



# CIVIL SERVICE INSTITUTE (CSI)

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# TRAINING NEEDS ASSESSMENT REPORT JULY, 2022



## TERMS AND ABBREVIATIONS

<b>Terms</b>	<b>Abbreviations</b>
Civil Service Commission	CSC
Civil Service Institute	CSI
Ghana Institute of Management and Public Administration	GIMPA
Focus Group Discussion	FGD
Key Informant Interview	KII
Ministry, Department and Agency	MDA
Training Needs Assessment	TNA
Civil Service Strengthening Project	(CSSP)
United Nations Development Program	UNDP
National Development Plan II	NDP II

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## **EXECUTIVE SUMMARY**

The Civil Service Institute (CSI), which was founded in 2005, currently offers degree, one-year diploma, and short-term training programs. For delivering training and development activities for the civil service, the Institute offers a reliable platform. Training Needs Assessment (TNA) was conducted in Togdheer region in particular the city of Burao which was commenced on 20<sup>th</sup> June 2022. In addition, to identify knowledge and skill shortages among professional civil servants, three representative categories were selected: regional coordinators, middle-level employees and lower-level employees of the selected MDAs in Burao. The Objective of the TNA is to find out skill and knowledge gaps from the civil servants in these different categories to determine list of trainings enabling them to fulfil their duties accordingly. The methodology of the TNA was conducted through mixed approach. In qualitative approach, Consultants engaged three selected research instruments including focus group discussion and observation. FGD was attended by twelve regional coordinators. In regarding the quantitative approach, the consultants developed questionnaires which was intended to the regional coordinators, head of sections and subordinate staff. The overall sample were 130 participants from the selected MDAs in Burao city. The consultants also utilized desk review which was meant to link the TNA with the key potential national documents as well as policy frameworks of the country. The data collection & analysis was conducted with the use of Open Data Kit (ODK) tool.

The following recommendations are made based on the findings for increasing the capability of regional coordinators, middle-level staff, and lower-level staff from the targeted institutions:

### **1. RECOMMENDED TRAINING AREAS FOR REGIONAL COORDINATORS**

<b>Category</b>	<b>Training Areas</b>
<b>1. Technical Capacity</b>	<ul style="list-style-type: none"> <li>• Virtual meetings and use of e-platforms</li> <li>• Leadership and governance skills</li> <li>• Report writing</li> <li>• Project Management</li> <li>• Team Building</li> <li>• Public procurement and Logistics management</li> <li>• Work and Budget Plan Preparation</li> <li>• Policy formulation and implementation</li> <li>• Communication (e.g. Memos, press release, official letters, radio)</li> <li>• Performance Appraisal</li> </ul>
<b>2. Working Environment</b>	<ul style="list-style-type: none"> <li>• Health and safety at workplace</li> <li>• Disciplinary and Grievance Procedures</li> <li>• Workplace ethics</li> <li>• Conflict Management</li> <li>• Emotional intelligence</li> </ul>

<b>3. ICT Capacity</b>	<ul style="list-style-type: none"> <li>• Virtual meetings and e-platforms</li> <li>• Level of competency in Microsoft Office</li> <li>• Data management Tools and Software</li> <li>• Computerized Accounting Software (e.g. Quick-books &amp; Tally)</li> <li>• Social Media Management (Websites, Facebook, Twitter etc.)</li> </ul>
<b>4. Other Areas</b>	<ul style="list-style-type: none"> <li>• Hand Over Procedures</li> <li>• M&amp;E</li> <li>• Human Resource Management</li> </ul>

## 2. RECOMMENDED TRAINING AREAS FOR HEAD OF SECTIONS

<b>Technical Capacity Gaps</b>	<ul style="list-style-type: none"> <li>• Human Resources Management</li> <li>• Report writing</li> <li>• Office Administration</li> <li>• Public Procurement and Logistic management</li> <li>• Public financial management</li> <li>• Data gathering, management and analysis</li> <li>• Code of Conduct</li> <li>• Customer service delivery</li> <li>• Records Management (Active and Dormant)</li> <li>• Time management</li> </ul>
<b>Working Environment Skill Gap</b>	<ul style="list-style-type: none"> <li>• Disciplinary and Grievance procedures</li> <li>• Workplace ethics</li> <li>• Health and Safety at Workplace</li> <li>• Emotional intelligence</li> </ul>
<b>ICT Skill Gaps</b>	<ul style="list-style-type: none"> <li>• Virtual Meetings and E-platforms</li> <li>• Computerized accounting software</li> <li>• Level of competence in Microsoft Office</li> <li>• Social Media Management</li> <li>• Data Management Tools and Software</li> </ul>
<b>Other Areas</b>	<ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Conflict Management</li> <li>• Leadership Skills</li> <li>• Work Plan and Budgeting</li> <li>• Monitoring and Evaluation</li> </ul>

### 3. RECOMMENDED TRAINING AREAS FOR LOWER-LEVEL STAFF

Category	Training Areas
<b>1 Technical Capacity</b>	<ul style="list-style-type: none"> <li>• Public Administration</li> <li>• Code of Conduct</li> <li>• Team Building</li> <li>• Records Management (Active and Dormant)</li> <li>• Report writing</li> <li>• Public Financial Management</li> <li>• Data gathering, management and analysis</li> <li>• Communication (e.g. Memos, press release, official letters, radio)</li> <li>• Time management</li> <li>• Customer service delivery</li> </ul>
<b>2. Working Environment/Health and Safety</b>	<ul style="list-style-type: none"> <li>• Health and Safety at Workplace</li> <li>• Disciplinary and Grievance procedures</li> <li>• Avoiding and preventing workplace violence</li> <li>• Emotional intelligence</li> </ul>
<b>3. ICT Capacity</b>	<ul style="list-style-type: none"> <li>• Virtual meetings and e-platforms</li> <li>• Level of competence in Microsoft Office</li> <li>• Social Media Platforms Management</li> <li>• Data management Tools and Software</li> </ul>
<b>4. Other Areas</b>	<ul style="list-style-type: none"> <li>• Human resource Management</li> <li>• Time management</li> <li>• Communication</li> <li>• Leadership</li> </ul>

## **GENERAL RECOMMENDATIONS**

Improved public service delivery can be achieved through frequent capacity building to civil servants in the targeted institutions. When trainings/capacity building activities to be delivered to civil servants are based on their needs, capacity development programs become more effective. Hence, it is the mandate of stakeholders to collaborate and make sure that any in-service training program addresses the beneficiaries' skill needs. This will make sure that resources allocated for training programs are used/applied in a way that is both effective and cost-efficient. Therefore, it is more crucial to prioritize training needs as shown in this project, especially in a setting with limited resources like Somaliland. Consultants believe that the areas suggested in this assignment will enable the wise use of limited resources and will create an impact that will greatly exceed the investments made.

Since the study revealed major capacity/skills gaps in all the three categories, consultants propose training plan should be created for each of the subsets with keeping in mind a balance between expenses and available resources.

The assessment was first conducted by CSI in Burao, consultants acknowledged the importance of maintaining seasonal training needs assessment so that changes to capacity and knowledge of civil servants can be traced. Therefore, consultants recommend adding CSI strategic calendar to make TNA at least once every two years in Burao.

# **CHAPTER ONE**

## **1.0 Background**

The Civil Service Institute (CSI) is a foundation that aims to strengthen the capacity of civil servants in Somaliland. It provides a solid platform for delivering training and development activities for the civil service. CSI was established in 2005, currently provides degree programs, a one-year diploma program, joint master's degree program between CSI & Jigjiga University which is a Ethiopian Federal University, research and consultancy services and finally a short-term training courses including tailor-made course which are designed to meet the specific needs and requirements of the requesting organization and also CSI also conducts demand-driven training (DDT) which refers to those skill-building programs that are tailored to meet the exact needs of a job function, for a single employer or a group of companies, and that result in placement in employment or self-employment. The institute also builds the capacity of its staff as well as Somaliland civil servants in delivering graduate programs. The institute creates a niche in state of art programs in human and institutional capacities that is aligned to the ongoing reforms and responds the training needs of individual institutions. The President of the Republic of Somaliland, in carrying out his constitutional duties and having recognized the governance of the Civil Service Institute plays a pivotal role in the provision of quality education, research and innovation, diversifying community services and meeting societal needs, re-established the Civil Service Institute through the Establishing Charter No. 01/2021 as an autonomous public institution of continuous learning in the civil service to improve the performance of civil servants and reinforce the basic principles and core values of Somaliland civil service. The CSI is responsible for the advancement of all forms of knowledge, skills and scholarship of Somaliland civil servants, in keeping with the international standard.

### **1.1 Rationale for the Assessment**

Having the requisite knowledge, skills, and attitude to meet with the necessary job and organization fit is not a choice but an invaluable input to human capital development. The nation prepared a Civil Service Institute Burao center to accommodate civil servants to assess and equip the necessary skills and knowledge to enable them to improve both for their career and public service delivery. To prepare them to act their duties accordingly, there is need for a baseline data so that we can design and plan interventions to be delivered. Hence, Training Needs Assessment was conducted in Burao.

### **1.2 Overall Goal of the Assessment**

The overall Objective of the assignment is to conduct Training Needs Assessment in Burao, Togdheer region in three categories: regional coordinators, head of sections and subordinates. The

aim is to find out skill and knowledge gaps from the civil servants in these different categories to determine list of trainings enabling them to fulfil their duties accordingly.

### **1.2.1 Specific objectives of the assignment**

- Assess work related skill and knowledge gaps of the civil servants in Burao
- Assess previous work-related trainings/capacity building opportunities received
- Draft training needs assessment for civil servants in Burao.
- Develop an action plan addressing the skill/knowledge gaps relevant to staff

## **1.4 Deliverables**

- Final draft of Training Needs Assessment Report.
- Classified civil servants' capacity gaps in each of the three categories: coordinators, heads of departments and subordinate staff.
- Training/capacity-building plan bridging gaps between desired and current staff skills
- Well understood existing challenges and limitations hindering the progress of civil servants
- Solid recommendations on way forward and for better future programming purposes

## **1.5 Institutional Reforms and Projects**

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

Civil service reform remains a priority of the Government of Somaliland (GoSL) and has been identified as a key priority in the Somaliland Special Arrangement (SSA). The Somaliland Special Arrangement, a separate and distinct part of the Somali Compact, lays out a way forward for institutionalizing ongoing Somaliland processes and initiatives within an overarching and equal partnership between the Somaliland government, its people, and the international community. The third priority under Peacebuilding and State-building Goal (PSG) 5: Revenue and Services are to create a merit-based and equitably distributed civil service that delivers high-quality basic services and security for all Somaliland citizens. To deliver on this priority, the Government of Somaliland (GoSL), together with the World Bank and its other development partners, endorsed the Somaliland Civil Service Strengthening Project (CSSP) as the vehicle to support human resource and institutional capacity improvement in targeted government ministries, departments and agencies (MDAs). (CSSP, 2020).

### **1.5.2 NDP II Outcome and Intervention**

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

(NDP II, 2017-2021). CSI interventions contributes to SDG17, outcome1 (By 2021, develop civil service quality standards and Certification for competence measures) with the interventions of: -

- Develop national civil service quality standards and certification.
- Devise civil service tailor-made training programs and promotions

### 1.5.3 CSI Strategic Plan

CSI has developed a five-year (2022-2026) Strategic Plan for the institute, which aligns with Somaliland's National Vision 2030 and National Development Plan II (NDP II). It focuses on advancing all forms of knowledge, skills, and scholarship of Somaliland civil servants and executives in keeping with the international standards. With this Strategic Plan, the Civil Service Institute creates a niche in state-of-the-art programs in human and institutional capacities aligned to the ongoing reforms and responds to the training needs of individual institutions. This strategic plan aspires to develop and promote civil servants’ knowledge, skills, and attitude by providing short and long-term professional training programs. It also emphasizes enhancing institutional infrastructure and improving internal systems to triangulate results and help provide quality services to the public. During this strategic plan, the institute also commits to expand its trainings to the three eastern regions of Somaliland and improve the capacity of eastern civil servants’ productive evidence-based training courses.

### 1.6 Demographic and Economic Context of Togdheer Region

Togdheer region borders Ethiopia to the South and other regions of Somaliland including Waqooyi Galbeed to the West, Sanaag to the North-East and Sool to the East. Its capital Burco is the second largest city after Hargeisa in Somaliland. According to six main regions of Somaliland, Burao comprises three districts namely: Burao, Buuhoodle and Odweyne. The region comprises Togdheer Agro-pastoral, and West Golis, Hawd and Nugal Valley pastoral livelihood zones. Majority of the people practice pastoralism and earn their livelihoods through selling livestock and livestock products. Crop and fodder production are also important sources of livelihoods. (OCHA, 2012). According to Labor force Survey conducted in 2012 by International Labor Organization (ILO) stated that employment rate in Burao district is 28% with gender disaggregation of 34.5% and 22.2% male and female, respectively.

### 1.7 Overview of Togdheer Civil Service

Referring to the Comprehensive Head Count Report (2022), the total number of Togdher Civil Servants is 2139 dispersed across 35 MDAs in the following four grades:

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Total</b>
573	964	292	310	2139

Source: Burao CSC

Civil servants in Burao have had limited access for capacity building opportunities due to unavailable free public education centers as well as limited income to cover their study. Hence, the government of Somaliland recognized the need to invest in people through quality education and established CSI Burao center with the aim of empowering and fostering the knowledge and skills of civil servants in eastern regions.

### 1.8 Education Context of Togdheer Region

Currently, Burao district has eight functioning universities with total students' population of 4720 followed by 432 lecturers. University of Burao holds the major students' population as it is a state-owned University while all the other Universities are private. Universities offer different courses about social science including public administration, business administration to pure science such as medicine, veterinary and agriculture.

**Table 4: 2021/2022 students' population and teaching staff for Universities in Burao**

#	University	No. of Students	Teaching Staff
1	University of Burao	1,994	170
2	Togdheer University	273	34
3	Najah University	328	23
4	Shifo University	181	27
5	New Generation University	72	20
6	Abaarso Tech University	264	26
7	Alpha University, Burao	806	67
8	Golis University, Burao	802	65
	<b>Total</b>	<b>4720</b>	<b>432</b>

Source: National Commission for Higher Education, Burao office

## CHAPTER TWO

### 2.0 APPROACH AND METHODOLOGY

#### 2.1 Approach of TNA

To ensure clear understanding and read the overall context, Consultants went through different related literature and met with key stakeholders for consultation and laying down the foundation for quality desk review. Below are some of the documents reviewed:

- Somaliland National Development Plan 11 (NDP II)
- Civil Service Strengthening Project (CSSP)
- Civil Service Institute (CSI) five years strategic plan (2022 – 2026)
- CSI Annual Report (2021)
- Training Needs Assessment Final Report to strengthen CSI
- Training Needs Assessment final report for Somaliland Judicial Institutions
- Somaliland Ministry of Education Statistics Book Year: 2020 – 2021
- Somaliland Ministry of Education Statistics Book Year: 2013 - 2014
- Somaliland Ministry of Education and Higher Studies Education Sector Strategic Plan (2017-2021)
- Somaliland Decentralization Policy: 2013 – 2020

Key stakeholders met during material and process preparation includes:

- Regional coordinator for Ministry of Education and Science, Togdheer Region
- Regional Coordinator for Ministry of Finance Development, Togdheer Region
- Regional Coordinator for Ministry of Livestock and Fishery Development, Togdheer Region
- Regional Coordinator for Ministry of Justice Togdheer Region
- Regional Coordinator for Civil Service Commission Togdheer Region
- Regional Secretary of Togdheer Region

The preliminary information provided by the mentioned government representatives were considered useful for tool preparation and getting deep insights to the overall situation of the civil servant in Togdheer region.

