources.

Figure 3. 6: Technical Capacity Gaps for top level staff



Source: Fieldwork computation, 2020

Table 3. 3: Summary of Technical Capacity Needs Gap for Top Level Staff

Rank	Training need area	Average Capacity Needs Score
1	Monitoring and evaluation skills	1.5
2	Strategic Plan Development	1.4
3	Human Resource Management Information System	1.4
4	Performance Management Skills	1.3
5	Quality Assurance and productivity improvement	1.3
6	Knowledge of Public Policy	1.2
7	Public Perception Management	1.2
8	Information, Communication and Reporting	1.1
9	Project Proposal Writing Skills	1.1
10	Supervision and Group Dynamics	1.0
11	Retirement Planning	1.0
12	Report Writing Skills	1.0
13	Interpersonal and Communication skills	1.0
14	Capacity to initiate and manage change	1.0
15	Stakeholder and Developing Partners management	0.90
16	Knowledge and understanding of Public Administration System	0.86
17	Negotiation and Conflict Management Skills	0.82
18	Understanding of Public Procurement	0.73
19	Planning, Budgeting and Financial Management	0.73
20	Understanding of Public Financial Management	0.68
21	Ability to work in teams / Team building	0.68
22	Design of Work systems	0.68

23	Ethics and Values	0.59
24	Basic Computer Literacy	0.59
25	Peace building and security awareness	0.50
26	Emotional Intelligence	0.50
27	Leadership Skills	0.50
28	Decision making and problem-solving skills	0.50

Sources: Authors' calculation from field data (2020)

The open responses from majority of top management level staffs in the administered questionnaire identified additional thematic areas which should be part of the training, namely: Procurement System, Policy formulation, Time management skills, speaking skills, Leadership, Strategic Planning, Situational Analysis, Communication skills, Public Financial Management (PFM), Strategic Management, Research skills and International Financial accounts reporting.

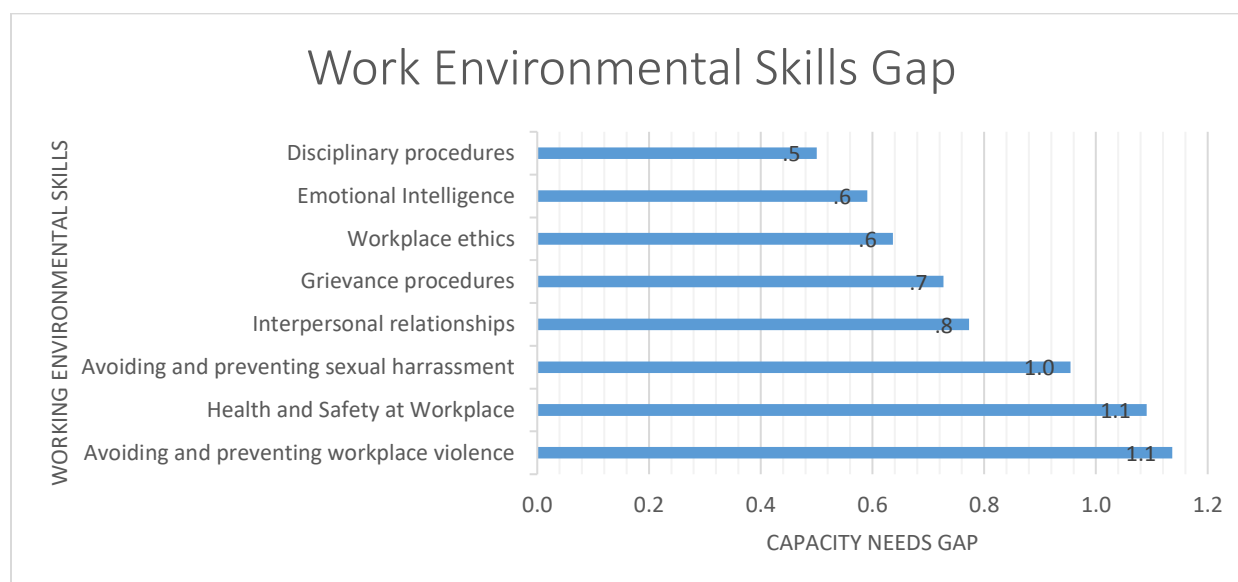
Other technical capacity needs/gaps are conducting profitability analysis, strategic information system, basic budget preparation, and how to review and assess performance within government organization. With the Consultant experience and World Bank Institute (WBI) standards of practice and training⁴, the Consultant found it prudent to add the open responses from the top-level management members in section of the questionnaire to the contents for each module.

3.3 Work Environment Skills

The work environment has been identified as a key factor that affects how employees perform their duties. While the work environment consists of both internal and external factors, the internal factor critically consists of soft factors and physical condition. This report identifies eight soft factors (skill areas) that employees needs to improve on their skills to ensure good working environment for improving their performance. Figure 7 provides a visual illustration of the work environment skills needs gaps for top level management staff.

⁴ World Bank Institute Capacity Building Handbook, 2013

Figure 3. 7: Work Environment Capacity Gaps for top level staff



A summary of questions featured in figure 3.7 above and their computed scores skills gaps are presented in Table 3.4. Results indicate that avoiding and preventing workplace violence, Health and safety at workplace and avoiding and preventing sexual harassment are the leading capacity gaps with an average capacity needs score of above one. This suggests that a limited capacity building budget must be expended first on the identified priority areas with a mean score above one, before considering the remaining training need areas.

Table 3. 4: Summary of Work Environment Capacity Needs

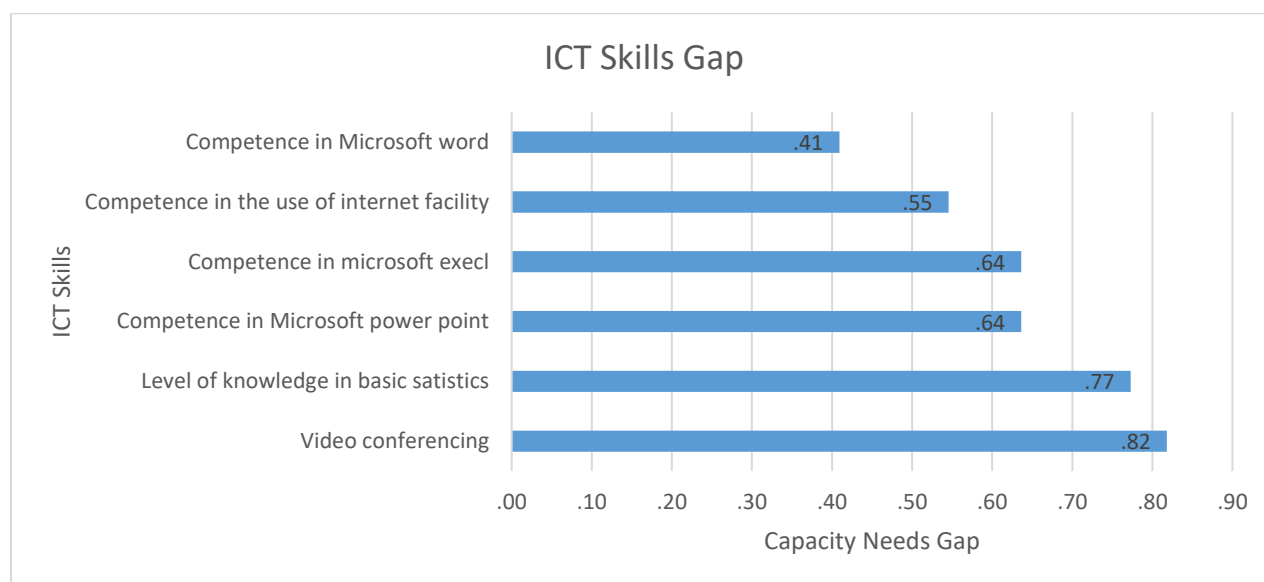
Rank	Training need Area	Average Capacity Needs Score
1.	Avoiding and preventing workplace violence	1.1
2.	Health and Safety at Workplace	1.1
3.	Avoiding and preventing sexual harassment	1.0
4.	Interpersonal relationships	0.8
5.	Grievance procedures	0.7
6.	Workplace ethics	0.6
7.	Emotional Intelligence	0.6
8.	Disciplinary procedures	0.5

Source: Field work computation, 2020

3.4 ICT Skills Gaps for Top Level Staff

Figure 3.8 provides a visual illustration of the ICT skills needs gaps of top-level staff. The higher the difference in scores, the higher the training needs as well as the priority that should be attached to that training and vice versa. From the graph it clearly shows a low mean difference score, which implies the top-level staff have lower needs for the ICT skills training.

Figure 3. 8: ICT Skills Gap for Top Level Staff



A summary of questions featured in figure 3.8 and their computed needs gap scores are presented in Table 3.5 below. Results indicate that video conferencing and level of knowledge in basic statistics are the leading capacity gaps. Findings from the open response section of the questionnaire in addition confirm the training gaps for Basic statistics and video conferencing for the top-level management.

Table 3. 5: Summary of ICT Capacity Needs

Rank	Training Need Area	Average Capacity Needs Score
1.	Video conferencing	0.82
2.	Level of knowledge in basic statistics	0.77
3.	Competence in Microsoft power point	0.64
4.	Competence in Microsoft excel	0.64
5.	Competence in the use of internet facility	0.55
6.	Competence in Microsoft word	0.41

Source: Field work computation, 2020

3.5 Focus Group Discussions with Top Level Staff

Focus Group Discussions (FGDs) was conducted with participants mainly Directors from different Ministries and Agencies. Directors basically are responsible for contributing to the development and the implementation of policies and procedures. According to gender disaggregation, the FGD were female dominated where five (72%) of them were female while two (28%) were male. The information provided by these officials can be generalized as representatives to all the top-level directors.

3.5.1 Corporate governance policies

Results from the FGDs revealed that, majority of the respondents' level of understanding about corporate governance policies were not very good. On the average, they aware the existence of only 80% of the policies. One common issue among the participants was that each of the participants mentioned he/she knows his/her ministry policies but have no idea beyond their respective ministries. In addition to that, some of the participants elaborated that policies are in place and effective, this contributes lot to the conflict resolution between the organization and staff member or between the staff themselves.

The challenges mentioned by the participants were that government policies are not yet fully decentralized. From this point, participants' suggestion was that, there is the need to decentralize government policies and continue various training of participants on corporate governance. One good example observed was participants' argument about labor law. Some of them mentioned the old labor law has been amended while others insisted new labor law has been created but have no idea about the amended labor law.

3.5.2 Recruitment and selection procedures

Participants unanimously ranked their level of understanding of recruitment and selection procedures to 70%. However, the participants had hot discussion about the existence of the procedures and their application. Even though they said procedures are in place they agreed that procedures and policies are not yet fully implemented as they are newly developed but added that they are easily applicable and human resource managers and head of sections were trained on the policies and procedure, participants agreed on that recently implemented policies and procedures so far lowered unnecessary recruitment and ensured effective recruitment and selection procedures in the civil service.

3.5.3 Medical Procedures

Participants' level of understanding of medical procedures has been very low up to 40%. Because only two out of seven mentioned their ministries support their staff for medical needs. They mentioned that there are no written government procedures about staff medical support. Ministries which pay support to their staff are the Ministry of Presidency and the Ministry of Environment. They said each ministry set up its internal system of medical support to its ill-health staff. The point here is there is need to set up coordinated and common government policy and procedures about medical support and build the capacity of staffs to understand the established medical procedures. This will therefore be part of the Human resources

3.5.4 Employee separation procedures

Participants demonstrated a good understanding of the employee separation procedures. They elaborated situations which cause employee separation to include resignation, termination, long-term sickness absence, retirement, and death. Participants confirmed that separation procedures are both in place and in effective. Participants added that pension plan has not been implemented so far despite there are ongoing efforts regarding the subject matter.

3.5.5 Handing over procedures

Participants' level of understanding of handing over policies/procedures was poor. Participants had dissimilar perspectives when it comes to handing over procedures. One of the participants mentioned that there is smooth handing over procedures while others mentioned there is totally no handing over procedures but just formality. Majority of the participants agreed there are no formal written handing over procedures, however, handing over events occur where the officials sign in handing over and taking over responsibilities. One of the participants shared that during her take over she was handed over to office key with no documents. Also, others shared that there are intentional mistakes during handing over where some of the employees leaving from offices delete all the data in the computers or take the office files with them.

Participants' recommendation in this point was to establish clear handing over policies and procedures and build their capacity on the subject matter. They also suggested there should also be consequences against incomplete handing over procedures.

3.5.6 Promotion procedures

Participants were very clear about the promotion procedures. They ranked their level of understanding to 90%. Majority of the participants agreed that there are three areas considered as part of promotion procedures which are education, experience, and performance. However, one of the participants had different view about the promotion procedures. She said there are two types of promotions. First, is the one which Civil Service Commission conducts, and its merit based. This type of promotion is grade promotion meaning you promote from grade C to B or Grade B to A. However, she said the second promotion which is position promotion has no correlation with merit but a top management's wish only. Participants' recommendation in this point was to establish promotion procedures and build their capacity on the subject matter.

3.5.7 Disciplinary procedures

Participants ranked their level of understanding of Disciplinary procedures at 90%. They agreed that each ministry and agency have disciplinary committee who are responsible for fulfilling disciplinary procedures. They added disciplinary procedures are implemented accordingly.

3.5.8 Staff appraisal procedures

Participants' rate their level of understanding of staff appraisal procedures at 70%. Reasons disclosed includes that there is agreed work plan and trainings provided on staff appraisal. They added that employees are aware of their job description. Others acknowledged that there is overstaffing in their ministries and therefore, they sometimes have no activities to engage to some of their employees and this hinders to appraise to some of their employees. Participants' recommendation in this point was government should find solution for the issue of overstaffing which is problem to both work plan development and staff appraisal on the subject matter.

3.5.9 Guidelines to Budget Preparations

Participants' level of understanding of guidelines to budget preparations has been very low at 20%. One of the participants elaborated budget preparation process and said Ministry of Finance Development distributes circular to all ministries and agencies about annual budget preparation and submission. In addition to that Ministry of Finance shares with every ministry and agency to budget ceiling which means they cannot go beyond the certain amount. The knowledge of budget preparation is limited to finance directors. The challenge is all other staff in the ministries have no idea about budget preparations.

Participants' recommendation about this point is to train all the directors so that in case the finance director leaves everybody can fill in the job.

3.5.10 Debt Management Procedures

Participants understanding of Debt management procedures is very low with average rank of 30%. Participants' recommendation about this point is to train all the directors so that in case the finance director leaves everybody can fill in the job.

3.5.11 Internal Control Systems/Procedures

Participants' level of understanding of internal control system has been very low at 20%. From the perspective of low understanding of internal control system, the interpretation could be either low practice or lack of internal control system. Some of the participants mentioned the power is centralized to ministers. Participants' recommendation in this point was to establish clear internal control systems and build their capacity on the subject matter.

Findings from the above FGDs also identified additional thematic areas which should be part of the training manual, namely: Corporate Governance, Recruitment and selection procedures, Medical procedures, handing over procedures, budget preparation, staff appraisal procedures, debt management and internal control procedures.

3.6 Training Needs of Superiors from the Perspective from Middle Level Staff

The Middle-Level Staff in addition provided their perspective on what they think could be part of the training needs of the Top-Level Staff. The details of these perspective for of Middle-Level Staff for the Top-Level are presented in Table 3.6. The results identify key areas such as good governance, leadership, public financial management, supervisory skills, time management as the first set of areas that are needed by the Top-level Staff. Thus, the training gaps for top level management identified by middle level staff confirm those identified by top level management.

Table 3. 6: Training needs of Top-Level Staff from Perspective of Middle Level Staff

Skills identified
Good governance, leadership, public financial management, supervisory skills, time management,
Human resources, planning, decentralization, legal,

Strategic planning, succession planning, monitoring and evaluation
Change management, conflict management.
Work place ethics, aviation training

3.7 Recommended Training Areas for Top Level Staff

The table 3.7 below is used to illustrate how training topics were distilled from the analyzed survey data from the administered questionnaire and focused group discussion. This process was used for all the sections of the questionnaires for the top-level management. Thus, only the recommended module topics (as in the second column of the table below) will be presented based on the results from the administered questionnaires. With the Consultant's experience, good practices and success in out-come oriented implementation and management of various donor-funded projects, the Consultant found it prudent to add the thematic areas from the analyzed data which becomes the topic contents for each module.

In that way it will be easy to identify strong measurement indicators, provide baselines for those indicators and state the targets that must be achieved as evidence of the improvements, increases, enhancements and strengthened skills from the identified contents of the module. These should all be part of the performance evaluation frameworks for monitoring the progress of top-level management staffs towards achieving their various results/outcomes and impacts.

Table 3. 7: Training topics arising from board members questionnaire instrument

Category	Training Topics
1. Technical Capacity	<ul style="list-style-type: none"> - Monitoring and Evaluation Skills - Strategic Plan Development - Human Resource Management Information System - Performance Management skills - Quality Assurance and Productivity improvement - Knowledge of Public Policy - Public Perception Management - Information, Communication and Reporting - Project Proposal Writing skills - Supervision and Group Dynamics - Retirement Planning - Report Writing skills - Interpersonal and Communication skills - Capacity to initiate and manage change * Procurement System * Policy Formulation * Time Management * Leadership * Public Financial Management

	* Budget Preparation
2. Working Environment	- Avoiding and preventing workplace violence - Health and safety at workplace - Avoiding and Preventing sexual harassment
3. ICT Capacity	- Video Conferencing - Level of knowledge in basic statistics

CHAPTER FOUR

4.0 TRAINING NEEDS GAPS FOR MIDDLE LEVEL STAFF

This section presents the capacity needs and the gaps identified for middle level staff. The section also presents the perspectives of the Middle-Level Staff (Directors/Heads of Departments) on the training needs for their subordinates as well of their supervisors. The overall goal is to assess the human capacity gaps of the middle level staff, placing emphasis on awareness and skills needs required to improve their performance. Information required to identify capacity needs for the middle level staff is in five (5) sections of the administered questionnaire. Questions generally focused on assessing capacity of the middle-level management staff to fulfill their mandate in providing oversight responsibilities over various government agencies. A combination of soft and technical skills and knowledge were identified as important for the middle level staff to fulfill their managerial and oversight roles. Finally, the questionnaire also uses open response questions to elicit views of the middle level management on other issues not covered in the previous closed-ended section. These included useful skill sets of the middle level staff that are currently not being harnessed to improve performance of the staff.

