**SURVEY
OF TRAINING NEEDS OF LOCAL SELF-GOVERNMENT OFFICIALS
IN AMALGAMATED TERRITORIAL COMMUNITIES:
RESULTS OF SOCIOLOGICAL RESEARCH**

ANALYTICAL REPORT

April 2017

CONTENT

SURVEY METHODOLOGY

The study of the educational needs of members of local government bodies in amalgamated territorial communities (ATCs) was carried out by the Kyiv International Institute of Sociology in February-March 2017 on the reauest of the Council of Europe Program "Decentralization and Territorial Consolidation in Ukraine" in co-operation with the Council of Europe experts and collaboration with Minregion and National Agency of Ukraine on Civil Service.

The study used the method of surveying opinions among members of local governments in amalgamated territorial communities that had amalgamated before fall 2015. The general population is made of heads, deputy heads, members of local councils, secretaries, employees of executive bodies, and village headmen of 159 communities.

The main stages of the research included questionnaire design and the development of accompanying toolkit, sample design, interviews with respondents, quality control, inputting the data and checking for logical errors, preparation of the final data array, and the analytical report.

The survey sample was split into 3 categories, and a separate questionnaire was developed for each:

Category of respondents	Interviews conducted	Maximum error *
Chief officials of ATCs:	**400**	**4.7%**
- ATCs heads	125	4.1%
- deputy heads of ATCs	62	9.7%
- counsil members	213**	6.5%
Secretaries / executive body staff:	**350**	**5.1%**
- secretaries	91	6.4%
- executive body staff	259***	5.9%
Headmen of settlements which did not become the center of community	**256******	**4.8%**

* With the confidence level 95%.
** In 46 different ATC.
*** In 101 different ATC.
**** In 81 different ATC.

The survey was carried out by computer-assisted telephone interviews. The KIIS interviewers called members of communities and arranged interview appointments with them. The respondents were interviewed using standardized questionnaires. The average length of one interview ranged between 45 and 60 minutes.

The field stage of the study was held in the period from February 20 to April 7, 2017. In total, the survey includes 1006 completed interviews with members of local governments.

Expanded responsibilities and the general need for new skills. The most difficult areas

- o The **absolute majority** of the respondents (99 percent among the chief officials, 91 percent among secretaries and employees of executive bodies, and 93 percent among village headmen) said that **after the merge their community began providing additional services.** The chief officials mentioned expanding responsibilities in 12 of the 15 indicated areas. On average, the **respondents noted that responsibilities were expanded in 7-9 areas**.
- o At the same time, **from one third to one half** of those who mentioned that new responsibilities were introduced in certain areas **realized the need in new skills and qualifications**.
- o The most difficult areas in terms of management skills and organization of service provision are healthcare facility management and land plot registration (while among the chief officials of ATCs 68 percent spoke about expanding responsibilities in the field of first medical aid, and 62 percent in land management). It is also reasonable to include the management of education facilities and allocation of housing subsidies in the list of quite difficult areas.

Working in the community executive body. Factors of job attractiveness, motivation to work better, and career advancement

- o 65 percent of our respondents among the chief officials noted that the organizational structure has undegone changes in the past year; while among secretaries and executive body employees, 57 percent agreed with that statement.
- o At the same time, **76 percent of respondents among senior ATC officials and 85 percent of respondents among secretaries and employees of executive bodies noted that their workplace conditions have improved.** Most of them also said that their work is carried out in a systematic, planned manner. In addition, 74 percent of chief officials and 80 percent of secretaries and employees of executive bodies gave a positive evaluation of the effectiveness of communication. The absolute majority thing that the **structure** of their executive body "rather" or "completely" **"facilitates the effective fulfillment of responsibilities invested in them".**
- o Among secretaries and executive body employees, 86 percent are rather or completely satisfied with their work.
- o The respondents expressed very positive evaluations of the atmosphere in their teams: among the chief ATC officials, 80-81 percent noted that in their team, there is **almost full or full trust and mutual understanding;** among secretaries and executive body members, the 90-92 percent shared that opinion. The picture is complemented by the fact that only the absolute minority of respondents mentioned regular conflicts within their teams.

o The top factors of **job attractiveness** for the **senior officials of ATCs** (if asked to pick the most important factors) include **working with interesting people (41 percent** of respondents representing the chief officials of ATCs picked this option) and **interesting tasks** (31 percent). Top factors of **motivation** to work better among employees of executive bodies, in the opinion of the chief officials, are **financial incentives (**49 percent think that this factor is one of the top 2), contributing to the government body's mission, good relations within the team and promotion opportunities (31-34 percent). As for factors influencing promotion, the most important is **professional experience** (49 percent) and **teamwork skills** (42 percent).

o For **secretaries and employees of ececutive bodies** the top factors of job **attractiveness** is **working with interesting people** (49 percent), **interesting tasks** (47 percent), **salary levels (**45 percent), **opportunities to improve their competencies** (44 percent), **job security** (43 percent). The top factors of **motivation to work better** among executive body employees, according to members of this category, are **financial incentives** (47 mention it as one of the top 2), good relations within the team (35 percent), contributing to the government body's mission (30 percent) and opportunities for career advancement (29 percent). As for factors influencing promotion, the most important are **professional experience** (56 percent), properly carrying out one's responsibilities (37 percent) and teamwork skills (34 percent).

Dynamics of the quality of provision of services to community members and assessment of the functioning of the ATC executive body

o **The absolute majority** of respondents think that in the past year, **the quality of services** provided to community members **has improved** (85 percent of chief officials of ATCs think so, as well as 95 percent of secretaries and employees of executive bodies). Less than 2 percent noted a deterioration in quality. Village headmen are slightly less optimistic, as 64 percent of them spoke about improvement and 12 percent noticed a deterioration.

o From one third to two thirds of respondents pointed out some improvement in particular areas (depending on the area). Most respondents noticed an improvement in access to educational and social services.

o **The absolute majority** of secretaries and employees of executive bodies (86 percent) **think that the functioning of communities is rather efficient or very efficient.** In addition, 80 percent believe that their community is a rather good or very good place to live. According to 74 percent of respondents among chief officials of ATCs and 81 percent of respondents among secretaries and employees of executive bodies, community members are satisfied with the functioning of the local government.

o **The absolute majority** of secretaries and employees of executive bodies (75 percent) think that the **main difficulties** in their work are caused by the **unstable legislation.** Other problems were mentioned much more rarely. The nest most mentioned problems were the lack of local government's own funds (32 percent),

passivity of the population (32 percent), lack of adequate funding for delegated responsibilities (31 percent).

o According to 71 percent of village headmen, the residents of their settlement are satisfied with the work of the council and the executive body, and, at the same time, 63 percent of them said that there was satisfaction with the village headmen's work.

Funding of ATC government activities

o A minority of respondents (24 percent of chief officials, 36 percent of secretaries and employees of executive bodies, 40 percent of village headmen) think that the current level of funding for the responsibilities of territorial communities is sufficient.

o However, at the same time, **86 percent of chief officials, 74 percent of secretaries / employees of executive bodies, and 79 percent of village headmen said that their financial resources have increased in the past year.**

Self-assessment of respondents' competency in particular areas

o Respondents among the **chief officials of ATCs have rather high self-assessment in most areas.** In 9 of the listed 13 areas, at least two thirds of respondents assessed their level as "rather high" or even "expert." The areas in which respondents gave themselves relatively the highest evaluations were council members' ethics (88 percent think that their level is rather high or expert), communication with citizens (88 percent), work regulations (85 percent). At the same time, the relatively lowest evaluations can be observed in areas such as environmental protection and waste management (57 percent), administrative procedures (53 percent), financial and tax legislation (49 percent), public procurement (42 percent).

o **Secretaries and employees of executive bodies** had rather high self-esteem in such areas as teamwork (89 percent of respondents assessed their level as "rather high" or even "expert"), customer interaction (87 percent), preventing corruption (85 percent), computer literacy (82 percent), conflict management (77 percent) and administrative service provision (75 percent). At the same time, relatively the lowest esteem can be observed in areas of using technical support funds (33 percent), financial and tax legislation (33 percent), internal audit (31 percent), accounting (29 percent) and public procurement (26 percent).

o As for **village headmen,** they believe their competence is rather or very high in most areas. They have relatively the highest self-esteem in such areas as teamwork (87 percent think their level is rather high or even "expert"), and customer interaction (81 percent). Meanwhile, they have the lowest self-esteem in the areas of financial and tax legislation (43 percent) and accounting (37 percent).

