TRAINING NEEDS ASSESSMENT
SURVEY ANALYSIS REPORT

Staff of the Ministry responsible for youth, the National Youth Agency, and Local Government Units

Activity 1.3.1 - Development of a Training Needs Assessment Report Based on Functional Roles

Technical Assistance Project | EC-NEAR/TIA/2024/EA-RP/0084

English master - survey evidence stream

2 October 2026

Document status and scope

This report consolidates the quantitative survey evidence generated under Activity 1.3.1 of the Technical Assistance. It is designed to feed into the wider Training Needs Assessment (TNA) for staff of the Ministry responsible for youth (MoCTS), the National Youth Agency (NYA) and Local Government Units (LGUs). It does not replace the other evidence streams foreseen in the concept note: the institutional roles map, semi-structured interviews, focus groups with youth CSOs and EU/UN benchmarking.

All survey findings are treated as indicative and descriptive rather than statistically representative. The survey was not designed as a sample of probability and should not be used to generate population-level estimates. Percentages, means, and subgroup patterns are used to identify recurring signals, relative priorities, and issues requiring further qualitative exploration and triangulation.

The survey received 53 complete responses, exceeding the expected response target of 50.

The respondent base is predominantly local-government staff, with 38 LGU respondents from 29 municipalities, alongside 12 NYA staff and three Ministry respondents. Ministry-specific results are therefore illustrative only; NYA and LGU subgroup patterns are also interpreted cautiously.

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Executive summary

The survey provides an indicative picture of the knowledge, perceived capacities, institutional conditions, barriers, training priorities and support needs of 53 staff members from institutions involved in youth-policy implementation in Albania. It should be read as one structured evidence stream within the mixed-method TNA under Activity 1.3.1, not as a representative survey of all institutional staff.

The central finding is not a general lack of basic youth-policy knowledge or professional confidence. Respondents generally report reasonable familiarity with the Youth Law, National Youth Strategy and their own institutional mandate, and relatively strong confidence in implementation, partnership-building and youth engagement. **The more persistent needs concern the ability to convert policy mandates into coordinated, evidence-based, participatory and adequately resourced institutional practice.**

The clearest capacity signal is youth-responsive policy and service design. It records the lowest self-assessed confidence in Section 3 and the highest explicit training demand in Section 8. Inter-institutional coordination, meaningful participation, work with Youth Councils, resource mobilisation, and practical implementation tools form a second cluster. At the same time, the strongest barriers are structural: insufficient financial resources, rural outreach, limited youth participation, lack of youth spaces, staffing and cooperation constraints. Training should therefore be positioned within a broader institutional-strengthening approach rather than presented as a stand-alone remedy.

- 53 respondents: 38 LGU staff, 12 NYA staff, and 3 Ministry staff; LGU respondents represent 29 municipalities.
- 77.4% have worked in their current institution for at least two years, indicating meaningful institutional experience.
- Knowledge is generally positive, but the weakest area is understanding the roles and responsibilities of other public institutions involved in youth-policy implementation.
- The weakest self-assessed operational capacity is designing or contributing to youth-responsive policies, programmes or public services; monitoring/reporting is also comparatively weaker.
- Financial resources are the dominant institutional barrier and the leading form of support requested beyond training.
- Safe-space availability is uneven, and only around half of respondents report that clear procedures and responsibilities are in place when a young person raises a safeguarding concern.
- Youth-responsive public services are the leading explicit training priority, followed by meaningful youth participation, work with Youth Councils, the youth-policy framework, institutional roles and coordination.
- In-person workshops, study visits/exchanges, and case-based workshops are the strongest delivery preferences. Direct engagement with NYA staff also indicates interest in retreat-based learning; this is a qualitative signal rather than a survey item.
- The survey-quality review confirms a pronounced ceiling effect in Section 4. Broad agreement is robust, but the block should not be used as a precise ranking instrument.

Core synthesis: the principal capacity-development need is to strengthen the full institutional implementation cycle - from role clarity and youth needs assessment to service design, participation, coordination, implementation, evidence, reporting, and feedback - while recognising that finance, staffing, facilities, and institutional arrangements require responses beyond training.

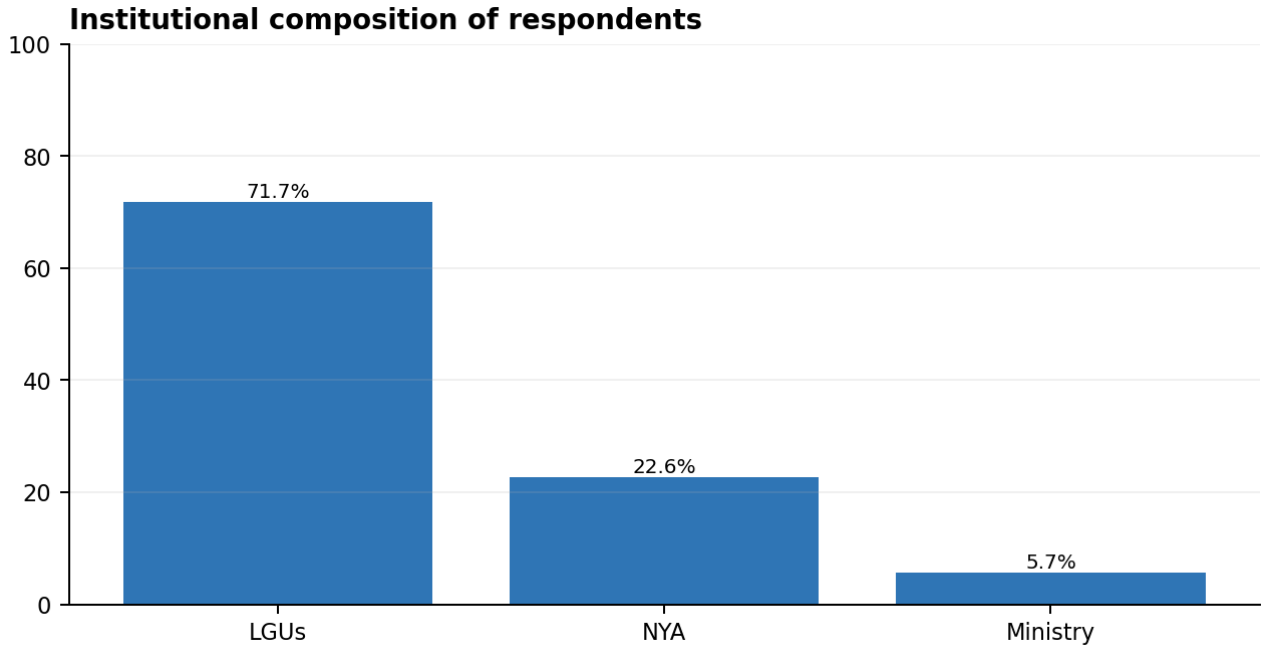


Figure 1. Institutional composition of survey respondents. Source: Activity 1.3.1 TNA survey, 2026, n=53.