#### 2.2 Methodology

Having sound and great methodology for your research have the major impact on research outcome and findings. In that sense, considering demographic and other important factors pertaining to the study, Consultants decided to engage mixed methodology of quantitative and qualitative research methods.

## **2.2.1 Design for Research Instruments**

Tool development and testing went through the following process:

### **2.2.1.1 Tool Development**

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

### **2.2.1.2 Training of Data Enumerators**

The data gathering teams for CSI were trained over the course of one day. Our strategy is to customize each of our trainings while considering the methodological requirements and Training Needs Assessment initiative's objectives, as well as the project's content and theme, with a special focus on gender sensitivity techniques and training. The training was conducted in CSI Burao Campus where the enumerators were trained to ODK Tool. Over the course of one day training, CSI team covered the following:

- TNA Introduction, Ethics Debriefing, And Safety Protocols: The team evaluated pertinent protection rules, research ethics (confidentiality and consent), and physical safeguards for Consultants. They also discussed the project's goals and objectives for data collecting.
- Review of Data Collection Instruments: Enumerators received training on the ODK platform, field data uploading, how to handle delicate questions, where input errors are likely to occur, and practice interviews from the research officers and fieldwork manager.
- Fieldwork Planning and Logistics: With the help of the enumerator teams, CSI fieldwork manager and research officers created and reviewed fieldwork plans that covered travel logistics, data collection timing, respondent contact methods, safety procedures for the COVID-19 protocols, and anticipated communication schedules and field updates.

### **2.2.1.3 Pilot Testing**

The main goal of the pilot testing was to understand the data collection tools of the TNA in terms of its strength and its tool development gaps. Therefore, to mitigate and reduce the misunderstanding of the survey questionnaire, a one-day pilot was tested from 10 selected regional MDAs civil servants. The survey pilot was part of the training process to iron out any errors in the technology and validate the survey. To find any wording or skip logic problems in the script or any technical issues with the smartphones, the survey questionnaire was tested with 10 selected staffs from different MDAs in Burao City. To identify any problems with wording, translation, or the flow of the questionnaire guide as well as to make sure the intent of the questions had been maintained after being translated. The quantitative questionnaire guides were additionally pre-tested to the selected staffs who were unfamiliar with the questionnaire guide.

## **2.2.2 Data Collection Tools**

### **2.2.2.1 Focus Group Discussions (FGD)**

FGD target group are regional coordinators who enable to provide different insights and opinions concerning their training needs and the needs of their subordinates as well. The tool facilitated capturing of detailed, comprehensive, and cross-checking information from participants in the assessment.

### **2.2.2.2 Observation**

Paying oversight observation to working conditions and infrastructure assists to make conclusion to the situation on the ground and identify gaps needed to address.

### **2.2.2.3 Questionnaire**

Quantitative research methods confirm the quantifiability of the data to support whether the data is verifiable. Therefore, consultants deployed questionnaires in the following three categories: regional coordinators, head of sections and subordinate staff.

## **2.2.3 Sampling procedure**

Mix of probability and non-probability sampling procedure has been used in the study with stratified random sampling and purposive sampling, respectively. In the stratified random sampling, the respondents have been stratified into three categories namely: regional coordinators, head of sections and subordinate staff. Each stratum has its separate questionnaire. Purposively, the study has chosen 13 ministries and agencies which count for more than 85% of the target regional civil servants. The study population is 1822 civil servants in Burao (CSC Burao). The consultants used Raosoft sampling calculator under the following details: confidence level of 95%, margin of error 5% and response distribution of 90%. Therefore, the sample size of the study is 130 respondents distributed across the three categories of the civil servants in Burao.

## **2.3 Data Analysis and Interpretation**

To find out robust outputs from data collected from the field, consultants used KOBO collect and SPSS in quantitative Data analysis. Tools facilitated developing cross tabulation-based information where triangulation and interpretation was based on the physical data. In qualitative data analysis, consultants used themes and content analysis. Also, transcription of FGD in addition to note taking was used where an in-depth and useful information was captured and interpreted.

## **2.4 Limitations of the study**

Study findings represents all eastern regions civil servants despite the physical data collection was in Burao. However, civil servants in eastern regions are generally under the same circumstances in regarding the capacity building opportunities. Kobo Data collection tool was time consuming particularly in descriptive questions and that led some of the respondents became intolerant to wait despite enumerators managed to convince them.

## CHAPTER THREE

### 3.0 TRAINING NEEDS GAPS FOR REGIONAL COORDINATORS

Regarding the identification of the training capacity needs, this portion of the publication provides a summary information on the analysis of data gathered from the Regional Coordinators at targeted MDAs. The overarching objective is to pinpoint the human capacity gaps among Regional Coordinators and employees, with a particular emphasis on the skills needed to boost the performance of the chosen MDAs. Regional coordinators must possess a combination of technical knowledge and abilities to fulfil their managerial and oversight functions. Questions typically centred on providing information on the supervision obligations of various government entities.

#### 3.1 Demographic Analysis

##### 3.1.1 Institution and Position Designation

The distribution of the respondents showed that 100% of the respondents occupy regional Coordinators position. Thus, the distribution of the respondents is captured.

Table 3.1. Institutional and Position Designation of Top-level Questionnaire respondents

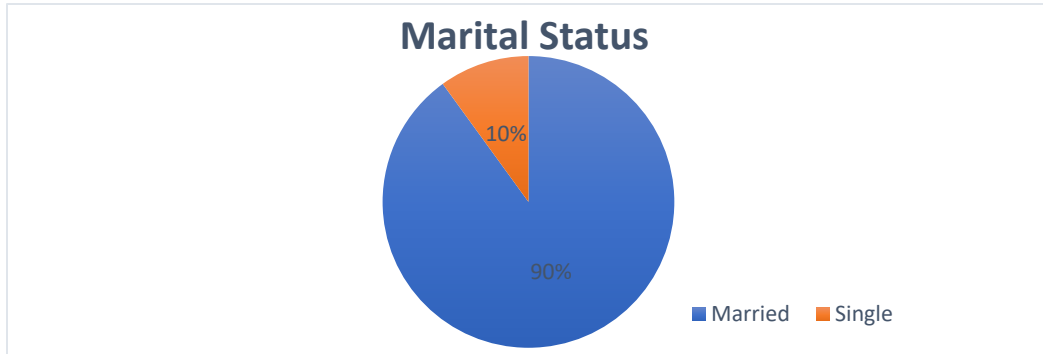
S.NO	Institution	Position Designation	Frequency	Percentage %
1	Ministry of Planning & National Development	Regional Coordinator	1	10
2	Civil Service Commission	Regional Coordinator	1	10
3	Ministry of Livestock & Fishery	Regional Coordinator	1	10
4	Governor Office	Regional Coordinator	1	10
5	Ministry of Transport	Regional Coordinator	1	10
6	Ministry of Health	Regional Coordinator	2	20
7	Ministry of Employment, Social Affairs & Family	Regional Coordinator	1	10
8	Civil Aviation	Regional Coordinator	1	10
9	Ministry of Finance	Regional Coordinator	1	10

Source: Computed from Field Data, 2022

### 3.1.2 Marital Status

The breakdown of participants by marital status is given in figure 3.1. This **figure** illustrates that 90% of the respondents were married while 10% of the respondents were single. Hence, this depicts that most of the participants were married compared to the single of the respondents.

**Figure 3.1 Marital Status**

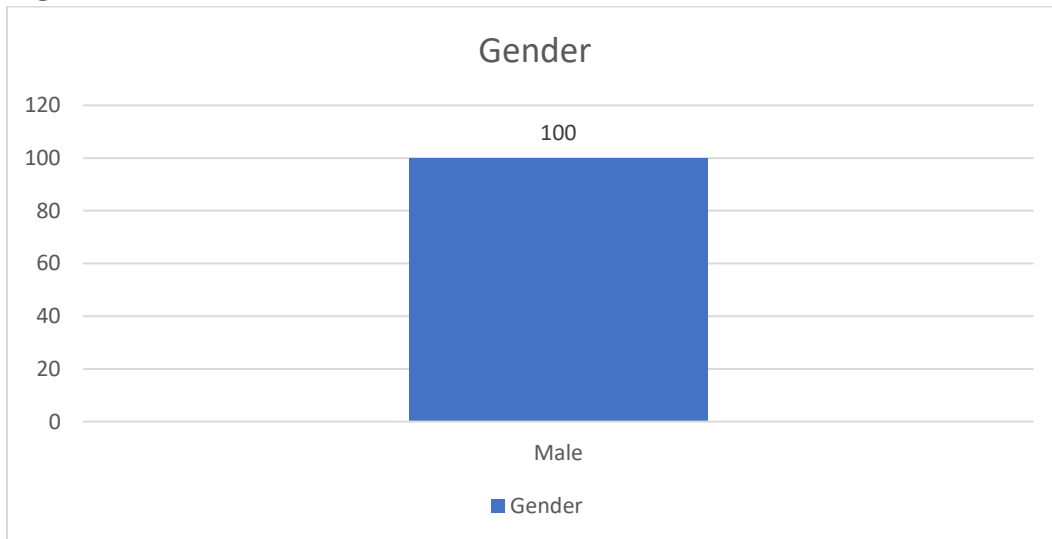


**Source: Computed from Field Data, 2022**

### 3.1.3 Gender Distribution

There were all male officials (100%) in the position of Regional Coordinator. Even though we have 2 female coordinators those who take part in the FGD. This indicated that majority of the regional coordinators are Male dominated.

**Figure 3.2 Gender Distribution**

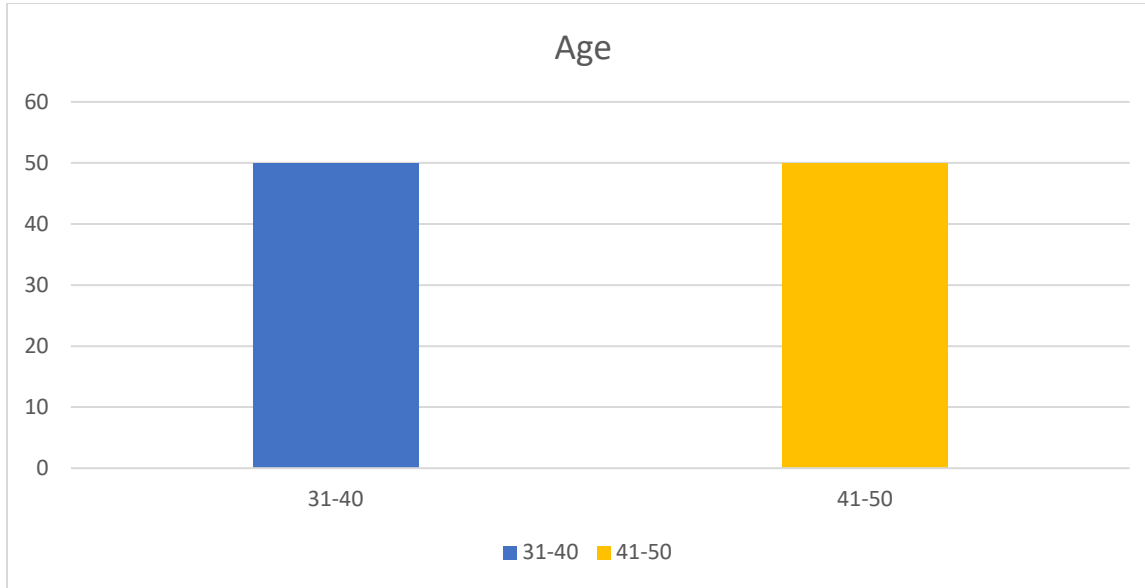


**Source: Computed from Field Data, 2022**

### 3.1.4 Age Distribution

The age distribution of the sample, as shown in figure 3.3, reveals that they are equal (50%) of the respondents are between the ages of 31 and 40 and 41 and 50.

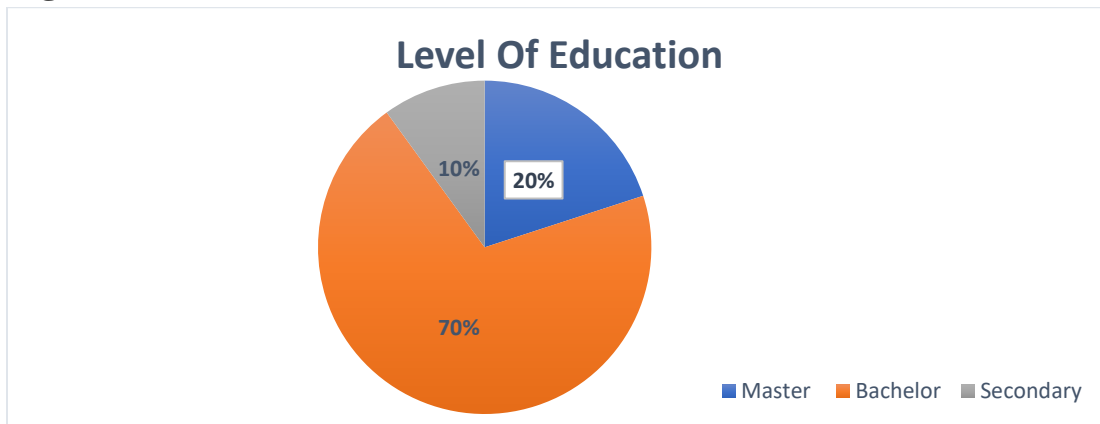
**Figure 3.3 Age Distribution**



### 3.1.5 Level of Education

The educational background question required a top-level management official to state his or her highest level of education. Figure 3.4 depicts the respondents' educational backgrounds. More than half (70%) of Regional Coordination officials have a First Degree, followed by those with a master's degree (20 percent). Few of them have a secondary education (10 percent).