Attitudes towards studying and preferred instruments

o In all categories, a double attitude to studying can be observed, which seems to be an indicator of insufficient acknowledgement of its importance. On the one hand, the absolute majority **recognize the importance of education** (96-97 percent think that it is an important element of further professional training, 70-79 percent do not agree that studying does not influence work quality, 79-82 percent do not agree that studying is just a waste of time). On the other hand, **75-79 percent claim that "certain educational programs can be useful, but they are not a priority."**

o Respondents were asked to assess the importance of improving the competence of employees of executive bodies in various fields. **The majority of respondents feel the need of improving their competence in all of the listed areas.**

o **79 percent** of respondents among the ATC chief officials and **77 percent** of secretaries and employees of executive bodies think that **improving employee competence is rather or very urgent.** In particular, 62 percent of secretaries and employees of executive bodies and 70 percent of village headmen said that they **probably or definitely feel a lack of certain knowledge / skills when they carry out some of their responsibilities.**

o In case they needed to pick preferred events / instruments, the absolute majority would choose exchange of experience with their colleagues from other territorial communities. Other instruments are met with much lower "optimism" (although the majority of respondents think that all instruments are effective).

o **Among ATC heads, 78 percent** claim that in the recent year, they **personally initiated educational events** for employees of their local executive bodies. The number for deputy heads is slightly lower at 63 percent. And **among council members, only 17 percent have initiated training events.**

Experience of education, optimal length and preferred institutions

o Nearly **all ATC heads and their deputies** (93 percent and 97 percent, respectively) have **attended educational institutions at least once in the past year.** Although, if asked about regular educational activity (at least every 2 months), 47 percent of heads and 36 percent of deputy heads studied regularly, based on their claims. As for **council members**, the rate of their **educational activity is much lower**: **only 43 percent** of them have attended at least one educational event, including only 6 percent of local council members who did it regularly.

o "Educational" activity is lower among secretaries and employees of executive bodies: **70 percent of secretaries and employees of executive bodies have participated in educational events at least once within the past year.** Only 17 percent of them participated in such events regularly, at least every 2 months.

o Only **56 percent of village headmen** participated in at least one educational event in the past year, including **only 13 percent who regularly participated in such events.**

o The absolute majority of all respondents who participated in educational events think that these events are rather or very beneficial.
o For the overwhelming majority of respondents, the optimal period of studying while not working is from 2-3 days to 1 week.
o According to respondents among chief officials of ATCs, **two most important factors** that influence the **participation** in short-term **training courses** is **trusting the course organizer** (48 percent of respondents said this factor was on the first or second place in terms of importance) and being **confident in the coach's competence** (46 percent).
o 71 percent of respondents among chief officials of ATCs, 75 percent of respondents among secretaries and employees of executive bodies, 74 percent of respondents among village headmen are satisfied with the level of access to educational institutions offered in their territorial community.
o The vast majority of all respondents trust all kinds of institutions in educational context.

1.1 New responsibilities / services of ATCs and the need for additional training. Assessment of the difficulty of particular services / responsibilities

During the interviews, the respondents were presented a list of **15 different areas** and asked in which of the areas their community started to offer new services or carry out new responsibilities after the merge. In addition, they were asked the question about the extent to which these new services / responsibilities require new skills or qualifications.

In general, firstly, **99 percent of the surveyed chief officials of ATCs said that in their communities, new services and new responsibilities were introduced** at least in one area after the merge. **The average number** of areas mentioned was **9.** That is, chief officials of ATCs noticed a significant expansion of their functions in the context of local self-goverment.

Secondly, the Table 1.1.1 demonstrates in detail which spheres exactly were mentioned by the greatest number of respondents as the ones where their responsibilities had been expanded. **In cases of 12 out of 15 areas, more than a half of respondents (no less than 51 percent) spoke about new responsibilities.** Relatively least often chief ATC officials mentioned expanding responsibilities in the areas of passenger transportation on the community territory (42 percent said that responsibilities were expanded in this sphere), public safety provision (38 percent) and maintaining the functioning of boarding schools for orphans and underprivileged children (27 percent). At the same time, the areas that were mentioned most often by chief ATC officials as the ones that had new responsibilities are general secondary education provision (85 percent), organization of cultural and educational institutions (82 percent), maintenance of streets and roads in the ATC territory (82 percent), development of local infrastructure (82 percent), pre-school education provision (81 percent) and organization of the functioning of physical culture and sports facilities (75 percent).

Thirdly, **from one third to one half** of those who mentioned new responsibilities in certain areas **said that there is a need for new skills and qualifications.**

Table 1.1.1

The executive body, exercising their own and delegated powers, provides residents a number of territorial community services. What services, after merging territorial community, did your Council (Executive Committee) begin to carry out additionally? /

How do you think, do new powers / services of amalgamated territorial community require additional qualifications of the employees of the executive body?

(% of all respondents / % of those who spoke about relevant new service or powers)

		% of those who spoke about new services ▶	Need for additional qualifications for new powers / services				
			Require management skills	Require organizational skills	Require additional qualification	The current qualification is sufficient	Hard to say
1	providing secondary education	85.3	19.6	15.8	25.5	53.7	5.6
2	organizing work of cultural and educational institutions	82.3	17.0	17.9	22.8	54.7	4.0
3	maintenance of streets and roads in the territory of a amalgamated community	81.8	19.9	23.5	26.9	47.4	8.9
4	development of local infrastructure	81.5	21.2	26.7	31.3	42.9	8.0
5	providing pre-school education	80.8	17.3	11.1	22.0	58.2	7.1
6	organizing work of physical culture and sport institutions	74.5	16.4	21.1	23.2	55.0	4.7
7	providing primary healthcare	67.8	17.7	14.4	31.4	48.7	6.3
8	land management	62.3	14.1	16.1	28.5	54.6	3.2
9	social protection and social security	60.5	17.8	16.9	24.0	51.7	8.3
10	organizing work of centers of administrative services	57.0	17.5	18.0	28.5	43.9	11.4
11	waste management	56.5	20.8	28.8	26.1	45.6	7.5
12	providing fire protection	51.3	15.6	14.6	21.5	59.0	5.4
13	organization of passenger transportation in the territory of a amalgamated community	41.5	18.1	16.9	13.9	56.6	9.0
14	providing public safety	37.5	28.7	20.0	36.0	31.3	11.3
15	providing work of boarding schools	26.8	9.3	11.2	10.3	52.3	22.4

The tables below present the data grouped by categories of respondents: ATC heads, deputy heads and local council members.

Table 1.1.2

The executive body, exercising their own and delegated powers, provides residents a number of territorial community services. What services, after merging territorial community, did your Council (Executive Committee) begin to carry out additionally? /

How do you think, do new powers / services of amalgamated territorial community require additional qualifications of the employees of the executive body?

(% of respondents-ATC heads / % of those who spoke about relevant new service or powers)

		% of those who spoke about new services ▶	Need for additional qualifications for new powers / services				
			Require management skills	Require organizational skills	Require additional qualification	The current qualification is sufficient	Hard to say
1	providing secondary education	92.0	28.7	19.1	27.8	51.3	0.9
2	development of local infrastructure	88.0	21.8	29.1	30.9	45.5	3.6
3	maintenance of streets and roads in the territory of a amalgamated community	87.2	22.0	24.8	23.9	53.2	4.6
4	organizing work of cultural and educational institutions	86.4	22.2	20.4	27.8	52.8	0.0
5	providing pre-school education	85.6	21.5	12.1	27.1	56.1	1.9
6	organizing work of physical culture and sport institutions	73.6	28.3	29.3	30.4	43.5	1.1
7	providing primary healthcare	72.0	28.9	20.0	37.8	37.8	5.6
8	land management	61.6	23.4	20.8	29.9	51.9	1.3
9	social protection and social security	57.6	19.4	18.1	26.4	52.8	5.6
10	waste management	56.8	19.7	31.0	22.5	47.9	4.2
11	organizing work of centers of administrative services	52.0	29.2	26.2	43.1	32.3	0.0
12	providing fire protection	50.4	25.4	20.6	28.6	50.8	4.8
13	organization of passenger transportation in the territory of a amalgamated community	31.2	35.9	10.3	12.8	53.8	7.7
14	providing public safety	30.4	36.8	18.4	34.2	26.3	10.5
15	providing work of boarding schools	20.8	23.1	23.1	15.4	50.0	11.5

Table 1.1.3

The executive body, exercising their own and delegated powers, provides residents a number of territorial community services. What services, after merging territorial community, did your Council (Executive Committee) begin to carry out additionally? /

How do you think, do new powers / services of amalgamated territorial community require additional qualifications of the employees of the executive body?

