



PUNTLNAD LOCAL GOVERNMENT INSTITUTE

TRAINING NEED ASSESMENT REPORT



JULY, 2022



TABLE OF CONTENT

LIST OF TABLES.....	4
LIST OF FIGURES.....	5
ACORNOMY AND ABBREVIATIONS.....	6
Executive summary	7
1. Introduction.....	9
1.1 Context of the assessment	9
1.2 Purpose of the assessment.....	9
1.3 Specific objectives of the assessment	10
1.4 Expected outcome of the assessment	10
1.5 Scope of the assessment	10
1.6 Justification of the assessment	10
2.0 Methodology.....	11
2.1 Assessment design	11
2.2 Target population	11
2.3 Training of data collectors	11
2.4 Data collection and data entry.....	11
2.5 Data analysis and presentations	12
3.0 Findings from assessment.....	12
3.1 Demographic profile	12
3.1.1 Gender	12
3.1.2 Age	13
3.1.3 Educational Background	13
3.1.4 Employment status	14
3.1.5 Number of Years Served in the local Government	14
3.1.6 Duties they perform, frequently of each duty and the training needs.....	15
3.2 Past Training and non-training factors.....	16
3.2.1 Indicate which document exists, whether you are familiar with it and those you have access to within your District	16
3.2.1 Number of attended training in the last Two (2) years	17

3.2.2 Effectiveness of the training	17
3.2.3 Type of training do you require to enhance your performance	18
3.2.4 Most challenging non-training factors you faced	19
3.2.5 Interventions that aim to ensure training has positive outcomes in training	20
3.3 current and future skills and in-house support	21
3.3.1 Current skills and competencies	21
3.3.2 District support for skill development and staff satisfaction.....	23
3.4 Interventions for Skills Development.....	24
3.4.1 Interventions for skills development the District/LGI uses.....	24
3.4.2 Challenges the District/LGI faces in training and skills development.....	24
3.5 Training Experience.....	25
3.5.1 Have you attended any LGI training before.....	25
3.5.2 Attended LGI training and number of training attended.....	26
3.5.2 Useful training by the staff.....	26
3.5.3 Were you able to use the information shared in the training in your role?	27
3.5.4 Convenient duration for training	29
3.5.5 Induction training attended	29
4.0 Training priorities.....	30
5.0 Other Recommendations.....	32
Annexes	33
Annex 1: photo.....	33
Annex 2: Assessment Tool	34
Face to Face Questionnaire – Survey Tool.....	34

LIST OF TABLES

Table 3.1: Age Distribution of the District Staff	13
<i>Table 3.2: Educational Background.....</i>	13
Table 3.3: Employment status	14
<i>Table 3.4: Number of year served in the local government</i>	14
Table 3.5: Number of Years Served in the local Government	14
<i>Table: 3.6: Duties they perform, frequently of each duty and the training needs.....</i>	15
Table: 3.7 how the staff perform the tasks.....	15
Table: 3.8: Need training for their duties they perform	16
Table 3.9: document exists, familiar and accessibility.....	16
<i>Table 3.10: Effectiveness of the training</i>	18
Table 3.11: Type of training do you require to enhance your performance	18
<i>Table 3.12: Most challenging non-training factors you faced</i>	18
<i>Table 3.13: Interventions that aim to ensure training has positive outcomes in training</i>	19
<i>Table 3.14: Current skills and competencies</i>	20
Table 3.15: skills should you have in order to improve and enhance your job performance	21
<i>Table 3.16: Challenges the District/LGI faces in training and skills development</i>	24
Table 3.17: Useful training by the staff.....	27

LIST OF FIGURES

Figure 3.1.1: Gender	12
Figure 3.2: Number of attended training in the last Two (2) years	17
Figure 3.3: District support for skill development and staff satisfaction.....	23
Figure 3.4: How the staff satisfied the district support about skills Development.	23
Figure 3.5: Interventions for skills development	24
Figure 3.6: Have you attended any LGI training before.....	25
Figure 3.7: Attended LGI training and number of training attended.....	26
Figure 3.8: Percentage Use of information shared in the training	27
Figure 3.9: What Prevents the using the training information	28
Figure 3.10: duration the staff convenient to attended	30
Figure 3.11: Induction Training Attended.....	30

ACORNOMY AND ABREVIATIONS

LLM	local leadership management
GIS	Geographic information system Mapping
IFMS	information management system
MOIFAD	Ministry of interior, Federalism affairs and Democratization
LGI	Local government institute
UNDP	United Nation development programme
UNJPLG	United Nation Joint program for Puntland government
DBBPG	District participatory planning and Budgeting
OM&A	Office management and administration
SAD	Social service delivery management
TNA	Training needs assessment
TOR	Terms of reference
Dev't	Development

Executive summary

The LGI conducted a Training need assessment in support of the MOIFAD and the UNDP. This is the second time for LGI to conduct such TNA but this time the LGI is conducting while the time the LGI had conducted training for the UNJPLG districts in Puntland. The purpose of the assessment to evaluate the training needs, the impact of the last training conducted by the LGI and the other factors affecting the capacity building of the districts. The assessment will help and guide the LGI for planning training and advise the districts about the best practice in their capacity building effort. The scope of this assessment is limited to the UNJPLG districts which are [Garowe, Gardo, Bosaso, Galkio, Bander-Bayla, Goldogob, Eyl, Jariban, Burtinle, Calula and Iskushuban].

The survey design using quantitative data collection, mainly pre-determined close-ended questionnaires. This assessment data was obtained quantitative using structured questionnaires. Two day training was conducted to the data collectors. The target respondents were all staff of the districts who available for the interview. The data collected using electronic method of KOBO Collect. Data were analysed using SPSS V20.

The study found that the female workers of the UNJPG compose 20% in visa- a-visa in gender. This needs to address by districts for increasing more women in the districts service delivery; this will be crucial as the local government are very close to the community and needs to address all social upheavals and majority of the venerable are women and children.

73.5% of the staff of the districts are above the secondary level; diploma, graduate degree or postgraduate degree. This is a good indicator for the districts having a young which having a good educational background, but still there is a need to further investigate where those educational background are marching their respective positions.

Employees employment status was 94% are permanent but the staff of working from less than five years were 60% indicating that majority of the staff are recently joined, especial, 20% have been working less than one year. This means there is a strong need for induction training and other training for capacity building. There is a need to further study the rate of the staff turn-over which has a direct impact about the training and increase the cost of training by necessities' induction.

The staff needed training for their docket (50.4%) as 38.4% of the staff does not perform their duties in frequently, indicating theirs is skill gap. The assessment found that there is poor indicator of staff responding their awareness about essential document such as by laws, policies and guidelines. When it come the facility and accessibility of the

document; such as the law number 7 the staff indicated less than 50% for their respond. The MOIFAD and the districts should respond such calamity.

The assessment found that the non-training factor that the staff is facing is the poor motivation and lack of required skills for 18% and 16% respectively. This needs further studies to elaborate the poor motivation that the staff indicated their respond. This is an issue which can hamper the usefulness of that staff training and their ability to transform the training to their respective districts. The other fact is the lack of the skilled required which means that there is mismatch between the positions and the education background of the staff.

The staff indicated that there is no district support (53%) for any kind of study support and skills development, the second percentage is that the districts only supports for granting a study leave and time of for study. The districts need to invest in their human resource to prepare the future leaders and special skills that the staff needs to perform. So, the staff does not satisfy the districts staff development for 63% of them. 56% of the staff requested to have on-job training for their capacity building.

73% of the staff indicated that there have not attended any LGI training. Although the LGI is recently launched but there is need of the conducting a training and reach out all staff skill gaps and capacity building. For the last LGI training conducted for 39% of the staff does not use the training information for their duties performance. Furthermore, the study found that the main reason for the prevention of the staff to use the information is the lack of support of the districts; there is no further elaboration about the kind of support they could like to find it, but there is an indication of the top executive leader's commitment hiccups.

1. Introduction

1.1 Context of the assessment

The LGI conducted a training needs assessment for districts staff from various departments but due to limited budget the LGI have not conducted any training needs assessment of the districts staff in UNJPLG districts. This will be an opportunity to conduct the training assessment in the staff as well as the departments. This TNA will be more in-depth than previous one conducted in 2020.

Since the inception of the Puntland decentralization process there were no proper consideration about setting a regular training and capacity building programme for the staff so as to have effective ensure proper service delivery. Apart from induction training from time to time and some seminars and workshops there were no regular formal trainings to the district staff.