1. Technical Assistance context and purpose

Activity 1.3.1 is the development of a Training Needs Assessment report based on the functional roles of MoCTS, NYA and LGUs. The concept note positions the TNA as preliminary to the development of the training programme for staff of these institutions and adopts a multi-layered methodology to identify knowledge gaps and capacity-development needs.

The methodology comprises an institutional roles map; five semi-structured interviews with representatives of MoCTS, NYA and LGUs; two online focus groups with youth CSOs; an online survey with an expected response rate of 50; survey-data analysis; an EU benchmarking summary; and a comprehensive TNA report highlighting priority capacity-development areas and recommendations. The results are intended to feed into curriculum development for the ToT modules under Activity 1.3.3.

> ***This document represents the quantitative survey evidence stream within the wider Activity 1.3.1 TNA. Its purpose is to identify and structure signals for triangulation - not to substitute for the institutional, qualitative and benchmarking evidence.***

1.1 Purpose of the survey

The questionnaire assesses existing knowledge and capacities, institutional and operational challenges, priority areas for training, preferred learning formats and support needs beyond training. It also tests institutional preparedness around safe, inclusive and accessible youth spaces and safeguarding.

2. Methodology and analytical approach

2.1 Dataset and questionnaire structure

The dataset contains 53 completed survey responses and 59 exported variables. The questionnaire is organised into ten substantive sections:

1. Respondent profile
2. Knowledge of the youth policy and institutional framework
3. Capacity to implement youth policy and work with young people
4. Institutional conditions for effective youth-policy implementation
5. Safe, inclusive and accessible spaces for young people

6. Institutional barriers
7. Previous training and professional experience
8. Training priorities
9. Preferred training format and duration
10. Institutional strengthening and support beyond training

2.2 Analytical principles

- All results are treated as indicative and descriptive, not statistically representative.
- Closed-response items are summarised using counts, percentages and scale means where appropriate.
- Multi-response questions are interpreted as prevalence of selection; percentages do not sum to 100%.
- Institutional subgroup comparisons are descriptive. Ministry results (n=3) are illustrative only; NYA results (n=12) require particular caution.
- LGU results are based on 38 respondents from 29 municipalities and should not be treated as estimates for all 61 municipalities.
- Self-assessed knowledge and confidence are perceptions, not objective competency tests.
- Conditional follow-up questions are analysed only where the preceding eligibility question is satisfied.
- Open-text responses are used for qualitative triangulation and illustration, not converted into prevalence claims unless a clear coding rule is stated.

2.3 Analytical role of the survey

The survey is used to identify recurring patterns, internal convergence across different question types, and areas requiring explanation through interviews and focus groups. In particular, findings are considered stronger when they recur across self-assessment, forced-choice barriers, explicit training priorities and support-beyond-training questions.

3. Survey quality and robustness

3.1 Respondent-level diagnostic

A respondent-level diagnostic examined straightlining across four multi-item blocks, extremely low differentiation, repeated top-category use, conditional-response inconsistencies and unusable required responses. The purpose was not to remove inconvenient answers, but to determine whether low-effort response behaviour materially drives the aggregate findings.

Block	Items	Straightlined responses	All maximum category
Section 2 - knowledge	6	13/53	3
Section 3 - capacity/confidence	9	14/53	5
Section 4 - institutional conditions	9	20/53	16
Section 5 - safeguarding grid	10	18/53	13

Section 4 shows the strongest straightlining pattern. Most importantly, the pattern is not entirely isolated: respondents who straightline Section 4 frequently straightline other grids as well. This supports the possibility of a general response-style component among a subset of respondents. However, the effect remains strong after conservative and strict sensitivity screening.

3.2 Full sample, conservative screen and strict stress test

The primary analytical sample remains the full n=53 dataset. A conservative sensitivity sample removes five high-concern cases showing multi-block straightlining combined with another strong quality signal. A strict stress test removes all 12 respondents who straightlined at least three of the four substantive grid blocks. The strict test is deliberately over-conservative and is used only to test whether conclusions collapse under aggressive screening.

Metric	Full n=53	Screened n=48	Stress test n=41
Knowledge composite (1-5)	3.88	3.93	3.87
Capacity/confidence composite (1-5)	3.94	3.93	3.91
Institutional conditions composite (1-5)	4.55	4.50	4.54
Safeguarding grid composite (1-4)	3.35	3.33	3.28

The central results change very little. The Section 4 ceiling effect therefore reflects a combination of genuine broad agreement, positively framed question design and response-style effects; it cannot be explained away by a small number of low-quality responses.

3.3 Reliability

Scale	Items	Cronbach alpha
Institutional knowledge	6	0.917
Implementation capacity/confidence	9	0.944
Institutional conditions	9	0.922
Safeguarding dimensions	10	0.943

Internal consistency is high across all four multi-item scales. These coefficients support coherent summary measures but should not be interpreted as proof of construct validity; very high reliability may also be influenced by closely related items and response-style effects.

3.4 Section 4 ceiling effect - treatment in the report

> ***Section 4 is substantively supported but ceiling-affected. It is used to demonstrate broad agreement about the institutional conditions required for effective youth-policy implementation, not to establish a precise ordinal ranking. Relative prioritisation relies more heavily on the forced-choice barrier, training-priority, and support questions.***

3.5 Conditional-response issues

Twelve respondents who answered that they had not received relevant training nevertheless selected a training-duration category. A small number also entered text into topic/provider follow-ups. Similar, smaller inconsistencies occur in the external-project follow-up. These are treated principally as Google Forms routing/completion artefacts. Training follow-ups are analysed only where the respondent answered "Yes" to recent training; project descriptions are used only where external-project experience was confirmed.

4. Respondent profile

Characteristic	n	%
LGU / municipality staff	38	71.7
NYA staff	12	22.6
Ministry staff	3	5.7
Women	46	86.8
Men	7	13.2
Age 18-29	23	43.4
Age 30-45	24	45.3
2-5 years in current institution	29	54.7
More than 5 years	12	22.6

The gender profile is treated as a descriptive characteristic of the respondent base rather than as a sampling imbalance requiring adjustment. The strong female majority is consistent with the staffing profile commonly encountered in local public administration and youth/community-facing functions. Gender weighting is neither necessary nor defensible without population-level staffing data.

The 38 LGU respondents represent 29 municipalities. No municipality contributes more than three responses; Vlorë and Pogradec contribute three each, while five municipalities contribute two. This is a relatively dispersed territorial pattern, although the sample remains non-probability and cannot be treated as nationally representative.