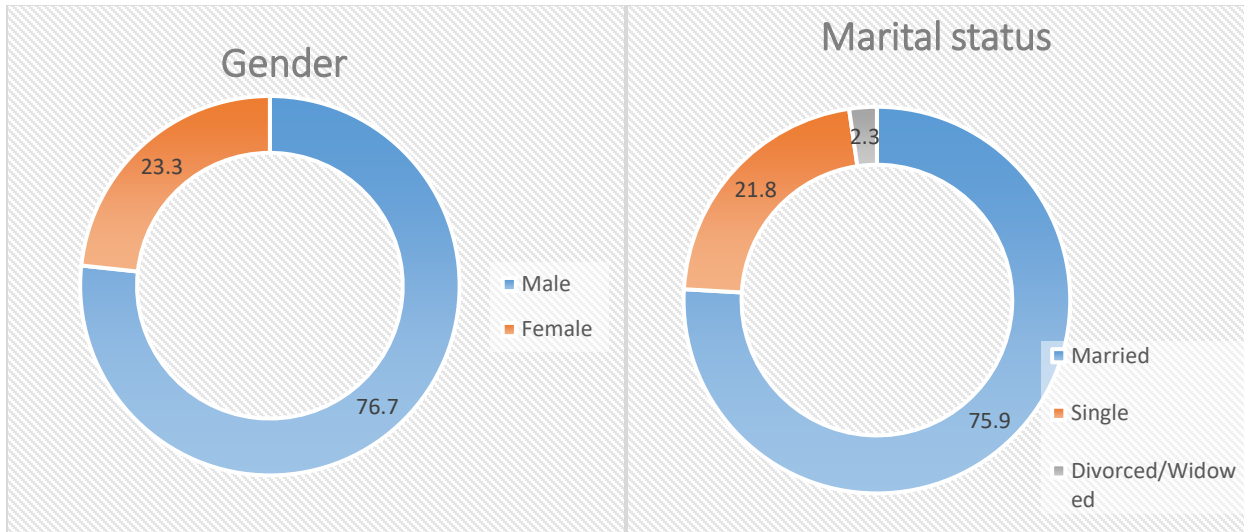
4.1 Demographics of Middle Level Staff

The key demographic of the gender, marital status and age grouping distribution are presented in this section.

4.1.1 Gender Distribution

Figure 4.1 presents the gender and the marital status of the Middle-Level Staff. The results in Figure 4.1 show that men constitute that larger proportion (76.7%) of the middle-level staff while women constitute 23.3%.

Figure 4. 1: Gender and marital status distribution of Middle-Level Staff

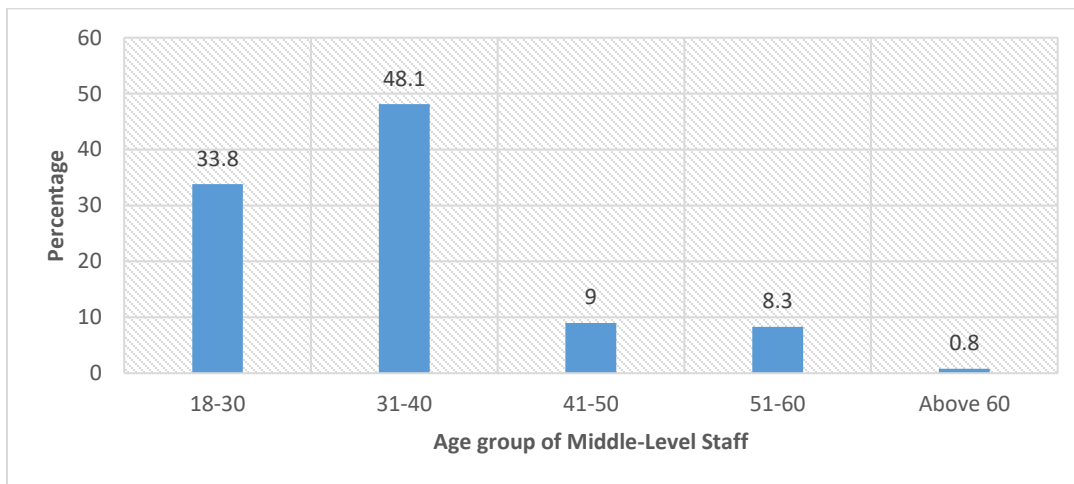


The results in Figure 4.1 further show that about 76% of the middle level staff are married with about 21% being single (never married). In addition, about 2% of the Middle-Level Staff are divorce/widowed.

4.1.2 Age Distribution

The age distribution of the Middle-Level Staff is also presented in the Figure 4.2.

Figure 4. 2: Age groupings of Middle-Level Staff

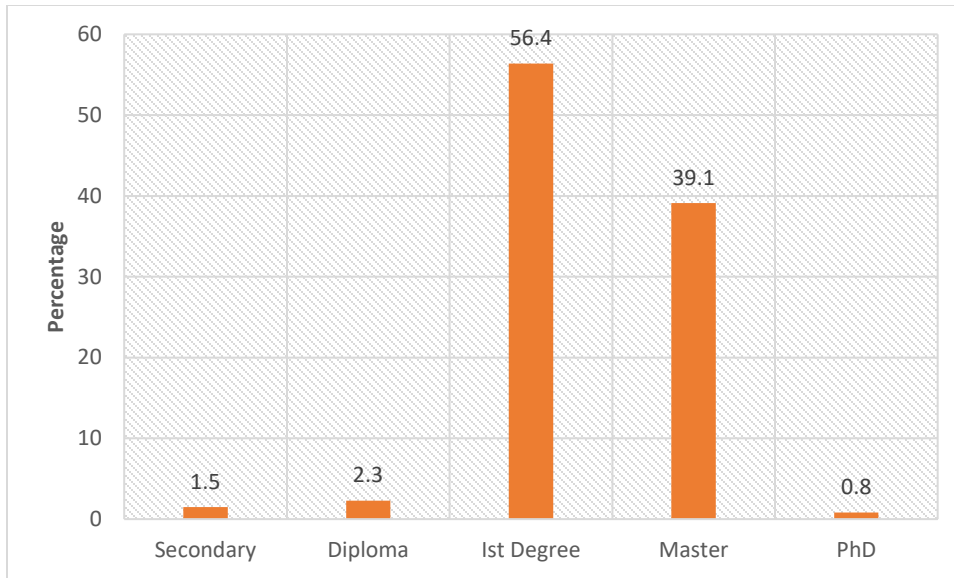


The Figure 4.2 above reveals that the about 40% of the middle level staff are between the ages of 31-40, 34% are between 18-30, and about 25 being above 40 years. The results of the age distributions indicate that the middle levels are quite youthful and could be very vibrant. These demographics have implications for developing training plans for the Middle-Level Staff.

4.1.3 Level of Education

The demographic information also looks at the distribution of the educational level of the Middle-Level Staff. Figure 4.3 presents the distribution of educational qualification of middle-level staff.

Figure 4. 3: Distribution of educational qualification of Middle-Level Staff



The figure reveals that 54.6 percent of the middle level staff have first degree with about 39 percent also having Master’s degree. The results further revealed that (0.8) percent of middle level staff have a PhD, while large majority of the middle level staff have a first degree and above. Lastly, 3.8 percent of the Middle Level Staff have either a Secondary School Certificate or Diploma.

Working Experience

In addition, the results suggest the 34.6 percent of the Middle-Level staff have been in the civil service for periods ranging from 1 to 5 years as presented in Table 4.1. Similarly, almost 37 percent of the staff have also been working in the between 6-10 years.

Table 4. 1: years working in the civil service

Year in civil services	Frequency	Percentage
1-5	46	34.6
6-10	49	36.8
11-15	13	9.8
16-20	10	7.5
Above 20 years	15	11.3
Total	133	100.0

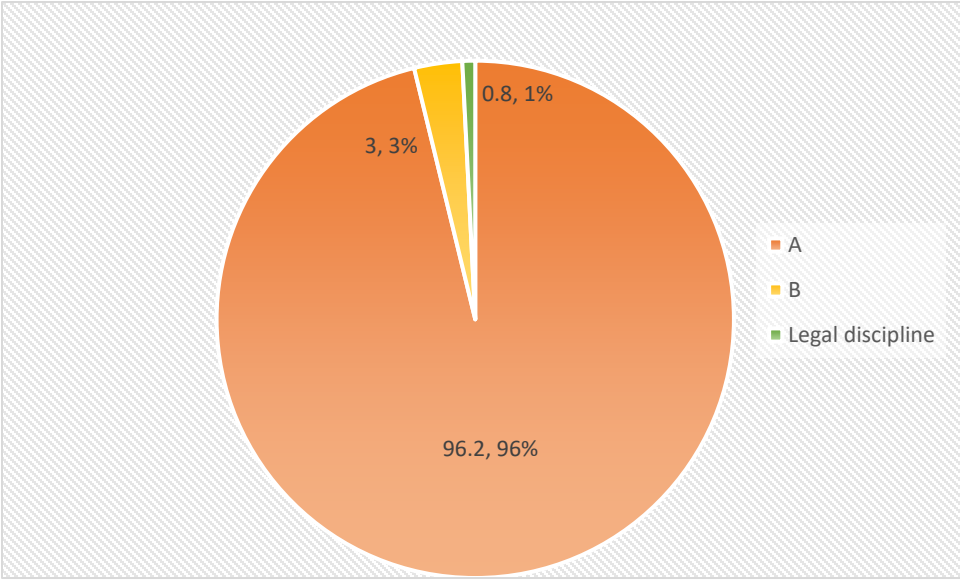
In terms of the number of years on the current grade, the results show that about 94 percent of the Middle-Level staff have been on the their currently grade between 1-3 years as shown in Figure 4.4. This suggest that majority of the Middle Level staff are fairly new on their current grades.

Figure 4. 4: Years on current grade



In relation to grade, the results suggest that over 96 percent of the staff are on Grade A with a handful of 4 person on Grade B and others.

Figure 4. 5: Grade for Middle-Level Staff



4.2 Technical Capacity Gaps for Middle Level Staff

This section of the analysis presents the technical training gaps identified from the data collected from a total of 113 staff with selected ministries, departments and agencies. To establish the existence of a gap there should be a non-zero mean different value obtained for each of the items presented in the need areas. Therefore, the higher the mean value for a skill area, the more important or pressing the skills is. The decision criteria for selecting a skill gap was set at value between 1 and 6. Skills gaps with mean values below 1 were therefore not considered as priority.

The results for the technical skills need gaps are presented in Table 4.2 below. The results of the mean difference range from 0.65 to 1.73. Thus, training needs with averaged score of more than one was picked by the Consultant as the areas that should receive priority attention in developing the capacity training plan.

Table 4. 2: Training Need Gaps in Technical Skills Areas

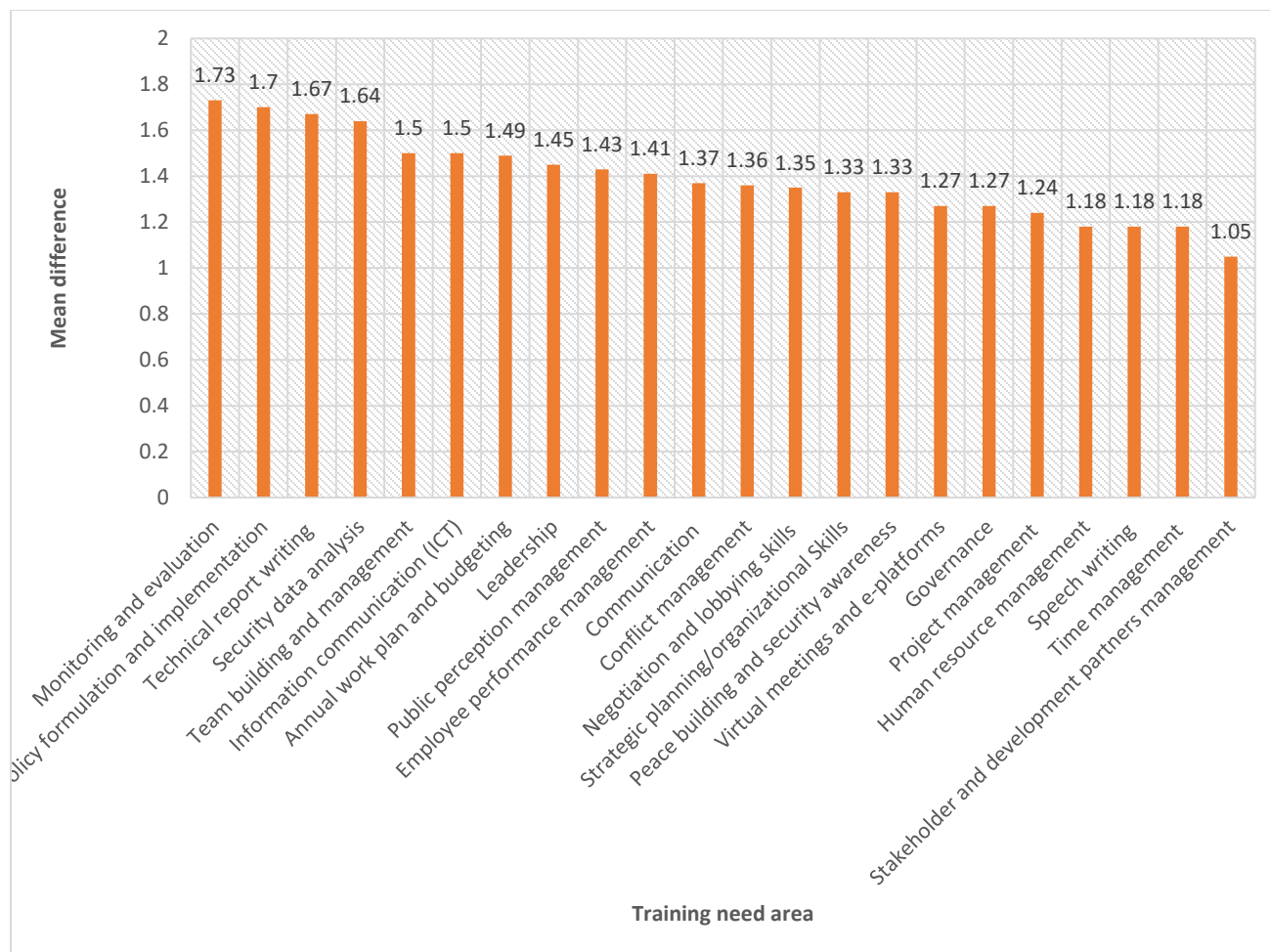
Rank	Training need area	Mean Difference
1	Monitoring and evaluation	1.73
2	Policy formulation and implementation	1.70
3	Technical report writing	1.67
4	Security data analysis	1.64
5	Team building and management	1.50
6	Information communication (ICT)	1.50
7	Annual work plan and budgeting	1.49
8	Leadership	1.45
9	Public perception management	1.43
10	Employee performance management	1.41
11	Communication	1.37
12	Conflict management	1.36
13	Negotiation and lobbying skills	1.35
14	Strategic planning/organizational Skills	1.33
15	Peace building and security awareness	1.33
16	Virtual meetings and e-platforms	1.27
17	Governance	1.27
18	Project management	1.24
19	Human resource management	1.18
20	Speech writing	1.18
21	Time management	1.18
22	Stakeholder and development partners management	1.05
23	Gender mainstreaming	0.99
24	Ethic ands and values	0.98
25	Social media and content management	0.91
26	Public procurement management	0.77
27	Public financial management	0.65

Sources: Authors' calculation from field data (2020)

This suggests that a limited capacity building budget must be expended first on these identified priority areas in the short term; whilst in the long term the rest of the training areas can be considered based on availability of resources.

The details of the selected training needs areas selected are presented in Figure 4.6 below.

Figure 4. 6: The Selected Priority Areas for Technical Skills for Middle Level Staff



The results identify 22 technical skills (training need) areas for the middle-level staff.

4.3 Work Environment Skills Gaps

The working environment has been identified as a key factor that and affect how employees perform their duties. While the work environment consists of both internal and external factors, the internal factor critically consists of soft factors and physical condition. This report identifies eight soft factors (skill areas) that employees needs to improve on their skills to ensure good working environment for improving their performance. The results of the analysis presented in Table 4.3.