The districts staff plays a key role in the district level by ensuring representation, oversight and effective discharge of service delivery. The role each staff plays at the district level changes overtime due to multiple factors.

The LGI wants to conduct a training needs assessment to find out the training gaps and how the developed curriculum fits the human resources training needs in Puntland Local Governments.

The assessment mission will visit each JPLG districts to have interviews and verify the available documents to gauge their systems and capacity gaps pertaining to training and non-training aspects of the staff.

The LGI will employ a questionnaire tool designed to interview the staff face to face and enumerators will travel to the districts to collect the data.

1.2 Purpose of the assessment

The purpose of the assessment to evaluate the training needs, the impact of the last training conducted by the LGI and the other factors affecting the capacity building of the districts. The assessment will help and guide the LGI for planning training and advise the districts about the best practice in their capacity building effort.

1.3 Specific objectives of the assessment

- To find out the capacity gaps for the districts human resources
- To assess the other factors effecting capacity building training (non-training aspects)
- To give recommendation about the training needs for the districts staff

1.4 Expected outcome of the assessment

After the exercise the institute will underline the following expected outcome:

- To find out the capacity gaps of the districts staff
- Finding the other factors which can contribute to or hinder capacity building
- Recommendation and suggestion about the training courses

1.5 Scope of the assessment

The scope of this assessment is limited to the UNJPLG districts which are [Garowe, Gardo, Bosaso, Galkio, Bander-Bayla, Goldogob, Eyl, Jariban, Burtinle, Calula and Iskushuban]. So, this assessment can't be generalized in all Puntland districts or Somalia in large.

1.6 Justification of the assessment

The LGI with the oversight committee decided to conduct an assessment to evaluate the level of education and experience of the current staff in the local governments to better align training that districts needs because training is very expensive and Puntland's has limited funds to spend. It is therefore very crucial to assess and pick the most needed trainings and priorities the most important ones. Thus, this training assessment is to ensure that recommendations address the real training needs and effectively focus appropriate resources, time and effort towards targeted gaps.

The LGI also needs to find the other factors affecting staff which also needs to be fixed to eliminate inefficiency and ineffectiveness of the LG staff. As there are many different types of training needs assessments, this will focus on performance gaps analysis and other factors which also affect capacity and improvements.

2.0 Methodology

2.1 Assessment design

Assessment design was the specification of methods and procedures for acquiring the information needed from the districts. The assessment design is essential as it prepares the proper framework for the assessment work activity. The survey design using quantitative data collection, mainly pre-determined close-ended questionnaires. This assessment data was obtained quantitative using structured questionnaires as an attached questionnaire in Annex 1. Data was collected from respondents of the selected districts.

2.2 Target population

The target respondents were all staff of the districts. Since the districts having a small staff and the time and resources were not constrained and the target population of each district were big enough to do sampling the assessments has no place to take sample.

2.3 Training of data collectors

After rigorous recruitment of the data collectors a two days of comprehensive training were conducted; first day was to discuss the questioner and the challenges that they need to overcome during the field trip for data collection. Also the second day was to train the data collectors the uses of the KOBO collect technology.

2.4 Data collection and data entry

To avoid unnecessary delays, the LGI in conjunction with the MOIFAD provided an informing letter to the districts. Each data collector had a copy of the letter for each district. The data collected using electronic method of KOBO Collect. Each data collector reads the questioner form the gadget and enter the respondents answer to the KOBO collect form their mobile phones. This method was used to save time and be accurate as the accuracy rate of this assessment was about 98% approximately. After filling each questionnaire, the data collector went over to ensure that no questions were omitted and all responses were captured. After completing these checks, the questionnaire was

submitted to the cloud server that the MOIFAD hosted; the data entry clerks and data quality checkers reviewed the compliance and accuracy sent data before it worked as finalized. Thus, the next step of the data analysis proceeded. Overarching, a supervisor from the university was overseeing each of these steps to ensure the quality and consistency of the process.

2.5 Data analysis and presentations

Data were analysed using SPSS V20. Data cleaning was checked so that to avoid errors during the data processing. Data was presented in a tabular form with vertical lines. The frequencies and the percentages affecting each variable were used; where applicable, some data were shown in figures to make the Presentation relevant.

3.0 Findings from assessment

3.1 Demographic profile

3.1.1 Gender

Resonant were asked to indicate their gender. The findings are presented in Figure 3.1.

Figure 3.1.1: Gender

Figure 3.1 indicating that the district respondent composed 80% female and 20% male. This is indicating the dominant of the male in the districts staff as it shows the big deviation of the parity overwhelmingly. These points out the need to increase to give more work opportunity to the female and sort the hampering issue about the female employability in Puntland district.

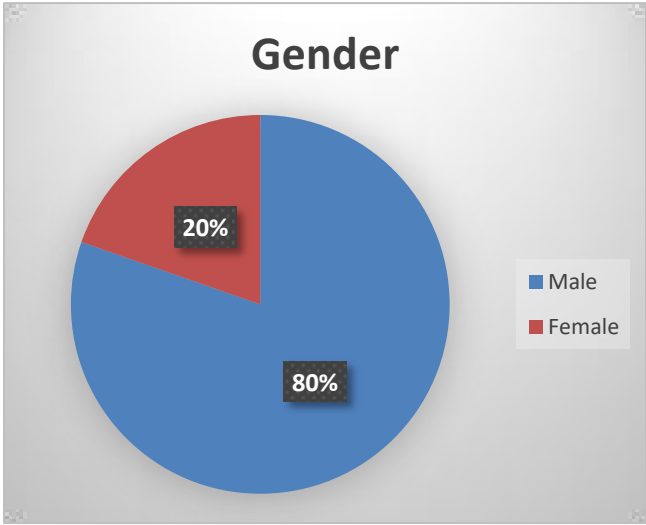


Figure 3.1: Gender

3.1.2 Age

Staff also was asked to mention their age. Table 3.1 presents the findings.

Table 3.1: Age Distribution of the District Staff

Value	Frequency	Percentage
Under 21 years	2	1.7 %
21 – 29 years	45	38.4 %
30 – 39 years	36	30.8 %
50 – 59 years	17	14.5 %
40 – 49 years	15	12.8 %
60 years and above	2	1.7 %

Source: (primary data June, 2022)

The table above shows the age distribution of the staff district, this is indicating the districts age between 21-29 age group is taking the big slot and making the 38.4%. This is also means the youth are the leading of the district work force. The age above 60 years are 1.7% which means they are very small. This is a good indicator that the Puntland districts do not need to counter the aging problem. This

3.1.3 Educational Background

The staffs were asked to respond their academic qualifications, and it is indicted below table:

Table 3.2: Educational Background

Value	Frequency	Percentage
Bachelor Degree	59	50.43 %
Secondary Level	31	26.5 %
Diploma	12	10.26 %
Primary level	6	5.13 %
Masters	5	4.27 %
Collage Certificate	3	2.56 %
Postgraduate Diploma	1	0.85 %

Source: (Primary data June, 2022)

As shown in the above table 3.2, the staff qualification has 50.4% possessing the Bachelor degree, which is a good sign for the trainability of the staff, while the 26.5 is having the secondary level and needs to be trained in specific visa-a-visa jobs. There is also small number of the master holders of the districts in

all 11 districts. This is also shows that the number of master qualification is limited showing the districts needs to attract more master degree holders as some works needs master of some skills while also they will give a mention to the other staff for their area of expertise.

3.1.4 Employment status

The districts staff was asked to indicate their employment status on the table below indicating as follows:

Table 3.3: Employment status

Value	Frequency	Percentage
Permanent Position	110	94.02 %
Contract Position	6	5.13 %
Part time Position	1	0.85 %

Source: (Primary data June, 2022)

The above table of the staff status in respect of their contracts, 94.02% of the staff is permanent position, while 5.13% and 0.85% are contractual and part-time positions. This is indicating the districts have a permanent staff in their offices and this will allow the districts to train the staff and retain as all will be permanent staff.

3.1.5 Number of Years Served in the local Government

The districts staff was asked to indicate their number of years of working in the local government and presented in the table 3.4 below.

Table 3.4: Number of year served in the local government

Value	Frequency	Parentage
Between 1-5	49	41.88 %
More than 10 years	25	21.37 %
Less than one Year	24	20.51 %
Between 6-10 Years	19	16.24 %

Source: (primary Data June, 2022)

41.88% of the staff has been working in the district between 1-5 years, and 20.51% less than one year this means 62% of staff has been working less than five years of experience. This signals the need to have more training as the also indicating a good number of staff turnover of the staff districts. This district should manage this issue to tap the trained staff in the LGI or with in the respective districts. All those indicators presented in the above table 3.4.