(%of respondents-<u>deputy ATC heads</u> / % of those who spoke about relevant new service or powers)

		% of those who spoke about new services ▶	Need for additional qualifications for new powers / services				
			Require management skills	Require organizational skills	Require additional qualification	The current qualification is sufficient	Hard to say
1	providing secondary education	88.7	23.6	23.6	29.1	45.5	1.8
2	organizing work of cultural and educational institutions	87.1	24.1	16.7	29.6	44.4	1.9
3	development of local infrastructure	80.6	12.0	26.0	38.0	38.0	6.0
4	providing pre-school education	77.4	14.6	16.7	18.8	58.3	4.2
5	maintenance of streets and roads in the territory of a amalgamated community	77.4	8.3	16.7	29.2	39.6	12.5
6	land management	67.7	14.3	16.7	33.3	52.4	2.4
7	organizing work of physical culture and sport institutions	66.1	19.5	19.5	29.3	51.2	2.4
8	providing primary healthcare	62.9	20.5	15.4	33.3	53.8	2.6
9	social protection and social security	54.8	17.6	17.6	32.4	44.1	2.9
10	organizing work of centers of administrative services	48.4	20.0	23.3	40.0	43.3	0.0
11	providing fire protection	46.8	6.9	13.8	37.9	55.2	3.4
12	waste management	40.3	20.0	16.0	40.0	36.0	4.0
13	providing public safety	27.4	29.4	17.6	41.2	35.3	5.9
14	organization of passenger transportation in the territory of a amalgamated community	21.0	0.0	7.7	15.4	76.9	0.0
15	providing work of boarding schools	9.7	0.0	16.7	0.0	50.0	33.3

Table 1.1.3

The executive body, exercising their own and delegated powers, provides residents a number of territorial community services. What services, after merging territorial community, did your Council (Executive Committee) begin to carry out additionally? /

How do you think, do new powers / services of amalgamated territorial community require additional qualifications of the employees of the executive body?

(%of respondents-<u>members of councils of ATCs</u> / % of those who spoke about relevant new service or powers)

		% of those who spoke about new services ▶	Need for additional qualifications for new powers / services				
			Require management skills	Require organizational skills	Require additional qualification	The current qualification is sufficient	Hard to say
1	providing secondary education	80.3	12.3	11.1	22.8	57.9	9.9
2	maintenance of streets and roads in the territory of a amalgamated community	79.8	21.8	24.7	28.2	45.9	10.6
3	providing pre-school education	78.9	15.5	8.9	19.6	59.5	11.3
4	organizing work of cultural and educational institutions	78.4	11.4	16.8	17.4	59.3	7.2
5	development of local infrastructure	77.9	23.5	25.3	29.5	42.8	11.4
6	organizing work of physical culture and sport institutions	77.5	9.1	17.0	17.6	62.4	7.3
7	providing primary healthcare	66.7	9.9	10.6	26.8	54.2	7.7
8	social protection and social security	63.8	16.9	16.2	20.6	52.9	11.0
9	organizing work of centers of administrative services	62.4	11.3	12.8	18.8	49.6	19.5
10	waste management	61.0	21.5	30.0	25.4	46.2	10.0
11	land management	61.0	8.5	13.1	26.2	56.9	4.6
12	organization of passenger transportation in the territory of a amalgamated community	53.5	14.0	20.2	14.0	55.3	10.5
13	providing fire protection	53.1	12.4	11.5	13.3	64.6	6.2
14	providing public safety	44.6	25.3	21.1	35.8	32.6	12.6
15	providing work of boarding schools	35.2	5.3	6.7	9.3	53.3	25.3

In terms of management skills / organization of service provision, **the most difficult areas** to organize within the community are **health care facility management** (44 percent think that they are rather or very difficult to manage) and **land plot registration** (39 percent) (Diagram 1.1.1).

In addition, **a third of respondents** sad that such spheres as **property rights registration** and **management of educational institutions** are especially difficult (34 and 32 percent, respectively). Other areas are considered difficult by up to a fourth of the chief ATC staff. The least problematic is registration of places of residence (only 13 percent think that this service is rather or very difficult to provide within their community).

Diagram 1.1.1

In terms of management skills / organization of service provision, in your opinion, what powers / services are the most difficult (and requires additional competencies / skills / skills) to implement within the amalgamated territorial community? Please, estimate using a scale where 1 = not difficult, 5 = very difficult.
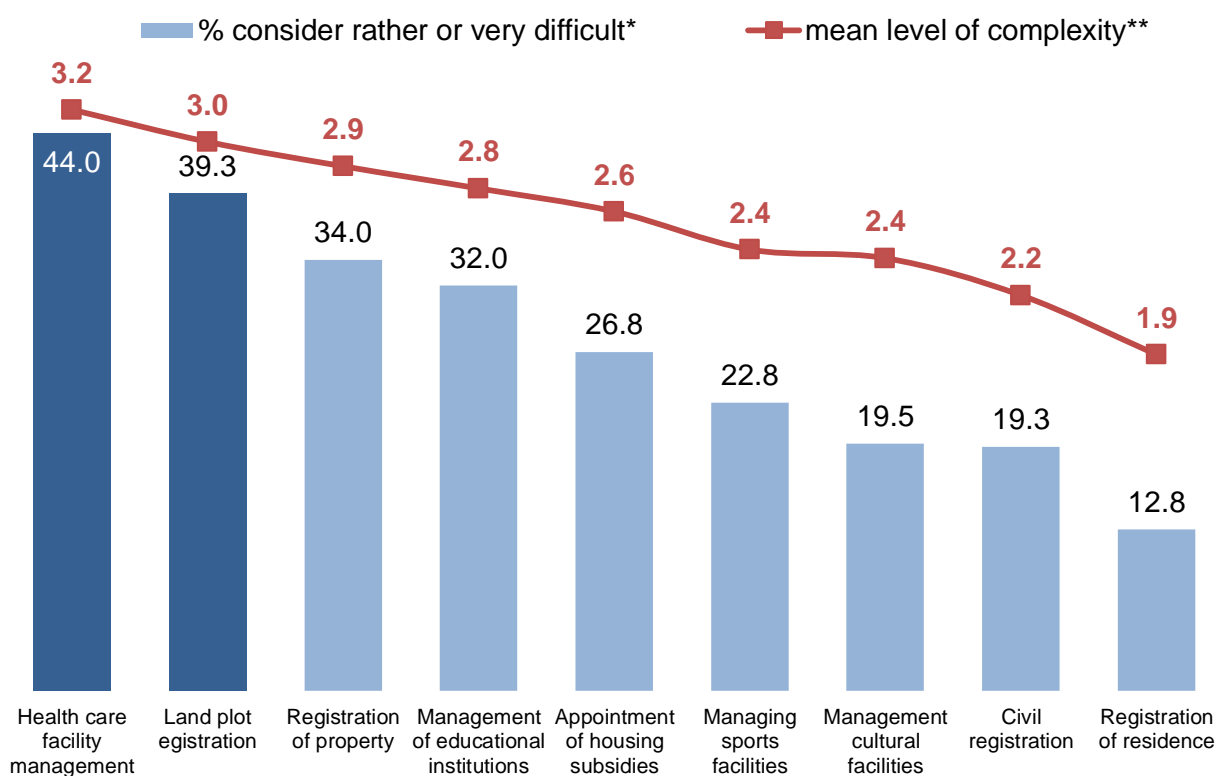
(of all respondents)

* Those who answered «4» or «5» the question.
** Mean value on a scale from 1 to 5.