Table 4. 3: Ensuring peaceful environment skill area

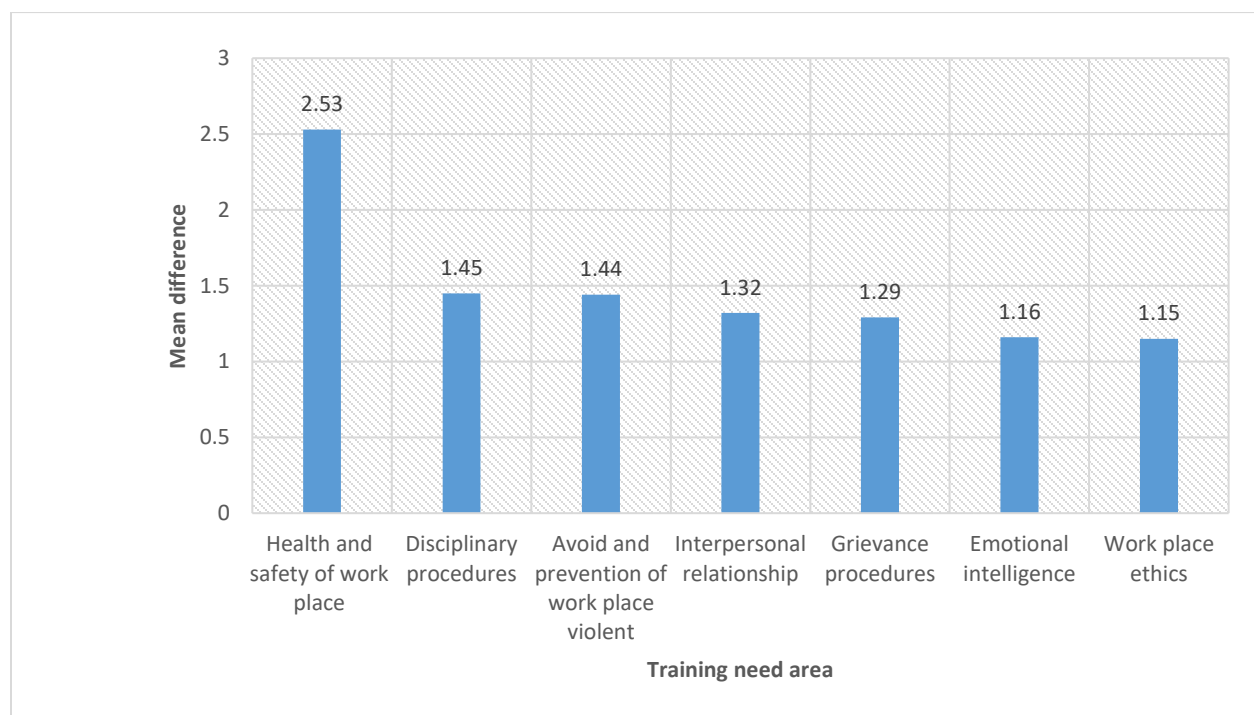
Rank	Training need area	Mean difference
1	Health and safety of work place	2.53
2	Disciplinary procedures	1.45

3	Avoid and prevention of work place violent	1.44
4	Interpersonal relationship	1.32
5	Grievance procedures	1.29
6	Emotional intelligence	1.16
7	<u>Work place ethics</u>	<u>1.15</u>
8	Avoiding and preventing sexual harassment	0.58

The results in Table 4.3 show that for all the eight (8) work environment skill areas, the mean differences are greater than zero (0) indicating there exist gap in all the work environment skill areas identified. This suggests that a limited capacity building budget must be expended first on identified priority areas with a mean score above one, before considering the remaining training need areas.

The results show that seven (7) skill/training need areas (as shown in Figure 4.7) including Work Place Ethics, Disciplinary Procedures, Health and Safety of Work Place, and Interpersonal Relationship, are prioritized for training in the short term. A limited capacity building budget must be expended first on these identified priority areas in the short term; whilst in the long term the rest of the training areas can be considered based on availability of resources

Figure 4. 7: Priority areas for Ensuring peaceful environment skill for Middle-Level Staff



4.4 Information and Communication Technology (ICT)

Information and Communication Technology (ICT) skill needs/gaps are identified and presented in Table 4.4 below. The results in Table 4.4 identifies eight (8) ICT skill need areas.

Training needs with averaged score of more than one was selected by the Consultant as the areas that should receive priority attention in developing the capacity training plan.

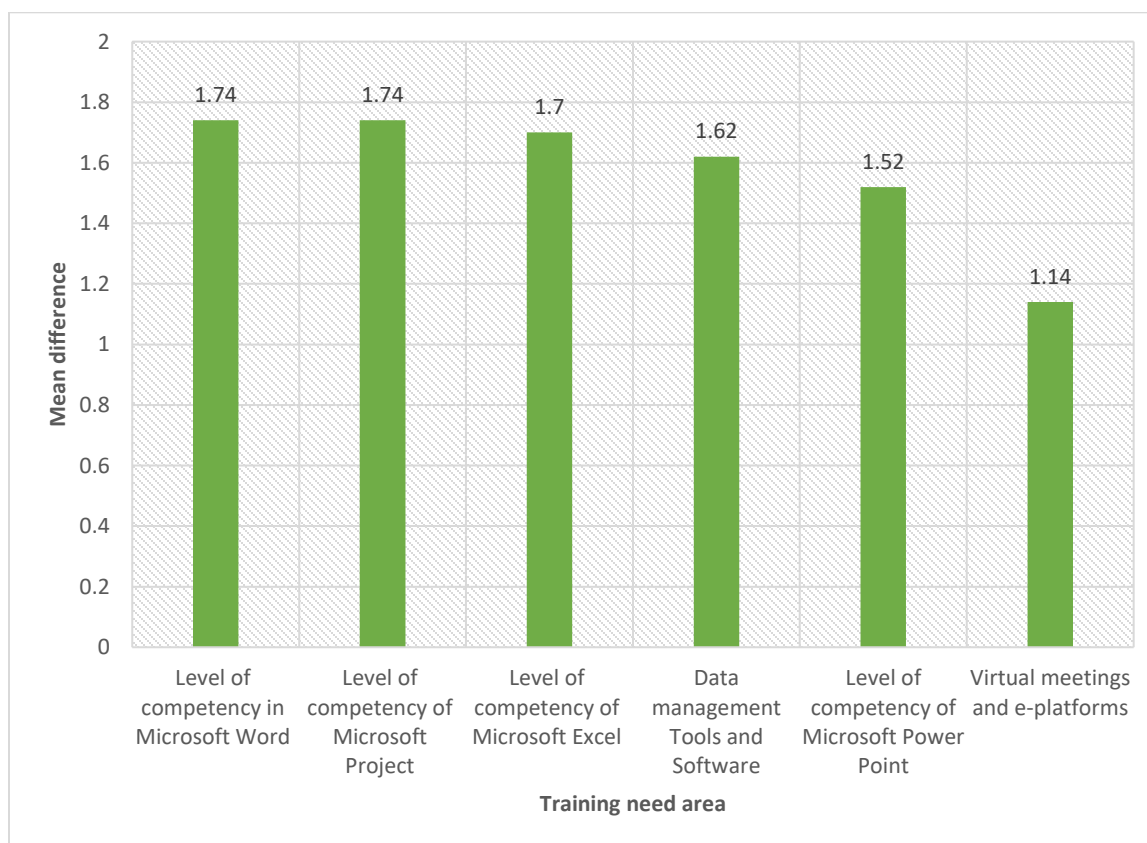
Table 4. 4: Information and Communication Technology Skill need Area for Middle Staff

Rank	Training need area	Mean Difference
1	Level of competency in Microsoft Word	1.74
2	Level of competency of Microsoft Project	1.74
3	Level of competency of Microsoft Excel	1.70
4	Data management Tools and Software	1.62
5	Level of competency of Microsoft Power Point	1.52
6	Virtual meetings and e-platforms	1.14
7	Computerized Accounting Software (e.g. Quick-books & Tally)	0.97
8	Social Media Management (Websites, Facebook, Twitter etc.)	0.50

The results presented in Table 4.4 show that the Microsoft Suite (word, project, excel, power point, project), data management tool and virtual and e-platform were identified as the priority training needs for the middle staff. A limited capacity building budget must be expended first on these identified priority areas in the short term for the middle level management; whilst in the long term the rest of the training areas can be considered based on availability of resources

Figure 4.8 provides a visual illustration of the ICT skills needs gaps for middle level staff. The higher the difference in scores, the higher the training needs as well as the priority that should be attached to that training and vice versa.

Figure 4. 8: Prioritized/Selected ICT Skill Needs for Middle-Level Staff



4.5 Specific/Sectorial Needs

In addition to the technical skill areas identified earlier, some specific/sectorial needs were identified that will enhance performance of the functions of the middle level staff. These training need areas are presented in Table 4.5.

Table 4. 5: Additional specific Areas for Middle Level Staff

Skills identified
Auditing strategy and management, strategic plan development
Cyber security, Geographic information system (GIS). Fish value chain analysis, internal auditing skills, job description skills, networking, oil and gas law
Logistic management, poultry feed formulation, weather and climate changes forecast

Artificial insemination, child protection management, statistics and research

The results in Table 4.5 presents the training need areas that were not identified for the technical skills gaps.

4.6 Training Needs of Middle Level Staff from the perspective of Top-Level Staff

The results in Table 4.6, Table 4.7, and Table 4.8 provides details of the training needs (technical skills, peaceful working environment skills and ICT skills) of subordinates (Middle-Level Staff) of Top-Level Staff.

Table 4. 6: Technical skills needs of Middle Level from perspective of Top-Level Staff

Rank	Training need area	Mean Difference
1	Policy formulation and Implementation	3.18
2	Communication	3.05
3	Monitoring and Evaluation	3.05
4	Leadership	2.77
5	Development of annual work plan	2.73
6	Information communication technology	2.68
7	Employee Performance Management	2.68
8	Strategic Planning and Organizational skills	2.68
9	Security data analysis	2.68
10	Technical Report Writing	2.64
11	Conflict management	2.59
12	Project Management	2.59
13	Public Perception Management	2.50
14	Team building and management	2.50
15	Negotiation and Lobbying skills	2.45
16	Time management	2.41
17	Governance	2.36
18	Social media and content management	2.32
19	Gender mainstreaming	2.27
20	Human Resource Management	2.05
21	Public Procurement	1.82
22	Stakeholder and development partners management	1.82
23	Speech writing	1.55
24	Public Financial Management	1.50
25	Ethics and Values	1.23
26	Virtual Meeting and e-platform	1.00
27	Peace building and security awareness	0.82

Sources: Authors' calculation from field data (2020)

Table 4. 7: Work environment skill gaps for Middle level from perspective of Top-Level staff

Rank	Training need area	Mean Difference
1	Health and safety at workplace	3.27
2	Avoiding and preventing sexual harassment	1.91

3	Disciplinary procedures	1.77	
4	Avoiding and preventing workplace violence	1.50	
5	Workplace ethics	1.50	
6	Emotional Intelligence	1.45	
7	Grievance Procedure	1.41	
8	Interpersonal relationship	1.05	

Table 4. 8: ICT Skill gaps for Middle Level staff from Perspective of Top Level Staff

Rank	Training need area	Mean Difference
1	Data management tools	2.68
2	Level of competency in Microsoft project	2.50
3	Social Media Management	2.14
4	Computerized Accounting Software	2.00
5	Level of competency in excel	1.27
6	Virtual meetings and e-platforms	1.00
7	Level of competency in PowerPoint	1.00
8	Level of competency in Microsoft word	0.50

Sources: Authors' calculation from field data (2020)

Most of the training gaps for middle level management identified by top level management confirm those identified by middle level management with the exception of Social Media and Content Management, Gender Mainstreaming, Public Procurement and Public Financial Management. The Consultant therefore recommends middle level management to be trained in these additional areas depending on the availability of resources.

4.7 Recommended Training Areas for Top Level Management staff

The table 4.9 below is used to illustrate how training module topics were distilled from the analyzed survey data from the administered questionnaire. This process was used for all the sections of the questionnaires for the middle level management. Thus, only the recommended module topics (as in the second column of the table below) will be presented based on the results from the administered questionnaires. With the Consultant's experience, good practices and success in out-come oriented implementation and management of various donor-funded projects, the Consultant found it prudent to add the thematic areas from the analyzed data which becomes the topic contents for each module.

Table 4. 9: Proposed Training Areas for Middle Level Staff

Category	Training Areas
1. Technical Capacity	<ul style="list-style-type: none"> • Monitoring and Evaluation Skills • Policy Formulation and implementation • Technical report writing

	<ul style="list-style-type: none"> • Security data analysis • Team building and management • Information communication (ICT) • Annual work plan and budgeting • Leadership • Public perception management • Employee performance management • Communication • Conflict management • Negotiation and lobbying skills • Strategic planning/organizational Skills • Peace building and security awareness • Virtual meetings and e-platforms • Governance • Project management • Human resource management • Speech writing • Time management • Stakeholder and development partners management
2. Working Environment Skill Needs	<ul style="list-style-type: none"> • Health and safety at workplace • Disciplinary procedure • Avoiding and preventing workplace violence • Interpersonal relationship
3. ICT Capacity Needs	<ul style="list-style-type: none"> • Microsoft Word • Microsoft Project • Microsoft Excel • Data management Tools and Software

CHAPTER FIVE

5.0 TRAINING GAPS FOR UPPER LOWER LEVEL STAFF

Chapter five provides findings from the analysis of data gathered on demographics as well as the technical skills needs of Upper Lower level staff. The skills need include technical job skills, working environment skills and ICT skills. Based on the average difference scores, skill gaps are identified under each skill category. The section also seeks the perspective of supervisors about the capacity needs of their subordinates at the organizational level. To enable supervisors to determine and assess the capacity needs of subordinates, they were requested to answer specific issues relating to previous training or workshop and whether they were relevant in promoting their subordinates' career progression. Supervisors were also requested to answer specific questions regarding the technical skills needs of their subordinates.

5.1 Demographics of Upper Lower Level Staff

The key demographic of the gender, marital status and age grouping distribution are presented in this section. Figure 5.1 below presents the gender and the marital status of the Middle-Level Staff.

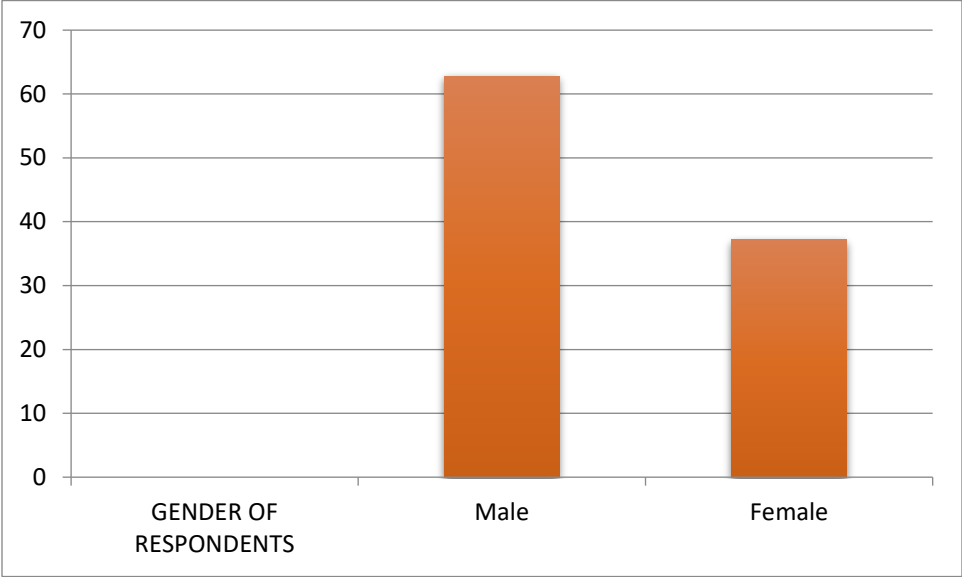
5.1.1 Gender of Respondents

A total of 113 respondents were interviewed. Out of this number, the male respondents were 71(62.8%), whilst the female respondents were 42(37.2%). Table 5.1 and Figure 5.1 provide the details.

Table 5. 1

	Frequency	Percent
Male	71	62.8
Female	42	37.2
Total	113	100.0

Figure 5. 1: Gender



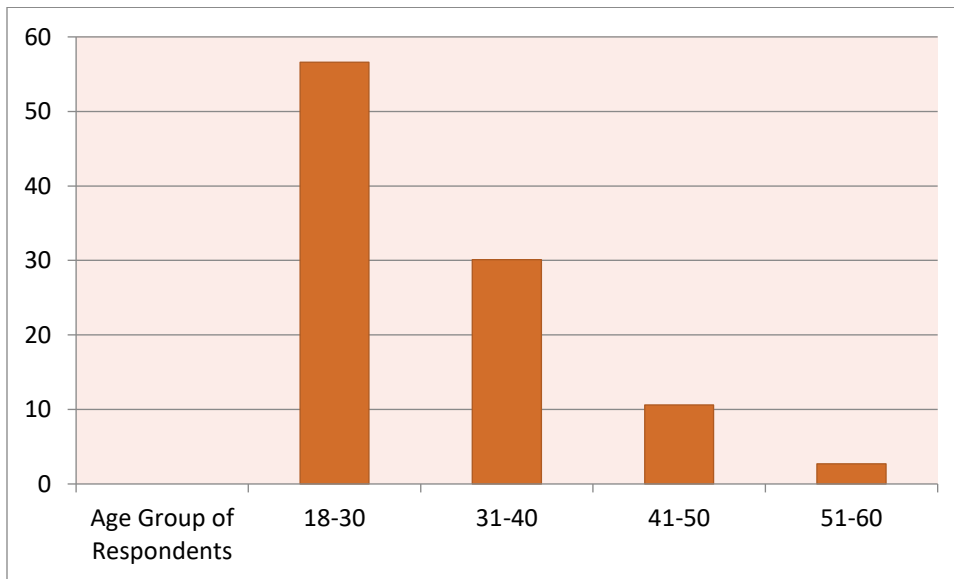
5.1.2 Age Group of Respondents

The age group of respondents interviewed ranges from 18 to 60. The highest age group are those who fall between 18 -30, constituting 56.6% of the respondents. The second highest age group are those between 31-40, whilst the lowest age group are those who are from 51-60 constituting only 2.7%. The Table 5.2 and Figure 5.2 illustrate the details.