4.1 Professional roles

Professional role	n	%
Youth services/community engagement	16	30.2
Administrative	16	30.2
Managerial / leadership	7	13.2
Programme/project management	5	9.4
Other	5	9.4
Monitoring/data/reporting	3	5.7
Policy / technical	1	1.9

The respondent group is not dominated by specialist policy staff. This supports an applied training approach that translates youth-policy responsibilities into operational institutional practice.

5. Detailed survey findings

5.1 Knowledge of the youth-policy and institutional framework

Knowledge area	Mean /5	Good / very good
Youth Law No. 75/2019	4.04	71.7%
Roles/functions of National and Local Youth Councils	3.92	64.2%
Youth participation/consultation mechanisms	3.92	66.0%
Own institutional mandate/responsibilities	3.91	73.6%
National Youth Strategy 2022-2029	3.89	69.8%
Roles/responsibilities of other public institutions	3.60	54.7%

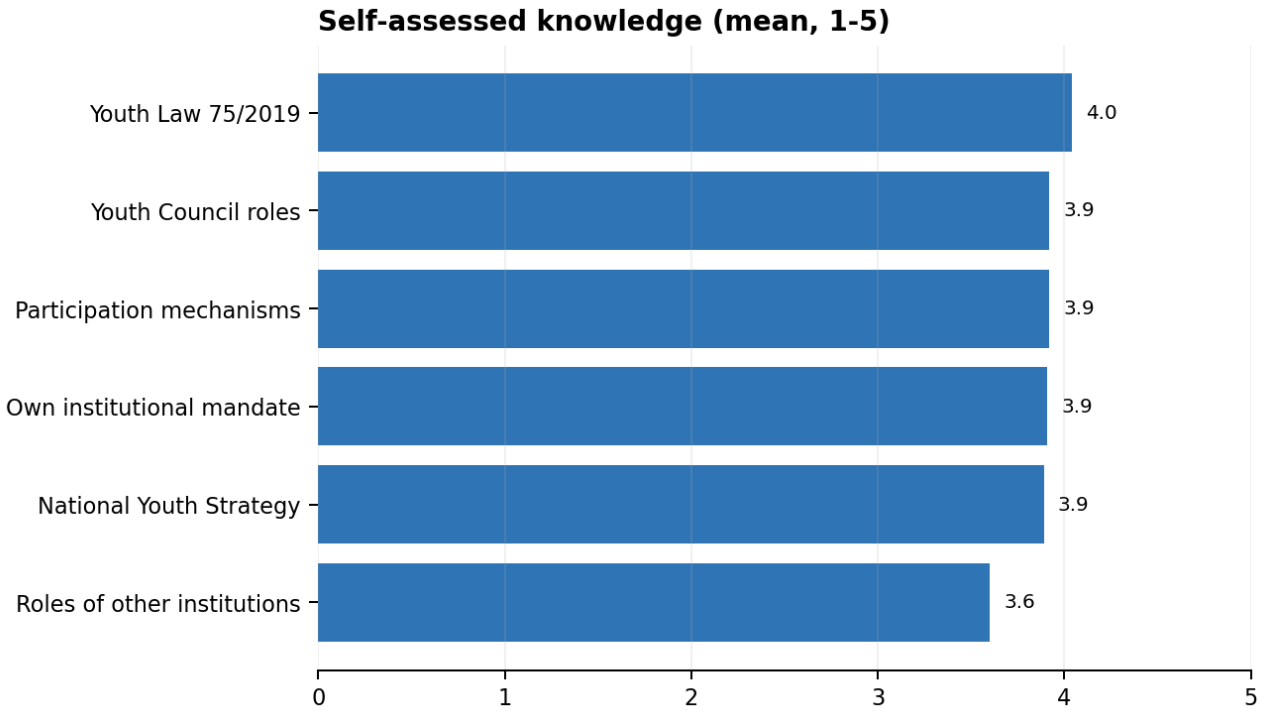


Figure 2. Self-assessed knowledge by area. Means on a 1-5 scale. Source: TNA survey, 2026, n=53.

Respondents generally report reasonable familiarity with the formal youth-policy framework and their own institutional mandate. The clearest relative weakness is understanding the roles and responsibilities of other public institutions. The appropriate diagnosis is therefore not basic policy illiteracy, but incomplete understanding of the wider institutional architecture and coordination pathways.

The LGU knowledge composite is approximately 3.77/5, with knowledge of other institutions lowest at about 3.42. NYA respondents average approximately 3.99/5 overall. Ministry responses are too few for meaningful quantitative interpretation.

Training implication: use the legal and strategic framework as an operational foundation - mandate -> division of responsibilities -> coordination -> Youth Council interface -> practical institutional scenario.

5.2 Capacity to implement youth policy and work with young people

Capacity area	Mean /5	Confident / very confident
Implement youth-related policies/programmes	4.06	79.2%
Build partnerships	4.04	77.4%
Engage young people meaningfully	4.00	73.6%
Youth-friendly communication	3.98	79.2%
Collect/use youth data	3.96	69.8%
Work with Youth Councils/youth organisations	3.94	69.8%
Coordinate with other public institutions	3.92	69.8%
Monitor/report results	3.85	64.2%
Design/contribute to youth-responsive policies/services	3.68	52.8%