Also, the staff was asked to mention their respective number of years of experience in current position in his/her district. Table 3.5 indicating as below:

Table 3.5: Number of Years Served in the local Government

Value	Frequency	Percentage
Between 1-5 Years	63	52.14 %
less than one years	33	28.21 %
More than 10 Year	12	10.26 %
Between 6-10 Years	11	9.4 %
Between 6-10 Years	11	9.4

Source: (Primary data June, 2022)

The table 3.5 indicating the 52.14% serving their docket in between 1-5 years, this is almost the same link with the number of years working the district in the table 3.4. Also, the staff working their position in less than one year, as indicated in the table 28.21%. This is also another sign of need for training for the staff their respective positions; especially the one's who has been working less than one year.

3.1.6 Duties they perform, frequently of each duty and the training needs

The staff was asked to mention their duties they perform in the district, the following table indicating the staff interviewed answer about the duties they perform as table 3.6.

Table: 3.6: Duties they perform, frequently of each duty and the training needs

Value	Frequency	Percentage
Admin And Finance	24	20.51 %
Public Works	21	17.94 %
Social Affairs	20	17.09 %
Planning and Policy	19	16.23 %
Revenue	10	8.54 %
Secretary	9	7.69 %
Internal Audit	3	2.56 %
Security	2	1.70 %
Media and Communication	2	1.70 %
Unspecified	7	5.98 %

Source: (primary data June, 2022)

The staff interviewed during the face to face interview, the data shows that the majority of the interviewee was admin and finance department included the revenue collection departments in rank B districts. The admin and finance composes the human resources, logistics, and finance, flowed by the public works 17.94% and social affairs 17.09%. Also the staff was asked to mention how they perform the specified tasked they mention in above table. This indicated in table below table 3.7.

Table: 3.7 how the staff perform the tasks

Value	Frequency	Percentage
Very frequently	72	61.54 %
Frequently	33	28.21 %
Occasionally	81	6.84 %
Not at all		3.41 %

Source: (primary data June, 2022)

The staff indicated that the staff 61.54% performs their duties very frequently and perform 28.21% frequently. There is also a good number who does not perform their duties occasionally or not at all and it is show that they need to train their duties.

The staffs were also asked to indicate where they need training for their duties they perform in the districts and they responded as the flows:

Table: 3.8: Need training for their duties they perform

Value	Frequency	Percentage
YES	59	50.43 %
NO	58	49.57 %

Source: (primary data June, 2022)

The staff indicated that they need training in their duties they perform for 50.43%. While the 49.57% indicated the NO need for training. This is a good indicator for the districts staff needs training for their job related duties.

3.2 Past Training and non-training factors

3.2.1 Indicate which document exists, whether you are familiar with it and those you have access to within your District

Table 3.9: document exists, familiar and accessibility

Document Name	Exist stance	Familiarity	Accessibility
Financial Management Manual in your district	51%	29%	34%
Procurement manual in your District	38%	24%	30%
Career Guideline in your district	39%	25%	24%
LDF	58%	35%	38%
Training policy	29%	11%	14%
Code of conduct document	46%	34%	33%
Human resource manual	58%	37%	39%
Law No 7	65%	49%	48%
Strategic Plan	58%	43%	47%

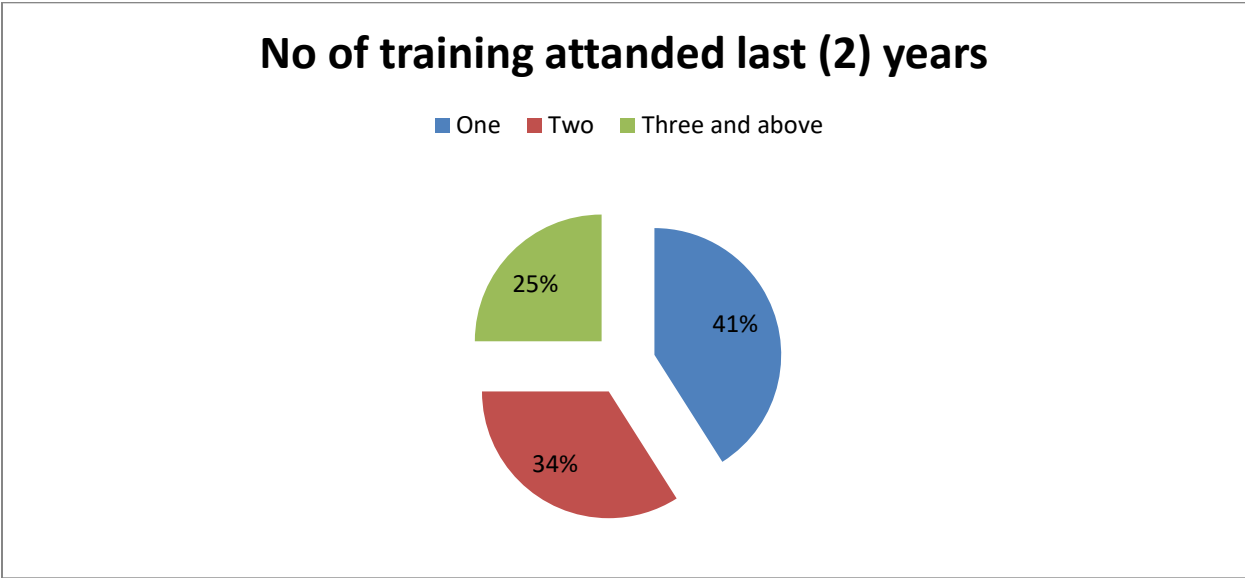
Office Administration and management manual	49%	31%	35%
Induction manual	41%	26%	24%

In general the staff indicated that there is poor document staff knowledge of existence, familiar and accessibility. Especially the familiarity and the accessibility is indicate very poorly. The key document for the district staff is the Law No.7 (less than 50%) of the staff indicated that they are not familiar or accessible. This is an alarming issue about the training; means there is no or limited training about such laws, polices and guideline to the staff in the implementation phase.

3.2.1 Number of attended training in the last Two (2) years

The staff was asked to mention the number of training they had attended during the last two years. The figure 3.2 present the findings.

Figure 3.2: Number of attended training in the last Two (2) years



The figure 3.2 shows that the number of training staff was attended last two years one day for 25% of the respondents, 34% for two days and 41% for three days and above. We have in the above analysis that the number of staff who attended training was 50%, and this means around 59 were attended and can proceed to respond this question. This shows that 59% of the staff have attended last two years for one or two days session of training. Which means that is not sufficient and the districts, LGI and MOIFAD should review for one training and focus for more days of training to be effective.

3.2.2 Effectiveness of the training

The study was to find out the effectiveness of training that the staff had taken last two years by any institution and presented in the table 3.9.

Table 3.10: Effectiveness of the training

Value	Frequency	Percentage
Effective	33	55.93%
Natural	14	23.73%
Ineffective	12	20%

Source: (primary data June, 2022)

The staff indicated that the effectiveness of the training was 55.93%, Natural 23.73% and ineffective 20%. The number of ineffective and natural composite 43.73% and this indicate the staff training has concern about the effectiveness of the training. The staff also indicated the training could be effective if the training is on-job training and coaching is the best for them.

3.2.3 Type of training do you require to enhance your performance

The study also thought to find out the type of training that the staff is recommended and is presented in the table 3.10.

Table 3.11: Type of training do you require to enhance your performance

Value	Frequency	Percentage
Short Course (not more than 3 months)	80	68.38%
Long Course (Academic e.g. Degree)	37	31.62%

Source: (primary data June, 2022)

The staff has agreed extraordinary the short course training for not more than three month. The staff is very eager for short courses due to resistance for work disturbance and gap during the long courses. Furthermore, the staffs have a family and other issue that needs their attendance as well as the districts has a limited staff and cannot avoid sending long courses for their key staff.

3.2.4 Most challenging non-training factors you faced

The study sought to establish the non-training factors that affecting the staff to have and use the information they get from the training. This is presented in the table 3.11.