Table 5. 2: Age group of respondents

	Frequency	Percent
18-30	64	56.6
31-40	34	30.1
41-50	12	10.6
51-60	3	2.7
Total	113	100.0

Figure 5. 2: Age group of respondents



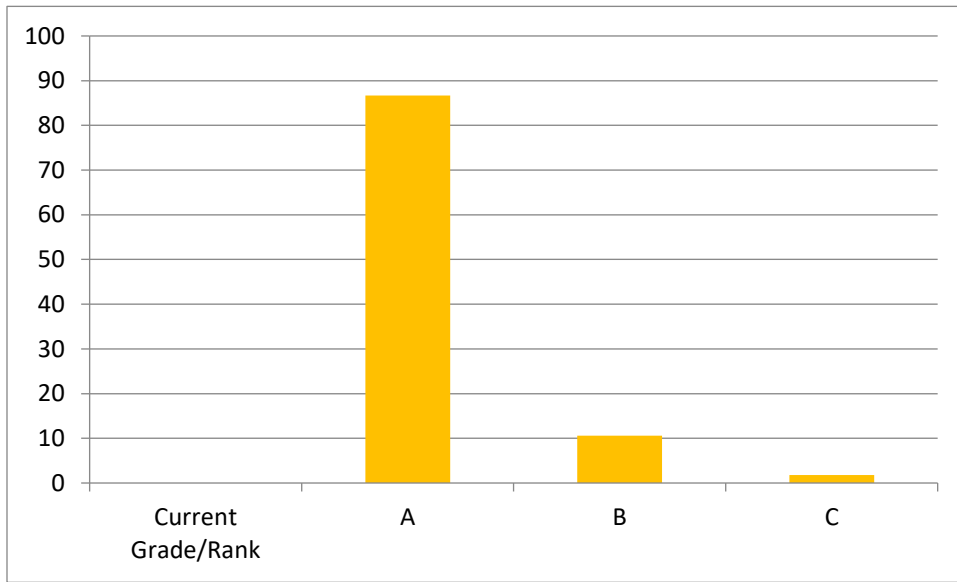
5.1.3 Position Designation

Respondents at the Upper Lower Level fall within the current grade or rank of A, B and C. Of the 113 interviewed, 98 (86.7%) are within the current grade or rank of A, whilst 12(10.6%) are also in the category of B. The rest, 2 (1.8%) are within the current grade or rank of C. The details are provided in Table 5.3 and Figure 5.3.

Table 5. 3: Current Grade/Rank

	Frequency	Percent
A	98	86.7
B	12	10.6
C	2	1.8
Training of the All the staff of office	1	.9
Total	113	100.0

Figure 5. 3: Current grade/rank



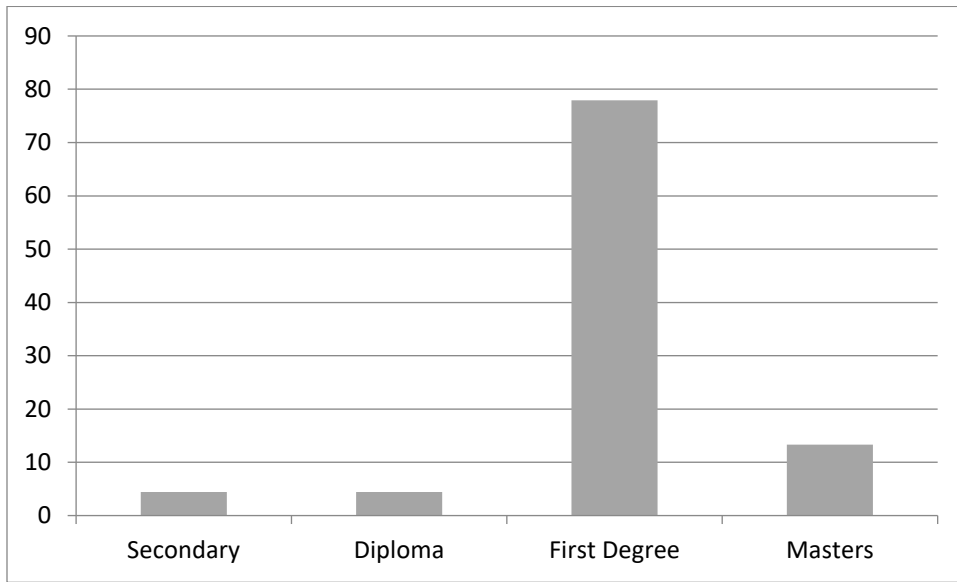
5.1.4 Level of Education of Respondents

The level of education of respondents interviewed ranges from masters to secondary level. The majority (77.9%) of the respondents hold First Degree certificates whilst the Masters holders constitute 13.3%. Those within the level of secondary and diploma education form 4.4%. Provided Table 5.4 and Figure 5.4 provide the details.

Table 5. 4: Level of Education

	Frequency	Percent
Secondary	5	4.4
Diploma	5	4.4
First Degree	88	77.9
Masters	15	13.3
Total	113	100.0

Figure 5. 4: Level of education



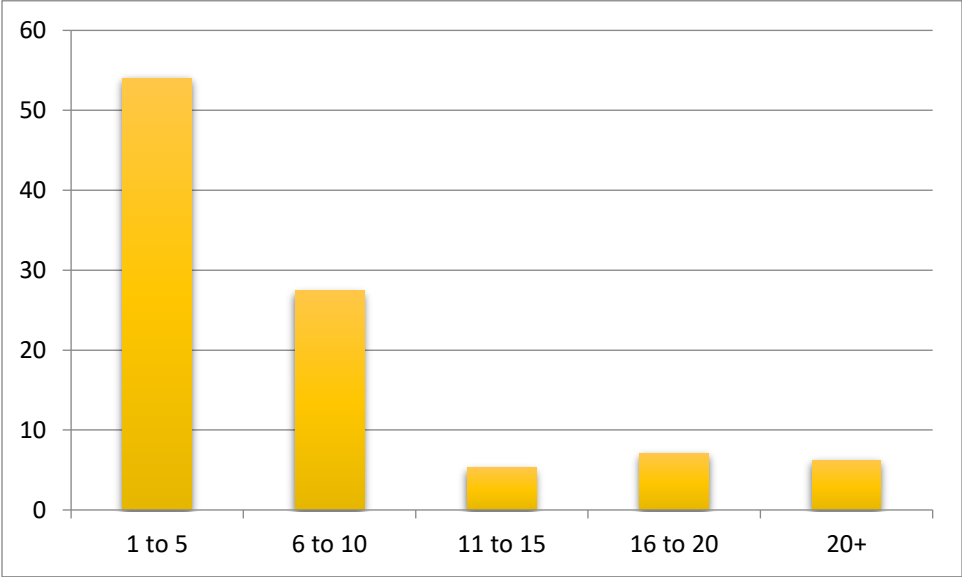
5.1.5 Working Experience

With regards to working experience, 54% of respondents at the Upper Lower level have been working with the Civil Service (CS) between 1 and 5 years. 27.4% of the respondents have been working with the CS between 6 and 10 years. However, 6.2% report that they have been with the CS for over 20 years. The details are provided in Table 5.5 and Figure 5.5.

Table 5. 5: Years Working with Civil Service

	Frequency	Percent
1-5	61	54.0
6-10	31	27.4
11-15	6	5.3
16-20	8	7.1
20+	7	6.2
Total	113	100.0

Figure 5. 5: Working with Civil Service

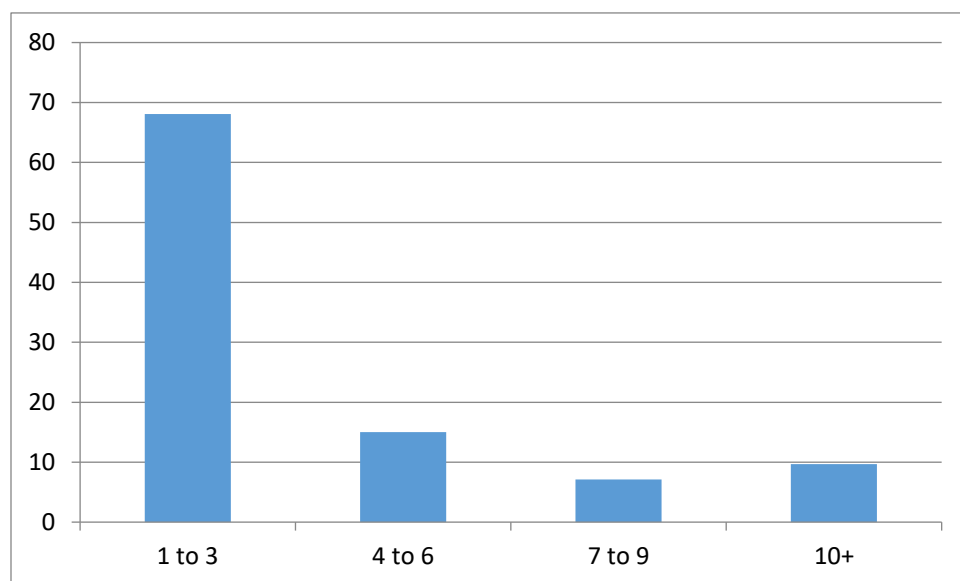


In addition, the results show that respondents in their current position between 1-3 years constitute the majority (68.1%). The next category falls between 4-9 years in their current position comprise 22.1%, whilst 9.7% have been with their current position for over 10 years. Table 5.6 and Figure 5.6 provide the details.

Table 5. 6: Years working at current position

	Frequency	Percent
1-3	77	68.1
4-6	17	15.0
7-9	8	7.1
10+	11	9.7
Total	113	100.0

Figure 5. 6: Working at Current Position



5.1.6 Main Duties Performed in Current Position

Respondents interviewed at the Upper Lower level indicated the following are some of their main duties:

- Act development
- Consultation with government institutions
- Budget preparation
- Budget evaluation
- Payroll management
- Data collection and analysis
- Developing training needs assessment
- Developing capacity building strategic plan
- Record and supervise health and child nutrition
- Vehicle management
- Asset control
- Recruitment

- Attendance management
- Administrative duties
- Reports writing

5.1.7 Training Courses Attended for the Past Two Years

Courses attended by respondents from the Upper Lower level for the past two years include the following:

- Communication
- Financial Management
- Hospitality
- Information Technology
- Human Resource Management
- Leadership
- Planning
- Procurement
- Monitoring and Evaluation
- Report Writing
- Research and Data Collection

Among these courses, human resource management was considered to be most relevant in their current job. This was followed by information technology, financial management, planning and report writing.

5.2 Technical Capacity Gaps for Upper Lower Staff

This section provides findings from the analysis of data gathered on technical skills needs of Upper Lower level staff. The skills need include technical job skills, work environment skills and ICT skills. Based on the average technical skill scores, skill gaps are identified under each skill category. Training needs with averaged score above one was picked by the Consultant as the areas that should receive priority attention in developing the capacity training plan. The table 5.7 shows that Human Resource Management and Financial Management were not identified as priority training needs.

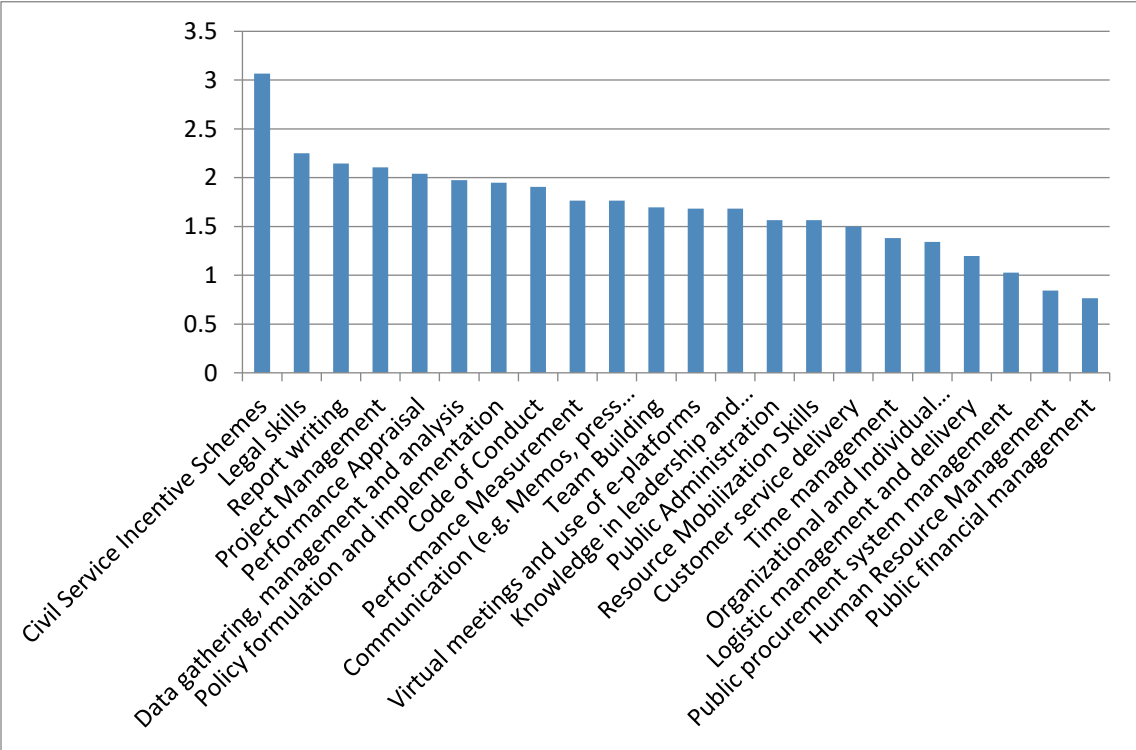
Consequently, limited capacity building budget must be expended first on the identified priority areas in the short term; whilst in the long term the rest of the training areas can be considered. The mean difference scores have been provided in Table 5.7 and visual illustration given in Figure 5.7.

Table 5. 7: Summary of Technical Job Skills Gaps for the Upper Lower Level

No	Technical Jobs Skills	Mean Difference Scores
1	Civil Service Incentive Schemes	3.0667
2	Legal skills	2.2500
3	Report writing	2.1447
4	Project Management	2.1053
5	Performance Appraisal	2.0395

6	Data gathering, management and analysis	1.9737
7	Policy formulation and implementation	1.9474
8	Code of Conduct	1.9067
9	Performance Measurement	1.7632
10	Communication (e.g. Memos, press release, official letters, radio)	1.7632
11	Team Building	1.6974
12	Virtual meetings and use of e-platforms	1.6842
13	Knowledge in leadership and governance skills	1.6842
14	Public Administration	1.5658
15	Resource Mobilization Skills	1.5658
16	Customer service delivery	1.5000
17	Time management	1.3816
18	Organizational and Individual Performance Management	1.3421
19	Logistic management and delivery	1.1974
20	Public procurement system management	1.0263
21	Human Resource Management	.8421
22	Public financial management	.7632

Figure 5. 7: Technical Job Skills Gaps



5.3 Work Environment Skills Gaps

In determining the cut-off point within which the above skill gaps could be identified, the Consultant took into consideration the mean difference scores between 3.27 and 1.16 as average score of more than one that should be the areas to receive priority attention in developing the capacity training plan.

The Consultant recommends training areas with mean scores above one (from table 5.8) as priority gaps which are listed below:

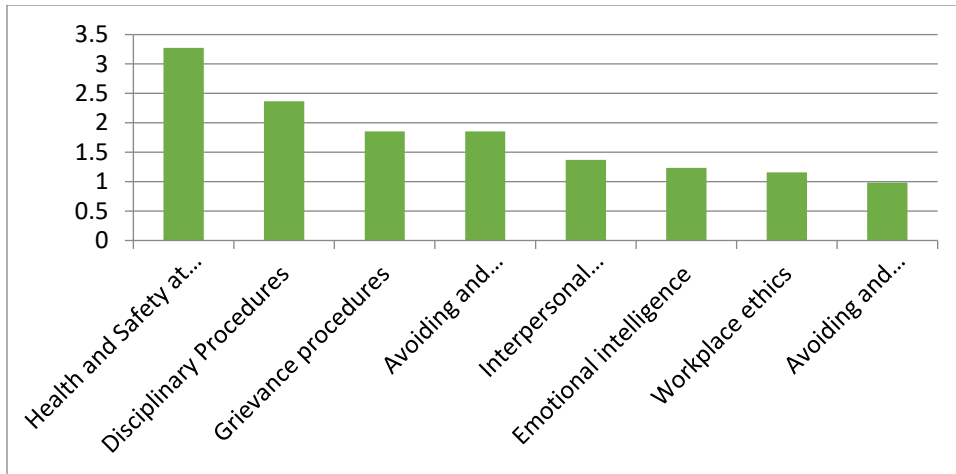
- Health and Safety at Workplace
- Disciplinary Procedures
- Grievance Procedures
- Avoiding and Preventing Workplace Violence
- Interpersonal Relationships
- Emotional Intelligence
- Workplace Ethics

Consequently, this suggests that a limited capacity building budget must be expended first on these identified priority areas in the short term; whilst in the long term the additional training area (ie avoiding and preventing sexual harassment) can be considered.

Table 5. 8: Summary of Work Environment Skills

No	Working Environment Skills	Mean Difference Scores
1	Health and Safety at Work place	3.2763
2	Disciplinary Procedures	2.3684
3	Grievance procedures	1.8553
4	Avoiding and preventing workplace violence	1.8553
5	Interpersonal relationships	1.3684
6	Emotional intelligence	1.2368
7	Workplace ethics	1.1579
8	Avoiding and preventing sexual harassment	.9836

Figure 5. 8: Work Environment Skills



5.4 ICT Skill Gaps

ICT skills gaps identified for the Upper Lower Level Staff are listed below.