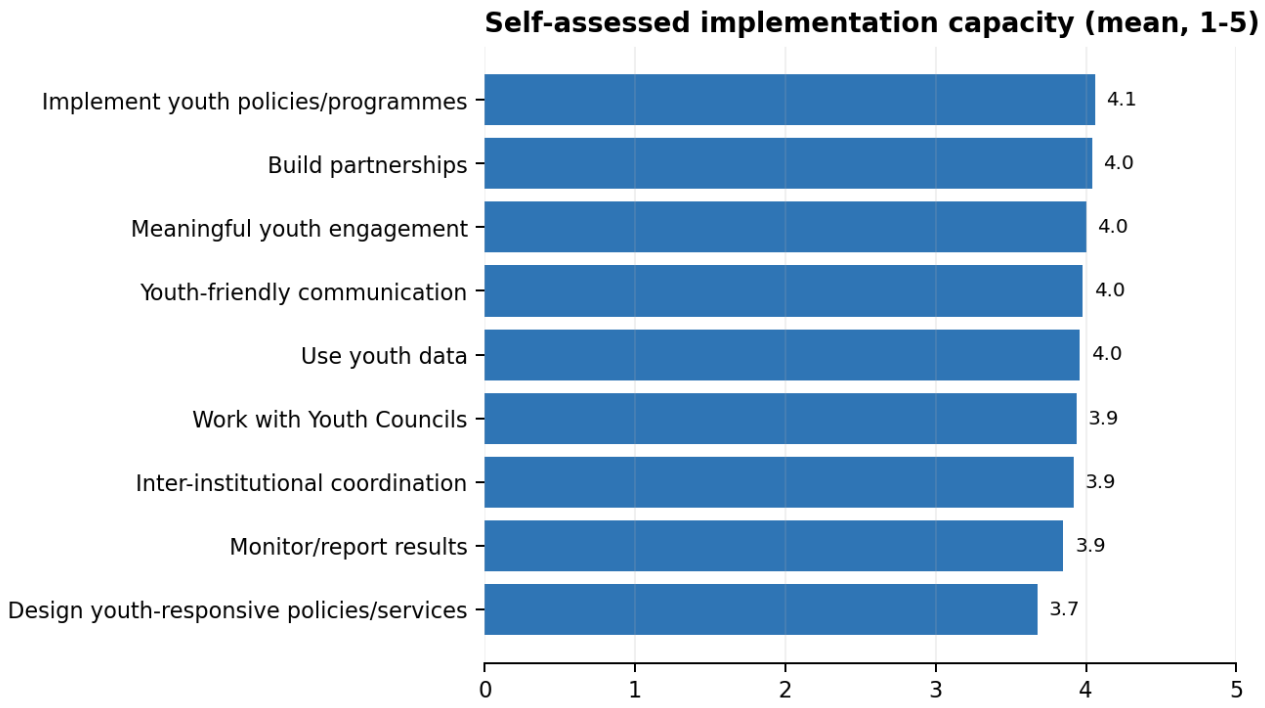


Figure 3. Self-assessed capacity to implement youth policy. Means on a 1-5 scale. Source: TNA survey, 2026, n=53.

The respondent group is not characterised by widespread low professional confidence. The strongest capacities concern implementation, partnerships and engagement. The clearest gap is upstream design: respondents feel less

confident designing or contributing to youth-responsive policies, programmes and services than implementing initiatives already defined. Monitoring/reporting is another comparatively weaker area.

Direct engagement with young people is present but not uniformly routine: 49.1% report regular or very frequent engagement, 41.5% occasional engagement and 9.4% rare engagement. No respondent reports never engaging directly with young people, Youth Councils or youth organisations.

> ***Emerging pattern: implementation confidence is stronger than design and accountability capacity. The TNA should strengthen the full cycle from youth needs and service design to implementation, monitoring and feedback.***

5.3 Institutional conditions for effective youth-policy implementation

Institutional condition	Mean /5	Important / very important
National-local coordination	4.64	96.2%
Institutional resource mobilisation	4.64	96.2%
Opportunities for youth to influence decisions	4.58	96.2%
Cross-sector cooperation	4.58	90.6%
Inclusion of disadvantaged/under-represented youth	4.58	92.5%
Meaningful feedback to young people	4.51	92.5%
Structured dialogue	4.49	96.2%
Administrative/technical capacity	4.47	94.3%
Transparency/public reporting	4.45	92.5%

All nine conditions are rated very highly. The block therefore demonstrates broad normative agreement about what matters for effective implementation, but the pronounced ceiling effect limits its value for fine ranking. Coordination and resource mobilisation remain the strongest descriptive signals, but relative prioritisation is tested against Sections 6, 8 and 10.

5.4 Safe, inclusive and accessible spaces for young people

Availability of safe/access youth spaces	n	%
Very good	9	17.0
Good	16	30.2
Adequate	13	24.5
Inadequate	12	22.6
Very inadequate	3	5.7

Availability is mixed: 47.2% describe safe and accessible youth spaces as good or very good, while 28.3% describe them as inadequate or very inadequate. This should be treated mainly as an enabling/infrastructure issue rather than automatically as a training deficit.

Safeguarding/inclusion dimension	Adequately/well addressed	Partly/not addressed	Do not know
Protection from bullying/harassment/violence	88.7%	7.5%	3.8%
Non-discrimination/respectful treatment	88.7%	7.5%	3.8%
Gender-sensitive participation	86.8%	9.4%	3.8%
Reporting safeguarding concerns	86.8%	9.4%	3.8%
Physical safety	84.9%	13.2%	1.9%
Referral to support services	83.0%	11.3%	5.7%
Privacy/personal information	79.2%	13.2%	7.5%
Rural/disadvantaged/marginalised inclusion	75.5%	17.0%	7.5%
Disability accessibility	71.7%	20.8%	7.5%
Safe online participation	71.7%	18.9%	9.4%

The most important procedural qualification is that only 49.1% report that clear procedures and responsibilities are in place when a young person raises a safeguarding concern; 41.5% report only partial knowledge/procedures and 9.4% do not know. Safeguarding training is rated a high or very high priority by 84.9% of respondents.

Capacity implication: combine safeguarding training with clear procedures, defined responsibilities, and referral pathways. Accessibility, youth spaces and infrastructure remain institutional issues beyond training.