Table 3.12: Most challenging non-training factors you faced

Value	Frequency	Percentage
Poor motivation	67	18.36%
Lack of required skills and competencies	62	16.99%
Lack of Equipment	56	15.34%
Lack of or inaccurate Job Descriptions	40	10.96%
Lack of performance management systems	35	9.59%
Inadequate working environment	32	8.77%
Inadequate support from management	29	7.95%
Lack of support from colleagues	27	7.40%
Inadequate policies, processes and systems	17	4.66%

Source: (primary data June, 2022)

Table 3.11 shows how the staff was responded the challenges for non –training aspects. The staff indicated that 18.36% having poor motivation (it is possibly the salary pay rate for the districts) this can be linked the previous TNA assessment conducted by the LGI in 2020, the staff having issues about the salary challenges in the districts, which means low salary rate. The second attribution is the lack of required skills and competence; this means that the staff has an issue about the matching between their qualification and their positions in the districts. So, the districts should make sure to recruit a marching qualification for positions. Lack of equipment (can also be; the office furniture, computer and other electronic gadgets and ample environment for the staff. The staff lacking inaccurate job description is 10.96% means there is a need of training for that staffs their respective TOR.

3.2.5 Interventions that aim to ensure training has positive outcomes in training

The assessment sought to find out the interventions that aim to ensure training has positive outcome in service delivery and it indicated in the table 3.12.

Table 3.13: Interventions that aim to ensure training has positive outcomes in training

Intervention	Natural	Agree	Strongly Agree
Undertake training needs assessment before training	5.13 %	9.4 %	85.47 %
Build capacity of local trainers and training in Local government institute	1.71%	8.55%	89.74%
Allocate more funds for prioritized training	3.27%	25.64%	70.09%
Make training for all staff mandatory/compulsory	14.73%	18.8%	66.67%
Assess training needs on basis of performance appraisal	3.42%	23.93%	72.65%
Ensure training is linked to one's career progression	5.13%	21.37%	73.5%
Undertake Training Impact Assessment after training to help improve future training	4.27%	23.93%	71.79%
Improve the selection criteria for the trainees participation	6.84%	18.8%	74.36%

Source: (primary data June, 2022)

The staff strongly agrees the staff needs to undertake the TNA, capacity building for LGI facilitators, and improve the selection criteria for the trainees for more than 70%. The staff shows less support to be made mandatory for the training compared to the other components.

3.3 current and future skills and in-house support

3.3.1 Current skills and competencies

Table 3.14: Current skills and competencies

Skills do you currently possess that enable you to perform your job	Frequency	Percentage
Computer literacy	60	18.51%
Leadership management	45	13.8%
Office management	18	14.81%
Financial management system	6	1.85%
Land management system	9	2.77%
Human protection	6	1.85%
File management	18	5.55%
Staff payroll	12	3.7%
Annual plan development	15	4.62%
Negotiations skills	3	0.92%
Procurement skills	9	2.77%
Problem solving skills	21	6.48%
Revenue collection	15	4.62%
Basic accounting skills	18	5.55%
Community awareness	15	4.62%
Communication skills	12	3.7%
IFMS	12	3.7%

Source: (primary data June, 2022)

Table 3.13 indicates that the staff mostly possesses the computer literacy, leadership and management and office management in 18.51%, 13.8%, 14.81% respectively. The staff poorly indicated the human protection skills and financial management. Although h, this information is gather in different departmental sectors but still this to clearly the cross cutting issues should emerge on top of the list. The communication skills is the most among the cross cutting issues that have poorly indicated in the table 3.13.

In addition the staff was asked to mention their areas they would like to improve for their job performance. The table 3.14 is presenting the findings.

Table 3.15: skills should you have in order to improve and enhance your job performance

skills should you have in order to improve and enhance your job performance in future	Frequency	Percentage
Induction	30	8%
Natural resource management	5	1%
Educational Administration	10	3%
Information technology literacy	19	5%
Public health management	9	2%
Community awareness and mobilization	22	6%
Basic statistical skills	3	1%
Archiving and data management	5	1%
Good governance and leadership	28	8%
Urban planning and Land management	23	6%
Policy management	25	7%
Child and Human rights and protection	8	2%
Financial management	27	7%
Procurement management	18	5%
Conflict resolution management	10	3%
Human resource management	12	3%
Planning and Budgeting	20	5%
Project managements	16	4%
Negotiations skills	2	1%
Revenue mobilization	20	5%
Internal audit	7	2%
Communication skills	25	7%
office management and computer literacy	21	6%

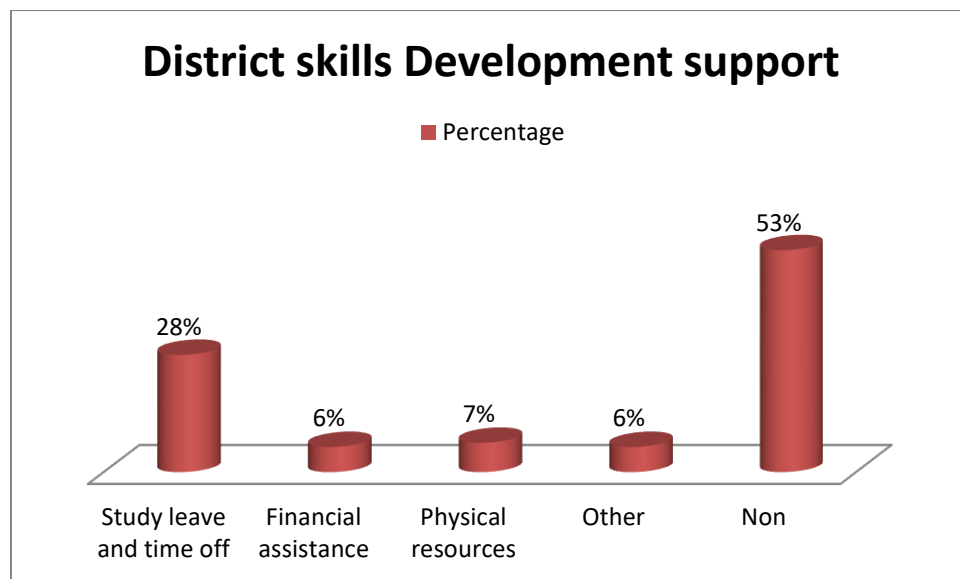
Source: (primary data June, 2022)

In Tale 3.14, all staff shown interest fir and forms in the induction training 8%. This is the induction for the new staff when they join the districts. Most of the staff did not get an enough or appropriate induction training during their newly positions. This was identified in the last TNA via focus group discussion in 2020 by LGI. Also the communication skills, office management, good governance and leadership and policy management were among the top subjects that stand indicated their requirement of job performance.

3.3.2 District support for skill development and staff satisfaction

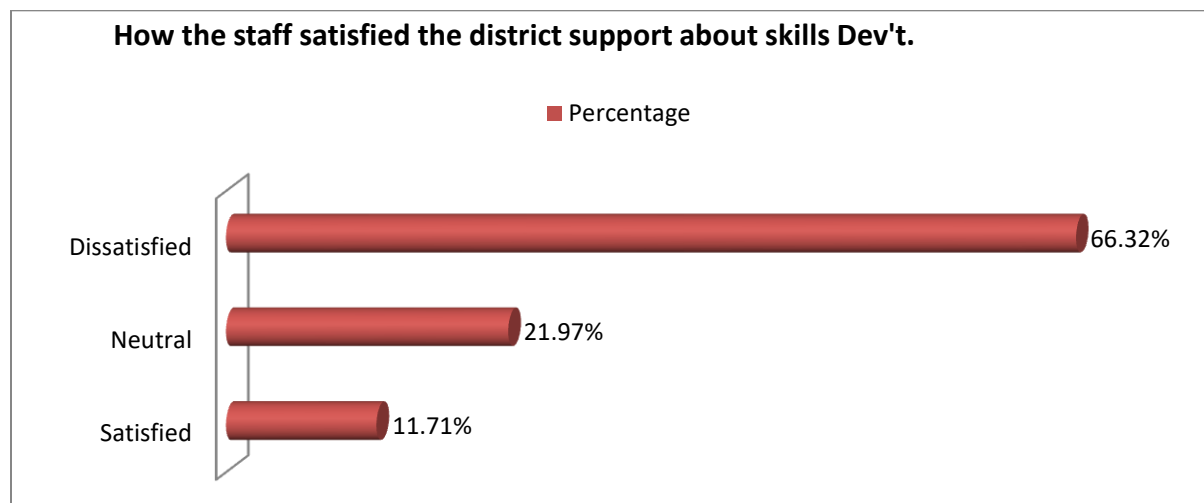
The staff was asked to mention how they the districts support the skills development and it is presented in the figure 3.3.