**Figure 3.4 Level of Education**

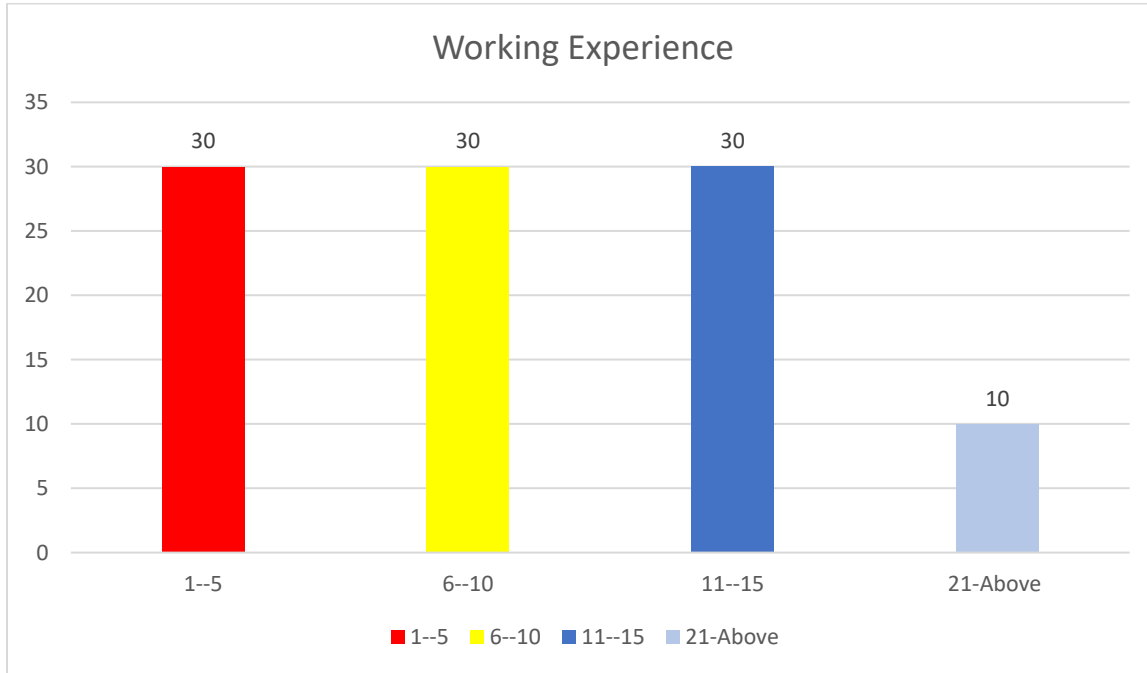


Source: Computed from Field Data, 2022

### 3.1.6 Working Experience

Regional Coordinators were asked to answer necessary question regarding the number of years they have worked for the civil service (CS). The respondents' distribution of years spent working in the civil service and years spent in their current positions is shown in Figure 3.5. While 30% of Regional Coordinators officials have worked one to five, six to ten, and eleven to fifteen years in the civil service, 10% of Regional Coordinators officials have worked 21 or more years in the current job.

**Figure 3.5 Working Experience**

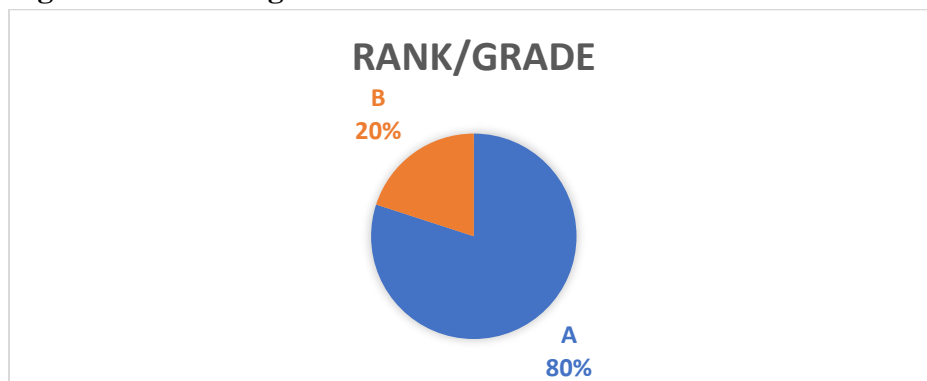


Source: Computed from Field Data, 2022

#### 3.1.6.1 Ranking Grade

Respondents at the Regional Coordinators fall within the current grade or rank of A and B. Of the 10 interviewed, 8 (80%) are within the current grade or rank of A, whilst 2(20%) are also in the category of B.

**Figure 3.6: Ranking Grade**



**Source: Computed from Field Data, 2022**

### **3.1.6.2 Main Duties Performed in Current Position**

Respondents interviewed for Regional Coordinators indicated the following tasks are some of their main duties:

- Administration Daily routine work.
- Monitoring and evaluation
- Employee appraisal
- Grievance Coordination
- Regional Security
- Improving employee knowledge Skill
- Vehicle management
- Asset control
- Attendance management
- Reports writing

### **3.1.7 Training Courses Attended for the Past 5 Years**

Courses attended by respondents from the Regional Coordinators for the past two years include the followings:

- Report writing Skills
- M&E
- Development of rural society
- TOT
- Project management
- Administration
- First AID
- Work plan and Budge preparation
- Advanced office Administration

### 3.2 Technical Capacity Gaps for Regional Coordinators

Results from the analysis of information received on the technical skill requirements of Regional Coordinators are presented in this section. Technical job skills, work environment skills, and ICT abilities are all required. Under each skill category, skill gaps are determined based on the average technical skill scores. The Consultant chose the training needs with an average score above two as the areas that should receive priority attention in creating the capacity training plan. The majority of the technical skills are listed as priority training needs, as seen in Table 3.2.

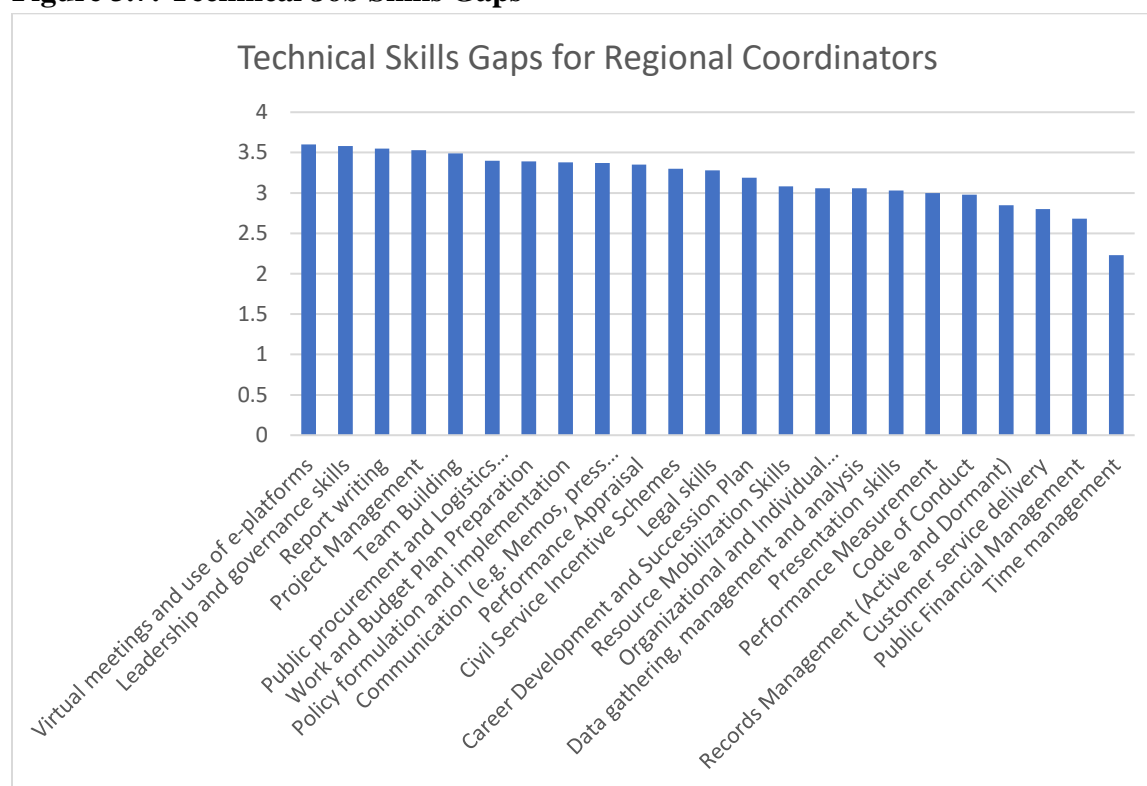
The mean difference scores have been provided in Table 3.2.

**Table 3.2: Technical Job Skills for Regional Coordinators**

	<b>Technical Job Skill</b>	<b>Mean Differences</b>
<b>1</b>	Virtual meetings and use of e-platforms	3.60
<b>2</b>	Leadership and governance skills	3.58
<b>3</b>	Report writing	3.55
<b>4</b>	Project Management	3.53
<b>5</b>	Team Building	3.49
<b>6</b>	Public procurement and Logistics management	3.40
<b>7</b>	Work and Budget Plan Preparation	3.39
<b>8</b>	Policy formulation and implementation	3.38
<b>9</b>	Communication (e.g., Memos, press release, official letters, radio)	3.37
<b>10</b>	Performance Appraisal	3.35
<b>11</b>	Civil Service Incentive Schemes	3.30
<b>12</b>	Legal skills	3.28
<b>13</b>	Career Development and Succession Plan	3.19
<b>14</b>	Resource Mobilization Skills	3.08
<b>15</b>	Organizational and Individual Performance Management	3.06
<b>16</b>	Data gathering, management and analysis	3.06
<b>17</b>	Presentation skills	3.03
<b>18</b>	Performance Measurement	3.00
<b>19</b>	Code of Conduct	2.98
<b>20</b>	Records Management (Active and Dormant)	2.85
<b>21</b>	Customer service delivery	2.80
<b>22</b>	Public Financial Management	2.68
<b>23</b>	Time management	2.23

**Source: Computed from Field Data, 2022**

**Figure 3.7: Technical Job Skills Gaps**



### 3.3 Work Environment Skills Gaps

When determining the range within which the skill gaps could be discovered, the consultant took into consideration the mean difference scores between 3.70 and 2 as average scores of more than two that should be the areas to receive priority attention in creating the capacity training plan. The consultant advises filling the following training categories with mean scores above two (from the table) as priority shortages:

**Table 3.3: Working Environment Skills**

No	Working environment skill	Mean Difference
1	Health and safety at workplace	3.70
2	Disciplinary and Grievance Procedures	3.50
3	Workplace ethics	3.0
4	Conflict Management	2.90
5	Emotional intelligence	2.60
6	Interpersonal relationships	2.30

**Source: Computed from Field Data, 2022**

### 3.4 ICT Skill Gaps

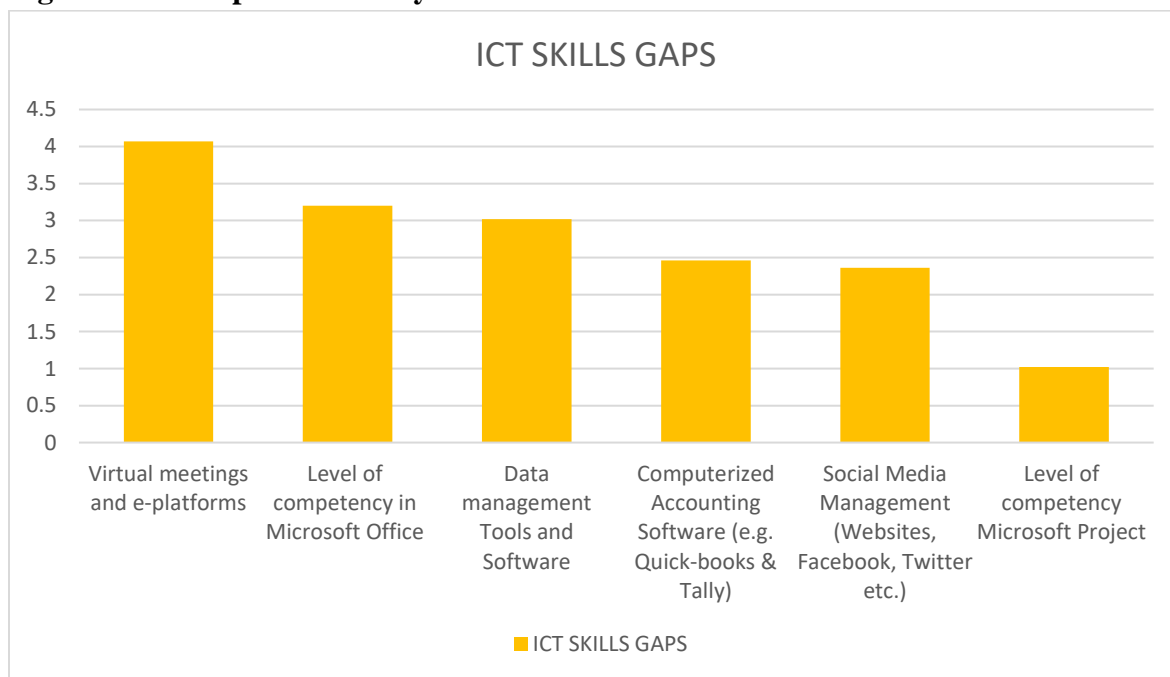
The prior list's discovered gaps were chosen because their mean score was higher than two. These high-priority areas must be utilized up first in the short term with a limited budget for capacity building, and the other training area can be considered afterwards.

**Table 3.4.: Computer Literacy/ICT Area**

Computer Literacy/ICT Area	Mean Differences
Virtual meetings and e-platforms	4.07
Level of competency in Microsoft Office	3.20
Data management Tools and Software	3.02
Computerized Accounting Software (e.g. Quick-books & Tally)	2.46
Social Media Management (Websites, Facebook, Twitter etc.)	2.36
Level of competency Microsoft Project	1.02

**Source: Computed from Field Data, 2022**

**Figure 3.8: Computer Literacy/ICT Area**



**Source: Computed from Field Data, 2022**

### 3.5 Other Issues

- ❖ The five most important Skill they need to perform their job:
  - Time management
  - Communication
  - ICT
  - Leadership
  - Report Writing

**Table 3.5. Challenges of performing their Task both from inside and outside of organization**

External Challenges	Internal Challenges
<b>Lack of M&amp;E budget</b>	Inadequate Training
<b>Absence of transportation</b>	Poor Communication
<b>Few numbers of office</b>	Job description is not clear
<b>Interned and computer material is limited</b>	Safety and security is not strong
	Overstaffing

**Source: Computed from Field Data, 2022**

### 3.6 Findings of Focus Group Discussion

#### ❖ Recruitment and Selection Procedures

When asked if they know and participate about the recruitment and selections procedures in their concerned institutions, majority of the regional coordinators stated they know the process and procedures of recruitment and selection, but the main problem is that they are not involved in the recruitment and selection process. They also mentioned the recruitment system is centralized. Similarly, some of the regional coordinators tried to recruit their temporary staffs but it has not been accepted by their MDAs. All the participants from the FGD agreed that they want to take part in the recruitment and selection process to realize that their recruitment needs were based on the regional organizational area.

#### ❖ Employee Placement Procedures

Regional coordinators were asked about whether there are employee placement procedures in their institutions. All the participants clarified that there are no employee placement procedures. It has been mentioned that all employees are placed at the headquarter. In addition, one of the regional coordinators said that most of the recruited employees were not placed from the right person at the right position.

#### ❖ Handing Over Procedures

Results from the FGD revealed that the regional coordinators mentioned that there is no handing over procedures when it comes to transfer of power and there is no guidelines related to the handing over procedures. Similarly, they use to hand over through filing system including the number of employees and the registered asset. There is a need to develop handover procedures and build the capacity of the staff to handle with.