5.5 Institutional barriers

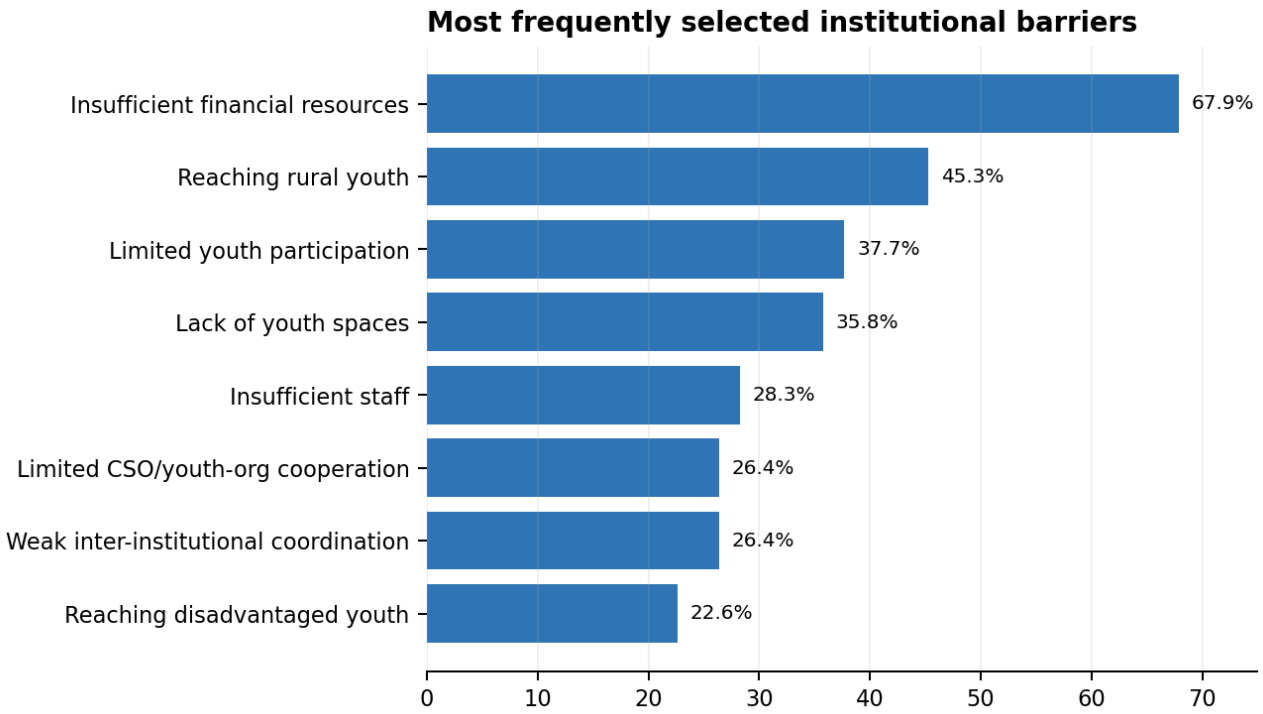


Figure 4. Most frequently selected institutional barriers. Respondents could select up to five. Source: TNA survey, 2026, n=53.

The dominant barriers are structural and operational rather than narrowly skill-based. Insufficient financial resources are selected by 67.9%, followed by rural outreach (45.3%), limited youth participation (37.7%), lack of suitable youth spaces (35.8%), insufficient staff (28.3%), limited cooperation with civil society/youth organisations (26.4%) and weak inter-institutional coordination (26.4%). Only 17.0% select limited specialised knowledge or skills among their top barriers.

Among LGU respondents, financial constraints are especially prominent (31 of 38), accompanied by youth participation, rural outreach, lack of spaces, and cooperation with civil society. NYA respondents show a different indicative pattern, with staffing constraints particularly visible alongside financial resources, rural outreach, safeguarding knowledge, and coordination.

> ***Interpretation: training is necessary but cannot substitute for finance, staffing, facilities, territorial access or functioning institutional arrangements.***

5.6 Previous training and professional experience

Indicator	n	%
Relevant training in previous 12 months - Yes	26	49.1
Relevant training - No	27	50.9
Externally funded project experience - Yes	21	39.6
Externally funded project experience - No	32	60.4

Recent training exposure is almost evenly divided, indicating no common professional-development baseline. Training topics, providers and duration are heterogeneous, suggesting fragmented and opportunity-driven

professional development rather than a single institutional pathway. Among respondents who confirmed recent training and provided duration, experience ranges from one day to more than five days.

Respondents reporting recent training also report somewhat higher average knowledge and confidence in the overall sample (approximately 3.99/4.12 versus 3.78/3.77). Respondents with external-project experience also report higher knowledge on average. These are descriptive associations only and should not be interpreted causally.

Within NYA, the simple association does not reproduce consistently, reinforcing the need for a separate management-facing analysis of functional competency areas rather than assuming that prior training exposure automatically predicts perceived capability.

5.7 Training priorities

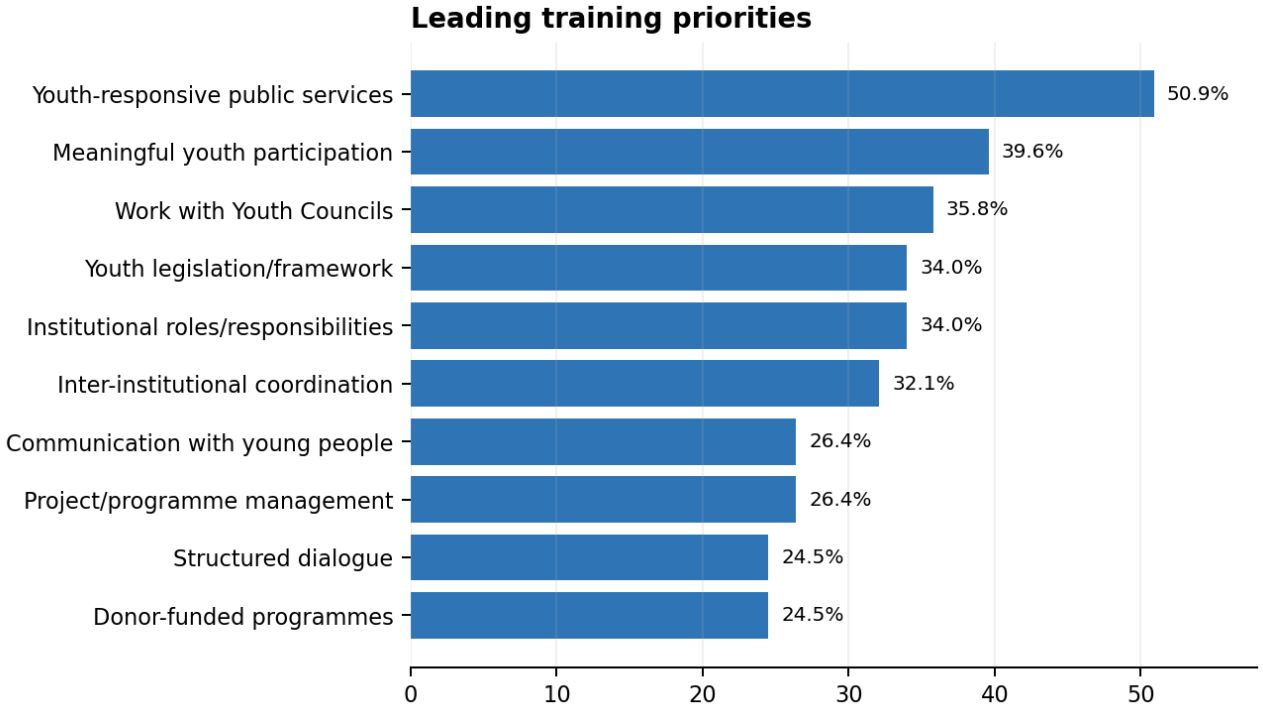


Figure 5. Leading training priorities. Respondents could select up to five. Source: TNA survey, 2026, n=53.

Youth-responsive public-service design is the strongest explicit priority (50.9%), followed by meaningful youth participation (39.6%), working with National and Local Youth Councils (35.8%), youth legislation/policy framework (34.0%), institutional roles and responsibilities (34.0%) and inter-institutional coordination (32.1%). Project/programme management, donor-funded programmes, partnership-building, communication, structured dialogue, safeguarding and financial management form a second applied cluster.

The leading service-design result is strongly triangulated by Section 3, where design/contribution to youth-responsive policy and services is the weakest self-assessed capacity. This is one of the most defensible training priorities in the survey.

The intended single-highest-priority question was implemented as free text and produces a dispersed set of answers. Greater analytical weight is therefore assigned to the structured up-to-five selection question than to the free-text ranking.