Figure 3.3: District support for skill development and staff satisfaction



The figure 3.3 in above shows the staff received non-support for the skill development, as is show in the figure the 53% of the staff indicated that the districts give no support. Also the second items is the study leave and time off such as allowing them part time job for the study which is the 28%. The district should allocate budget and physical resources for district staff skills development.

Figure 3.4: How the staff satisfied the district support about skills Development.

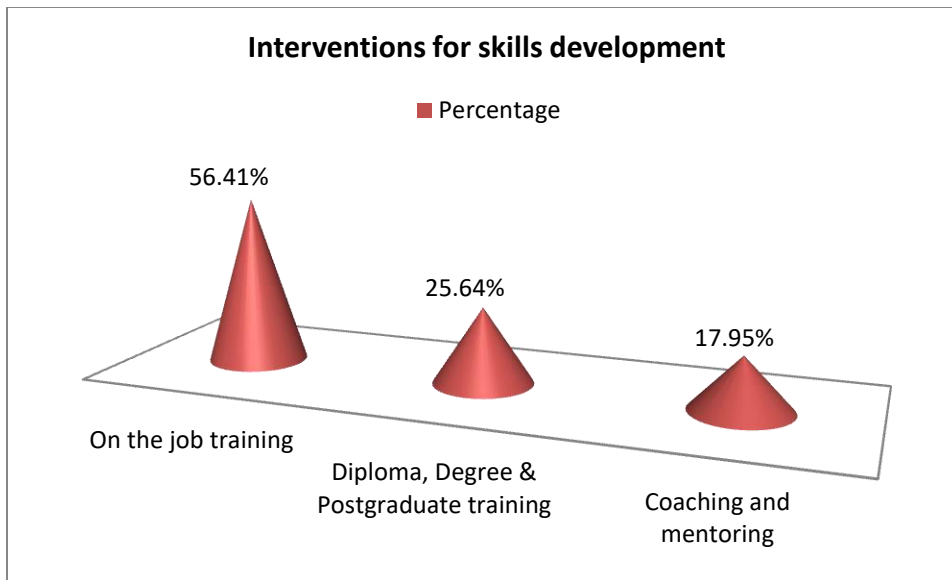


3.4 Interventions for Skills Development

3.4.1 Interventions for skills development the District/LGI uses

The study was to seek how the staff prefers the mode of training in the District/LGI intended trainings. The study presents in the below figure 3.5.

Figure 3.5: Interventions for skills development



This figure 3.5 can be observed the staff has anonymously indicated that they need an on job training for 56.41% in the intervention for skill development. The staff chooses the coaching and mention in the least which seems they may not familiar with them but it is among the best in the skill development.

3.4.2 Challenges the District/LGI faces in training and skills development

The assessment is to find out the challenges by the districts and the LGI for staff skill development and it is presented in the table 3.15.

Table 3.16: Challenges the District/LGI faces in training and skills development

Challenges	Frequency	Percentage
Transportation and DSA challenges	75	24%
Trainees selection criteria	55	17%
Training limited duration	46	15%
Lack of coaching	35	11%
communication challenges	30	9%

Long distance for training venue	20	6%
Inappropriate facilitator delivery method	29	9%
Lack of tutorial videos	27	9%

Source: (primary data June, 2022)

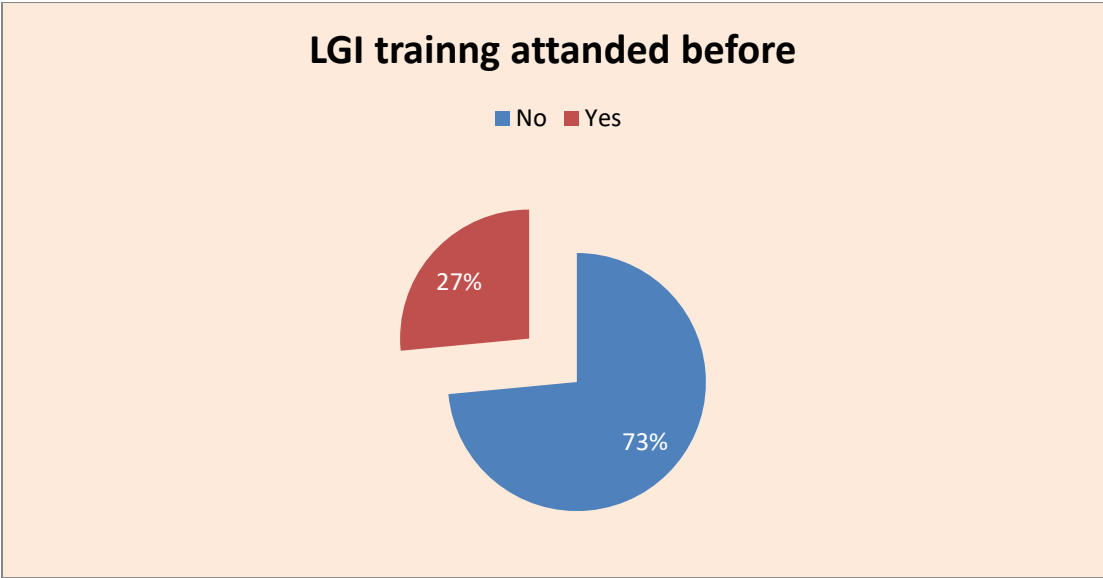
The table 3.15 is indicating that the staff struggle with the transportation and the keep up money during the training. The training usually occur in the big cities; Garowe, Bosaso or Galkio. So, the district in B grade has a big concern about the expenses reimbursement for the trainings, so, the districts should support the staff in salary advance or other means for effective participation of the training. Trainee’s selection is also the second with the 17%, the staff indicated that the districts do not select the intended personnel for the training. This should be scrutinized by the MIOFAD. Also the staff indicated the missing approach of the training which is the coaching for effective training. Communication challenges are the 9% which can be an inappropriate. Long distance for training venue (6%) is in some cities like Garowe last year venue of the training was a 5 km distance from the city center and staff needs to be in the city to manage the transportation hiccups. In the last part is the issue about the facilitator and the delivery methods which carry equal percentage of 9%.

3.5 Training Experience

3.5.1 Have you attended any LGI training before

The staff asked to indicate where they have attended any LGI training before and they the figure below have presented.

Figure 3.6: Have you attended any LGI training before



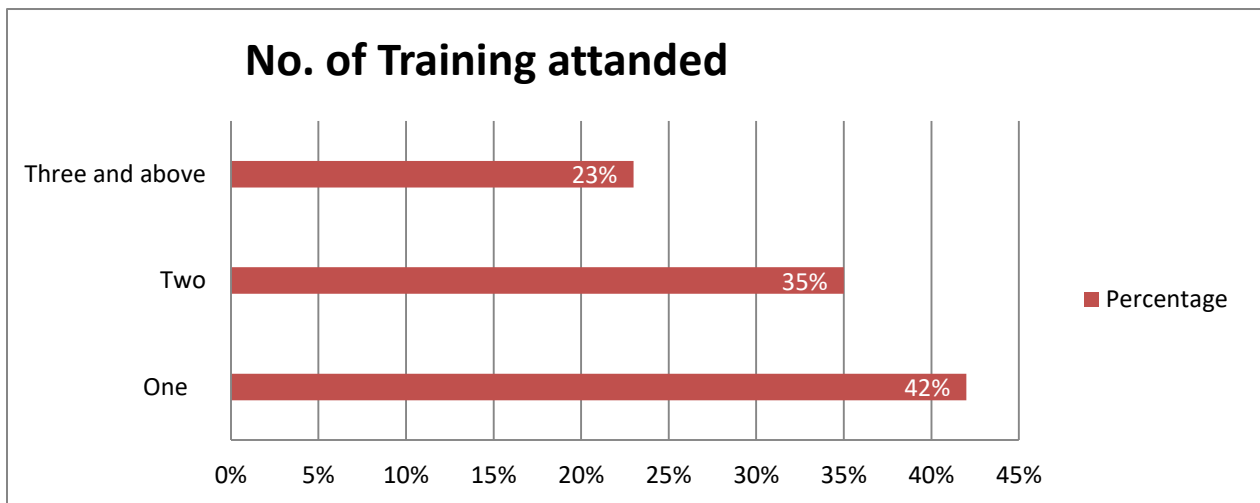
Source: (primary data June, 2022)

The Figure show that the staff of the district have not attended any LGI training before (73%) and attended staff is the 27%. This can be attributed by the recently launched of the LGI and the limited training for the districts in some areas. The LGI needs to harmonize all training towards the districts by all UNJPLG sector ministries.