### ❖ **Promotion Procedures**

When asked about the promotion procedures, the regional coordinators stated that the DG requests to submit the list of the yearly promoted employees. At the selection stage, the promotion procedure at the regional directorate is shared by all the employees. Most of the participants agreed upon the promotion criteria is based on an experience like how long the employee worked in the institution. In addition, majority of the participants mentioned the scale of the promotional experience is 3 to 5 years.

### ❖ **Demotion Procedures**

When asked about the demotion procedures, the results from the FGD revealed majority of the participants indicated that the demotion procedure is followed through civil service law no 97/2021. Similarly, the results from the FGD data also elaborated that almost all participants of FGD talked about the fact that most civil servants follow and apply disciplinary procedures. On the other hand, they emphasized that each regional office has disciplinary committee.

### ❖ **Staff Appraisal Procedures**

Some of the participant mentioned they use the national employee appraisal procedure, even though regional coordinator ministry of environment and climate change in Togdher region said they have their own procedure which is annual evaluation form. The pillars of this evaluation form are, the attendance of the employee, did the employee meet his job descriptions, teamwork with other employee.

### ❖ **Budget Procedures**

The results from the FGD indicated that there is a budget form which is sent by the central concerned ministry. Similarly, the participants have stated that the budget preparation is top-down approach which is totally a centralized budget which comes from the headquarters. In this point, Regional Coordinators are demanding decentralization of budget procedure and need capacity building related to budget development.

### ❖ **Public Financial Management Procedures**

The participants said that they use public financial management procedure in their regional offices as assigned by the Ministry of Finance in Somaliland.

### ❖ **Procurement Procedures**

The participants also pinpointed that the procurement procedures depend on the procurement threshold which necessitates to use single source method and the reason of selecting the single source method is that selected companies can wait longer.

## ❖ Internal Control Systems/Procedures

The results revealed from the FGD illustrates that majority of the participants said that there is internal control systems/procedures in the regional offices. The participants also agreed that they have proper asset registration in their regional offices.

### 3.6.1 List three other areas in order of priority in the existing Public Administration system, policies, and procedures

The participants were asked to list three core training courses in their respective staffs, and they listed key core training area for their staffs including office administration & management, M&E, report writing, human resource management and code of conduct.

### 3.6.2 List 5 Training Courses that Will Improve Coordinators Management Skills

Similarly, when asked about to list the five training courses that will improve the coordinators' management skills, all the participants mentioned five potential training courses including **project management, leadership training, M&E, conflict management and Human resource management**. Therefore, these five training needs should be added to list of regional training needs.

### 3.6.3 Suggestions

1. The regional coordinators suggested that the training methodology should be practical – oriented training
2. The regional coordinators requested from CSI to send the training plan so that they can review and match their staffs on the bases of their training needs at the regional office.
3. The regional coordinators request from CSI to increase the number of participants of the English Diploma.
4. Finally, all the regional coordinators strongly recommend the Long-Term Programs should be opened in CSI Burao Campus.

## CHAPTER FOUR

### 4.0 TRAINING NEEDS GAPS FOR HEADS OF SECTIONS

This chapter highlights training needs gaps for Heads of Sections from target MDAs in Burao Somaliland. Heads of sections play pivotal role in the managerial and operational activities of the MDAs. Training Needs Assessment for Heads of Sections aims to ensure they are equipped with the skills/ capacity and knowledge required for effectively and efficiently fulfilling their job responsibilities. Apart from the first section of the chapter that explains the demography of the group, all the other sections depict facts and figures on the skills and knowledge gaps of the Heads of Sections under different categories including working environment skill gaps, technical skill gaps, and ICT skill gaps. The section also contains sub-section which elaborates the perspectives from the Heads of Sections towards the skills gaps for their subordinates.

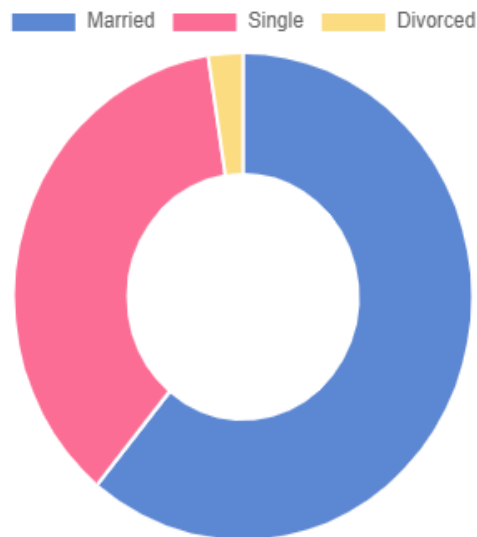
Like the previous chapter, the chapter uses average mean difference between the desired level of skill and the current skill level of respondents where the scale of average mean difference of 2 and above is recognized as skill gap.

#### 4.1 Demographics of Heads of sections

##### 4.1.1 Marital status

The figure 4.1 illustrates marital status distribution across the Heads of Sections from the selected MDAs in Burao. Approximately 61% stated that they are married followed by 36.6% single and 2.4% divorced, respectively.

**Figure 4.1: Marital Status**

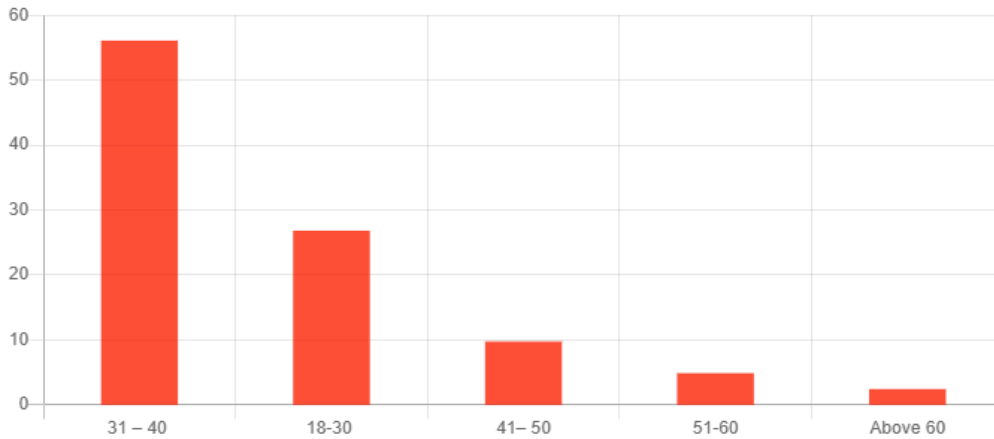


Source: Computed from Field Data, 2022

### 4.1.2 Age Distribution

The figure 4.2 explains age distribution across target Heads of Sections in Burao. Most of the working age group for Heads of Sections are 31-40. The young generation between 18-30 take their share as the second largest working group in the civil servants in Burao. This is a sign of growing leadership positions among the youth in the top two ranks on the graph. The least working age group are above 60 who took less than 3% among the Heads of Sections in Burao civil servants.

**Figure 4.2: Age**

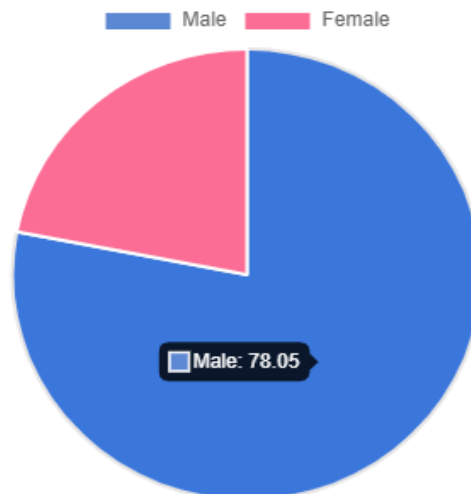


Source: Computed from Field Data, 2022

### 4.1.3 Gender Distribution

The figure 4.3 shows gender distribution across target Heads of Sections in Burao civil servants. Male leads more than 78% in the Heads of Sections for civil servants followed by only less than 22% of females from the target MDAs. It is a male dominated sector.

**Figure 4.3: Gender**

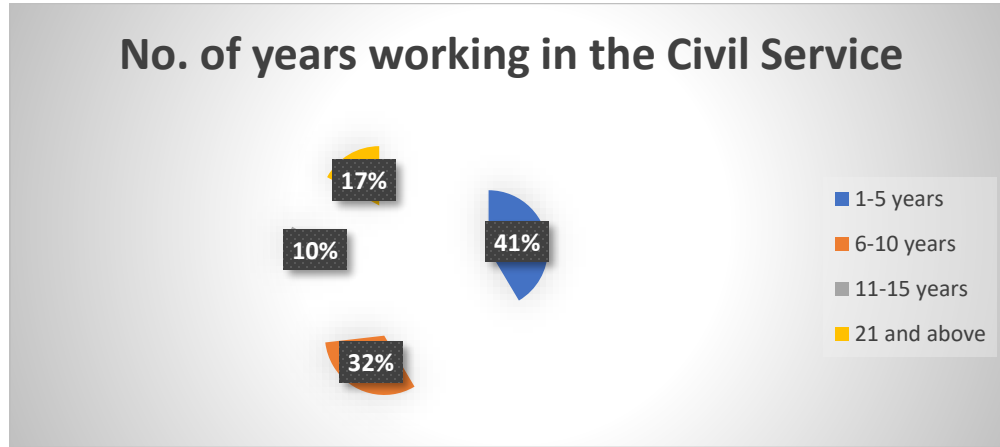


Source: Computed from Field Data, 2022

#### 4.1.4 Number of years working in the civil service

Majority of target respondents (41%) stated they have been in the civil service between 1-5 years. In addition, the second largest group (32%) have been working in the civil service between 6-10 years. This means, staff who joined in the last 10 years took more than 70% (41% +32%) for Heads of Sections compared to those have been serving more than 10 years. Staff with more than 21 years in the civil service keeps only 17%.

Figure 4.4: Years Working in the Civil Service

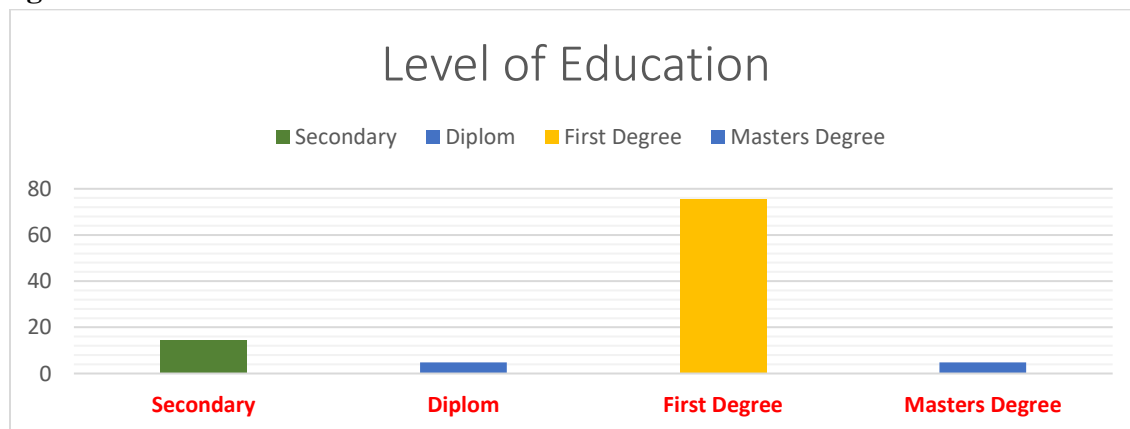


Source: Computed from Field Data, 2022

#### 4.1.5 Level of Education

The figure 4.5 shows level of education for the Heads of Sections in Bura target MDAs. It is noticeable that more than 75% Heads of sections have First Degree certificate in Bura MDAs. However, still approximately 15% Heads of Sections have secondary certificate only. Very few percent population (4.88%) have master's degrees.

Figure 4.5: Level of Education

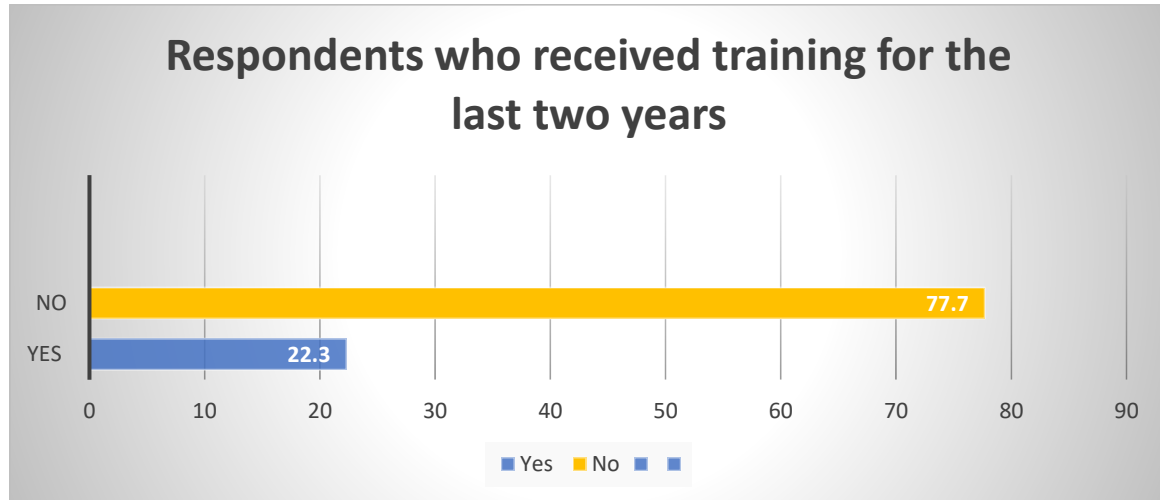


Source: Computed from Field Data, 2022

#### 4.1.6 Distribution of whether Heads of Sections took training for the last two years

The below figure 4.6 explains the percent population who received training for the last two years. According to responses, majority (77.7%) of Heads of Sections did not receive any capacity building for the last two years. Only less than quarter of respondents mentioned they received training.