For NYA respondents specifically, inter-institutional coordination is the strongest training signal, accompanied by meaningful participation, policy framework, institutional roles, youth-responsive public services, communication and monitoring/evaluation/reporting. Five of the six overall M&E selections come from NYA staff, making results management particularly relevant for the later Executive Director brief.

5.8 Preferred training format and duration

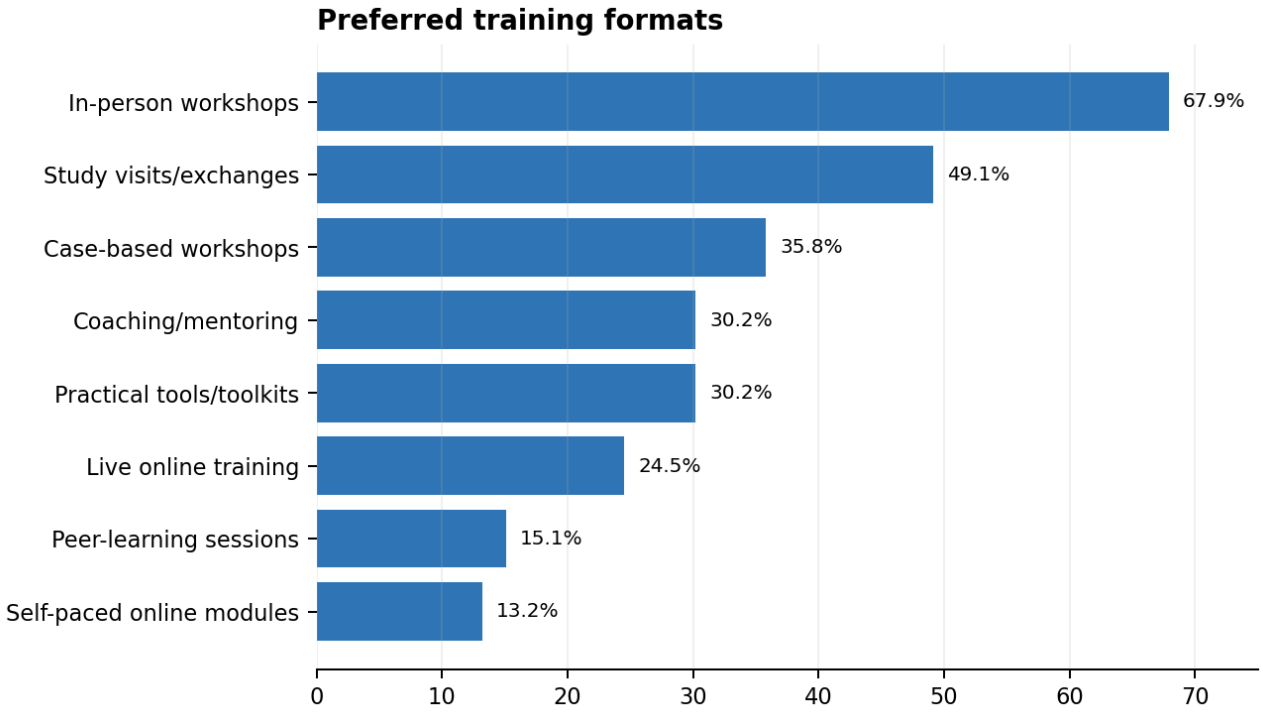


Figure 6. Preferred training formats. Respondents could select up to three. Source: TNA survey, 2026, n=53.

The strongest delivery signal is practical and interactive learning. In-person workshops are selected by 67.9%, followed by study visits/exchanges (49.1%) and case-based workshops (35.8%). Coaching/mentoring and practical manuals/templates/toolkits are each selected by 30.2%. Live online training and self-paced online learning attract lower but still useful support as complementary modalities.

Duration preferences are dispersed: two consecutive days (26.4%) and one full day (24.5%) are the most common, followed by half-day sessions (17.0%). The appropriate design implication is not that the whole programme should last one or two days, but that substantive content should be organised into manageable one- or two-day learning blocks.

Study visits and exchanges deserve particular emphasis. In addition to the survey result, previous direct engagement with NYA staff indicates a preference for retreat-based learning. This qualitative signal is kept separate from the survey evidence but supports the broader conclusion that NYA staff value immersive, face-to-face formats that create space for reflection, team learning and practical problem-solving.

5.9 Institutional strengthening and support beyond training

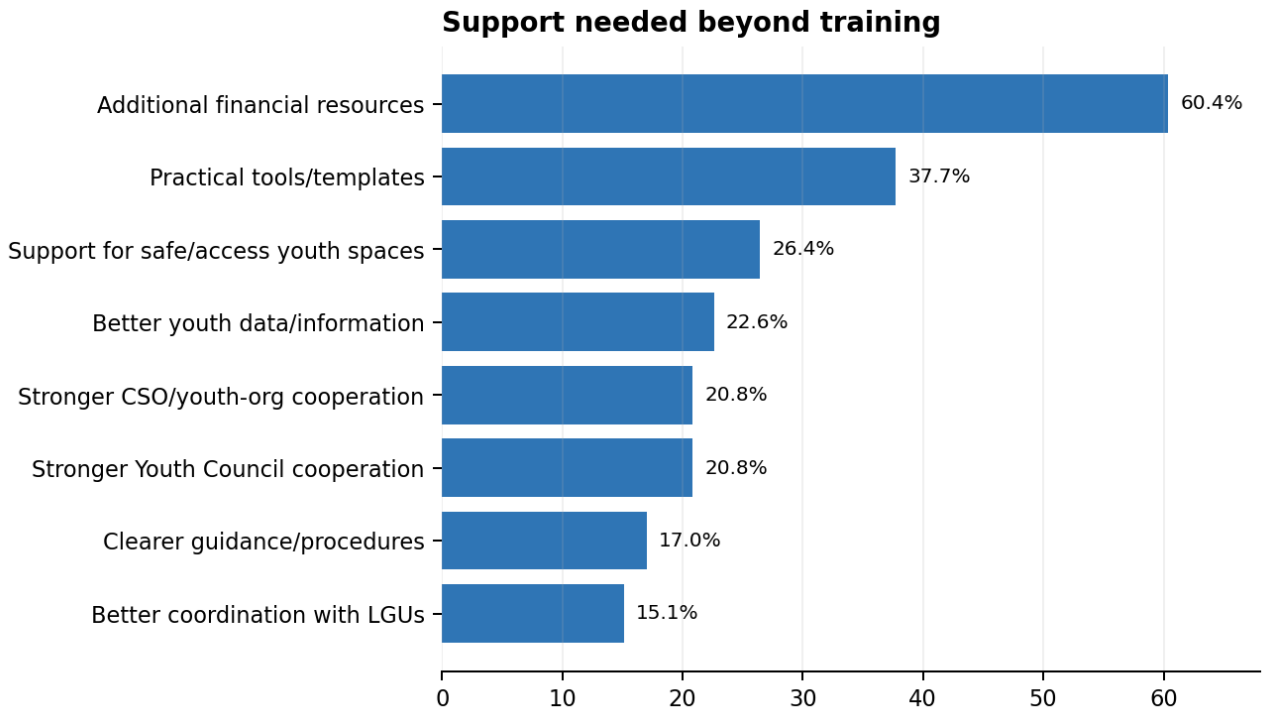


Figure 7. Support needed beyond training. Respondents could select up to three. Source: TNA survey, 2026, n=53.