The Table 1.1.4 presents the data grouped by the following categories of respondents: ATC heads, deputy heads and local council members.

In terms of management skills / organization of service provision, in your opinion, what powers / services are the most difficult (and requires additional competencies / skills / skills) to implement within the amalgamated territorial community? Please, estimate using a scale where 1 = not difficult, 5 = very difficult.

(of respondents-heads, deputy heads and members of councils of ATCs)

		ATC heads		Deputy ATC heads		Memebers of councils of ATCs	
		% rather / very difficult skill	Mean estimates of complexity	% rather / very difficult skill	Mean estimates of complexity	% rather / very difficult skill	Mean estimates of complexity
1	**Health care facility management**	**43.2**	**3.2**	**41.9**	**3.2**	**45.1**	**3.2**
2	**Land plot egistration**	**40.8**	**3.1**	**32.3**	**2.8**	**40.4**	**3.1**
3	Registration of property	36.8	2.8	25.8	2.8	34.7	3.0
4	Management of educational institutions	28.8	2.8	24.2	2.5	26.3	2.6
5	Appointment of housing subsidies	28.0	2.6	29.0	2.8	35.2	2.9
6	Managing sports facilities	16.0	2.2	19.4	2.6	27.7	2.5
7	Management cultural facilities	12.8	2.1	11.3	2.3	25.8	2.6
8	Civil registration	12.8	2.0	16.1	1.8	23.9	2.4
9	Registration of residence	8.8	1.6	9.7	1.6	16.0	2.1

1.2 Change in workplace conditions in the past year at the executive body of the ATC council. Systematic implementation of tasks, effectiveness of communication, and introduction of instruments / procedures

The absolute majority of chief ATC officials (76 percent) think that in the past year, **the work conditions** at their executive body have generally **improved** (Diagram 1.2.1). Less than 7 percent claim that the conditions have deteriorated.

Council members are somewhat less optimistic about these changes, but even among them, 71 percent have noticed improvements in the situation (among heads and their deputies, improvements were noticed by 81 and 84 percent, respectively). Although, at the same time, only 5 percent of council members said that the conditions were deteriorating.

In addition, **83 percent** of the surveyed chief officials think that **tasks are carried out "in a planned, systematic manner,** tasks are clearly distributed among executive body employees" (Diagram 1.2.2).

Diagram 1.2.1

Assess, please, generally how work conditions at the executive body have changed in te the past year …?

(% of all respondents of relevant category)

Legend:
- ■ improved
- ■ haven't changed
- ■ deteriorated
- ■ don't know

	improved	haven't changed	deteriorated	don't know
Total	76.3	13.3	6.5	4.0
MTC heads	80.8	5.6	9.6	4.0
Deputy heads	83.9	4.8	6.5	4.8
Counsil members	71.4	20.2	4.7	3.8

Diagram 1.2.2

Assess, please, whether the tasks are carried out in a planned, systematic manner, tasks are clearly distributed among executive body employees?

(% of all respondents of relevant category)

■ yes   ■ no   ■ don't know

	yes	no	don't know
Total	82.8	10.8	6.5
MTC heads	85.6	6.4	8.0
Deputy heads	85.5	12.9	1.6
Counsil members	80.3	12.7	7.0
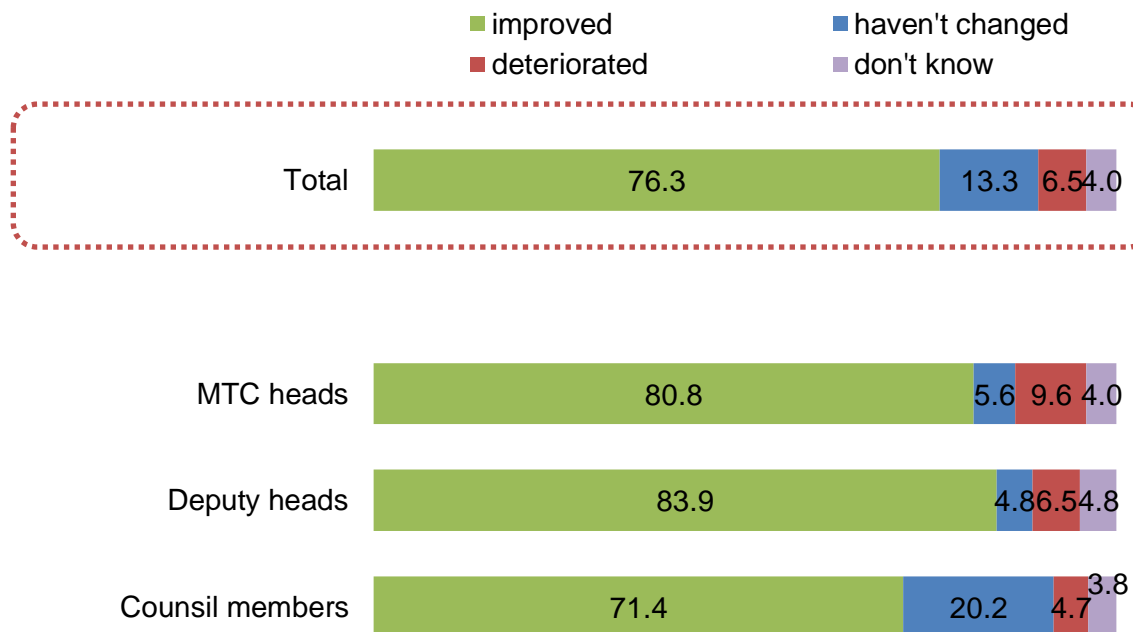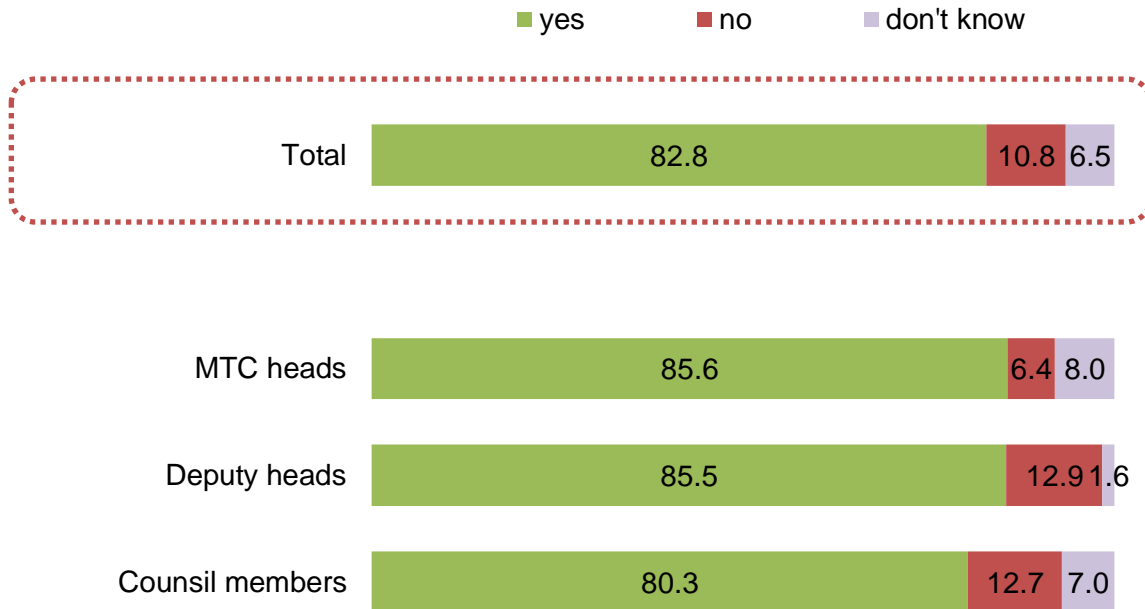
Three fourths of ATC heads (74 percent) assess the **effectiveness of communication** between officials and staff as rather or very **effective** (Diagram 1.2.3).

Council members gave slightly lower marks to it, but 68 percent of them think that the communication is rather or very effective (77 percent among heads, 86 percent among deputy heads).

Diagram 1.2.3

Assess please effectiveness of interaction (communication) between council officials and employees of the executive body. Use a scale from 1 = not effective, 5 = very effective.