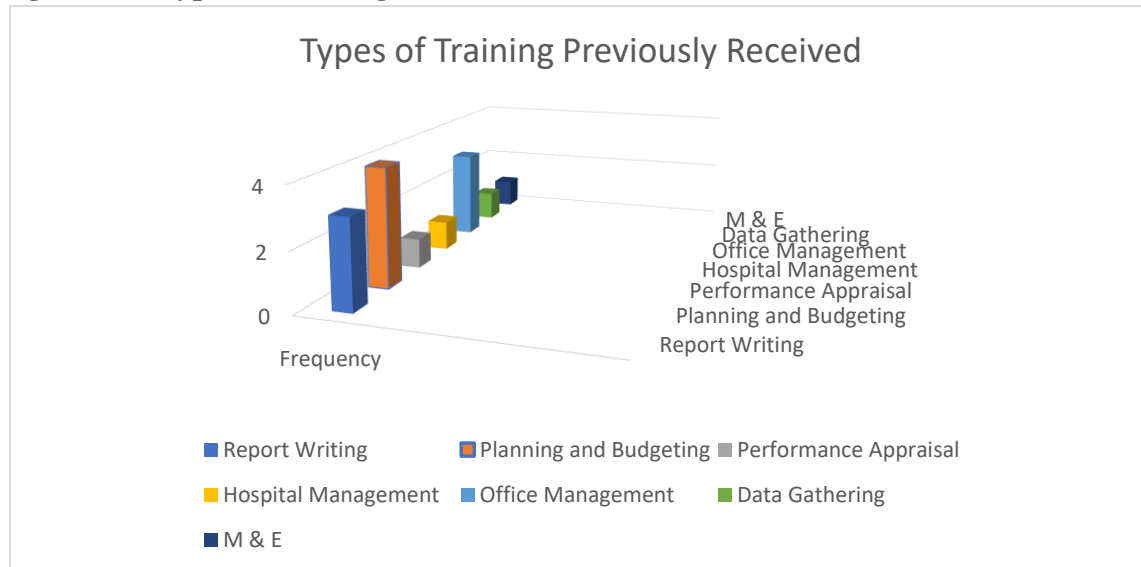
**Figure 4.6: History of Trainings Received**



Source: Computed from Field Data, 2022

Follow up questions about the types of training they attended uncovered the below list:

**Figure 4.7: Types of training received**



Source: Computed from Field Data, 2022

Figure 4.7 demonstrates number of participants who received training were very limited. Four out of the seven trainings, only one participant attended per each. This means that Heads of Sections had limited training opportunities.

## 4.2 Technical Job Skills Gaps of Heads of Sections

This part of the chapter explains technical job skills that Heads of Sections from selected MDAs mentioned need capacity building. Civil servants equipped with right skills can handle their duties according to given job descriptions.

**Table 4.1 Technical Job Skills Gaps of Heads of Sections**

No	Technical Job Skill	Average mean difference
1	Human Resources Management	3.51
2	Report writing	3.49
3	Office Administration	3.48
4	Public Procurement and Logistic management	3.40
5	Public financial management	3.35
6	Data gathering, management and analysis	3.25
7	Code of Conduct	3.20
8	Customer service delivery	3.18
9	Records Management (Active and Dormant)	3.16
10	Time management	3.10
11	Civil Service Incentive Schemes	3.09
12	Virtual meetings and use of e-platforms	3.01
13	Project Management	2.99
14	Public Administration	2.86
15	Policy formulation and implementation	2.78
16	Performance Appraisal	2.70
17	Knowledge in leadership and governance skills	2.65
18	Team Building	2.60
19	Organizational and Individual Performance Management	2.53
20	Legal skills	2.39
21	Presentation skills	2.28
22	Resource Mobilization Skills	2.15
23	Career Development and Succession Plan	2.10
24	Performance Measurement	2.03

Source: Computed from Field Data, 2022

The table 4.1 explains Technical Job Skills Gaps for Heads of Section in Burao MDAs. According to identification criteria of training needs, participants selected the above list as training needs. Based the average mean difference, some trainings scored more than 3 which means they are very pressing. Technical Job Skills are job fit skills where if the civil servant is not sufficiently capable can hinder achieving performance targets.

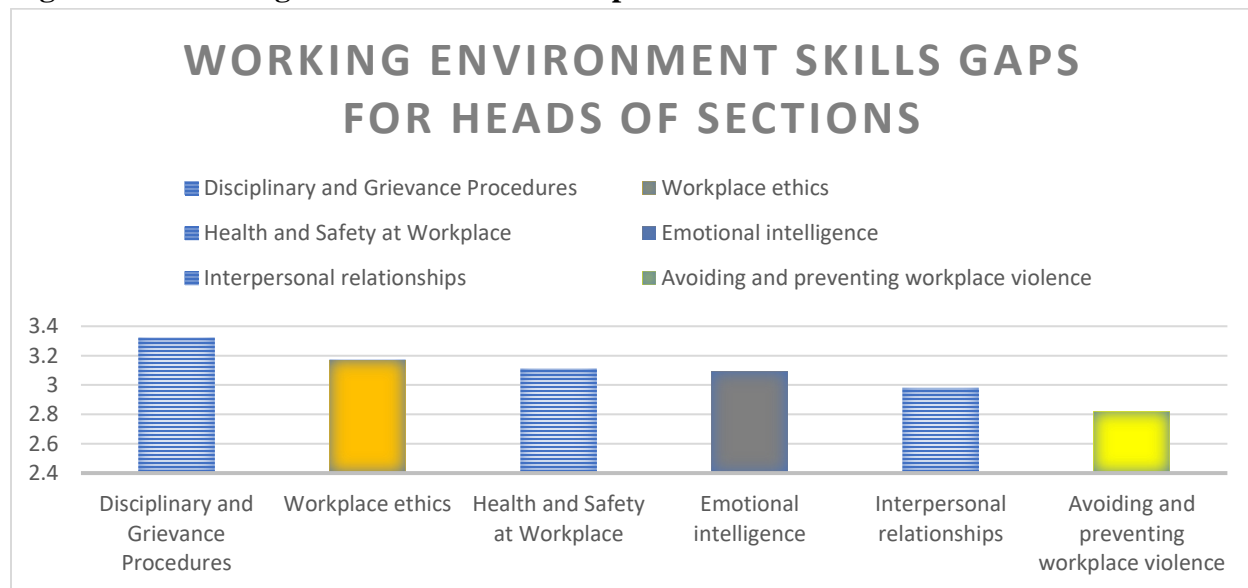
### 4.3 Working Environment Skill Gaps

The table below elaborates training needs for the Heads of Sections concerning working environment skills. Consultants set up a criterion where training need can be easily identified. From the questionnaire highest score for A and B was 7, where A means the desired level of skill of the respondent, and B means the current skill situation of the same participant in question. In that sense, whenever the average mean difference per skill **indicates** score of **more than 2 respectively**, consultants considered this as need and recommends training needs.

**Table 4.2: Working Environment Skill Gap**

	<b>Working Environment Skill Gaps</b>	<b>Average Mean Difference</b>
<b>1</b>	Disciplinary and Grievance procedures	3.32
<b>2</b>	Workplace ethics	3.17
<b>3</b>	Health and Safety at Workplace	3.11
<b>4</b>	Emotional intelligence	3.09
<b>5</b>	Interpersonal relationships	2.98
<b>6</b>	Avoiding and preventing workplace violence	2.82

**Figure 4.8: Working Environment Skills Gaps in order of Priorities**



**Source: Computed from Field Data, 2022**

The graph above shows skills that are needed to provide to Heads of Sections and their order of importance. Good working environment can help the staff to think outside the box.

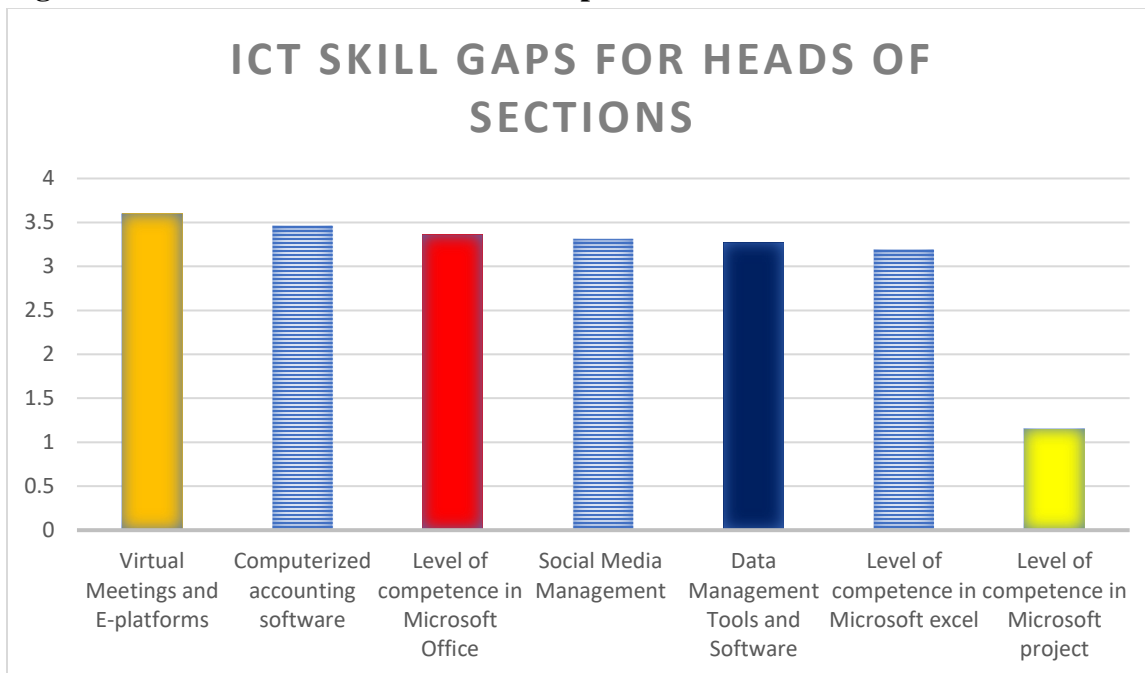
#### 4.4 ICT Skills Gaps of Heads of Sections

**Table 4.3 ICT Skills Gaps of Heads of Sections**

	<b>ITC Skills</b>	<b>Mean Difference</b>
1	Virtual Meetings and E-platforms	3.60
2	Computerized accounting software	3.46
3	Level of competence in Microsoft Office	3.36
4	Social Media Management	3.31
5	Data Management Tools and Software	3.27
6	Level of competence in Microsoft excel	3.19
7	Level of competence in Microsoft project	1.15

**Source: Computed from Field Data, 2022**

**Figure: 4.9 Prioritization of ICT Skills Gaps of Heads of Sections**

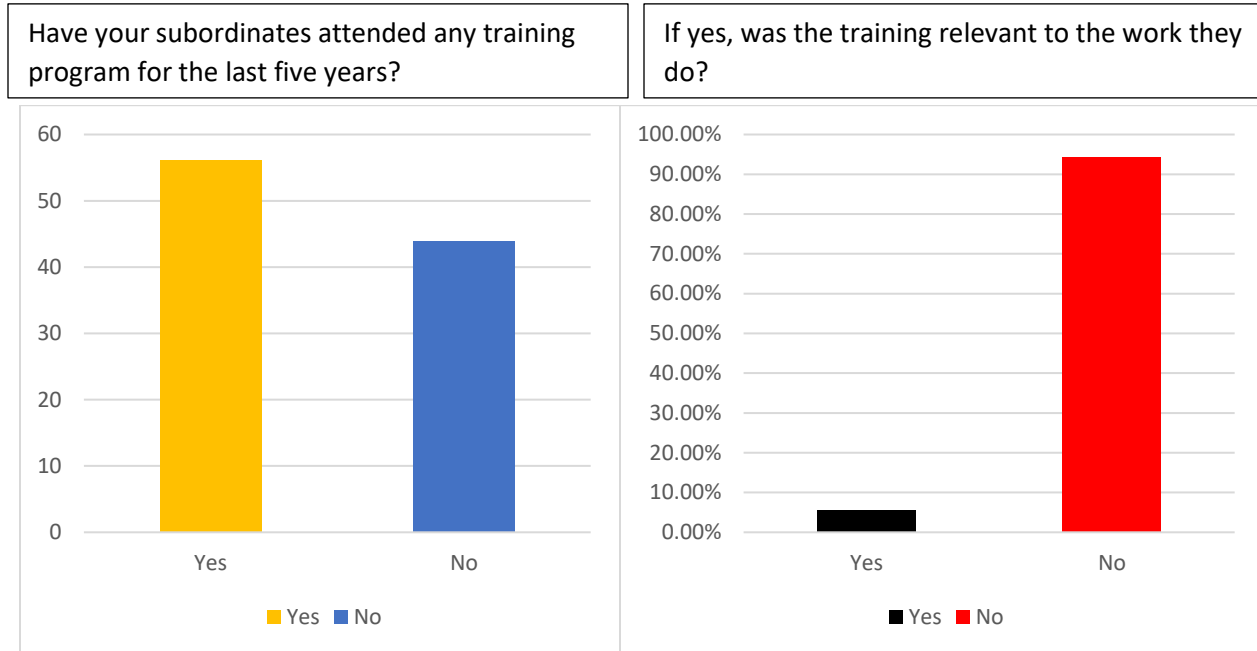


**Source: Computed from Field Data, 2022**

The figure 4.9 illustrates ICT Skills Gaps for Burao Heads of Sections in target MDAs. Participants mentioned that there is no need for training in Microsoft Project and Microsoft Word. However,

they considered other ICT tools in the list as important and urgent. Civil Servants should adhere to pressing technology. This will make work easy, safe for sensitive documents and can help communicate wisely. The most needed ICT skills mentioned is virtual meeting e-platforms, when we know COVID-19 pandemic has affected globally and it is necessary people to acquire basic knowledge to use online virtual platforms. Skills to use accounting packages as well as the capacity to fix good PowerPoint presentations are among the key needed capacity gaps.

**Figure 4.10: History of Training Received Subordinates**



**Source: Computed from Field Data, 2022**

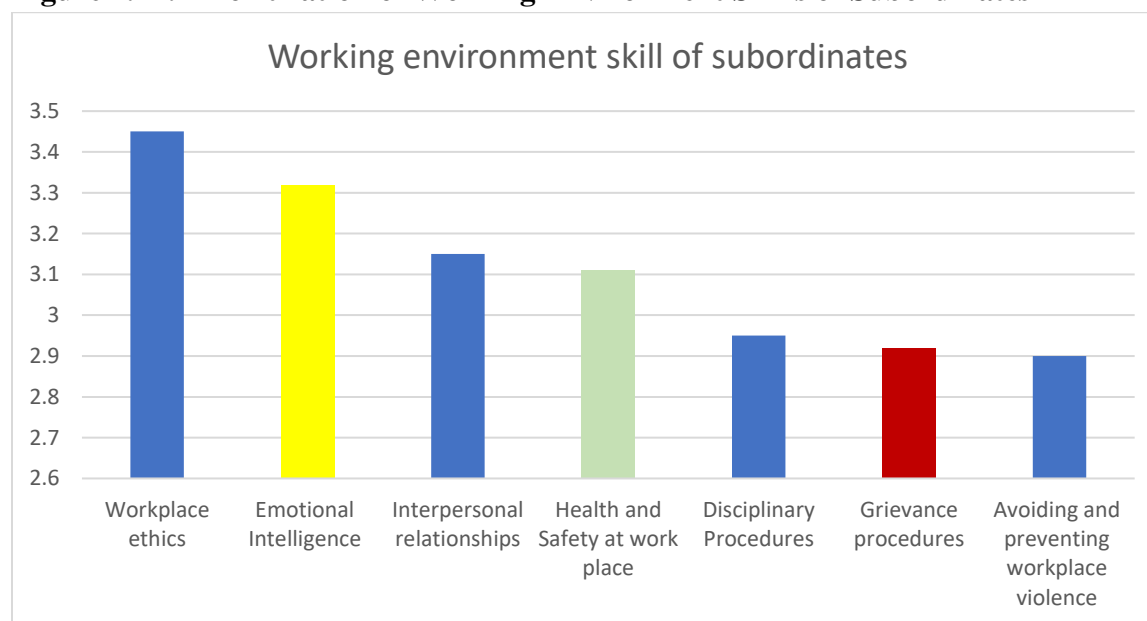
The above figure 4.10 gauges Heads of Sections’ information about previous trainings offered to subordinates. Approximately 56% stated that their participants attended previous training in the last five years offered by their organizations. However, follow up question asked to participants about whether the trainings attended were relevant to job skills depicted negative. Almost 95% answered that trainings received by subordinates are irrelevant to job responsibilities followed by only approximately 5% who replied that the trainings were relevant to their responsibilities. This means, that the trainings offered were not tailored to needs of the civil servants but were randomly selected.