- Level of Competence in Microsoft Excel
- Data Analysis
- Level of Competence in Microsoft Word
- Level of Competence in Microsoft Power Point
- Level of knowledge in basics statistics

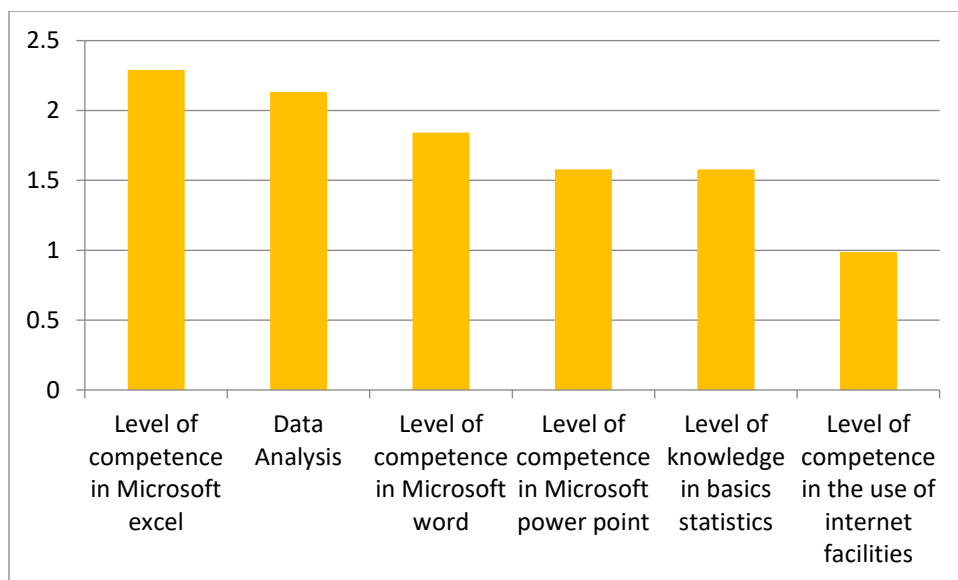
The mean score for the above listed identified gaps fell above one, hence their selection.

With a limited capacity building budget, these identified priority areas must be expended first in the short term; whilst in the long term the other training area can be considered

Table 5. 9: Summary of ICT Skills Identified

No	ICT Skills	Mean Difference Scores
1	Level of competence in Microsoft excel	2.2895
2	Data Analysis	2.1333
3	Level of competence in Microsoft word	1.8421
4	Level of competence in Microsoft power point	1.5789
5	Level of knowledge in basics statistics	1.5789
6	Level of competence in the use of internet facilities	.9868

Figure 5. 9: ICT Skills Gaps



5.5 Specific/Sectorial Needs

Organizations were also categorized into ministries and agencies with their corresponding specific technical skills needs. The first five topmost skills need of the Ministries include:

- Civil Service Incentive Schemes
- Legal skills
- Project Management
- Policy formulation and implementation
- Virtual meetings and use of e-platforms

On the other hand, the first five topmost skills need of the agencies are:

- Civil Service Incentive Schemes
- Code of Conduct
- Performance Measurement
- Report writing
- Data gathering, management and analysis

With the exception of the civil service incentive scheme identified as a common job skill between the two organizations (i.e. Ministries and Agencies), the rest of the identified jobs skills gaps between the two organizations are different. We therefore, recommend that due attention should be paid to address the skills gaps between these two organizations.

5.6 Training Needs of Upper Lower Level Staff from the perspective of Middle Level Staff

This section provides details of the perspectives of Middle-Level Staff about the training needs of their subordinates (Upper Lower-Level Staff). Table 5.5, Table 5.6 and Table 5.7 provide the perspectives of

Middle-Level on the training needs for their subordinates on technical skills, ensuring peaceful working environment and ICT skill needs, respectively.

Table 5. 10: Technical skills need gap of Upper Lower Level Staff based on views from Middle Level Staff Views

Rank	Training need area	Mean Difference
1	Report writing	2.32
2	Civil service incentive scheme	2.03
3	Legal skill	1.83
4	Records management	1.82
5	Data management and analysis	1.80
6	Performance appraisal	1.77
7	Code of conduct	1.74
8	Presentation skills	1.71
9	Leadership and governance	1.69
10	Organizational and individual performance	1.65
11	Project management	1.58
12	Resource mobilization	1.56
13	Communication	1.56
14	Policy formulation and implementation	1.53
15	Public administration	1.53
16	Team building	1.51
17	Career	1.51
18	Time management	1.48
19	Performance measurement	1.36
20	Human resources management	1.33
21	Customer service delivery	1.29
22	Logistic management	1.18
23	Public procurement system	1.10
24	Public financial management	1.06
25	Virtual meetings and use of e-platform	1.03

Table 5. 11: Work environment skill need for Upper Lower level from the perspective of Middle Level staff

Rank	Training need area	Mean Difference
1	Health and safety of work place	2.39
2	Avoid and prevention of work place violent	1.54
3	Disciplinary procedures	1.42
4	Interpersonal relationship	1.41
5	Work place ethics	1.36
6	Grievance procedures	1.32
7	Emotional intelligence	1.28
8	Avoiding and preventing sexual harassment	0.62

Table 5. 12:ICT Skill needs of Upper Lower Staff from the perspective of Middle Level Staff

Rank	Training need area	Mean Difference
1	Level of competency of Microsoft Excel	1.95
2	Level of competency in Microsoft Word	1.83
3	Level of competency of Microsoft Power Point	1.65
4	Data management Tools and Software	1.48
5	Level of competency of Microsoft Project	1.39
6	Virtual meetings and e-platforms	1.13
7	Computerized Accounting Software (e.g. Quick-books & Tally)	0.77
8	Social Media Management (Websites, Facebook, Twitter etc.)	0.37

The above findings show the training needs (with mean differences that are more than one) that were identified by middle level staff for their subordinates. Majority of them were confirmed by the upper lower level staff as their training needs.

5.7 Training Needs of Upper Level Staff from the perspective of Lower Level Staff

The Lower level staff were asked to provide their perspective on the capacity needs of their immediate supervisors who are in the Upper level category. The various stated areas are presented in Table 5.8. Key among the state capacity areas include:

- i. Training in English language;
- ii. Coaching, Leadership skills and Time Management, Public speaking
- iii. Policy Formulation and Implementation.

Other stated areas include:

- i. Negotiations skills,
- ii. Human resources management (Performance management, Performance Appraisal, Workplan Monitoring Evaluation);
- iii. Conflict management; Peace building, conflict resolution;
- iv. Good governance and Decentralization

The consultant recommends that these stated perspective from the Lower Level staff should be integral in the final set of modules for building the capacity of the Upper Level staff.

Table 5. 13:Perspective of Subordinates about Capacity Needs of Upper Level Staff

No.	
1.	English Language
2.	Coaching, Leadership Skill and Time Management
3.	Policy Formulation and Implementation
4.	Public Speaking
5.	Negotiation skills
6.	Human Resource Management (Performance management, Performance Appraisal, Workplan Monitoring Evaluation)
7.	Financial management and Resource Mobilization

8.	Disaster Management
9.	Communication Skills
10.	Knowledge of IT Software
11.	Conflict management and Resolution; Peace building
12.	Organizational Behaviour
13.	Civil Service Law; Good governance and Decentralization
14.	Legal and rights of their subordinates and Ethics training
15.	Project Management and Procurement and logistics
16.	Cash management, Accounting Skill
17.	Data Record Management

5.8 Recommended Training Areas for Upper Lower Level Staff

Taken together, gaps identified on capacity skills needs of the Upper Lower Level staff can be categorized into technical jobs skills, work environment skills and ICT skills. We provide detailed gaps under each skill category: We also provide below in Table 5.9 to be used to illustrate how training module topics will be distilled from the analyzed survey data from the administered questionnaire

Table 5. 14: Training Areas arising from Upper Lower Level Staff questionnaire instrument

Category	Training Areas
1. Technical Capacity	<ul style="list-style-type: none"> • Civil Service Incentive Schemes • Legal Skills • Report Writing • Project Management • Performance Appraisal • Data Gather, Management and Analysis • Policy Formulation and Implementation • Code of Conduct • Performance Measurement • Communication (e.g. Memos, press release, official letters, radio) • Team Building • Virtual meetings and use of e-platforms • Knowledge in Leadership and Governance Skills • Public Administration

	<ul style="list-style-type: none"> • Resource Mobilization Skills • Customer Care Delivery • Time Management • Organizational and Individual Performance Management • Logistics Management • Public Procurement • Human Resource Management
2. Working Environment	<ul style="list-style-type: none"> • Health and Safety at Workplace • Disciplinary Procedures • Grievance Procedures • Avoiding and Preventing Workplace Violence • Interpersonal Relationships • Emotional Intelligence • Workplace Ethics
3. ICT Capacity	<ul style="list-style-type: none"> • Level of Competence in Microsoft Excel • Data Analysis • Level of Competence in Microsoft Word • Level of Competence in Microsoft Power Point • Level of knowledge in basics statistics

CHAPTER SIX

6.0 TRAINING NEEDS GAPS FOR LOWER LEVEL STAFF

This chapter presents the various training gaps identified from the data obtained from the Lower level staff of the Somaliland Civil Services (SCS). For each result presented, the selection of identification of the training to prioritized is based on the highest computed mean difference for each of the items. The section presents a brief description on the demographics of the Lower level staff followed by the technical skills gap analysis. A summary table is presented on the various gaps identified. These will constitute the core framework for designing training modules for the lower level staff. The total sample used for the lower level analysis was 116, the distribution show that 80 were from selected ministries and 36 were from agencies within the Somaliland Civil Service.

6.1 Demographics Information of Lower Level Staff

6.1.1 Gender

In Table 6.1, the gender distribution for the sampled lower level staff is presented. From the Ministries, 59% of the lower level staff were males with 41% being females. Within the sample from the Agencies, males constituted 69% whilst females constituted 31%,

6.1.2 Married

The marital status of the Lower Level staff is also presented in Table 6.1. The results indicated that most of the Lower Level staff are single. Details are presented in Table 6.1.

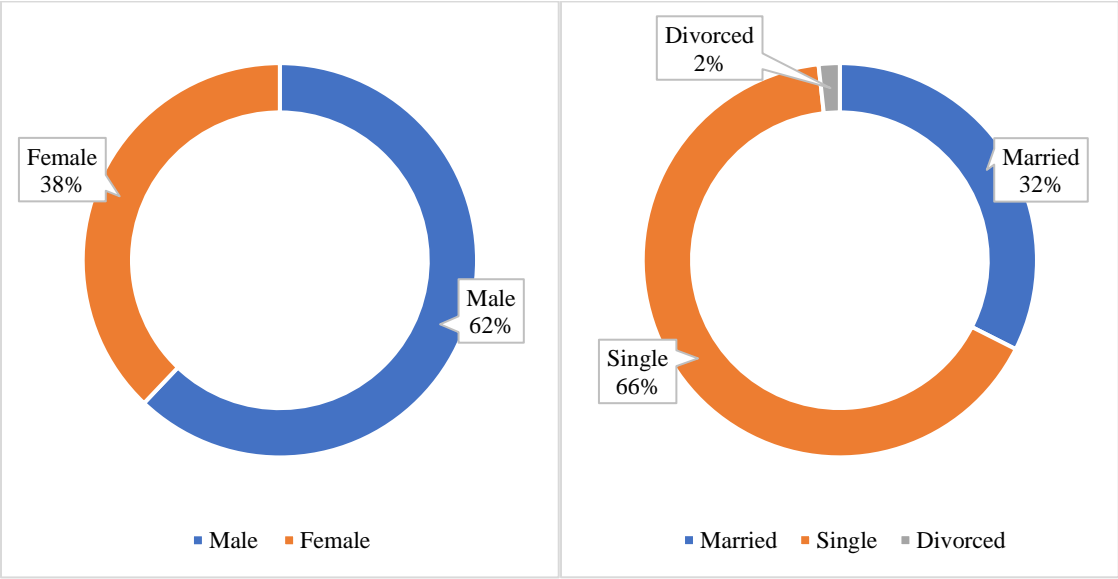
Table 6. 1: Gender and Marital Status Across Ministries and Agencies

		Gender			Total
		Male	Female		
Type of Institution	Ministries	47 (58.8)	33 (41.3)		80 (100.0)

	Agencies	25 (69.4)	11 (30.6)		36 (100.0)
Total		72 (62.1)	44 (37.9)		116 (100.0)
		Marital Status			
		Married	Single	Divorced	Total
Type of Institution	Ministries	28 (35.0)	51 (63.7)	1 (1.3)	80 (100.0)
	Agencies	9 (25.0)	26 (72.2)	1 (2.8)	36 (100.0)
Total		37 (31.9)	77 (66.4%)	2 (1.7)	116 (100.0)

Source: Field Data, 2020

Figure 6. 1: Gender and Marital Status of Lower Level Staff



6.1.2 Age

From Table 6.2, the age distribution for the lower level staff in the selected Ministries and Agencies is presented. The results indicate that within the lower level staff, 69% were in the age bracket of 18-30 years followed by 21% within the age bracket 31- 40 years. This distribution points to a highly youthful human resource based within the lower level ranks of the Somaliland Civil Service.

Figure 6. 2: Age Distribution of Lower Level Staff

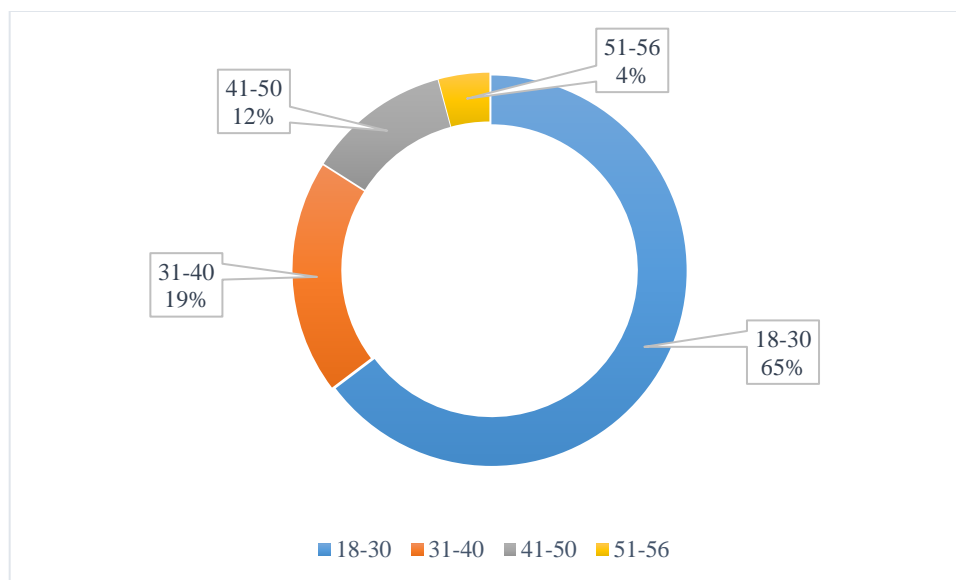


Table 6. 2: Age Distribution Across Ministries and Agencies

		Age				Total
		18-30	31-40	41-50	51-56	
Type of Institution	Ministries	55 (68.8)	17 (21.3)	6 (7.5)	2 (2.5)	80 (100.0)
	Agencies	22 (61.1)	6 (16.7)	7 (19.4)	1 (2.8)	36 (100.0)
		77 (66.4)	23 (19.8)	13 (11.2)	3 (2.6)	116 (100.0)
Column Total		64.7	19.3	11.8	2.5	100

Source: Field Data, 2020

6.1.4 Educational Level

The Lower Level staff had secondary, Diploma, First Degree, Masters and Professional certificate. In Table 6.3, 74% of the Lower Level staff at the Ministries indicated they had First Degrees qualification followed by 13% who stated they had Secondary level of education. Similar result was obtained from the Lower Level staff from the various agencies sampled. Specifically, 58% of the staff had First Degree qualification and 17% had Secondary and Professional Certificates respectively.

Table 6. 3: Educational Level Across Ministries and Agencies

	Educational Level				Prof. Cert.	Total
	Secondary	Diploma	First Degree	Masters		

Type of Institution	Ministries	10 (12.5)	2 (2.5)	59 (73.8)	7 (8.8)	2 (2.5)	80 (100.0)
	Agencies	6 (16.7)	0 (0.0)	21 (58.3)	3 (8.3)	6 (16.7)	36 (100.0)
Total		16 (13.8)	2 (1.7)	80 (69.0)	10 (8.6)	8 (6.9)	116 (100.0)

Source: Field Data, 2020 Note:

6.2 Technical Training Gaps

This section of the analysis presents the technical training gaps identified from the data collected from a total of 116 staff from selected ministries and agencies. The identified needs gaps is used to provide a detail training modules and framework for building the capacities of the Lower level staff in the Ministries and Agencies. To establish the existence of a gap there should be a non-zero mean different value obtained for each of the items presented in the need areas. Therefore, the higher the mean value for a skill area, the more important or pressing the skills is. The decision criteria for selecting a skill gap was set at value between 1 and 6. Skills gaps with mean values below1 were not considered as priority.

The technical skills requirements for the Lower level were grouped into:

- i. Office Management Skills
- ii. ICT/Computer Literacy Skills
- iii. Specialized Skills: Procurement Skills and Accounting and Finance Skills

6.2.1 Office Management Skills

Under this section of technical skills, the following technical skills gaps were obtained based on the mean differences computed: Report Writing was found to have the highest mean values, followed by “development of annual Work Plan. Other technical gaps obtained under this section include: Performance management, Filing and records management and Time management respectively. Supervision and coordination were also established as one of the technical gaps under the office management skills. Table 6.4 presents details of the results. The mean values obtained indicate low technical skills gap (office management) among the Lower level staff.