(of respondents of relevant category)

■ % consider rather or very effective*   ■ mean level of effectiveness**

	Total	MTC heads	Deputy heads	Counsil members
mean level of effectiveness**	3.9	4.0	4.2	3.8
% consider rather or very effective*	73.5	76.8	85.5	68.1
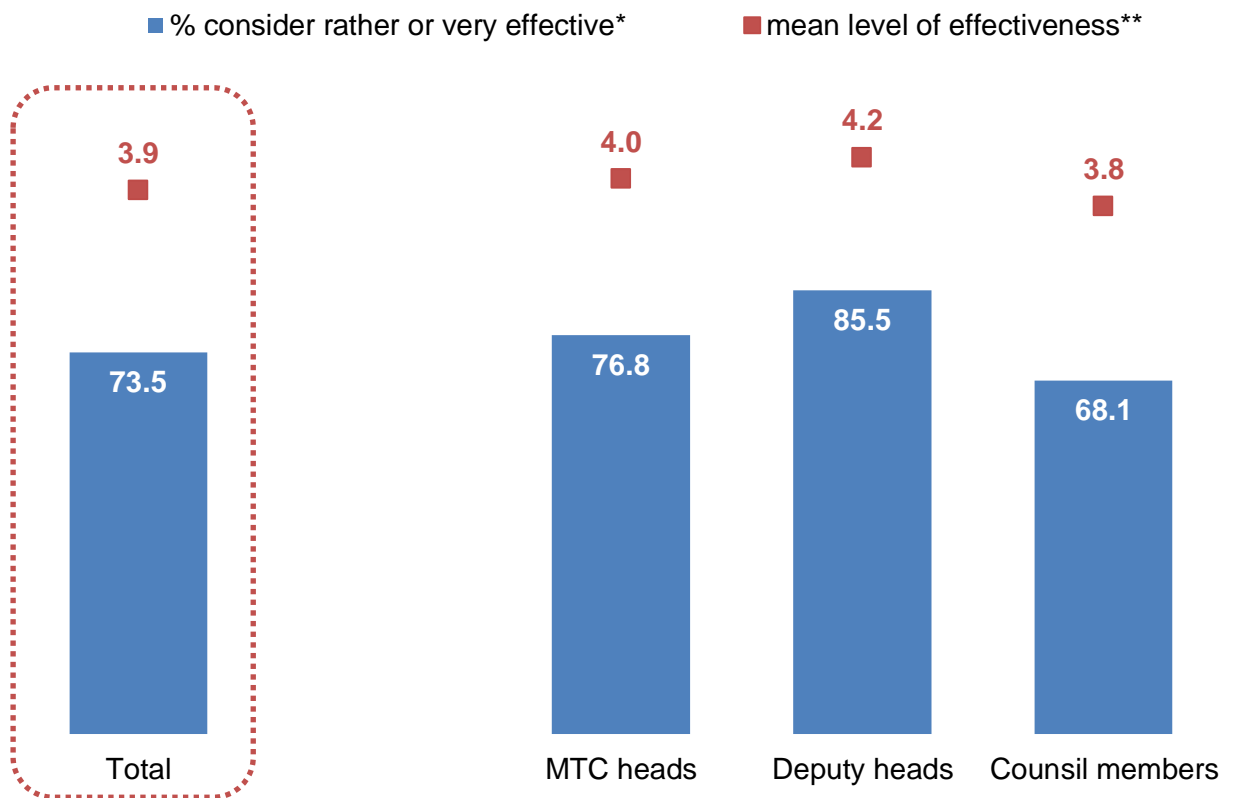
Those who answered "4" or "5"
** *Mean value on a scale from 1 to 5.*

The most widespread newly introduced procedures in ATC practice were standing orders (91 percent of the surveyed said that they were introduced), job descriptions (87 percent), and competitive hiring (85 percent) (Table 1.2.1).

Meanwhile, the **practices related to education and employee evaluation are actually less widespread:** 70 percent mentioned education and training plans for the staff of executive bodies, and 63 percent mentioned the same plans for elected officials. Only a half of respondents among chief ATC officials mentioned procedures for performance evaluation.

Table 1.2.1

Please, indicate which of the following procedures / tools are introduced in your Council (developed, approved by the relevant decision of the council and put into practice)?

(of respondents-heads, deputy heads and members of councils of ATCs)

		Total	ATC heads	Deputy heads	Counsil members
1	standing orders of council	90.8	97.6	91.9	86.4
2	job descriptions of employees of the executive body	86.8	97.6	96.8	77.5
3	competitive hiring	84.5	95.2	95.2	75.1
4	education and training plans for the staff of executive bodies	70.3	81.6	79.0	61.0
5	education and training plans for elected officials	63.3	71.2	75.8	54.9
6	procedures for staff of executive bodies' performance evaluation	48.8	55.2	53.2	43.7

1.3 Factors of job attractiveness and motivation of employees of executive bodies of ATC councils. Career advancement of the employees

In terms of attractiveness of working in government bodies in ATCs, the most important, according to the respondents**, was the factor of employment security:** 75 percent said that this factor was "very important"; the second most important, with 62 percent of "votes", was the opportunity to work with interesting people; and interesting tasks were only on the fifth place.

However, **if we asked respondents to pick top 3 factors,** then the order of importance of the factors changed somewhat: **the most important factor in this case is working with interesting people (41 percent** of respondents among chief ATC staff picked this option), **and the second most important factor is interesting tasks (**31 percent).

Diagram 1.3.1

Assess the importance of various aspects that determine the attractiveness of work in executive bodies. /
Which of these factors are most important to you, that motivates you to work in the executive body? Please select up to three options.

(of all respondents)

legend: ▬ % consider very important*   ▬ % rank in the top 3 most important   ■▬ mean level of importance**

Factor	% consider very important*	% rank in top 3	mean level of importance**
Working with interesting people	62.0	41.0	4.5
Interesting tasks	44.0	31.3	4.2
Employment security	74.5	25.8	4.7
Opportunities to improve personal competence	54.8	25.5	4.4
The wage level	48.8	24.8	4.4
Career advancement opportunities	38.3	21.0	4.1
The ability to maintain a balance in life	34.8	16.8	4.2
Autonomy of work	29.8	14.8	3.9
Normalized work schedule	39.8	13.5	4.0
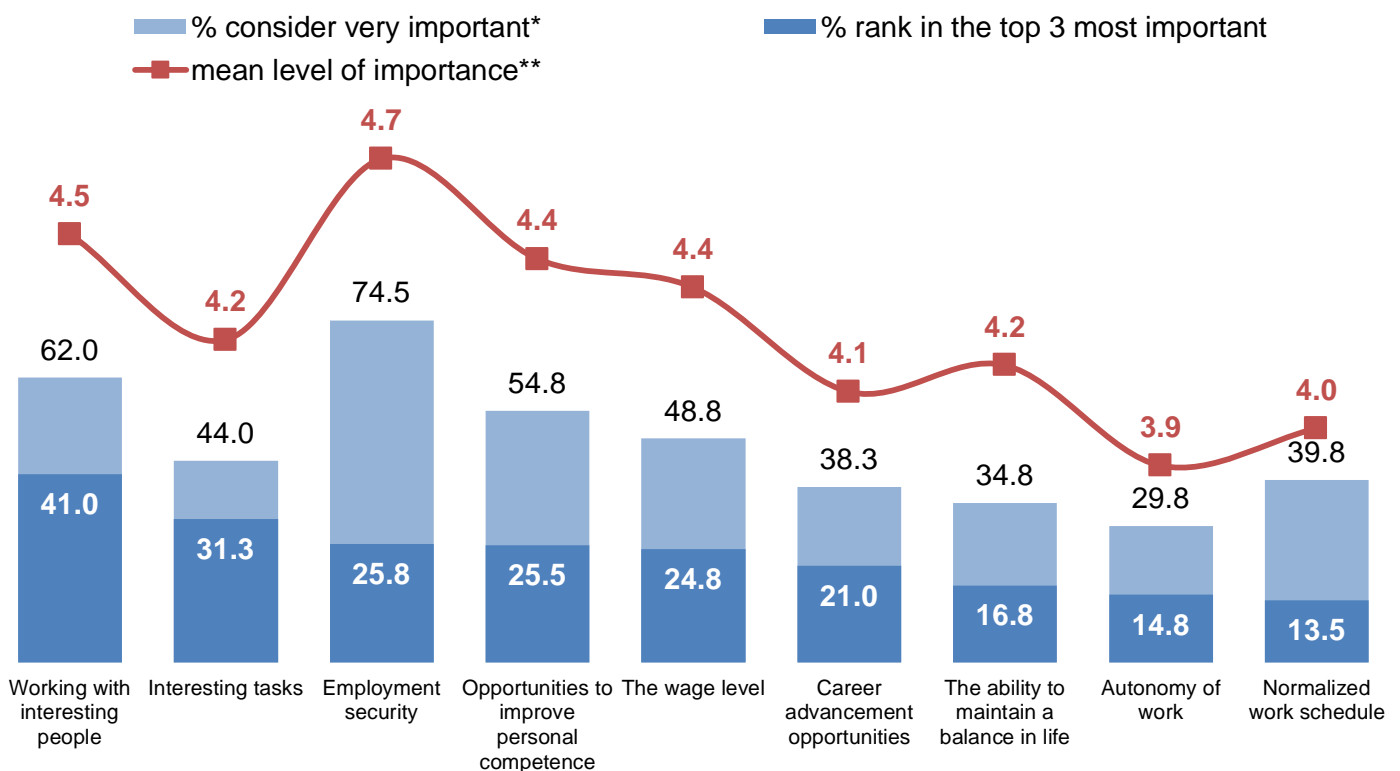
* Those who answered the question "very important».
** Mean value on a scale from 1 to 5, where 1 means "not important at all" and 5 - "very important».