Additional financial resources are the leading support need beyond training (60.4%), followed by practical tools/templates (37.7%), support for safe and accessible youth spaces (26.4%), better youth data/information (22.6%) and stronger cooperation with Youth Councils and civil society (20.8% each).

The distinction is important: respondents may not prioritise a stand-alone data-analysis course, yet still identify better youth data as an institutional need. Similarly, safeguarding training cannot by itself create accessible facilities or establish formal procedures. The TNA should therefore match each problem to the appropriate response instrument.

NYA staff show a distinctive indicative support profile: additional staff and better youth data each appear among five of 12 respondents, followed by additional finance, coordination with municipalities, practical tools, clearer guidance and monitoring/reporting systems. This strengthens the emerging NYA management themes of staffing, data/results systems, national-local coordination and practical institutional tools.

6. Cross-cutting synthesis

6.1 What the survey does not show

The survey does not support a diagnosis of generally uninformed or incapable institutional staff. Respondents report reasonable knowledge of the legal/strategic framework and relatively strong implementation confidence. Nor do they identify limited specialised knowledge as the dominant operational barrier.

6.2 What the survey does show

The recurring issue is the institutional conversion of policy mandates into functioning practice. Across independent question types, the following pathway repeatedly appears:

> ***institutional role clarity -> youth needs and evidence -> youth-responsive service design -> meaningful participation -> coordination and partnerships -> implementation and resources -> monitoring/reporting -> feedback and institutional learning***

The weakest or most demanded elements are concentrated at the interfaces between these stages: understanding other institutions, designing youth-responsive services, maintaining meaningful participation, coordinating actors, accessing resources, ensuring safeguarding, using data and documenting results.

6.3 Training needs versus institutional enabling conditions

Primarily capacity-development needs	Primarily institutional/enabling conditions
Youth-responsive policy/service design	Adequate and predictable financing
Inter-institutional coordination practice	Sufficient staffing
Meaningful youth participation and Youth Council cooperation	Availability of youth spaces/facilities
Project/programme and donor-fund management	Territorial reach and rural access
Safeguarding knowledge, procedures and referral practice	Formal institutional procedures and designated responsibilities
Practical data use, monitoring and reporting	Availability/quality of youth data systems
Partnership-building and communication	Sustained coordination mechanisms and partnership arrangements

6.4 Institutional differentiation

The common core should be shared across institutions, but application should be differentiated.

LGU staff require strong emphasis on local service design, Youth Council cooperation, participation, rural outreach, partnerships, project/resource management and practical tools.

NYA staff require stronger emphasis on national-local coordination, results management, youth data, institutional systems, staffing implications, and strategic oversight.

Ministry evidence should be developed primarily through qualitative methods because the survey contains only three Ministry respondents.

7. Findings and recommendations matrix

#	Finding	Capacity/issue	Recommendation	Priority
1	Knowledge of own mandate/legal framework is generally positive; knowledge of other institutions is weaker.	Institutional literacy and coordination	Use role-map scenarios and inter-institutional workflow exercises.	High
2	Design of youth-responsive policies/services is the weakest self-assessed capacity and the top training demand.	Service design	Make youth-responsive service/programme design a core module.	High
3	Implementation confidence is stronger than design/accountability	Policy cycle	Train the complete design-implementation-monitoring-	High

	capacity.		feedback cycle.	
4	Youth participation is valued, but limited participation remains a major barrier.	Participation quality	Focus on meaningful, inclusive, and consequential participation, not generic awareness.	High
5	Working with Youth Councils is a major explicit training demand, especially for LGUs.	Youth Council interface	Provide practical protocols, scenarios, and feedback mechanisms.	High
6	Financial resources are the dominant barrier and support need.	Resources	Pair funding/project skills with explicit recognition that finance is a structural issue.	High/institutional
7	Rural outreach and lack of youth spaces are prominent constraints.	Territorial access	Develop outreach approaches; address facilities/resources through institutional measures.	High/institutional
8	Safeguarding perceptions are generally positive, but clear procedures are not universal.	Safeguarding	Combine training with procedures, responsibilities and referral pathways.	High / crosscutting
9	Disability accessibility and safe online participation are comparatively weaker.	Inclusion/accessibility	Embed accessibility and digital safeguarding across the curriculum.	Medium-high
10	Monitoring/reporting is comparatively weaker; NYA shows strong demand for M&E.	Results management	Integrate indicators, monitoring, reporting, and feedback into practical exercises; deepen for NYA.	Medium-high
11	Previous training exposure is fragmented and uneven.	Learning baseline	Use a common foundation with differentiated application and advanced cases.	High design principle
12	In-person, study visits and case-based learning are preferred.	Methodology	Use face-to-face applied learning, exchanges, cases, and selected blended follow-up.	High methodology
13	NYA staff have also stressed retreat-based learning in direct training experience.	NYA learning design	Consider retreat-based formats for strategic/team topics; treat as qualitative evidence.	NYA-specific
14	Practical tools/templates are a major support need.	Application support	Produce usable checklists, templates, protocols and planning/reporting tools.	High
15	Data availability is an institutional need even though stand-alone data training ranks lower.	Evidence use	Combine access to youth data with practical interpretation/use rather than advanced statistics.	Medium-high

16	Section 4 has a strong ceiling effect.	Evidence interpretation	Use it for broad consensus only; prioritise forced-choice sections for ranking.	Methodological

8. Recommendations

8.1 Adopt an applied institutional-capacity model

The programme should not be designed as a general introduction to youth policy. The survey indicates sufficient baseline familiarity to justify a more applied model focused on how public institutions convert mandates into services, participation mechanisms, coordinated implementation, and measurable results.

8.2 Establish a common institutional foundation

All participants should share a concise common foundation covering the Youth Law, National Youth Strategy, functional responsibilities of MoCTS/NYA/LGUs, Youth Council roles and key coordination pathways. This should be taught through practical institutional scenarios rather than legal exposition alone.