3.5.2 Attended LGI training and number of training attended

The staff who took advantage about the training of the LGI was asked to indicate the number of LGI training they have attended and it is presented as the following figure 3.7.

Figure 3.7: Attended LGI training and number of training attended



The Figure shows the majority have attended the one training (42%) and two and three is 35% and 23% respectively. This is good percentage of indicating that the LGI training towards the districts is still limited. After the operationalization of the LGI, the LGI should embark a remarkable training towards the capacity building of the LGI.

3.5.2 Useful training by the staff

The staff was asked to show the useful of the training that they took from the LGI and it presented in the table3.16.

Table 3.17: Useful training by the staff

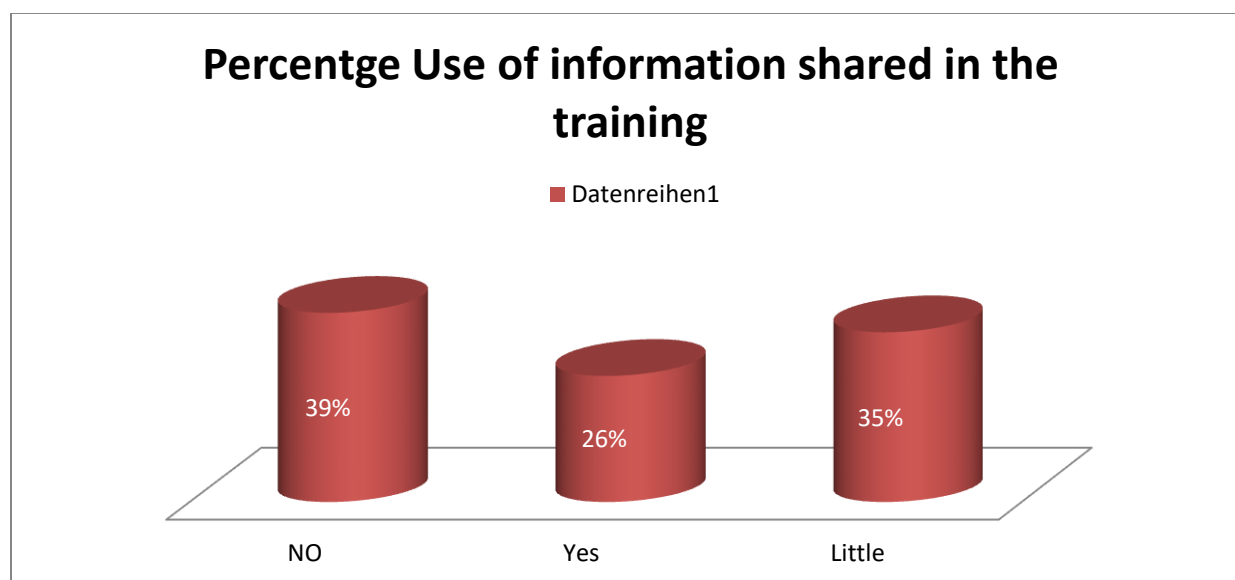
Training	Frequency	Percentage
Human Resource Management	25	24%
LLM	10	9%
DPP&BG	20	19%
OM&A	15	14%
Internal audit	23	22%
Child rights	5	5%
SAD	8	8%

Table 3.16 shows the staff found useful for the HRM courses (24%), DPP&BG (19%) and internal audit (22%). In the bottom, s the child rights, SAD and the LLM. All those courses should be reviewed according the learning dislikes about this course.

3.5.3 Were you able to use the information shared in the training in your role?

The staff were required to indicate the where they have used the information shared in the training in their regarded roles. This is presented in the figure 3.8.

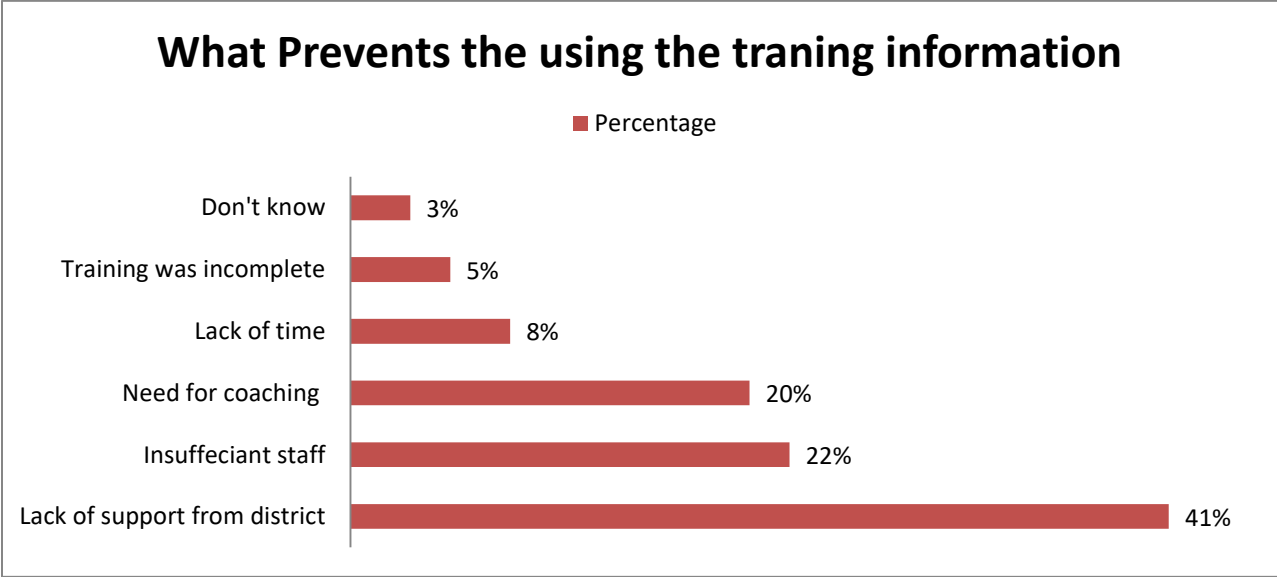
Figure 3.8: Percentage Use of information shared in the training



The staff indicated that the information shared in the training was not successful for the implementation of the training for (39%). this a good percentage of the challenges that the training implementation needed attention towards the districts and the MOIFAD. in addition to that the 34% have used the information little.

Furthermore, the staff who indicated that they have not used the training to further indicates the reasons that prevented them to use the information that they have gained in the training and it is presented in the following figure.

Figure 3.9: What Prevents the using the training information

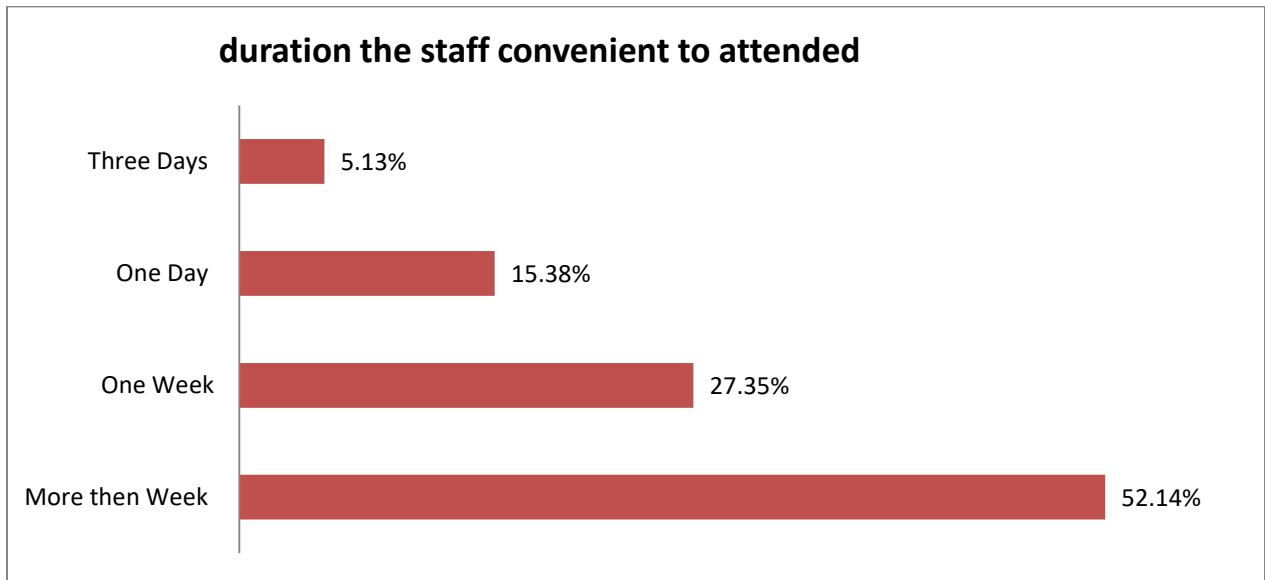


The figure 3.9 shows the majority of the staff responded that the main factor that prevented them to use the training information was the lack of support from the district (41%). This can be either; the executive hesitant about the implementation about some areas to improve as the departmental directors must get approval for the change for the process of the district works, or the colleague such the non-supporting staff. The other good factor to mention is the need for coaching, this is the staff need deep training such developing and using some guidelines or templates.