The Table 1.3.1 presents the data grouped by the following categories of respondents: ATC heads, deputy heads and local council members.

Table 1.3.1

Assess the importance of various aspects that determine the attractiveness of work in executive bodies. /
Which of these factors are most important to you, that motivates you to work in the executive body? Please select up to three options.

(of respondents-heads, deputy heads and members of councils of ATCs)

		ATC heads			Deputy heads			Counsil members		
		% very important	% rank in the top 3	mean level of importance	% very important	% rank in the top 3	mean level of importance	% very important	% rank in the top 3	mean level of importance
1	Employment security	78.4	27.2	4.7	71.0	25.8	4.6	73.2	24.9	4.7
2	Opportunity to work with interesting people	60.8	40.8	4.5	71.0	35.5	4.6	60.1	42.7	4.5
3	The wage level	55.2	24.8	4.5	53.2	24.2	4.5	43.7	24.9	4.2
4	Opportunities to improve personal competence	50.4	24.8	4.4	66.1	27.4	4.6	54.0	25.4	4.4
5	Interesting tasks performed during operation	45.6	36.8	4.3	54.8	35.5	4.4	39.9	26.8	4.1
6	Opportunities for career advancement and professional growth	41.6	20.0	4.1	40.3	25.8	4.1	35.7	20.2	4.1
7	The ability to maintain a balance between professional work and personal life	35.2	13.6	4.1	41.9	14.5	4.2	32.4	19.2	4.2
8	Normaizedl working day, working week	35.2	12.0	3.8	33.9	14.5	4.0	44.1	14.1	4.1
9	Autonomy of work	34.4	17.6	3.9	27.4	14.5	3.8	27.7	13.1	3.9

In terms of motivation to work better, the respondents deemed "very important" the factors of good relations within their team (86 percent of respondents assessed it this way); slightly less often, the respondents mentioned **fulfilling the mission of the local government body** (72 percent) (Diagram 1.3.2). The third and fourth place are shared by the factors of respect of the council head and financial incentive (57-58 percent).

However, when the respondents were asked to pick the top 2 factors, the leading factor was financial incentive (49 percent think that this factor is one of the top 2). Somewhat less often, they mentioned fulfillment of the government body mission, good relations within the team, and promotion opportunities (31-34 percent).

Diagram 1.3.2

**Assess the importance of various factors that motivate employees of the executive body to work better. /
And what factors including just read, in your opinion, motivate employees of the executive body to work better the most? Choose no more than 2 answers.**
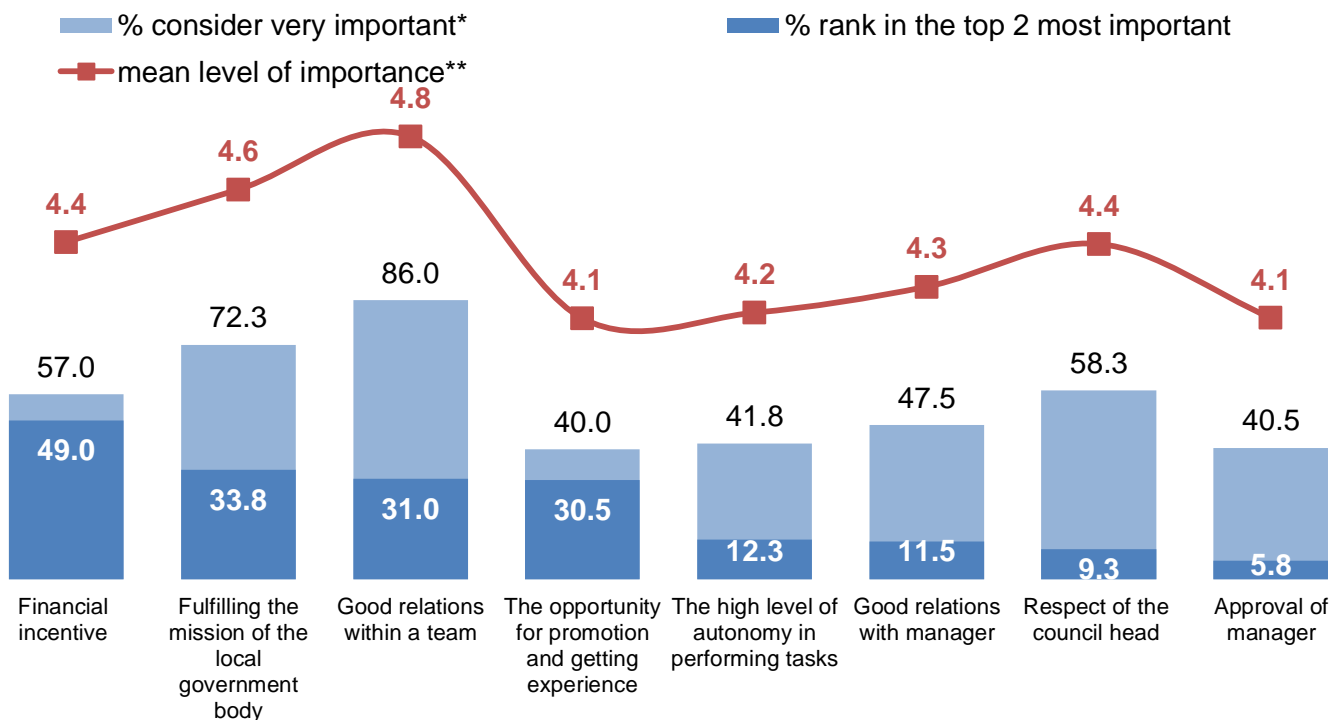
(of all respondents)

* Those who answered the question "very important».
** Mean value on a scale from 1 to 5, where 1 means "not important at all" and 5 - "very important».

The Table 1.3.2 presents the data grouped by the following categories of respondents: ATC heads, deputy heads and local council members.

Assess the importance of various factors that motivate employees of the executive body to work better. /
And what factors including just read, in your opinion, motivate employees of the executive body to work better the most? Choose no more than 2 answer.