8.3 Make youth-responsive service design a core training block

This is the strongest internally triangulated capacity need. Training should move from youth needs and evidence through objectives, target groups, participation, service standards, delivery arrangements, indicators, monitoring and feedback.

8.4 Strengthen meaningful participation and Youth Council cooperation

Focus on representative outreach, consultation design, structured dialogue, documentation of youth input, institutional consideration, decision pathways and feedback. For LGUs, practical cooperation with Local Youth Councils should be central.

8.5 Strengthen coordination and partnership practice

Use the institutional roles map to build exercises around national-local coordination and cross-sector cooperation with schools, employment and social services, businesses, CSOs and youth organisations. For NYA, coordination with municipalities should receive specific attention.

8.6 Integrate project, funding and financial competence

Because resource constraints dominate the barrier profile, staff should receive practical support in project design, budgeting, donor opportunities and programme management. The report should remain explicit that such skills cannot substitute for adequate institutional financing.

8.7 Embed safeguarding, inclusion and accessibility

Safeguarding should be cross-cutting and procedural: recognising concerns, reporting, confidentiality, referral and responsibility. Disability accessibility, rural/disadvantaged inclusion and digital safeguarding should be integrated into service and participation exercises.

8.8 Connect data, monitoring and reporting to real institutional work

Rather than treating data and M&E as abstract technical subjects, integrate them into service design, programme implementation and accountability. NYA staff should receive a deeper results-management component given the subgroup signals around M&E, data and reporting systems.

8.9 Use practical, immersive learning formats

Use one- and two-day face-to-face blocks, case-based workshops, study visits/exchanges, practical tools and selected mentoring. Online components should support preparation and follow-up rather than replace the core

interactive format. Retreat-based learning should be considered for NYA strategic/team-learning topics based on prior direct staff feedback.

8.10 Develop practical institutional tools

Training outputs should include templates and instruments that participants can use immediately: stakeholder/coordination maps, consultation plans, service-design canvases, safeguarding checklists, referral pathways, project concepts, budget templates, indicator sheets and reporting/feedback formats.

8.11 Differentiate application by institutional role

Maintain a shared conceptual core but differentiate cases and assignments for LGUs and NYA. Ministry-specific needs should be derived mainly from interviews and the institutional roles map because the survey subgroup is too small for a reliable quantitative diagnostic.

8.12 Pair training with institutional-strengthening measures

Recommendations should explicitly separate training from non-training actions relating to finance, staffing, youth spaces, data systems, formal procedures and sustained coordination mechanisms. This distinction is essential to avoid attributing structural problems to individual staff capacity.

9. Limitations, triangulation and next steps

The survey is a non-probability, self-reported dataset and is therefore indicative. It measures perceived knowledge, confidence and institutional conditions rather than objectively verified competencies or organisational performance. The institutional distribution is uneven, with strong LGU representation, a small NYA subgroup and only three Ministry responses.

The Section 4 importance block has a pronounced ceiling effect and should not be used to establish a precise ranking. Conditional-response inconsistencies also show that some Google Forms routing was not fully restrictive. These issues have been accounted for through conservative analytical rules and sensitivity checks.

The next stage should triangulate the survey findings against: (i) the institutional roles map; (ii) semi-structured interviews with MoCTS, NYA and LGU representatives; (iii) focus groups with youth CSOs; and (iv) EU/UN benchmarking. Qualitative work should focus especially on explaining the mechanisms behind resource constraints, coordination problems, rural outreach, youth participation, service design, safeguarding procedures, data systems, and results management.

> ***The survey should be used to guide the questions asked in the qualitative phase, not to pre-empt its conclusions.***

9.1 Separate NYA management analysis

A separate, detailed NYA staff diagnostic should be prepared for the NYA Executive Director. It should use the same cautious indicative logic but examine all 12 NYA responses in greater functional detail, including knowledge, confidence, coordination, safeguarding, barriers, prior training, M&E/data needs, preferred learning formats, staffing and institutional support. Respondent-level quality screening should be applied before any management interpretation because, with n=12, individual responses have greater influence on subgroup results.

Annex A. Survey quality and robustness details

A.1 Quality-screening framework

- Straightlining across the four main multi-item blocks.
- Multi-block low differentiation and repeated top-category use.
- Conditional-response contradictions in training/project follow-ups.
- Unusable response to the required highest-priority question.
- Full-sample versus conservative-screen and strict-stress-test comparison.

A.2 Key conclusion

Five responses meet the conservative high-concern rule; 12 respondents are removed in the deliberately strict stress test. Headline conclusions remain materially unchanged. Accordingly, the full n=53 dataset remains the primary analytical sample, and screened samples are used only for sensitivity analysis.

A.3 Robustness classification

Finding	Classification	Reason
Financial resources as dominant barrier/support need	ROBUST	Prominent in forced-choice barriers and support-beyond-training; not dependent on Section 4.
Youth-responsive service design	ROBUST	Lowest confidence area and highest explicit training priority.
Meaningful youth participation	ROBUST / triangulated	Appears in institutional conditions, barriers, and training priorities.
Work with Youth Councils	ROBUST / training demand	Strong structured priority, particularly among LGUs.
In-person applied learning and study visits	ROBUST preference signal	Strong forced-choice preference; supported by qualitative NYA experience.
Inter-institutional coordination	MODERATELY ROBUST	Appears across knowledge, capacity, conditions, barriers and training priorities; magnitude varies by subgroup.
Safeguarding procedures	MODERATELY ROBUST	Specific procedural gaps and strong absolute training demand; relative forced-choice priority lower.
Exact ranking of Section 4 items	CEILING-AFFECTED	High top-category use and straightlining; broad agreement robust, fine ranking not.

Annex B. Questionnaire analytical structure

Section	Analytical focus	Main use in TNA
1. Respondent profile	Institution, municipality, gender, age, role,	Describe respondent base and subgroup

	tenure	context
2. Knowledge	Legal/policy framework, institutional roles, Youth Councils, participation mechanisms	Identify institutional-literacy gaps
3. Capacity	Policy/service design, implementation, participation, partnerships, data, M&E	Identify self-assessed functional capacities
4. Institutional conditions	Coordination, dialogue, feedback, cooperation, resources, inclusion	Identify broad perceived enabling conditions; not fine ranking
5. Safe/inclusive spaces	Availability, institutional knowledge, safeguarding dimensions, procedures	Identify safeguarding/accessibility needs
6. Barriers	Forced-choice institutional constraints	Prioritise operational and structural barriers
7. Previous experience	Training and external-project exposure	Assess variation in professional-development baseline
8. Training priorities	Forced-choice training needs and highest priority	Identify curriculum priorities
9. Training format	Delivery preferences and manageable duration	Inform training methodology and logistics
10. Institutional strengthening	Support beyond training and open comments	Separate capacity development from enabling conditions