## 4.5 Heads of Sections’ Insights to respectful Working Environment Skills Gaps of Subordinates

**Table 4.4: Working Environment Skills of Subordinates**

No	Working environment skill of subordinates	Mean Difference
1	Workplace ethics	3.45
2	Emotional Intelligence	3.32
3	Interpersonal relationships	3.15
4	Health and Safety at workplace	3.11
5	Disciplinary Procedures	2.95
6	Grievance procedures	2.92
7	Avoiding and preventing workplace violence	2.9

**Figure 4.11: Prioritization of Working Environment Skills of Subordinates**



**Source: Computed from Field Data, 2022**

Figure 4.11 shows Working Environment Skill Gaps where the Workplace ethics skills gaps takes highest among the skill gaps in the workplace. It presents that despite its high importance, employees are less skilled on how to behave at workplace. The graph illustrates that employees’ emotional intelligence (coping mechanism of stress, effective communication, and the ability to diffuse conflict) is very low. However, the good news is that though the need exists, workplace violence is the least behavior among the given working environment skill gaps for subordinates.

#### 4.5.1 Heads of Sections Insights to Respectful Technical Skills Needs of Subordinates

**Table 4.5: Summary of Technical Working Environment Skills Gaps of Subordinates**

<b>No</b>	<b>Technical Job Skill for subordinates</b>	<b>Mean Difference</b>
1	Policy formulation and implementation	3.8
2	Presentation skills	3.71
3	Records Management (Active and Dormant)	3.6
4	Communication (eg. Memos, press release, official letters, radio)	3.6
5	Report writing	3.57
6	Team Building	3.54
7	Virtual meetings and use of e-platforms	3.32
8	Logistic management and delivery	3.28
9	Performance Appraisal	3.2
10	Resource Mobilization Skills	3.2
11	Human Resources Management	3.1
12	Organizational and Individual Performance Management	3.03
13	Knowledge in leadership and governance skills	3.03
14	Civil Service Incentive Schemes	3.02
15	Code of Conduct	2.95
16	Customer service delivery	2.94
17	Public financial management	2.91
18	Data gathering, management and analysis	2.91
19	Legal skills	2.89
20	Public Administration	2.83
21	Time management	2.81
22	Performance Measurement	2.76
23	Project Management	2.7
24	Career Development and Succession Plan	2.09
25	Public procurement and asset management	1.17

**Source: Computed from Field Data, 2022**

The table 4.5 depicts Technical Job Skills for Subordinates in the selected MDAs in Burao. Civil Servants in Burao have shown great need for capacity building skills since there were no centers earlier to build their capacity nor their ministries/agencies privately financed. In this point, they are overwhelmingly demanding 24 out of 25 skills in the given list.

#### 4.5.2 Heads of Sections Perspectives to Respectful ICT Skills Needs of subordinates

**Table 4.6: Summary of ICT Skills Gaps of Subordinates**

S/N	ITC Skill Skills	Mean Difference
1	Data Management Tools and Software	3.62
2	Level of competence in Microsoft PowerPoint	3.59
3	Computerized accounting software	3.26
4	Level of competence in Microsoft project	3.06
5	Level of competence in Microsoft word	2.91
6	Virtual Meetings and E-platforms	2.8
7	Level of competence in Microsoft excel	1.43
8	Social Media Management	0.9

**Source: Computed from Field Data, 2022**

Table 4.6 presents ICT skill gaps of subordinates according to Heads of Sections' perspectives. Except Microsoft Excel and Social Media Management, subordinates do need to be provided capacity building training to all the other ICT skills in the list. On top of the list are Data Management and Microsoft PowerPoint which are crucial for data collection, management and presenting it.

## CHAPTER FIVE

### 5.0 TRAINING NEEDS GAPS FOR LOWER-LEVEL STAFF

This section of the document contains a summary of the analysis of data collected from Lower-Level Staff at targeted institutions to help in identifying training capacity gaps. The overall goal is to identify Lower-Level Staff capacity gaps, with a focus on understanding skill requirements for improving MDA performance. Questions generally focused on providing information on various government agencies' oversight responsibilities. Lower-Level Staff must have a combination of technical knowledge and skills to fulfill their managerial and oversight roles.

#### 5.1 Demographics of Lower-Level Staff

##### 5.1.1 Position Designation

The distribution of the respondents showed that 100% of the respondents occupy Lower-level positions. Thus, the distribution of the respondents is captured in the **Table 5.2**:

**Table 5. 1 Position Designation of respondents**

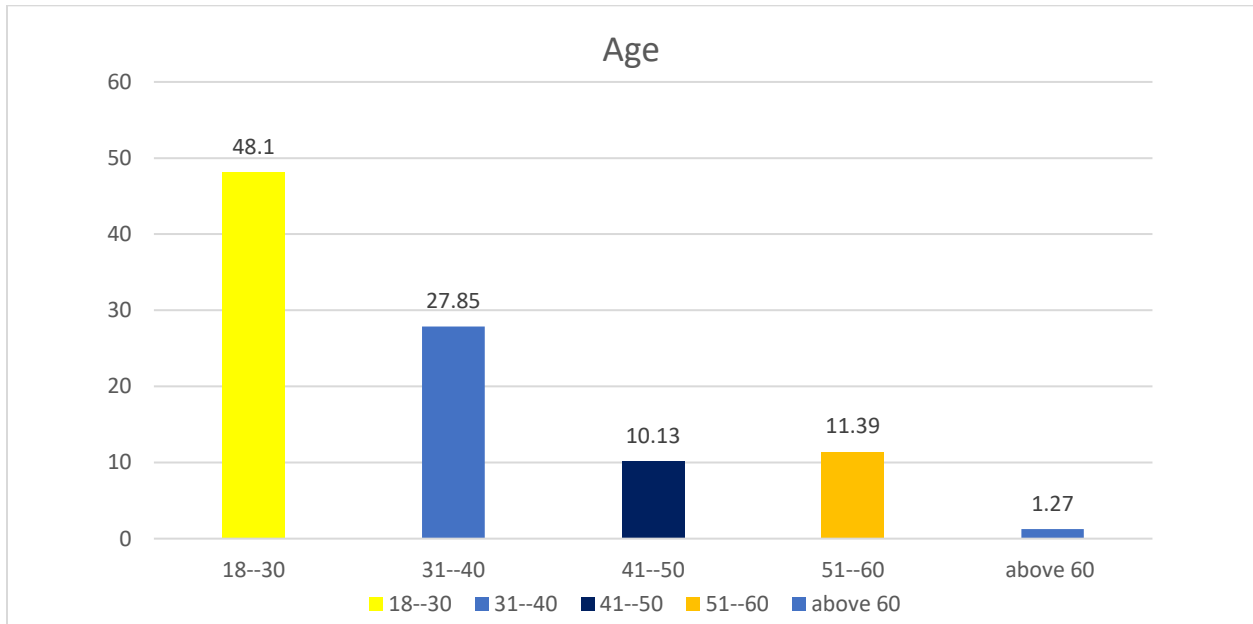
S.NO	Institution	Frequency	Percentage %
1	Ministry of Planning & National Development	3	3.8
2	Civil Service Commission	3	3.8
3	Ministry of Livestock & Fishery	4	5.1
4	Governor Office	3	3.8
5	Ministry of Transport	3	3.8
6	Ministry of Health	14	17.9
7	Ministry of Employment, Social Affairs & Family	13	3.8
8	Civil Aviation	3	3.8
9	Ministry of Finance	3	3.8
10	Ministry of Agriculture	4	5.1
11	Ministry of Public Work, Land and Housing	3	3.8
12	Ministry of Environment and Climate change	6	7.7
13	Ministry of Education	26	33.3

**Source: Computed from Field Data, 2022**

##### 5.1.2 Age Distribution

As presented in **figure 5.1**, the age distribution of lower-level employees in the selected Ministries and Agencies is shown. The results show that 48.1 percent of lower-level staff were aged between 18 to 30, followed by 27.85 of civil servants aged between 31 to 40. This distribution indicates a highly youthful human resource base within the Somaliland Civil Service's lower-level ranks.

**Figure 5.1: Age Distribution**

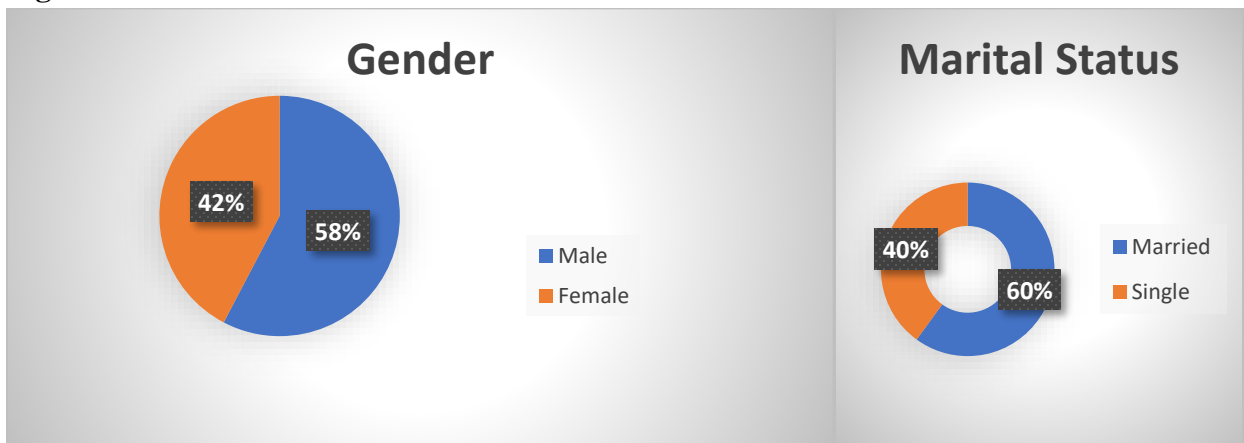


**Source: Computed from Field Data, 2022**

### 5.1.3 Gender Distribution

Figure 5.2 presents gender and marital status of the Lower-Level Staff. For lower-level staff, there were more male officials (56.96%) than female officials (41.77%). Figure also shows that majority of the lower-level civil servants based in Burao were married.

**Figure 5.2: Gender of Distribution**

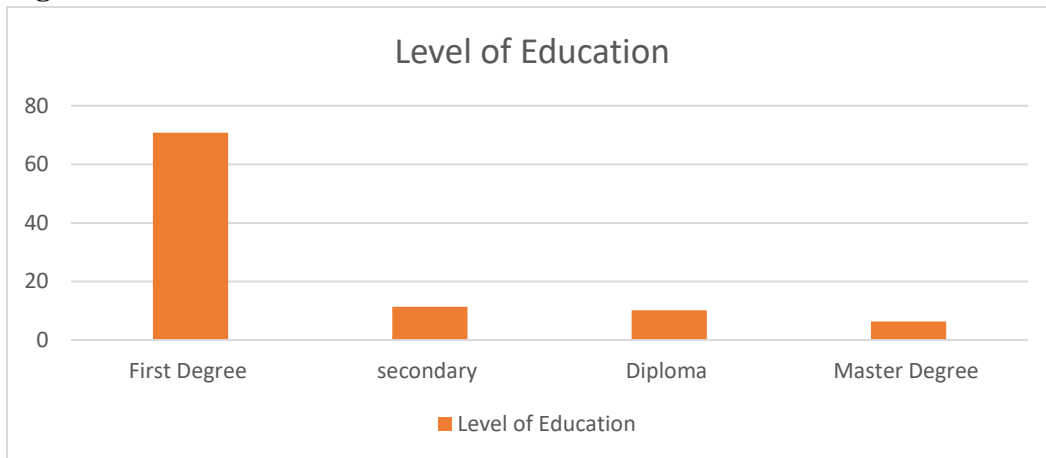


**Source: Computed from Field Data, 2022**

### 5.1.4 Level of Education

The educational background question required a lower-level management official to state his or her highest level of education. Figure 5.3 depicts the respondents' educational backgrounds. More than half (70%) of Subordinate staff have a First Degree, followed by those with a Secondary (11.39 percent). Few of them have a Diploma (10.13 percent) and master's degree (6.33 percent).

**Figure 5.3: Level of Education**

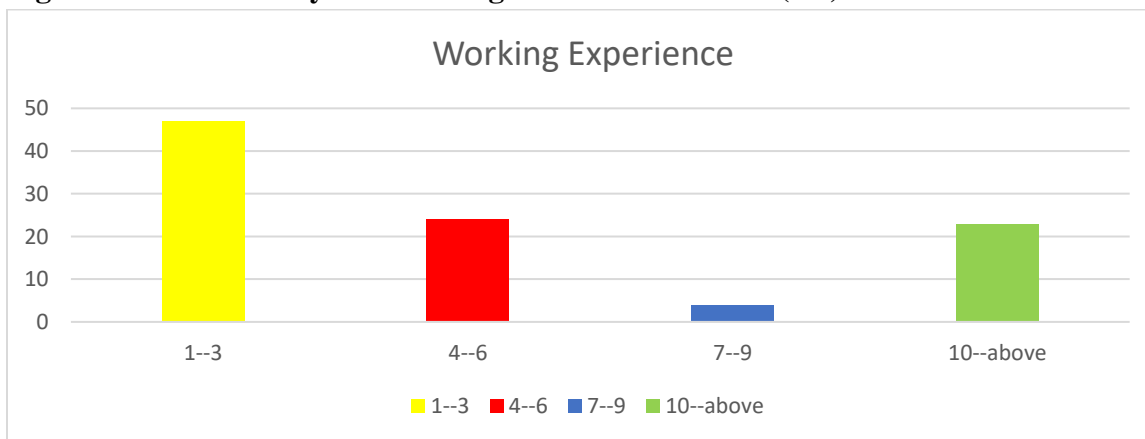


Source: Computed from Field Data, 2022

### 3.1.5 Work Experience

The question about the number of years of work experience in the civil service (CS) required a lower-level management official to state the number of years he or she has worked in the civil service. Figure 3.5 depicts the distribution of years of civil service work experience. According to the results, 46.84 percent of Lower-Level staff have been in the civil service for 1 to 3 years, as shown in the figure. In addition, civil servants with working experience between 4-6 years takes the second biggest share of nearly 24 percent.