(of respondents-heads, deputy heads and members of councils of ATCs)

		ATC heads			Deputy heads			Counsil members		
		% very important	% rank in the top 2	mean level of importance	% very important	% rank in the top 2	mean level of importance	% very important	% rank in the top 2	mean level of importance
1	Financial incentive	70.4	60.0	4.6	50.0	53.2	4.5	51.2	41.3	4.3
2	Fulfilling the mission of the local government body	74.4	34.4	4.7	74.2	40.3	4.6	70.4	31.5	4.6
3	Good relations within a team	84.8	33.6	4.8	87.1	22.6	4.9	86.4	31.9	4.8
4	The opportunity for promotion and getting experience	40.0	28.8	4.2	46.8	29.0	4.3	38.0	31.9	4.0
5	The high level of autonomy in performing tasks	42.4	8.8	4.1	38.7	9.7	4.1	42.3	15.0	4.2
6	Good relations with manager	39.2	6.4	4.0	45.2	11.3	4.2	53.1	14.6	4.4
7	Respect of the council head	44.0	4.0	4.2	38.7	4.8	4.2	39.0	7.0	4.1
8	Approval of manager	43.2	4.0	4.1	69.4	9.7	4.6	63.8	12.2	4.5

As for **factors of career advancement,** respondents most often said that **"very important"** factors are **teamwork skills** (87 percent assessed this factor as very important), **level of customer satisfaction** (81 percent), and **computer literacy** (81 percent) (Diagram 1.3.3).

However, when, once again, the respondents were asked to pick the **top 2 most important factors,** then customer satisfaction dropped to the 4th place (29 percent include it in the top 2), and computer literacy dropped as low as the 7th place (only 7% included it in the top 2). Instead, in this case, **the most important factors for promotion were professional experience (49 percent) and teamwork skills (42 percent)**.

Diagram 1.3.3

Assess which factors, in your opinion, have the greatest impact on career advancement of employees. /
And what factors including just read, in your opinion,, have the greatest impact on career advancement? Choose no more than 2 replies.
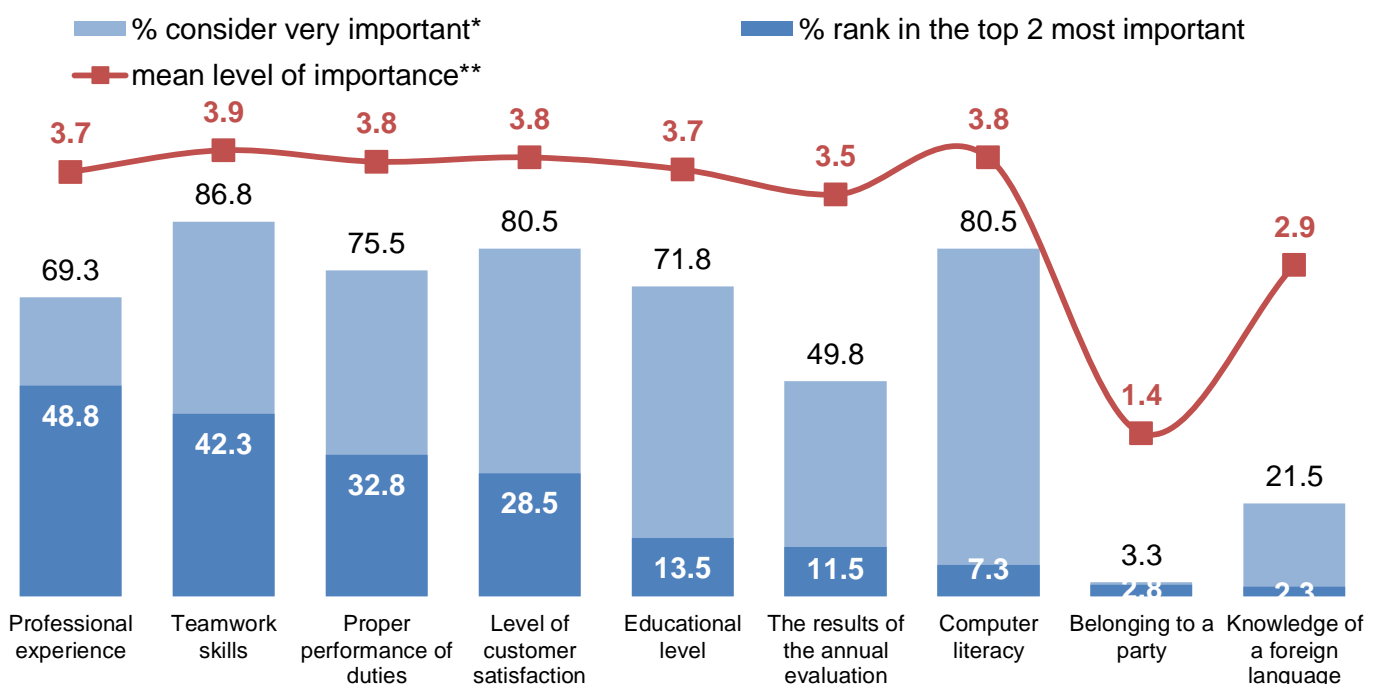
(of all respondents)

* Those who answered the question "very important».
** Mean value on a scale from 1 to 5, where 1 means "not important at all" and 5 - "very important».

The Table 1.3.3 presents the data grouped by the following categories of respondents: ATC heads, deputy heads and local council members.

Table 1.3.3

Assess which factors, in your opinion, have the greatest impact on career advancement of employees. /
And what factors including just read, in your opinion,, have the greatest impact on career advancement? Choose no more than 2 replies.

(of respondents-heads, deputy heads and members of councils of ATCs)

		ATC heads			Deputy heads			Counsil members		
		% very important	% rank in the top 2	mean level of importance	% very important	% rank in the top 2	mean level of importance	% very important	% rank in the top 2	mean level of importance
1	Professional experience (length of service)	71.2	49.6	3.7	72.6	48.4	3.7	67.1	48.4	3.7
2	Teamwork skills / good relationship with colleagues	88.0	44.8	3.9	79.0	40.3	3.8	88.3	41.3	3.9
3	Proper performance of daily duties (informal assessment supervisor)	76.8	36.8	3.8	88.7	32.3	3.9	70.9	30.5	3.7
4	Level of customer satisfaction (residents of community)	83.2	26.4	3.9	87.1	33.9	3.9	77.0	28.2	3.8
5	The results of the annual evaluation of employees	48.0	12.8	3.4	45.2	6.5	3.4	52.1	12.2	3.5
6	Educational level of employee	72.0	10.4	3.7	61.3	8.1	3.6	74.6	16.9	3.8
7	Computer literacy	85.6	7.2	3.9	82.3	12.9	3.8	77.0	5.6	3.8
8	Knowledge of a foreign language	30.4	3.2	3.0	16.1	0.0	2.9	17.8	2.3	2.8
9	Membership in a political party	2.4	2.4	1.2	0.0	0.0	1.2	4.7	3.8	1.6

Opinions about whether there have been any promotions in the executive body in the past year vary significantly between different groups of chief ATC officials. While 63 percent of ATC heads said there were promotions, only 48 percent of deputy heads said so (Diagram 1.3.4). And among local council members, only 31 percent said that there were promotions.

Have there been any promotions (appointment to higher positions) in the executive body in the past year?

(% of all respondents of relevant category)
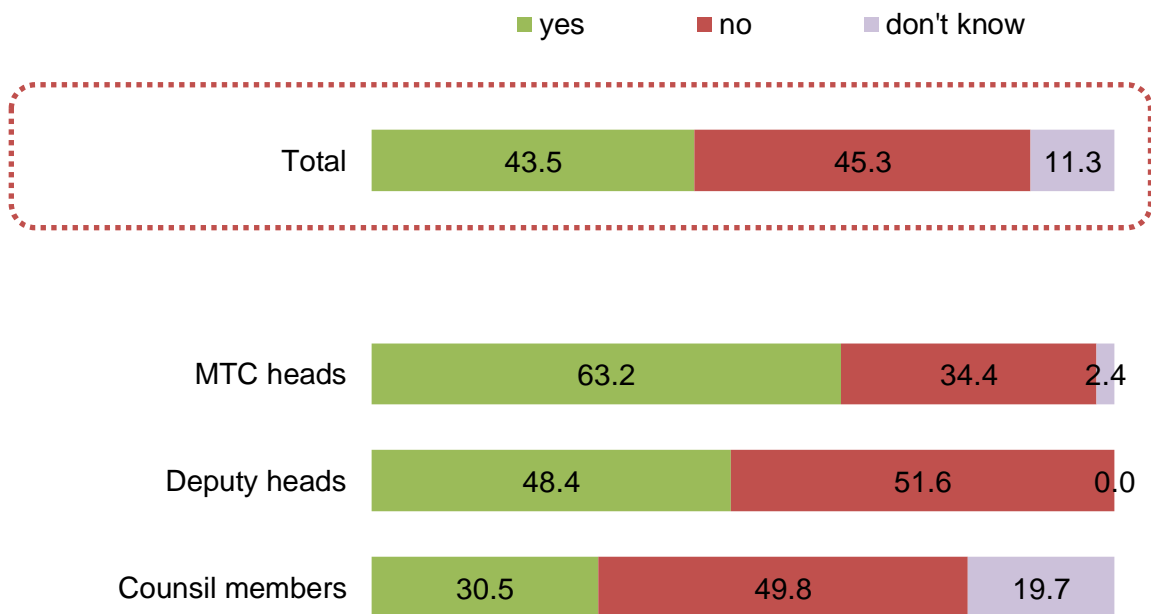
1.4 Organizational structure and relations in teams of executive bodies of ATC councils

The majority of respondents (65 percent) noted that the organizational structure of their executive body has undergone changes in the past year (Diagram 1.4.1). At the same time, while three fourths of heads and deputy heads pointed out these changes, only slightly more than a half of council members did.