List of Skills Gaps:

- i. Report Writing
- ii. Development of Annual Work Plan
- iii. Performance Management
- iv. Filing and records management
- v. Time management and Leadership

Figure 6. 3: Office Management Skill Gap

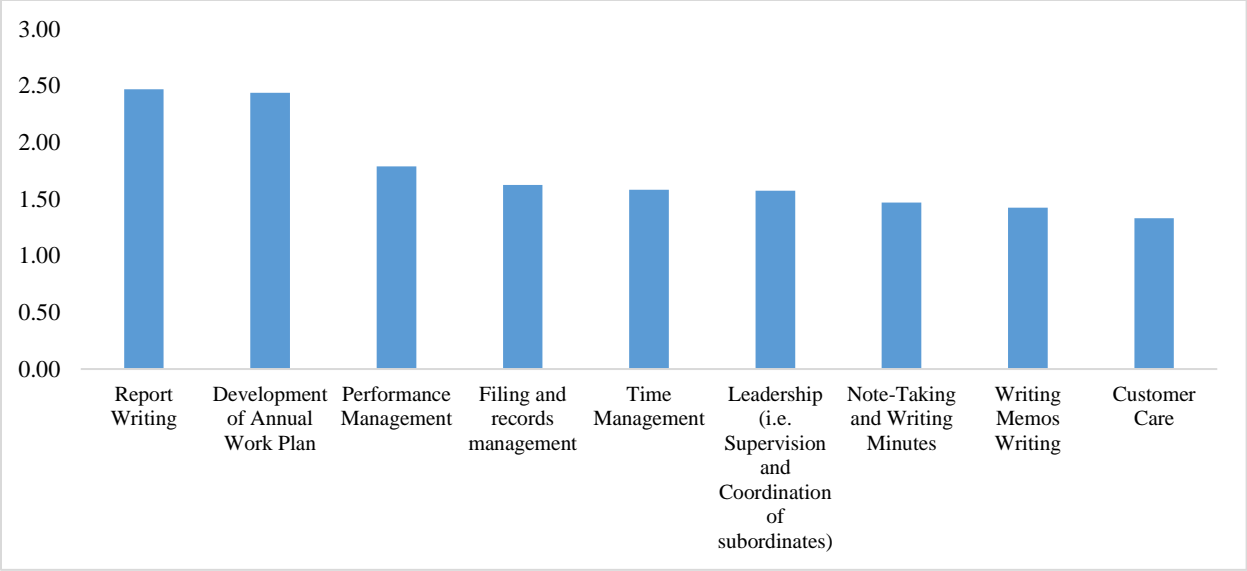


Table 6. 4: Office Management Technical Skills Gaps

Description of Variable	Mean
Report Writing	2.4696
Development of Annual Work Plan	2.4397
Performance Management	1.7895
Filing and records management	1.6261
Time Management	1.5826
Leadership (i.e. Supervision and Coordination of subordinates)	1.5739
Note-Taking and Writing Minutes	1.4696
Writing Memos Writing	1.4261
Customer Care	1.3304

6.2.2 Information and Communication Technology (ICT)

The mean score differences are presented in Table 6.5. Future computer literacy training programs must focus on skills gaps shown in table 6.5. The level of complexity should be based on further assessment of selected participants.

Table 6. 5: ICT Technical Skills Gaps

Description	Mean
Microsoft Excel	2.0522
Microsoft Project	1.9292
Microsoft Word	1.8435

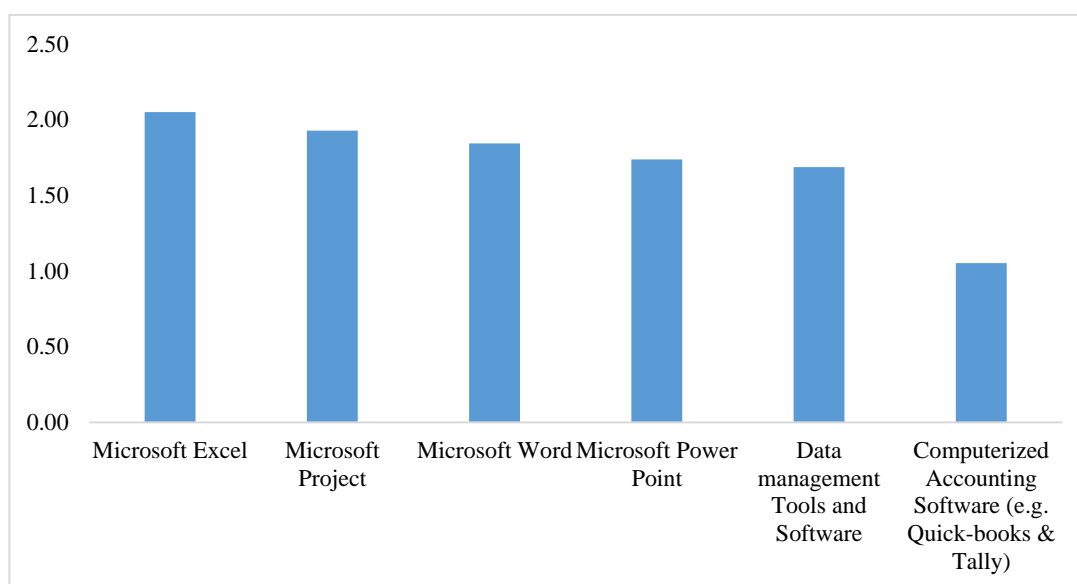
Microsoft Power Point	1.7391
Data management Tools and Software	1.6870
Computerized Accounting Software (e.g. Quick-books & Tally)	1.0522
Social Media Management (Websites, Facebook, Twitter etc.)	.8696

In terms of Computer and ICT related technical skills gaps the following gaps were identified:

- i. Microsoft Excel
- ii. Microsoft Project
- iii. Microsoft Word
- iv. Microsoft Power Point
- v. Data management tools and Software
- vi. Computerizes Accounting Software

A graphical illustration is also presented in Figure 6.4.

Figure 6. 4: ICT Skills gap for Lower Level Staff



6.2.3 Skills Gap in Specialized Areas – Procurement, Accounting and Finance

The findings are presented in Table 6.6.

Table 6. 6: Skills Gap in Specialized Areas – Procurement, Accounting and Finance

Training areas	Mean
Career Management Plan development	1.4783

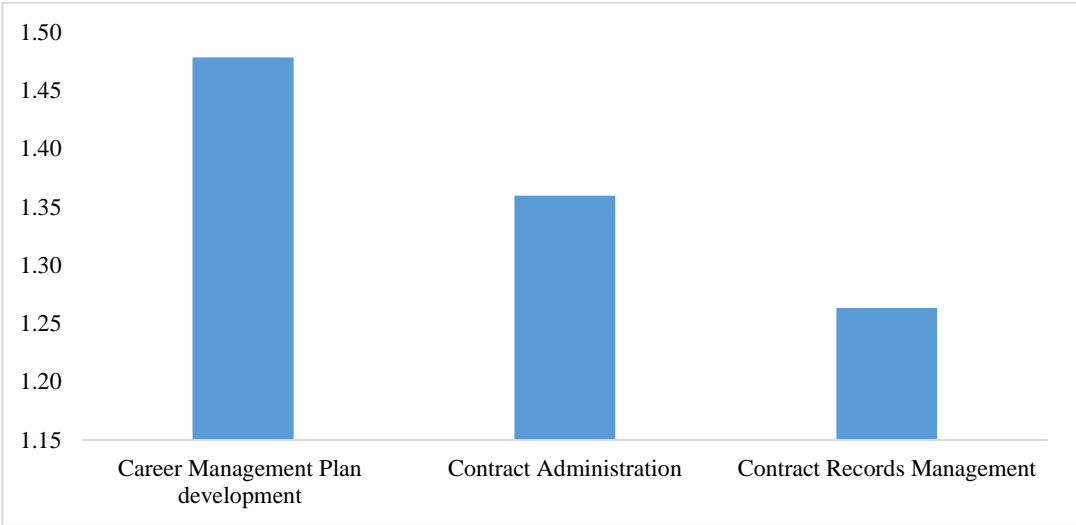
Contract Administration	1.3596
Contract Records Management	1.2632
Tendering processes (Invitation for Tenders, Receipt and opening of Tender)	.9304
Basic financial management (i.e. retiring of funds/petty cash etc.)	.8870
Payroll Management duties	.8609

Based the highest mean differences obtained from the rankings by the Lower Level Staff, the following training gaps were identified:

- i. Career management Plan Development
- ii. Contract Administration
- iii. Contract Records management

A graphical illustration is presented in Figure 6.5.

Figure 6. 5: Skills Gap in Specialized Areas – Procurement, Accounting and Finance



Preferred Short Term Courses

Open responses from the Lower Level Staff indicated some short-term courses they would prefer to attend. This was done to help gauge the personal course choices among the staff to help augment the gaps established from the data. From Table 6.7 the various short-terms course stated by Lower level staff is presented. Among the list of preferred short-term course are: Human resources management, Procurement management, Public Financial Management, Project Management. The Lower level staff indicated these courses will:

- a. Help their career progression in the SCS
- b. Help perform their duties in their current roles/positions better
- c. Serves as a source of motivation

Table 6. 7: Preferred Short-Term Training Areas by Lower level staff

No.	Stated Training Areas
1.	Management Courses
2.	Human Resource Management
3.	Procurement Management
4.	Project Management
5.	Public Financial Management
6.	Strategic Management
7.	Disaster management
	Technical Courses
8.	Environmental Impact Assessment
9.	Data Analysis Software
10.	Proposal Writing
11.	Communication Skills
12.	Computerised Accounting
13.	Health and Safety
	Others Courses
14.	Peace Building
15.	English Language
16.	Leadership and Supervision
17.	Logistics and Procurement
18.	Internal Audit

6.3 Work Environment Skills Gaps

In the area of staff working environment, the results presented in Table 9 show that the six items produced an approximated score around 4. The item (WES3_D) however had a score of less than 3.0. Even though the results show that *i. Grievance procedure, ii. Disciplinary Procedure, iii. Interpersonal Relationship* were the top three gaps, the average scores represents the existence of moderate gaps. This means that although training in these areas is required by the lower level staff in the Somaliland Civil Service, their provision can be of less priority in the short-term planning horizon.

Recommendation: The consultant recommends the design of training module in:

1. Grievances procedures,
2. Disciplinary Procedures and
3. Interpersonal relations
4. Workplace ethics
5. Avoiding and preventing violence

Figure 6. 6: Working Environment

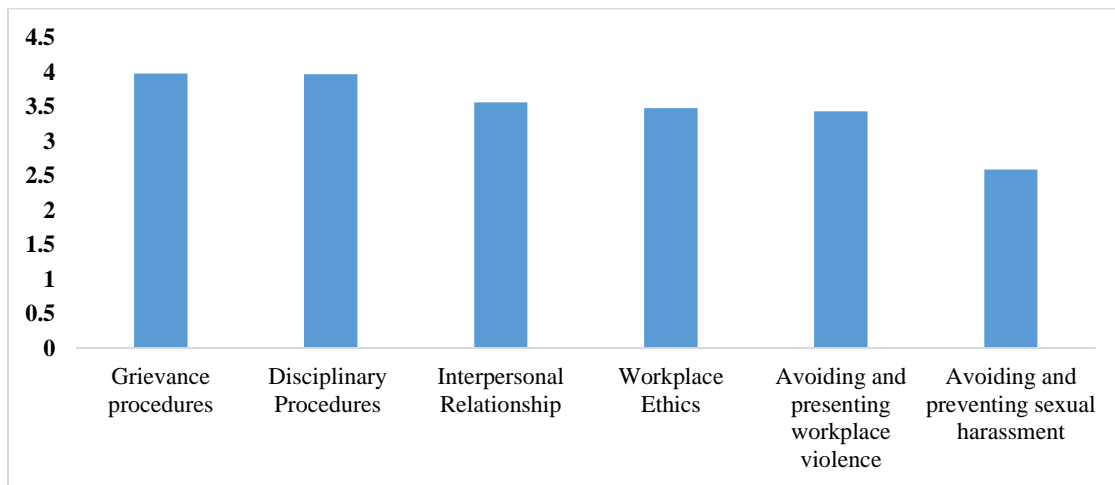


Table 6. 8: Working Environment Challenges

Training Areas	Mean
Grievance procedures	3.98
Disciplinary Procedures	3.97
Interpersonal Relationship	3.56
Workplace Ethics	3.48

Avoiding and presenting workplace violence	3.43
Avoiding and preventing sexual harassment	2.59

Source: Field Data, 2020

The Occupational Health and Safety (OHS) gaps are presented in Table 6.9. The results show that Lower Level staff have gaps with regards, familiarity with regulation on OHS. Gaps relating to lower level participation in occupational, safety and health training and drills was also established. It is important to state that the mean values obtained are low indicating the absence of training need gap in terms of OHS. The following need areas should be given priority in the short-term. It is important that newly recruited staff are taken through OHS regulations and practices.

List of OHS gaps

- i. Regulation on OHS
- ii. Participation in OHS training and drills
- iii. Adequacy of OHS arrangement
- iv. Display of OHS regulations in the work place

Figure 6. 7: Occupational Health and Safety

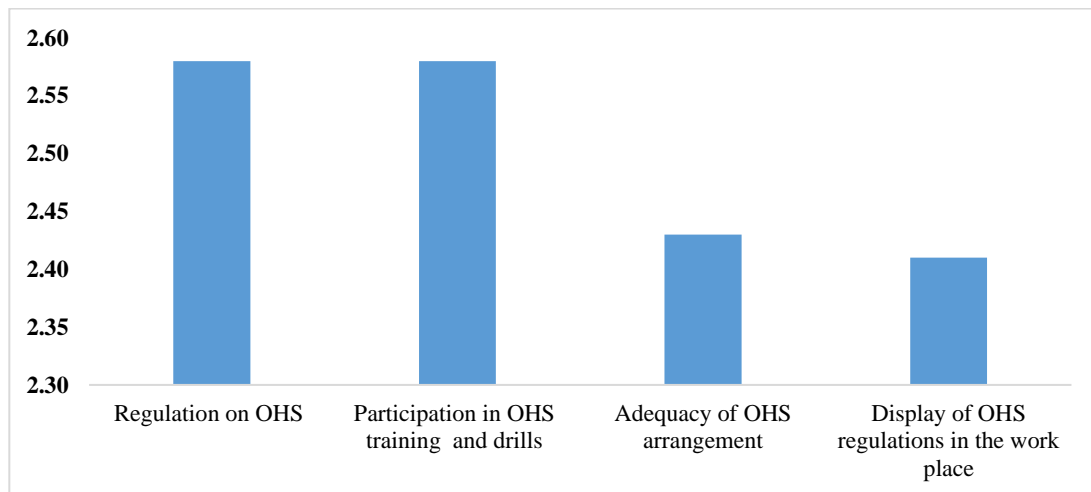


Table 6. 9: Occupational Health and Safety

Training Areas	Mean
Regulation on OHS	2.58
Participation in OHS training and drills	2.58

Adequacy of OHS arrangement	2.43
Display of OHS regulations in the work place	2.41

Source: Field Data, 2020

From Table 6.10, details of Lower Level staff appreciation of emotional intelligence (EI) in the Somaliland Civil Services (SCS) is presented. Issues such as staff ‘ability to create group synergy towards collective goals’; ‘readiness to act on opportunities and ‘ability to read group emotional current and power relationships’ are key gaps identified. Thus, Lower staff in the Somaliland Civil Service showed gaps in their knowledge and appreciation of emotional intelligence. The consultant therefore recommends modules covering emotional intelligence for the Lower Level staff. The modules must cover the specific issues outlined in Table 6.10.

Figure 6. 8: Emotional Intelligence

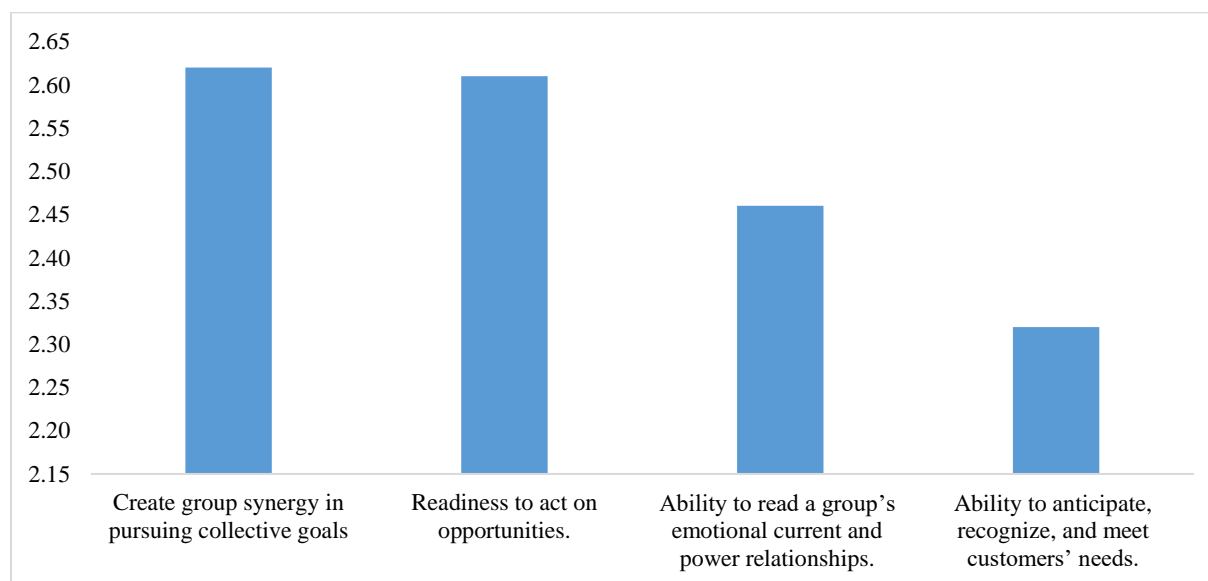


Table 6. 10: Emotional Intelligence

Training Areas	Mean
----------------	------

Ability to create group synergy in pursuing collective goals.	2.62
Readiness to act on opportunities.	2.61
Ability to read a group's emotional current and power relationships.	2.46
Ability to anticipate, recognize, and meet customers' needs.	2.32

Source: Field Data, 2020

6.4 Training Needs of Lower Level Staff from the Perspective of Supervisors

This section provides the perspectives of supervisors about the capacity needs of jobs skills of subordinates (i.e. Lower Level staff) at the organizational level. The gap areas identified are provided below:

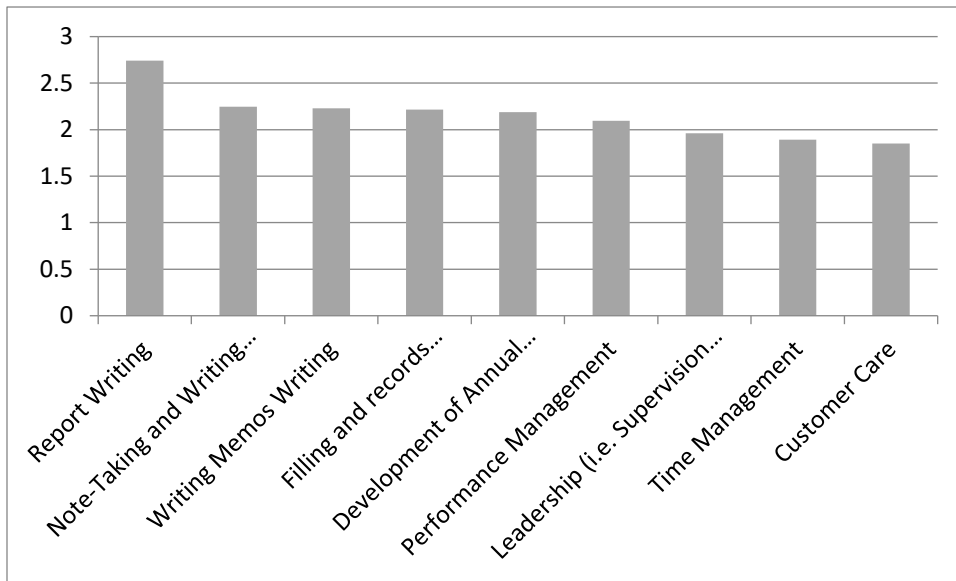
- Report Writing
- Note-Taking and Writing of Minutes
- Writing Memos
- Filling and Records Management
- Development of Annual Work Plan
- Performance Management
- Time Management
- Leadership
- Customer Care

The above jobs skills gaps as expressed by the supervisors are considered topmost for the role of the Lower Level Staff for effective performance of their respective assigned duties. The mean difference scores have been provided in Table 6.11 and visual illustration given in Figure 6.8.