**Figure 5.4 Number of years working at the Civil Service (CS) and Current Position**

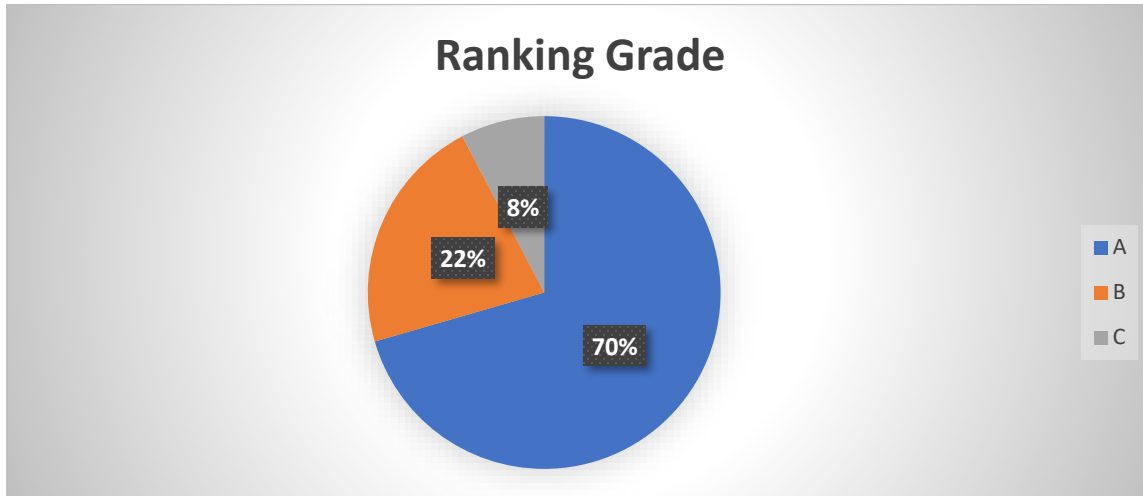


Source: Computed from Field Data, 2022

### 5.1.6 Ranking Grade

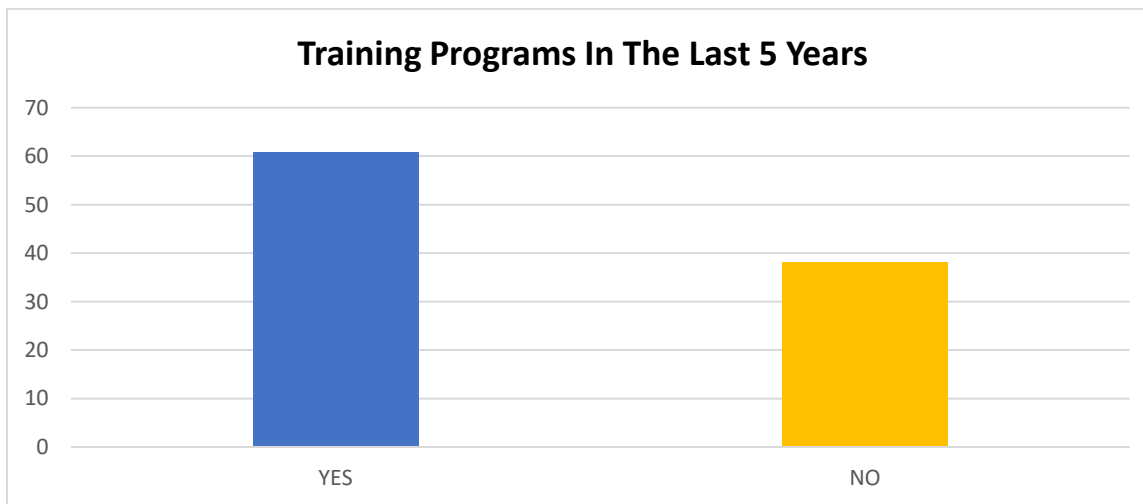
In relation to grade, the results suggest that over 70 percent of the staff are on Grade A, followed by grade B 22 percent while grade C is 8 percent. Therefore, it indicates most of the employee are grade A.

**Figure 5.5 Rank Grade**



Source: Computed from Field Data, 2022

**Figure 5.6 Have you attended any training programs in the last 5 years sponsored by your MDA?**



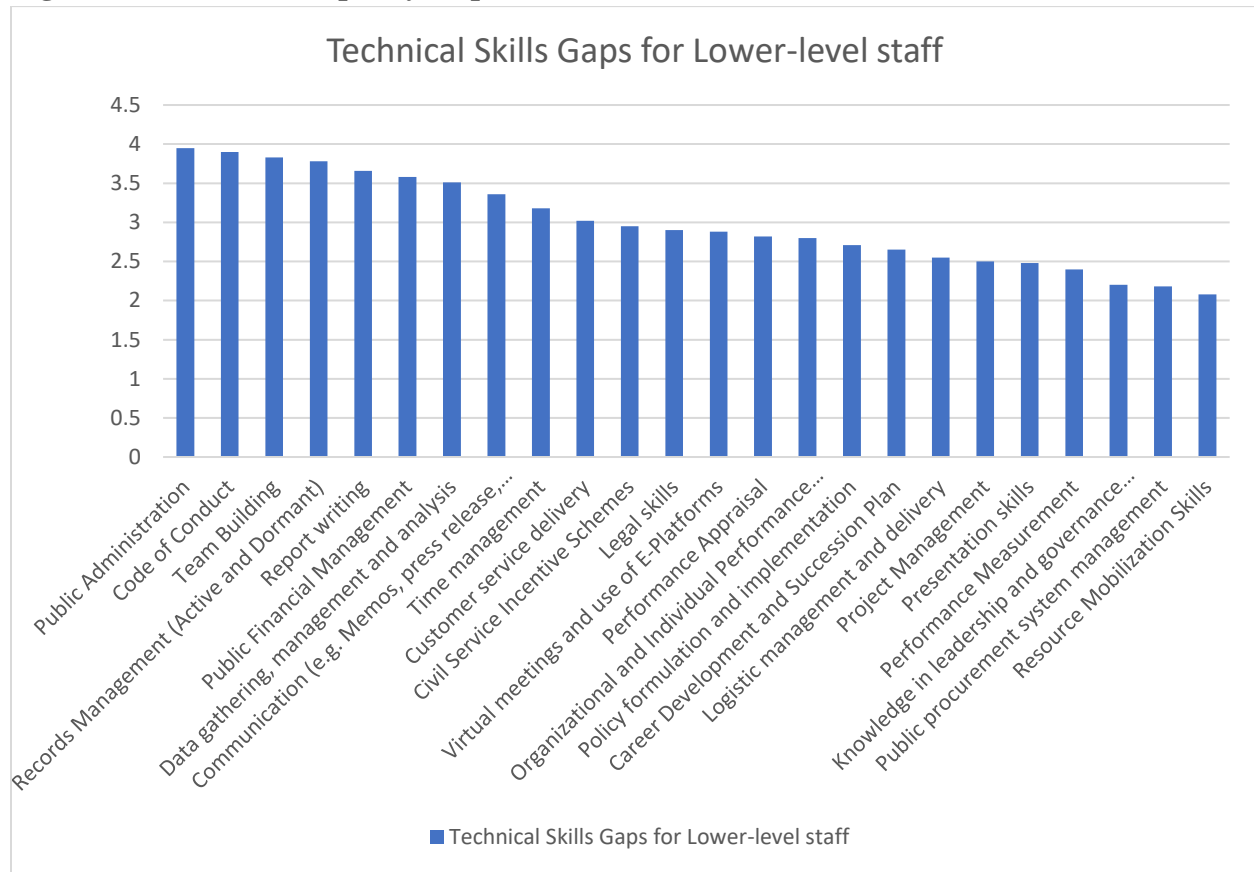
### 5.2 Technical Capacity Needs/Gaps for Lower- Level Staff

The findings on the technical capacity needs gaps of lower-level staff are depicted in Figure 5.7. These scores are ranked from highest to lowest to reveal the priority weight assigned by respondents to the issues, implying that issues with high average scores should be given priority

attention when developing the training plan. As a result, the Consultant determined that training needs with an average score greater than two should be prioritized in developing the capacity training plan.

Table 5.2 includes a summary of findings in figure 5.7 as well as computed needs gap scores. The results show that Public Administration, Code of Conducts, Team building, Records- management and Report writing are top of priority needs. Among other capacity gaps includes public financial management, Civil Service Incentives Schemes, performance appraisal, organizational and individual performance management, logistic management, and delivery, among others. This implies that a limited capacity-building budget should be spent first on these identified priority areas in the short term, while the rest of the training areas can be considered in the long term based on resource availability.

**Figure 5.7 Technical Capacity Gaps for lower-level staff**



**Source: Fieldwork computation, 2022**

**Table 5. 2: Summary of Technical Capacity Needs Gap for Lower-Level Staff**

<b>Rank</b>	<b>Training need area</b>	<b>Average Capacity Needs Score</b>
1	Public Administration	3.95
2	Code of Conduct	3.90
3	Team Building	3.83
4	Records Management (Active and Dormant)	3.78
5	Report writing	3.66
6	Public Financial Management	3.58
7	Data gathering, management and analysis	3.51
8	Communication (e.g. Memos, press release, official letters, radio)	3.36
9	Time management	3.18
10	Customer service delivery	3.02
11	Civil Service Incentive Schemes	2.95
12	Legal skills	2.90
13	Virtual meetings and use of E-Platforms	2.88
14	Performance Appraisal	2.82
15	Organizational and Individual Performance Management	2.80
16	Policy formulation and implementation	2.71
17	Career Development and Succession Plan	2.65
18	Logistic management and delivery	2.55
19	Project Management	2.50
20	Presentation skills	2.48
21	Performance Measurement	2.40
22	Knowledge in leadership and governance skills	2.20
23	Public procurement system management	2.18
24	Resource Mobilization Skills	2.08

Sources: Authors' calculation from field data (2022)

The open responses from lower-level staff in the administered questionnaire identified additional thematic areas that should be included in the training, namely: leadership, strategic planning, communication skills, public financial management (PFM), research skills, and monitoring and evaluation.

### 5.3 Work Environment Skills

The workplace environment has been identified as a critical factor influencing how employees perform their duties. While the work environment includes both internal and external factors, the internal factor is particularly important because it includes soft factors and physical condition. This report identifies five soft factors (skill areas) in which employees must improve in order to ensure a good working environment in which to improve their performance. Figure 5.8 depicts the work environment skill needs gaps for lower-level management personnel.

**Figure 5. 8: Work Environment Capacity Gaps for lower-level staff**

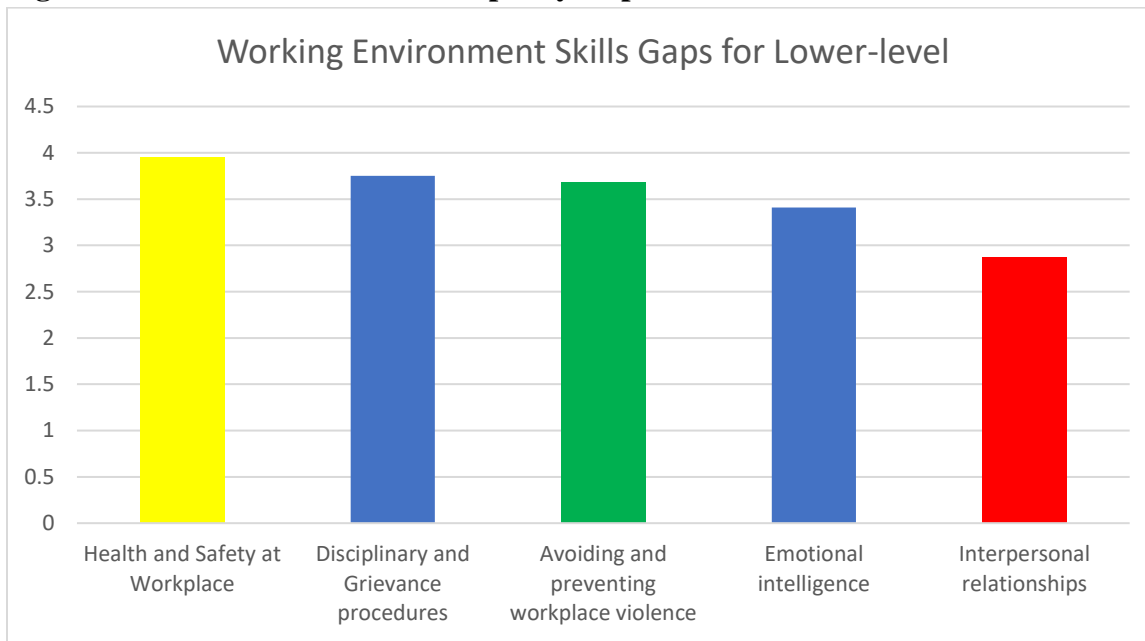


Table 5.3 contains a summary of the questions featured in Figure 5.8 above, as well as their computed scores and skill gaps. According to the findings, the leading capacity gaps with an average capacity needs score of more than two are avoiding and preventing workplace violence, health and safety at work, and avoiding and grievance procedures. This implies that a limited capacity-building budget should be spent first on the identified priority areas with a mean score greater than two, before considering the remaining training need areas.

**Table 5. 3: Summary of Work Environment Capacity Needs**

Rank	Training need Area	Average Capacity Needs Score
1.	Health and Safety at Workplace	3.95
2.	Disciplinary and Grievance procedures	3.75
3.	Avoiding and preventing workplace violence	3.68
4.	Emotional intelligence	3.41
5.	Interpersonal relationships	2.87

Source: Field work computation, 2022

#### 5.4 ICT Skills Gaps for Lower-Level Staff

Figure 5.9 depicts the ICT skill gaps among lower-level personnel. The greater the difference in scores, the greater the training requirements and priority that should be assigned to that training, and vice versa. The graph clearly shows a high mean difference score, implying that lower-level staff have highly need for ICT skills training.