3.5.4 Convenient duration for training

The study sought to find out the staff preference about the training duration in the coming capacity building. Figure 3.10 presented the findings.

Figure 3.10: duration the staff convenient to attended

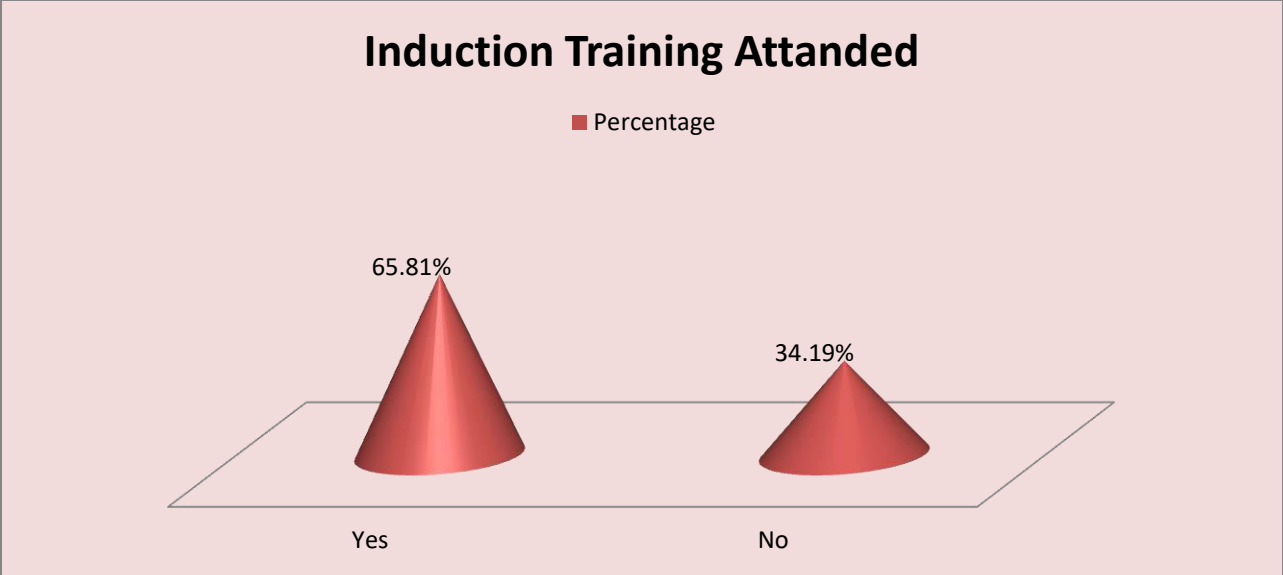


The Figure 3.10 shows the staff seeking more than week for the LGI training (52.14%) and one week of duration of training (27.335%) one day and three days 15.38% and 5.13% respectively. This further can be elaborated that the staff needs two one month training.

3.5.5 Induction training attended

The study also sought to find out how the staff was attended induction training. The findings is presented dint eh figure 3.11.

Figure 3.11: Induction Training Attended



The study shows in the figure 3.11 that the 65.81% staff have ben attended an induction training, while the 34.19% have not attended. This indicating a good number of staff in the districts does not attended any induction training. The districts should make sure the staff gets induction training and should seek support the LGI for providing the induction training for the political leaders and newly recruited administration staff.

4.0 Training priorities

The capacity gaps and the training needs were drawn from the findigs and the staff recommendations in the assessment.

Capacity Gap	Training package	Training priority areas
Lack or weak induction training	Induction training	<ul style="list-style-type: none"> - HR policies and guidelines(personal Benefits) - introduction of local government structure, roles and functions - ICT skills - specific TOR for each department
Weak communication skills	Communication skills module	<ul style="list-style-type: none"> - introduction to communication skills - letter writing - report and proposal writing - Basic English language - E-mail literacy
Leadership weakness	Governance and leadership module	<ul style="list-style-type: none"> - introduction to governance - transparency and accountability - leadership skills - decision making

		<ul style="list-style-type: none"> - Team building and influence
Challenges in the conflict managements	Conflict resolution and management module	<ul style="list-style-type: none"> - understand the basic concept of the conflicts - conflict resolution skills
Lack of knowledge about the human rights	Human rights and protection module	<ul style="list-style-type: none"> - Human rights - citizen rights and obligations - Human protection - child rights
Lack of training about the disaster management	Disaster management module	<ul style="list-style-type: none"> - Distaste management concepts - droughts and floods mitigation
All staff has not been trained the office management	Office and time management	<ul style="list-style-type: none"> - meeting and minutes management - travel and transportation - secretariat concepts and skills
Planning, Budgeting and expenditure management gaps	<ul style="list-style-type: none"> - Planning module - Budgeting module - Expenditure module 	<ul style="list-style-type: none"> - Operational and strategic plans - Budgeting techniques - expenditure management
Accounting and finance inefficiency	Financial management module	<ul style="list-style-type: none"> - accounting fundamentals - Financial statement reports - Financial analysis
Human resource management inefficiency	Human resource management	<ul style="list-style-type: none"> - recruitment and retention - Rating and composition - performance management - Training and development
Revenue mobilization in	Revenue mobilization module	<ul style="list-style-type: none"> - Tax collection - Tax administration - online tax collection - creating diversified sources of revenue
Social mobilization and awareness	Social mobilization and awareness module	<ul style="list-style-type: none"> - mobilization technique - awareness and campaign management
Low level of supervision	<ul style="list-style-type: none"> - Supervision module - M&E Module 	<ul style="list-style-type: none"> - supervision techniques - monitoring techniques - Evaluations techniques
Project management	District project management module	<ul style="list-style-type: none"> - project management techniques - program management
Procurement and logistics	Procurement and logistics module	<ul style="list-style-type: none"> - fleet management - purchases - tender management - asset management
		-
Urban planning and GIS	<ul style="list-style-type: none"> - Urban planning module - GIS module 	<ul style="list-style-type: none"> - Town plan - Roads and social amenities - GIS
Women leadership and gender mainstreaming	Women leadership and gender studies	<ul style="list-style-type: none"> - women leadership -
Environment and climate change	- Environmental	- Environmental

adaptations	<ul style="list-style-type: none"> - management module - Climate change adaptation 	<ul style="list-style-type: none"> - conservation - waste management - droughts resistance management
Internal audit	<ul style="list-style-type: none"> - internal audit module 	<ul style="list-style-type: none"> - compliance audit - financial statements audit - procurement audit
Unpreparedness of Disaster risk management	<ul style="list-style-type: none"> - disaster Risk management module 	<ul style="list-style-type: none"> - Fire fighting - Environment risk management - droughts and conflicts risk management
Natural resource management	<ul style="list-style-type: none"> - Natural resource management 	<ul style="list-style-type: none"> - Rangeland management - water harvesting - Agriculture utilization

5.0 Other Recommendations

1. In the findings of this assessment the staff have reported the main challenges about the implementation about the training information; is that the district does not support them; this means the district executive (Mayor, Deputy Mayor and General Secretary) should support the changes and the using the information trained. So, there is a need an intervention about the executive induction training. For instance if a new Mayor take the role, there should be an induction training before he/she gets the office.
2. For the training purposes the district should insure the recruiting a talented staff who is quick learning and easily trainable
3. It should be training evaluation mechanism for training implementation purposes
4. training methodology should be appropriate the nature and the capacity of the trainees
5. Laws, polices and guidelines should be accessible to all staff. The findings of the assessment indicated that the staff are not familiar or cannot access the essential document
6. All new staff should be given the induction training; this is very important aspect as the new staff can disrupt the process and the procedure of the work. Furthermore, the staff conflict on roles can emerge immediately.
7. the facilitator must get a TOT training before every training to the districts staff
8. the module of the training priorities should be developed if they are not yet prepared
9. curriculum should be revised in each three year aligned to the LGI strategic plan
10. All training towards the districts should be conducted in professional manner. Hence, all training of the district should be united under the LGI. In addition to that, the training conducted by NGO's and other sector ministries should be streamlined to the LGI.
11. The trainee's selection criteria should be scrutinized for proper training usefulness by the Districts, LGI and the MOIFAD.