Table 6. 11: Summary of technical jobs skills of subordinates

No	Technical Jobs Skills	Mean Difference Scores
1	Report Writing	2.7432
2	Note-Taking and Writing Minutes	2.2466
3	Writing Memos Writing	2.2297
4	Filling and records management	2.2162
5	Development of Annual Work Plan	2.1892
6	Performance Management	2.0946
7	Leadership (i.e. Supervision and Coordination of subordinates)	1.9595
8	Time Management	1.8919
9	Customer Care	1.8514

Figure 6. 9: Technical Job Skills need of Subordinates from the perspective of Upper Lower Level Staff



ICT Skills Gaps of the Lower Level Staff from the perspective of Upper Lower Staff

Upper lower staff identified the following training gaps for their subordinates:

- Level of Competency in Microsoft Excel
- Level of Competency in Microsoft Power Point
- Level of Competency in Microsoft Word
- Level of Competency in Microsoft Project
- Data Management Tools and Software
- Computerized Accounting Software

In addition, the following training gaps were identified by Upper lower staff for their subordinates

- Contract Records Management
- Contract Administration
- Tendering Processes

6.5 Recommended Training Areas for Lower Level Staff

The summary training gaps for Lower Level Staff of the Somaliland Civil Service institute expressed by themselves and their superiors are presented in Table 6.12.

Table 6. 12: Summary of Identified Training Areas

Category	Training Areas
1. Technical Capacity (Office Management)	<ul style="list-style-type: none"> • Report Writing • Development of Annual Work Plan • Performance Management • Filing and records management • Time management and Leadership • Customer Care
2. Working Environment/Health and Safety	<ul style="list-style-type: none"> • Regulation on OHS • Participation in OHS training and drills • Adequacy of OHS arrangement • Display of OHS regulations in the work place • Grievances procedures, • Disciplinary Procedures and • Interpersonal relations • Workplace ethics • Avoiding and preventing violence
3. ICT Capacity	<ul style="list-style-type: none"> • Microsoft Excel • Microsoft Project • Microsoft Word • Data management tools and Software
Specialized Areas	<ul style="list-style-type: none"> • Career management Plan Development • Contract Records management • Career management Plan Development • Contract Administration

CHAPTER SEVEN

7.0 GENERAL RECOMMENDATIONS – THE WAY FORWARD

Acquiring new knowledge and skills (competencies) through capacity building programmes for staff from the targeted institutions is necessary for achieving improved public services delivery. Capacity building programmes are effective when they are tailored towards the self-reported training needs expressed by targeted staff themselves and approved/agreed with their various supervisors or organisations. There is the need for these parties to work together to ensure that any in service training program covers the need areas of the beneficiaries. This will ensure that resource outlays for training programmes are used/applied in a cost-effective manner and, at the same time, geared towards the improvement in public services delivered to clients. It is therefore more important to prioritize training needs as demonstrated in this assignment, especially in a resource-constraint environment such as Somaliland. The Consultant therefore envisage that the areas proposed in this assignment will facilitate the judicious use of scarce resources and produce outcomes that will far exceed the investment made.

The findings from the four categories of staff provide the basis for recommending areas for the training plan. All the data sets showed positive capacity gap scores; suggesting in principle that all the thematic areas in which the questions were asked should be developed into a training plan. In practice, however, this would have to be weighed against cost and other resources. Fortunately, the methodology for calculating the capacity gap scores dictates that the higher the score the greater the need for capacity training/strengthening.

Hence the need for the Consultant to select training gaps with averaged score above one as the areas that should receive priority attention in developing the capacity training plan.

In addition, responses from the open-ended questions identified additional training gaps that will be included in the capacity training plan. Other responses from the open-ended questions by some middle level staff identified some key challenges or non-trainable areas that serve as barrier sin the performance of their jobs. Some of the challenges include:

- Inadequate office space and furniture
- Persistent financial constraints for training
- Inadequate office equipment such as computers

The Consultant therefore recommends that the Client should vigorously source for funding to equip the various MDAs with requisite logistics to make them more effective and efficient in the performance of their jobs.

There was the need for the report to consider discussions between supervisors and subordinates for understanding to be attained on their respective training gaps to enrich the findings in the report.

After studying the qualified thematic areas carefully for each category of staff, it became clear that many of the thematic areas could be grouped as one module; but keeping each thematic area as a separate section in the module. Based on this approach, the recommended Modules and their Thematic Areas as identified by the training needs and capacity/knowledge gaps will presented in the Capacity training plan in the next report (deliverable).

Appendix 1: CAPACITY BUILDING NEEDS ASSESSMENT SEMI-STRUCTURED QUESTIONNAIRE FOR TOP MANAGEMENT – DIRECTOR GENERALS

Date:

Ghana Institute of Management and Public Administration (GIMPA) is administering this questionnaire to identify the capacity needs of Top Management (Director Generals). Information collected using this instrument will be used to design Training Plan (Capacity Development) to address the identified training needs. GIMPA assures respondents that any information provided will be treated with STRICT CONFIDENTIALITY. Thank you very much

INSTRUCTIONS FOR COMPLETION

The questionnaire comprises two parts in all. Please follow the instructions in each section carefully to ensure that the various components of the questionnaire are administered to the targeted Organization.

PART 1

Section A BACKGROUND INFORMATION OF RESPONDENT

1. Name of organization.....

2. Department.....
3. Marital Status: Married Single Divorce Widowed
4. Please indicate your age group below:
 18-30 years 31 – 40 years 41– 50 years 51-60 years
 Above 60 years
5. Gender: Male Female
6. Position/Designation/:
7. Number of Years working with the Civil Service
 1-5 years 6–10 years 11–15 years 16-20 years Above 20 years
8. Number of Years working at current position
 1-3 years 4–6 years 7–9 years Above 10 years
9. What is your current grade/rank?

10. What is your highest level of Education (Tick)?

- Secondary
- Diploma
- First Degree
- Masters
- PhD

11. For those above secondary school level, provide area of specialization (area of study):

.....

.....

12. Indicate Courses/Workshops you have attended in the last five years.

Title of Course	Period day/month/year	Location	Specific Knowledge/ Skills Acquired	Relevance of training to current job (Rank 1 – 5;

				where 1 is low and 5 highest)

13. List the main duties you perform in your current job/position:

.....

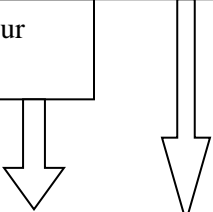
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SECTION B: Closed Response Questions

Technical Capacity Needs of Staff
INSTRUCTION: Administer to respondents. Please probe sufficiently to ensure that ratings quoted by respondent reasonably reflect respondent’s depth of knowledge in the question area or item read out.

How well do you think you currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

How important is this activity to successful performance of your job? Rating 1-7: 1= Not Important 7= Very Important



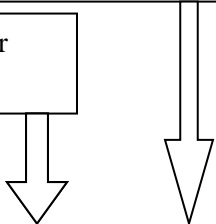
No	Technical Role/Task	Score A	Score B
1	Ability to communicate effectively in correspondence		
2	Decision-making and problem-solving skills		
3	Ability to work in teams/ Team building		
4	Basic Computer Literacy		
5	Capacity to initiate and manage change		

6	Knowledge of Public Policy		
7	Knowledge and understanding of Public Administration System		
8	Monitoring and evaluation skills		
9	Interpersonal and communication skills		
10	Negotiation and Conflict Management Skills		
11	Performance Management Skills		
12	Emotional Intelligence		
13	Strategic Plan Development		
14	Supervision and group dynamics skills		
15	Leadership Skills		
16	Understanding of Public Procurement		
17	Understanding of Public Financial Management		
18	Public Perception Management		
19	Ethics and Values		
20	Peace building and Security Awareness		
21	Stakeholder and Developing Partners management		
22	Retirement Planning		
23	Project Proposal Writing skills		
24	Information, Communication and Reporting		
25	Planning, Budgeting and Financial Management		
26	Design of Work systems		
27	Quality Assurance and Productivity Improvement		
28	Report Writing Skills		
29	Human Resource Management Information System (HRMIS)		

SECTION C: ENSURING A RESPECTFUL WORKING ENVIRONMENT

How well do you think you currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

How important is this activity to successful performance of your job? Rating 1-7: 1= Not Important 7= Very Important



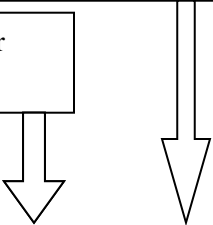
No	Working Environment Skill	Score A	Score B
1	Interpersonal relationships		
2	Workplace ethics		
3	Avoiding and preventing sexual harassment		
4	Grievance procedures		
5	Disciplinary procedures		
6	Avoiding and preventing workplace violence		

7	Emotional intelligence		
8	Health and Safety at Work place		

SECTION D: ICT SKILLS

How well do you think you currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

How important is this activity to successful performance of your job? Rating 1-7: 1= Not Important 7= Very Important



No	ICT Skills	Score A	Score B
1	Competence in Microsoft excel		
2	Competence in Microsoft word		
3	Competence in Microsoft power point		
4	Competence in the use of internet facilities		
5	Level of knowledge in basic statistics		
6	Video Conferencing		

SECTION E: Open Response Questions

1. Please list below the five most important skills you need to perform your task as a top management level staff. (In order of importance)

.....

.....

.....

.....

.....

2. Provide insights on two (2) challenges within the organization that you face in performing your task as a top management level staff?

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3. Provide insights on two (2) challenges outside the organisation that you face in performing your task as a top management level staff

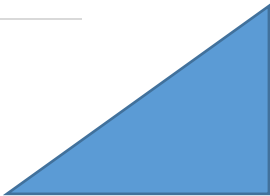
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4. Are there Challenges Facing Top Level Management Training and Development? If Yes, Mention Three (3)

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.....
.....

5. List 3 suggestions to improve top level management training and development.

.....
.....
.....
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.....



PART 2

This part is to request Top level management to assess the training needs of those they supervise.

SECTION A: CAPACITY NEEDS OF STAFF

	Yes	No
Have your subordinates attended any training programmes in the last 5 years sponsored by your MDA?		
If yes, was the training relevant to the work they do?		
Has any of the training received resulted in promotion or change of career?		
Was the training done locally?		

SECTION B: CAPACITY NEEDS OF SUB-ORDINATE STAFF

Technical Job Skill Needs of Sub-ordinate Staff

INSTRUCTION: Administer to respondents. Please probe sufficiently to ensure that ratings quoted by respondent reasonably reflect respondent's depth of knowledge in the question area or item read out.

How well do you think subordinate currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

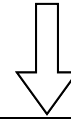
How important is this activity to successful performance of subordinate job? Rating 1-7: 1= Not Important 7= Very Important

No	Technical Job Skill	Score A	Score B
1	Public financial management		
2	Public procurement system management		
3	Policy formulation and implementation		
4	Development of annual work plan and budget		
5	Stakeholder and Development Partners management		
6	Strategic Planning/Organizational Skills		
7	Monitoring and evaluation		
8	Governance		
9	Conflict management		
10	Human Resource Management (HRM)		
11	Leadership		
12	Gender mainstreaming		
13	Team building and management		
14	Technical report writing		
15	Communication (e.g. Memos, press release, official letters, radio)		
16	Employee performance management		
17	Information Communication Technology		
18	Project management		
19	Time management		
20	Negotiation and lobbying skills		
21	Conflict management		
22	Peace Building and Security awareness		
23	Ethics and Values		
24	Security data analysis		
25	Public perception management		
26	Speech writing		
27	Social media and content management		
28	Virtual meetings and e-platforms		

SECTION C: Ensuring a Respectful Working Environment

How well do you think sub-ordinate currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

How importante is this role/activity to successful performance of sub-ordiante job? Rating 1-7: 1= Not Important 7= Very Important

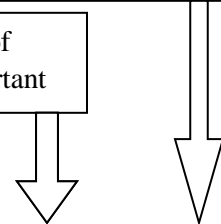


No	Working environment skill	Score A	Score B
1	Interpersonal relationships		
2	Workplace ethics		
3	Avoiding and preventing sexual harassment		
4	Grievance procedures		
5	Disciplinary Procedures		
6	Avoiding and preventing workplace violence		
7	Emotional intelligence		
8	Health and safety at work place		

SECTION D: Information and Communication Technology (ICT)

How well do you think sub-ordinate currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

How important is this role/activity to successful performance of sub-ordinate job? Rating 1-7: 1= Not Important 7= Very Important



Computer Literacy/ICT Area		
Level of competency in Microsoft Word		
Level of competency Microsoft Power Point		
Level of competency Microsoft Excel		
Level of competency Microsoft Project		
Computerized Accounting Software (e.g. Quick-books & Tally)		
Data management Tools and Software		
Social Media Management (Websites, Facebook, Twitter etc.)		
Virtual meetings and e-platforms		

THANK YOU

Appendix 2: FOCUSED GROUP DISCUSSION (FGD) FOR TOP MANAGEMENT – DIRECTOR GENERALS

Date:

Ghana Institute of Management and Public Administration (GIMPA) is conducting this Focused Group Discussion (FGD) to identify the capacity needs of Top Management (Director Generals). Information collected using this instrument will be used to design Training Plan (Capacity Development) to address the identified training needs. GIMPA assures respondents that any information provided will be treated with **STRICT CONFIDENTIALITY**. *Thank you very much*

General information

Total number of FGD participants MaleFemale.....

Date..... Name of Interviewer/Consultant

1. What is your level of understanding of the following policies/procedures of the Civil Service?

(Use a rating scale of 1-lowest to 10-highest and Explain)

i. Corporate governance policies.....

.....
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ii. Recruitment and selection procedures

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iii. Medical Procedures

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iv. Employee separation procedures

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v. Handing over procedures

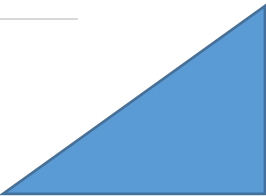
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vi. Promotion procedures

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vii. Disciplinary procedures

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viii. Staff appraisal procedures

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ix. Guidelines to Budget Preparations

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x. Debt Management Procedures

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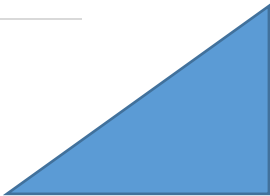
xi. Internal Control Systems/Procedures

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2. List three other areas in order priority in the existing Public Administration system, policies, and procedures that you require training in order to enhance your performance?

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3. List 3 training courses that will improve top management skills? Please justify why



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**Appendix 3: QUESTIONNAIRE FOR MIDDLE LEVEL STAFF
CAPACITY BUILDING NEEDS ASSESSMENT QUESTIONNAIRE FOR MIDDLE
LEVEL STAFF**

Questionnaire ID -----

Sector.....

Date.....

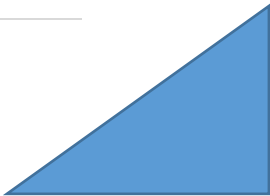
Ghana Institute of Management and Public Administration (GIMPA) is administering this questionnaire to identify the capacity needs of Middle Level Staff from the Civil Services of Somaliland Government. Information collected using this instrument will be used to design Training Plan (Capacity Development) to address the identified training needs. GIMPA assures respondents that any information provided will be treated with STRICT CONFIDENTIALITY.

**PART 1
INSTRUCTIONS FOR COMPLETION**

The questionnaire comprises three sections in all. Please follow the instructions in each section carefully to ensure that the various components of the questionnaire are administered to the targeted Organization.

SECTION A: BACKGROUND/DEMOGRAPHIC INFORMATION

Name of organization.....



14. Department.....

15. Please indicate your age group below:

18-30 years 31 – 40 years 41– 50 years 51-60 years

Above 60 years

16. Gender: Male Female

17. Marital Status: Married Single Divorce Widowed

18. Position/Designation/:

19. Years of working experience in Civil Service: 1-5 years 6-10 years 11-

15year 16-20 years 21 years above

20. Years of working experience in current position 1-3years 4-6 years 7-9

year 10 years above

21. What is your current grade/rank

22. What is your highest level of Education (Tick)

Secondary

Diploma

First Degree

Masters

PhD

23. For those above secondary school level, provide your area of specialization (field of study) -----

24. Indicate Courses/Workshops you have attended in the last five years.

Title of Course	Period day/month/year	Location	Specific Knowledge/ Skills Acquired	Relevance of training to current job (Rank 1 – 5; where 1 is low and 5 highest)

25. List the main duties you perform in your current job/position:

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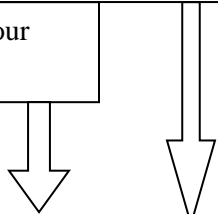
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SECTION B: CAPACITY NEEDS OF STAFF

Technical Job Skill Needs of Staff
INSTRUCTION: Administer to respondents. Please probe sufficiently to ensure that ratings quoted by respondent reasonably reflect respondent’s depth of knowledge in the question area or item read out.