**Figure 5.9: ICT Skills Gap for Lower- Level Staff**

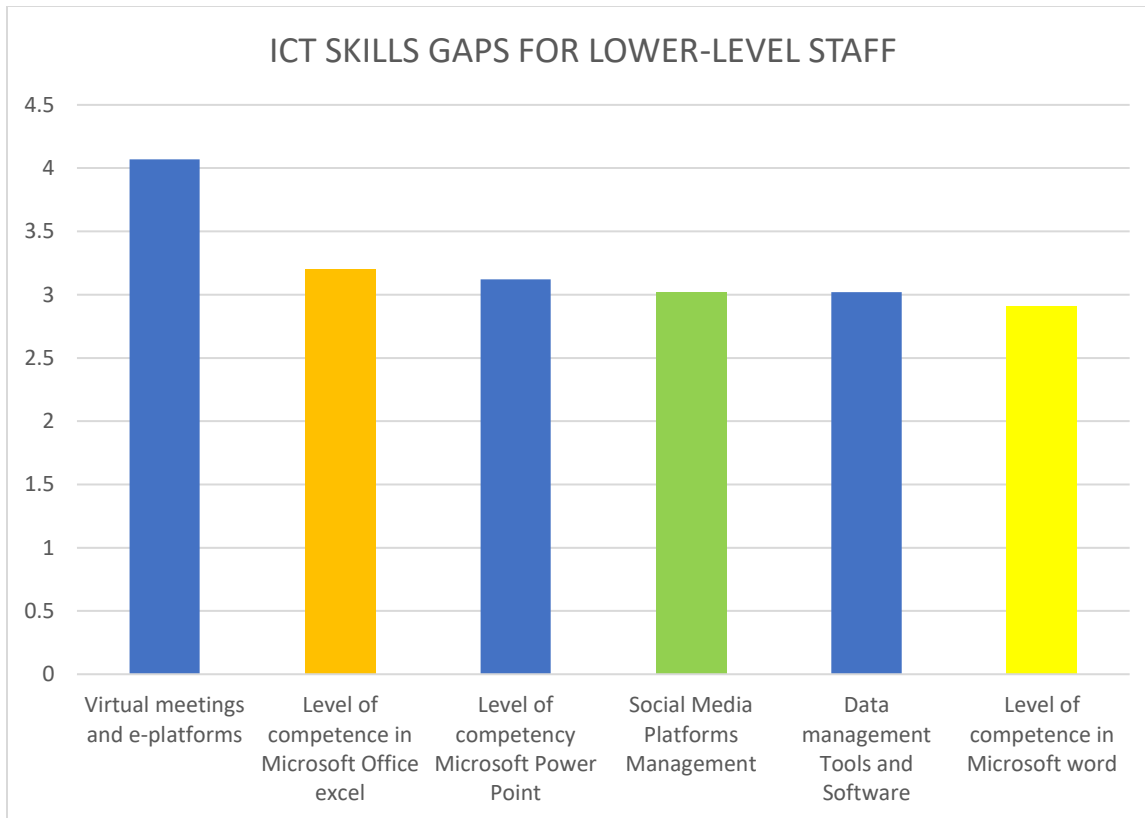


Table 5.4 contains a summary of the questions featured in Figure 5.9 as well as their computed needs gap scores. According to the findings, the leading capacity gaps are Virtual meetings and e-platforms and Level of competence in Microsoft Office. The results of the questionnaire's open response section also confirm the training gaps in basic statistics and video conferencing for lower-level management.

**Table 5. 4: Summary of ICT Capacity Needs**

<b>Rank</b>	<b>Training Need Area</b>	<b>Average Capacity Needs Score</b>
1.	Virtual meetings and e-platforms	4.07
2.	Level of competence in Microsoft Office	3.20
3.	Social Media Platforms Management	3.02
4.	Data management Tools and Software	3.02

Source: Field work computation, 2022

## CHAPTER SIX

### 6. GENERAL RECOMMENDATIONS

The assessment helps not only the current capacity needs of civil servants in Burao but also intended to help future programming of CSI. In that capacity, following useful recommendations were provided.

- Improved public service delivery can be achieved through frequent capacity building to civil servants in the targeted institutions. When trainings/capacity building activities to be delivered to civil servants are based on their needs, capacity development programs become more effective. Hence, it is the mandate of stakeholders to collaborate and make sure that any in-service training program addresses the beneficiaries' skill needs. This will make sure that resources allocated for training programs are used/applied in a way that is both effective and cost-efficient. Therefore, it is more crucial to prioritize training needs as shown in this project, especially in a setting with limited resources like Somaliland. Consultants believe that the areas suggested in this assignment will enable the wise use of limited resources and will create an impact that will greatly exceed the investments made.
- Since the study revealed major capacity/skills gaps in all the three categories, consultants propose training plan should be created for each of the subsets with keeping in mind a balance between expenses and available resources.
- The assessment was first conducted by CSI in Burao, consultants acknowledged the importance of maintaining seasonal training needs assessment so that changes to capacity and knowledge of civil servants can be traced. Therefore, consultants recommend adding CSI strategic calendar to make TNA at least once every two years in Burao.

**APPENDEXES**

**Appendix 1: CAPACITY BUILDING NEEDS ASSESSMENT QUESTIONNAIRE FOR REGIONAL COORDINATORS**  
**QUESTIONNAIRE FOR MIDDLE LEVEL STAFF**  
**CAPACITY BUILDING NEEDS ASSESSMENT QUESTIONNAIRE FOR REGIONAL COORDINATORS**

**Questionnaire ID** -----  
**Date**.....  
**Name of enumerator** -----  
**Contact detail of enumerator**-----

Civil Service Institute (CSI) is administering this questionnaire to identify the capacity needs of Regional Coordinators 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. CSI assures respondents that any information provided will be treated with STRICT CONFIDENTIALITY.

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**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.....
1. Department.....
  2. Please indicate your age group below:  
18-30 years  31 – 40 years  41– 50 years  51-60 years   
Above 60 years
  3. Gender: Male  Female
  4. Marital Status: Married  Single  Divorce  Widowed
  5. Position/Designation/: .....
  6. Years of working experience in Civil Service: 1-5 years  6-10 years  11-15year  16-20 years  21 years and above
  7. Years of working experience in current position 1-3years  4-6 years  7-9 year  10 years above

8. What is your current grade/rank?

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

Secondary

Diploma

First Degree

Masters

PhD

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

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

Title of Course	Period (year)	Venue (Local or international)	Specific skills acquired	Relevance of training to current job (Rank 1 – 5; where 1 is low and 5 highest)

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

.....

.....

.....

.....

.....

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

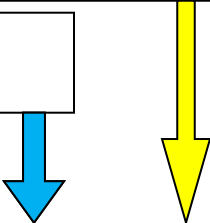


No	Technical Job Skill	Score A	Score B
1	Public financial management		
2	Public procurement management system		
3	Policy formulation and implementation		
4	Development of annual work plan and budget		
5	Stakeholder and Development Partners management		
6	Strategic Planning/Organizational Skills		
7	Monitoring 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

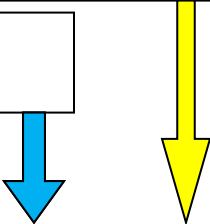


No	Working environment skill	Score A	Score B
1	Interpersonal relationships		
2	Workplace ethics		
3	Avoiding and preventing sexual harassment		
4	Grievance procedures		
5	Disciplinary Procedures		
6	Avoiding and preventing workplace violence		
7	Emotional intelligence		
8	Health and safety at work place		

**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	Score A	Score B
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**

- 1. Please list below the five most important skills (in order of importance) you need to perform your job.

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

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.....

- 3. 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

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

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**

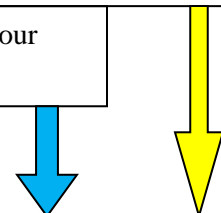
	Yes	No
Have your subordinates attended any training programmes in the last 5 years sponsored by your department organization?		
If yes, was the training relevant to the work they do?		
Has any of the training received resulted in promotion or change of career?		
Was the training done locally?		

**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



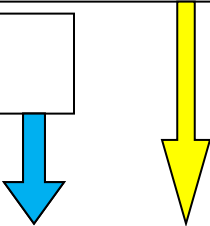
No	Technical Job Skill	Score A	Score B
1	Public financial management		
2	Public procurement system management		
3	Policy formulation and implementation		
4	Team Building		
5	Human Resource Management		
6	Organizational and Individual Performance Management		
7	Career Development and Succession Plan		
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 role/activity to successful performance of your job? Rating 1-7: 1= Not Important 7= Very Important

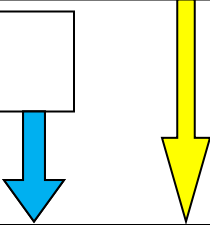


No	Working environment skill	Score A	Score B
1	Interpersonal relationships		
2	Workplace ethics		
3	Avoiding and preventing sexual harassment		
4	Grievance procedures		
5	Disciplinary Procedures		
6	Avoiding and preventing workplace violence		
7	Emotional intelligence		
8	Health and safety at work place		

**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



<b>Computer Literacy/ICT Area</b>		
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 2: QUESTIONNAIRE ON TRAINING NEEDS ASSESSMENT FOR THE HEADS OF SECTIONS**

**DATA COLLECTION PROTOCOL**  
**QUESTIONNAIRE ON TRAINING NEEDS ASSESSMENT FOR THE HEADS OF SECTIONS**

***HEADS OF DEPARTMENT STAFF – SECTION AND UNIT HEADS***

Civil Service Institute (CSI) is undertaking a Training Needs Assessment (TNA) for the Heads of Departments staff at regional ministry level. The aim of the TNA is to identify institutional and management needs that are required by the department heads 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**

13. Name of organization.....

14. Department.....

15. Marital Status: Married  Single  Divorce  Widowed

16. Please indicate your age group below:

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

Above 60 years

17. Gender: Male  Female

18. Position/Designation/: .....

19. 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:

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

12. Indicate Courses/Workshops you have attended in the past two 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)?

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

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)

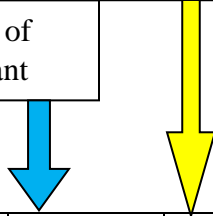
<b>Preferred Areas of training</b>		<b>Reasons</b>
<b>Short term</b>	<b>Long term</b>	
i.	i.	
ii.	ii.	
iii.	iii.	

**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

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

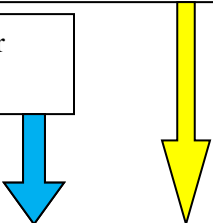


No	Technical Job Skill	Score A	Score B
1	Organizational and Individual Performance Management		
2	Public financial management		
3	Public procurement system management		
4	Policy formulation and implementation		
5	Team Building		
6	Human Resources Management		
7	Career Development and Succession Plan		
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

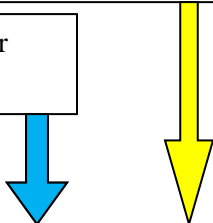


No	Working Environment Skill	Score A	Score B
1	Interpersonal relationships		
2	Workplace ethics		
3	Avoiding and preventing sexual harassment		
4	Grievance procedures		
5	Avoiding and preventing workplace violence		
6	Emotional intelligence		
7	Health and Safety at Work place		
8	Disciplinary Procedures		

**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

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	Yes	No
Have your subordinates attended any training programmes in the last two 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 two (2) 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 ( <b>1 is lowest and 5 is the highest</b> )
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:

<p><b>TECHNICAL JOB SKILLS NEEDS OF STAFF</b>  <b>INSTRUCTIONS: Administer to respondents.</b>  <b>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.</b></p>	
	<p>How well do you think they currently perform this activity? Rating 1-7: 1= Not Well 7= Very Well</p>

<p>How important is this activity to successful performance of their job? Rating 1-7: 1= Not Important 7= Very Important</p>
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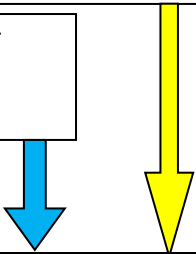
	SCORE A	SCORE B
<b>JOB SKILLS</b>		
<b>Office Management Duties</b>		
Filing and records management		
Writing Memos Writing		
Note-Taking and Writing Minutes		
Report Writing		
Performance Management		
Development of Annual Work Plan		
Time Management		
Leadership (i.e. Supervision and Coordination of subordinates)		
Customer Care		
<b>Technical Areas I - Computer Literacy/ICT</b>		
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.)		
<b>Technical Area II – Procurement</b>		
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		
<b>3</b>	<b>Avoiding and preventing sexual harassment</b>		
4	Grievance procedures		
5	Disciplinary Procedures		
6	Avoiding and preventing workplace violence		
	<b>Occupational Health and Safety</b>		
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?		
	<b>Emotional Intelligence</b>		
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)?  


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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

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

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

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

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

Internal Challenges

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External Challenges

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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 heads of department 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.

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

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

.....;  
.....  
.....  
.....  
.....

**THANK YOU**

## **APPENDIX 3: TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR *SUBORDINATE STAFF***

TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR *SUBORDINATE STAFF*

Questionnaire ID: \_\_\_\_\_

Sector: \_\_\_\_\_

Date: \_\_\_\_\_

Name/Contact of Enumerator: \_\_\_\_\_

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### **Respondent Consent FORM:**

Civil Service Institute (CSI) is undertaking a Training Needs Assessment (TNA) for the Subordinate Staff of the Somaliland Civil Service in Burao. The aim is to identify the Training Needs required by the subordinate 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 would like to seek your consent to ask you the questions in instrument. CSI assures you **STRICT CONFIDENTIALITY** of information provided.

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

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

Signature: \_\_\_\_\_

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**THE COMPLETION OF QUESTIONNAIRE**

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

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**SECTION A: BACKGROUND/DEMOGRAPHIC INFORMATION**

20. Name of organization: \_\_\_\_\_

21. Department: \_\_\_\_\_

22. Marital Status: Married      Single      Divorce      Widowed

23. Age: (i) 18-30 year    (ii) 31 - 40 years.    (iii) 41-50 years

24. (iv) 51-60 years    (vi) Above 60

25. Sex/Gender: (i) Male    (ii) Female

26. Position/Designation: \_\_\_\_\_

27. What is your highest level of education? (Please tick)

(i) Secondary.      (ii) Diploma      (iii) First Degree

(iv) Masters    (v) PhD.    (vi) Professional certificate      (vi) Other, (please specify) \_\_\_\_\_

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

**Work Experience**

11. Number of years working with C.S?

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

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

(iii) 7-9yrs    (iv) 10+

13. Provide your work History

Organization	Department/Agency	Position/Job Grade
i.		
ii.		
iii.		
Iv.		

**SECTION B: CAPACITY NEEDS OF STAFF**

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

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

	Title of Course	Period (year)	Location	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 your competencies in the following:

**TECHNICAL JOB SKILLS 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 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



	SCORE A	SCORE B
<b>JOB SKILLS</b>		
<b>Office Management Duties</b>		
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		
<b>Technical Areas I - Computer Literacy/ICT</b>		
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.)		
<b>Technical Area II - Procurement</b>		
Tendering processes (Invitation for Tenders, Receipt and opening of Tender)		
Contract Administration		
Contract Records Management		
<b>Technical Area IV - Accounting and Finance Duties</b>		
Payroll Management duties		

Basic financial management (i.e. retiring of funds/petty cash etc.)		
Carrier Management Plan		

**SECTION C: Ensuring a Respectful Working Environment**

3. Have you ever been mentored or coached on the Job? Yes/No
4. If yes, has it improved your job performance? Yes/No

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		
	<b>Occupational Health and Safety</b>		
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?		
	<b>Emotional Intelligence</b>		
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 D: OTHER ISSUES**

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

\_\_\_\_\_

10. 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.	

11. Please list below the specific key tasks you are expected to perform as per your current job description not stated in section A and B

12. \_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

16. Provide insights on challenges internal and external challenges that affect your performance in your department.

Internal Challenges

\_\_\_\_\_  
\_\_\_\_\_

External Challenges

\_\_\_\_\_  
\_\_\_\_\_

—

**PART 2**

**NOTE: This part is to request subordinate 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.

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

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

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

**THANK YOU**



[www.csi.govsomaliland.org](http://www.csi.govsomaliland.org)