Annexes

Annex 1: photo



Annex 2: Assessment Tool

Face to Face Questionnaire – Survey Tool

TRAINING NEEDS ANALYSIS QUESTIONNAIRE

FOR LOCAL GOVERNMENT OFFICERS

IN THE PUNTLAND-SOMALIA

MAY, 2022

INTRODUCTION

The Puntland local government institute (PLGI) has committed itself to identify the training needs and the skills gaps of the local government staff by conducting a Training Needs Assessment (TNA). The institute is implementing this training need assessment in conjunction with the UNDP through the UNJPLG program.

The purpose of the TNA is to determine performance gaps and recommend appropriate training and non-training interventions. You are kindly requested to provide accurate information that will help achieve this purpose. For purposes of the current survey, respondents are local government officers across different districts. Whereas it is not mandatory to participate in the survey, your involvement and provision of accurate responses will be highly appreciated. Kindly note that **all** the information given shall be treated with ultimate **confidentiality**.

Respondent's Information

If you do not wish to participate in this survey, please decline participation by ticking (√) on the “disagree” option. If you “agree”, kindly proceed to complete the questionnaire.

Agree

Disagree

IMPORTANT NOTES

- I. This questionnaire will take approximately **20 minutes** to complete and is divided into **four (4) Sections**, namely:
 - a. **Section One:** Demographic profile.
 - b. **Section Two:** Training
 - c. **Section Three:** Current and future skills, and in-house support
 - d. **Section Four:** Intervention for skills development.
 - e. **section five:** training experience in LGI
- II. Please complete this questionnaire as honestly and comprehensively as possible.
- III. Please tick (✓) or write in the spaces provided.
- IV. All responses to this questionnaire will be treated with **confidentiality** and **anonymity**, and will be used for research purposes only.

SECTION ONE: DEMOGRAPHIC PROFILE

1 Current Designation (Job title in full)

2 District Grade.....

3 **Gender**

Male		01	Female		02
------	--	----	--------	--	----

4 **Age Bracket**

Under 21 years		01	40 – 49 years		04
21 – 29 years		02	50 – 59 years		05
30 – 39 years		03	60 years and above		06

5 **Highest Academic Qualifications Attained (You may tick (✓) only ONE)**

Primary level		01	Postgraduate Diploma		07
'O' level/Secondary Certificate		02	Masters		08
College Certificate		03	PhD		09
Ordinary Diploma		04	Other (please specify) -----		10
Higher/Advanced Diploma		05			
Bachelor's Degree		06			

6. Which department/section do you work for? (Kindly indicate in full)

.....
.....

7. Employment Status

Permanent position		01
--------------------	--	-----------

Contract position		02
Part time position		03

8. Number of years served in the Local Government

Less than one year		01	Between 6 - 10 years		03
Between 1 - 5 years		02	More than 10 years		04

9. Number of years served in the current position

Less than one year		01	Between 6 - 10 years		03
Between 1 - 5 years		02	More than 10 years		04

10. Highest non - academic Qualification (Indicate the professional certification and the level obtained)

.....
.....

11. Please list all duties you perform and the frequents of each duty

List all duties you perform	How frequently do you perform this task? 1=very frequently 2=frequently 3=occasionally 4=Not at all				Level of confidence. How confidence are you to perform this duty 1=confident 2=very confident 3=Not confident				Need for training. 1=No need 2=Low need 3=Moderate Need 4=High need			
	1	2	3	4	1	2	3	4	1	2	3	4
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												

SECTION TWO: TRAINING

12. (a) Indicate which document exists, whether you are familiar with it and those you have access to within your District

Documents in the LG	Does this document exist in your DISTRICT? 1=Yes, 2=No, 3=Not sure	Are you familiar with the document? 1=Yes 2=No	Do you have access to this document? 1=Yes 2=No 3=Not sure
Financial management manual			
Procurement manual			
Career Guideline			
LDF			
Training policy			
Code of conduct			
Human resource manual			
Law No 7			
Strategic Plan			

Office Administration and management manual			
Induction manual			

(b) Kindly indicate any reasons or factors that prevent you from accessing any of the listed documents

.....

.....

.....

.....

13. (a) Have you attended any training in the last 2 years?

Yes No

(b) If yes, list any of the three (3) training programs you have attended in the last 2 years and the extent to which the training was effective using the table below: (if you haven't attended training in the last 2 years, indicates N/A in the table below)

3=Effective, 2=Neutral, 1=Ineffective

	Name of Training	Training Provider	Sponsorship (LG, Self or Donor)	Effectiveness of the Programme (Tick as applicable)		
				3	2	1
1.						
2.						
3.						

14. What type of training do you require to enhance your performance?

No.	Short Course (not more than 3 months)	No.	Long Course (Academic e.g. Degree)
i.		i.	

ii.		ii.	
iii.		iii.	

15. Identify the **three (3) most** challenging non-training factors you face in performing your duties (**Please tick only 3**)

	Challenge		Please provide examples to answers ticked
i.	Lack of or inaccurate Job Descriptions		
ii.	Lack of Equipment		
iii.	Inadequate working environment		
iv.	Poor motivation		
v.	Inadequate support from management		
vi.	Lack of required skills and competencies		
vii.	Lack of support from colleagues		
viii.	Lack of performance management		

	systems		
ix.	Inadequate policies, processes and systems		
x.	Other(Specify) _____		

16. Below are some of the interventions that aim to ensure training has positive outcomes in service delivery. Indicate to what extent you agree or disagree with the interventions.

3=Strongly Agree, 2=Agree, 1=Neutral

Intervention	Natural	Agree	Strongly Agree
Undertake training needs assessment before training			
Build capacity of local trainers and training in Local government institute			
Allocate more funds for prioritized training			
Make training for all staff mandatory/compulsory			

Assess training needs on basis of performance appraisal			
Ensure training is linked to one's career progression			
Undertake Training Impact Assessment after training to help improve future training			
Improve the selection criteria for the trainees participation			

SECTION THREE: CURRENT AND FUTURE SKILLS AND IN-HOUSE SUPPORT

15. (a) Are your current skills and competencies adequate for your expected level of job performance?

Yes No

(b) Please give a reason for your response.

.....

.....

.....

.....

16. What **THREE (3)** skills do you currently possess that enable you to perform your job?

i.		01
ii.		
iii.		

17. What **THREE (3)** critical skills should you have in order to improve and enhance your job performance in future?

i.		01
ii.		
iii.		

18. What type of support does your district offer for skills development?
(You may tick (✓) more than one)

Study leave and time off	<input type="checkbox"/>	01	Other (please specify)	05
Financial assistance	<input type="checkbox"/>	02		

Physical resources		03	None		06
--------------------	--	----	------	--	----

19. How satisfied have you been with the district support for skills development?

Satisfied

Neutral

Dissatisfied

SECTION FOUR: INTERVENTIONS FOR SKILLS DEVELOPMENT

20. Indicate interventions for skills development that your District/LGI uses.

On the job training		01	Other (please specify) 		04
Coaching and mentoring		02	None		05
Diploma, Degree & Postgraduate training		03			

21. What **THREE (3)** challenges does your District/LGI face in training and skills development?

i.	01
ii.	
iii.	

22. Kindly indicate any additional comments you would like to give regarding training and skills development in your District/LGI

.....

.....

SECTION FIVE: TRAINING EXPERIENCE

23. In your capacity, have you attended any LGI training before?

Yes No

24. If yes (23), how many training did you attend?

- I. one
- II. two
- III. three and above

25. Which of the training did you find useful? Why?

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

26. Were you able to use the information shared in the training in your role?

Yes Little No [go to 27]

27. what prevents you from using that information?

- A. Training was incomplete
- B. Lack of appropriate facilities
- C. Lack of support from the district
- D. Lack of time
- E. Other (please specify)
- F. Don't know

28. In general, what duration do you find most convenient for you to attend a training event?

No of Days

- A. One day
- B. Three Days
- C. One week
- D. Other(specify)

30. When you joined the District, did you attend any induction/training to orient you to your work?

THANK YOU FOR YOUR PARTICIPATION!