How well do you think you currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

How important is this activity to successful performance of your job? Rating 1-7: 1= Not Important 7= Very Important



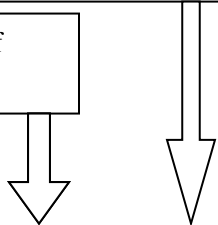
No	Technical Job Skill	Score A	Score B
1	Public financial management		
2	Public procurement system management		
3	Policy formulation and implementation		
4	Development of annual work plan and budget		

5	Stakeholder and Development Partners management		
6	Strategic Planning/Organizational Skills		
7	Monitoring and evaluation		
8	Governance		
9	Conflict management		
10	Human Resource Management (HRM)		
11	Leadership		
12	Gender mainstreaming		
13	Team building and management		
14	Technical report writing		
15	Communication (e.g. Memos, press release, official letters, radio		
16	Employee performance management		
17	Information Communication Technology		
18	Project management		
19	Time management		
20	Negotiation and lobbying skills		
21	Conflict management		
22	Peace Building and Security awareness		
23	Ethics and Values		
24	Security data analysis		
25	Public perception management		
26	Speech writing		
27	Social media and content management		
28	Virtual meetings and e-platforms		

SECTION C: Ensuring a Respectful Working Environment

How well do you think you currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

How important is this role/activity to successful performance of your job? Rating 1-7: 1= Not Important 7= Very Important



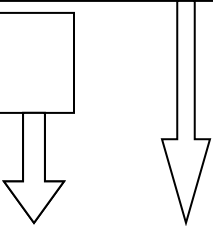
No	Working environment skill	Score A	Score B
1	Interpersonal relationships		
2	Workplace ethics		
3	Avoiding and preventing sexual harassment		
4	Grievance procedures		
5	Disciplinary Procedures		
6	Avoiding and preventing workplace violence		

7	Emotional intelligence		
8	Health and safety at work place		

SECTION D: Information and Communication Technology (ICT)

How well do you think you currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

How important is this role/activity to successful performance of your job? Rating 1-7: 1= Not Important 7= Very Important



Computer Literacy/ICT Area		
Level of competency in Microsoft Word		
Level of competency Microsoft Power Point		
Level of competency Microsoft Excel		
Level of competency Microsoft Project		
Computerized Accounting Software (e.g. Quick-books & Tally)		
Data management Tools and Software		
Social Media Management (Websites, Facebook, Twitter etc.)		
Virtual meetings and e-platforms		

SECTION E: OTHER ISSUES

6. Please list below the five most important skills you need to perform your job.

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7. Rank in order of preference the skill areas among those listed in question 1.

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8. Give any suggestions to improve directors/heads of department' training and development.

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9. Provide insights on challenges in performing your task instigated both from inside the organization or from outside.

Challenges instigated from inside the organization

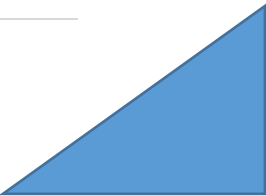
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Challenges instigated from outside the organization

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5. List the main duties you perform in your current job/position:

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PART 2

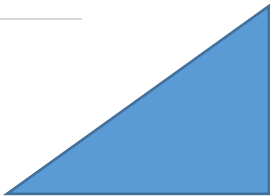
NOTE: This part is to request middle level management to assess the training needs of staff they supervise (subordinate).

SECTION A: General

	Yes	No
Have your subordinates attended any training programmes in the last 5 years sponsored by your department organization?		
If yes, was the training relevant to the work they do?		
Has any of the training received resulted in promotion or change of career?		
Was the training done locally?		

SECTION B: CAPACITY NEEDS OF SUBORDINATE (STAFF YOU SUPERVISE)

Technical Job Skill Needs of Staff You Supervise (Subordinate)



INSTRUCTION: Administer to respondents. Please probe sufficiently to ensure that ratings quoted by respondent reasonably reflect respondent’s depth of knowledge in the question area or item read out.

How well do you think you currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

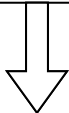
How important is this activity to successful performance of your job? Rating 1-7: 1= Not Important 7= Very Important

No	Technical Job Skill	Score A	Score B
1	Public financial management		
2	Public procurement system management		
3	Policy formulation and implementation		
4	Development of annual work plan and budget		
5	Stakeholder and Development Partners management		
6	Strategic Planning/Organizational Skills		
7	Monitoring and evaluation		
8	Governance		
9	Conflict management		
10	Human Resource Management (HRM)		
11	Leadership		
12	Gender mainstreaming		
13	Team building and management		
14	Technical report writing		
15	Communication (e.g. Memos, press release, official letters, radio		
16	Employee performance management		
17	Information Communication Technology		
18	Project management		
19	Time management		
20	Negotiation and lobbying skills		
21	Conflict management		
22	Peace Building and Security awareness		
23	Ethics and Values		
24	Security data analysis		
25	Public perception management		
26	Speech writing		
27	Social media and content management		
28	Virtual meetings and e-platforms		

SECTION C: Ensuring a Respectful Working Environment

How well do you think you currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

How important is this role/activity to successful performance of your job? Rating 1-7: 1= Not Important 7= Very Important

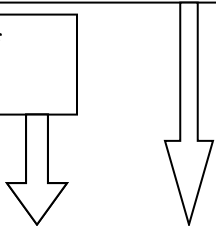


No	Working environment skill	Score A	Score B
1	Interpersonal relationships		
2	Workplace ethics		
3	Avoiding and preventing sexual harassment		
4	Grievance procedures		
5	Disciplinary Procedures		
6	Avoiding and preventing workplace violence		
7	Emotional intelligence		
8	Health and safety at work place		

SECTION D: Information and Communication Technology (ICT)

How well do you think you currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

How important is this role/activity to successful performance of your job? Rating 1-7: 1= Not Important 7= Very Important



Computer Literacy/ICT Area		
Level of competency in Microsoft Word		
Level of competency of Microsoft Power Point		
Level of competency of Microsoft Excel		
Level of competency of Microsoft Project		
Computerized Accounting Software (e.g. Quick-books & Tally)		
Data management Tools and Software		
Social Media Management (Websites, Facebook, Twitter etc.)		
Virtual meetings and e-platforms		

PART 3

NOTE: This part is to request middle level management to assess the training needs of their superiors.

1. Please list below five areas in order of importance that your superiors need training to perform their tasks as supervisors.

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2. Please state your reasons for selecting the above areas.

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THANK YOU

Appendix 4: QUESTIONNAIRE FOR UPPER LOWER LEVEL STAFF

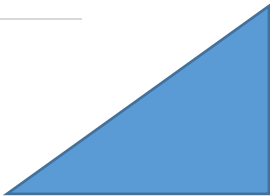
SECTION AND UNIT HEADS

Ghana Institute of Management and Public Administration (GIMPA) is undertaking a Training Needs Assessment (TNA) for the Upper Lower Level Staff of the Somaliland Civil Service Institute. The aim of the TNA is to identify institutional and management needs that are required by the upper lower level staff to perform their duties effectively and efficiently. This exercise will be followed by leadership and management training programmes. We would therefore be most grateful if you could answer the following questions as best as you can.

PART 1

SECTION A: BACKGROUND/DEMOGRAPHIC INFORMATION

26. Name of organization.....



27. Department.....

28. Marital Status: Married Single Divorce Widowed

29. Please indicate your age group below:

18-30 years 31 – 40 years 41– 50 years 51-60 years

Above 60 years

30. Gender: Male Female

31. Position/Designation/:

32. Number of years working with C.S?

(i) 1-5yrs (ii) 6-10yrs (iii) 11-15yrs (iv) 16-20 years. 21 + years

8. Number of years working at current position (i) 1-3yrs (ii) 4-6yrs

(iii) 7-9yrs (iv) 10+

9. What is your current grade/rank

10. What is your highest level of Education (Tick)

Secondary

Diploma

First Degree

Masters

PhD

For those above secondary school level, provide area of specialization (field of study).....

11. List the main duties you perform in your current job/position:

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12. Indicate Courses/Workshops you have attended in the past five years

Title of Course	Period	Location	Specific Knowledge/ Skills Acquired	Relevance of training to current job(in the scale of 1-5, where 1 is low and 5 is high)

13. Where do you wish to see yourself in the next three (3) years (Career Progression)?

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.....

.....

14. List three priority areas of training you will need in the short and long terms and give reasons for the choice. (You may use additional paper or continue at the back)

Preferred Areas of training		Reasons
Short term	Long term	
i.	i.	
ii.	ii.	
iii.	iii.	

SECTION B: TECHNICAL JOB SKILL NEEDS OF STAFF

Technical Job Skill Needs of Staff

INSTRUCTION: Administer to respondents. Please probe sufficiently to ensure that ratings quoted by respondent reasonably reflect respondent's depth of knowledge in the question area or item read out.

How well do you think you currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

How important is this activity to successful performance of your job? Rating 1-7: 1= Not Important 7= Very Important

No	Technical Job Skill	Score A	Score B
1	Public financial management		
2	Public procurement system management		
3	Policy formulation and implementation		
4	Team Building		
5	Human Resource Management		
6	Organizational and Individual Performance Management		
7	Career Development and Succession Plan		
8	Performance Appraisal		
9	Code of Conduct		
10	Data gathering, management and analysis		
11	Presentation skills		
12	Records Management(Active and Dormant)		
13	Performance Measurement		
14	Civil Service Incentive Schemes		
15	Communication (e.g. Memos, press release, official letters, radio		
16	Resource Mobilization Skills		
17	Project Management		
18	Public Administration		
19	Time management		
20	Knowledge in leadership and governance skills		
21	Virtual meetings and use of e-platforms		
22	Logistic management and delivery		
23	Report writing		
24	Customer service delivery		
25	Legal skills		

SECTION C: ENSURING A RESPECTFUL WORKING ENVIRONMENT

How well do you think you currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

How important is this activity to successful performance of your job? Rating 1-7: 1= Not Important 7= Very Important

No	Working Environment Skill	Score A	Score B
1	Interpersonal relationships		
2	Workplace ethics		
3	Avoiding and preventing sexual harassment		
4	Grievance procedures		
5	Avoiding and preventing workplace violence		
6	Emotional intelligence		
7	Health and Safety at Work place		
8	Disciplinary Procedures		

SECTION D: ITC SKILLS

How will you rate yourself on the following? Rating 1-7: 1= Not Well 7= Very Well

How important is this activity to successful performance of your job? Rating 1-7: 1= Not Important 7= Very Important

No	ITC Skill	Score A	Score B
1	Level of competence in Microsoft excel		
2	Level of competence in Microsoft word		

3	Level of competence in Microsoft power point		
4	Level of competence in the use of internet facilities		
5	Level of knowledge in basics statistics		
6	Data Analysis		

SECTION E. OTHER ISSUES

Please, give any other comments on any needs or areas that you see as relevant but not addressed by the questionnaire.

.....

Thank you for your support in undertaking this important exercise.

PART 2

This part is to request supervisors to assess the training needs of those they supervise.

SECTION A: CAPACITY NEEDS OF STAFF

	Yes	No
Have your subordinates attended any training programmes in the last 5 years sponsored by your MDA?		
If yes, was the training relevant to the work they do?		
Has any of the training received resulted in promotion or change of career?		
Was the training done locally?		

Indicate Courses/Workshops your subordinates have attended in the last five (5) years.

	Title of Course	Period (year)	Venue	Specific Knowledge/ Skills Acquired	For each training indicate its relevance to your current job using a scale of 1-5 (1 is lowest and 5 is the highest)
1					
2					
3					
4					
5					

Using the seven-point Likert Scale (1 is the lowest and 7 is the highest), how would you rate the competencies of your subordinates in the following:

TECHNICAL JOB SKILLS NEEDS OF STAFF
INSTRUCTIONS: Administer to respondents.
Please probe sufficiently to ensure that ratings quoted by respondent reasonably reflect respondent’s depth of knowledge in the question area or item read out.

How well do you think they currently perform this activity? Rating 1-7: 1= Not Well 7= Very Well

How important is this activity to successful performance of their job? Rating 1-7: 1= Not Important 7= Very Important

	SCORE A	SCORE B
JOB SKILLS		
Office Management Duties		
Filing and records management		
Writing Memos Writing		
Note-Taking and Writing Minutes		
Report Writing		
Performance Management		
Development of Annual Work Plan		
Time Management		
Leadership (i.e. Supervision and Coordination of subordinates)		
Customer Care		
Technical Areas I - Computer Literacy/ICT		
Level of competency in Microsoft Word		
Level of competency Microsoft Power Point		
Level of competency Microsoft Excel		

Level of competency Microsoft Project		
Computerized Accounting Software (e.g. Quick-books & Tally)		
Data management Tools and Software		
Social Media Management (Websites, Facebook, Twitter etc.)		
Technical Area II - Procurement		
Tendering processes (Invitation for Tenders, Receipt and opening of Tender)		
Contract Administration		
Contract Records Management		
Technical Area IV - Accounting and Finance Duties		
Payroll Management duties		
Basic financial management (i.e. retiring of funds/petty cash etc.)		
Carrier Management Plan		

SECTION B: Ensuring a Respectful Working Environment

1. Have they ever been mentored or coached on the Job? Yes/No
2. If yes, has it improved their job performance? Yes/No

How well do you think they currently perform this role/activity? Rating 1-7: 1= Not Well 7= Very Well

How important is this role/activity to successful performance of their job? Rating 1-7: 1= Not Important 7= Very Important

No	Working environment skill	Score A	Score B
1	Interpersonal relationships		
2	Workplace ethics		
3	Avoiding and preventing sexual harassment		
4	Grievance procedures		
5	Disciplinary Procedures		
6	Avoiding and preventing workplace violence		
	Occupational Health and Safety		
7	Are you familiar with regulation on occupation safety and health in your workplace?		
8	Are the regulations on occupation safety and health conspicuously displayed in the work place		
9	Have you ever participated in occupational, safety and health training and drills?		
10	Do you find the current arrangements to promote occupation health and safety adequate?		
	Emotional Intelligence		

11	Ability to anticipate, recognize, and meet customers' needs.		
12	Ability to read a group's emotional current and power relationships.		
13	Ability to create group synergy in pursuing collective goals.		
14	Readiness to act on opportunities.		

SECTION C: OTHER ISSUES

1. Where do you think they wish to see themselves in the next three (3) years (Career Progression)?

2. List three priority areas of training they will need in the short and long terms and give reasons for the choice. (You may use additional paper or continue at the back)

Preferred Areas of training		Reasons
Short term	Long term	
i.	i.	
ii.	ii.	
iii.	iii.	

3. Please list below the specific key tasks they are expected to perform as per their current job description not stated in previous sections

4. Please list below **FIVE MOST IMPORTANT** skills you need to perform your assigned tasks.

5. State in order of importance the listed skills in (4) above you need training on to better perform their assigned tasks.

6. Give any suggestions to improve their training and development.

7. Provide insights on challenges internal and external challenges that affect their performance in their department.

Internal Challenges

External Challenges

8. List any other work-related issues that impact on their performance negatively and need to be addressed

PART 3

NOTE: This part is to request upper Lower level staff to assess the training needs of their superiors.

1. Please list below five areas in order of importance that your superiors need training to perform their tasks as supervisors.

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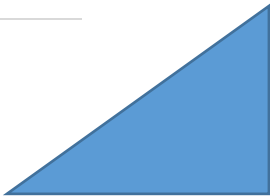
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2. Please state your reasons for selecting the above areas.

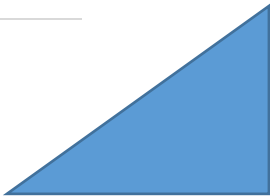
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THANK YOU

Appendix 5: QUESTIONNAIRE FOR LOWER LEVEL STAFF



TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR LOWER LEVEL STAFF

SOMALILAND CIVIL SERVICE

Questionnaire ID: _____

Sector: _____

Date: _____

Name/Contact of Enumerator: _____

Respondent Consent FORM:

Ghana Institute of Management and Public Administration (GIMPA) is undertaking a Training Needs Assessment (TNA) for the Lower Level Staff of the Somaliland Civil Service (CS). The aim is to identify the Training Needs required by the Lower level staff to perform their duties. Information collected using this instrument will be used to design Training Plan (Capacity Development) to address the identified training needs. As part of meeting ethical standards for such studies, we will like to seek your consent to ask you the questions in instrument. GCID assures you STRICT CONFIDENTIALITY of information provided.

Kindly sign below if you agree to participate in the survey.

Name: _____

Signature: _____

Appendix 5: TARGET INSTITUTIONS

Institution
Ministry of Education and Science
Auditor General, Attorney General, Aviation Authority
Ministry of Planning, Mo-livestock and Fishery development, Mo-Council Coordination
Mo-Information, National IDPs and Refugee, NEDFOD
Mo-Youth & Sports, Mo-Agriculture, Mo-Trade Industry & Tourism, and Mo-Investment
Mo-Environment, Civil Service Commission, National Tender Board, and Civil Service Institute
Mo-Employment Social affairs And Family, Mo-Energy & Minerals, Presidency Office, And Supreme Court
Mo-Finance Development, Mo-Interior, And Mo-Foreign Affairs & Relation,
Mo-Telecommunication & Technology, Mo-Health Development.
Mo-Public Work, Mo-Water Resource Development, Mo-Transportation & Road Development And Mo-Defense



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