The absolute majority of respondents (79 percent) think that the structure of their executive body rather or completely "facilitates the efficient fulfillment of responsibilities invested in it" (Diagram 1.4.2).

Diagram 1.4.1

Has the organizational structure of the executive council body changed in the past year?

(% of all respondents of relevant category)

■ yes ■ no ■ don't know

Category	yes	no	don't know
Total	64.5	32.3	3.3
MTC heads	73.6	26.4	0.0
Deputy heads	75.8	24.2	0.0
Counsil members	55.9	38.0	6.1

Diagram 1.4.2

Assess how your organizational structure of the executive body facilitates the efficient fulfillment of responsibilities invested in it? Use a scale from 1 = does not facilitate at all, to 5 = facilitates completely.

(of respondents of relevant category)

■ % consider rather or completely facilitates*   ■ mean level**

	Total	MTC heads	Deputy heads	Counsil members
mean level	4.1	4.1	4.2	4.0
% consider	78.5	81.6	88.7	73.7

* Those who answered "4" or "5"
** Mean value on a scale from 1 to 5.

The absolute majority of respondents among chief ATC officials (80-81 percent) noted that their team **mostly or fully share mutual trust and understanding** (Diagram 1.4.3). However, there is a tendency for ATC heads to give slightly better assessments, at 90-92 percent, while among council members, 72-74 percent evaluated this aspect positively.

An additional evidence about the atmosphere is the fact that **only 5-7 percent of respondents mentioned regular** (no less than once a week) **conflicts** between executive body staff or between the staff and council members (Table 1.4.1). 48-51 percent of respondents say that there are practically no conflicts, and another 37-43 percent say that conflicts are quite rare (one-two or a few times a month).

Diagram 1.4.3

How do you assess relationship within your team? Use a scale from 1 = complete distrust, 5 = complete trust / Use a scale from 1 = complete disappointment, to 5 = mutual understanding.

(of respondents of relevant category)
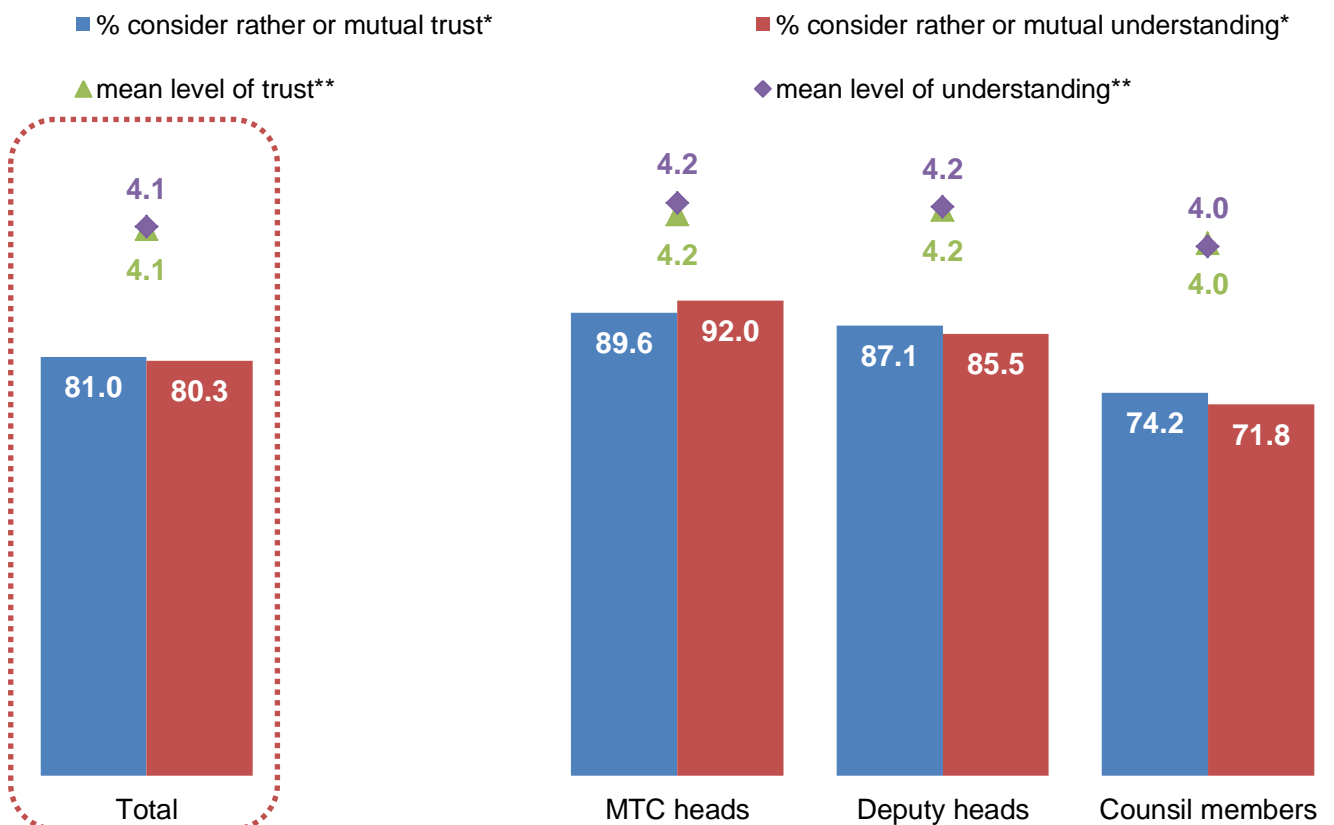
* Those who answered "4" or "5"
** Mean value on a scale from 1 to 5.

Table 1.4.1

How often have there been conflicts between executive body staff? / How often have there been conflicts between executive body staff and council members?

(of respondents-heads, deputy heads and members of councils of ATCs)

	Total	ATC heads	Deputy heads	Counsil members
Between executive body staff				
Very often, almost every day	1.8	0.8	1.6	2.3
Quite often, once a week	3.5	3.2	1.6	4.2
Sometimes, several times a month	16.0	15.2	22.6	14.6
Rarely, no more than one or two times a month	21.3	25.6	25.8	17.4
Very rarely, in exceptional cases	50.5	54.4	48.4	48.8
Do not know / Hard to say	7.0	0.8	0.0	12.7
Between executive body staff and council members				
Very often, almost every day	2.0	0.0	1.6	3.3
Quite often, once a week	5.3	6.4	4.8	4.7
Sometimes, several times a month	15.8	14.4	19.4	15.5
Rarely, no more than one or two times a month	27.3	31.2	21.0	26.8
Very rarely, in exceptional cases	48.3	47.2	53.2	47.4
Do not know / Hard to say	1.5	0.8	0.0	2.3

1.5 The dynamics of quality of service provision and quality of life among ATC populations in the past year. Satisfaction with the quality of functioning of ATC executive bodies

The vast majority of chief ATC officials (85 percent) think that in the past year, the **quality of services** provided to community members **has improved** (Diagram 1.5.1). Only 2 percent noticed that the quality deteriorated.

As for **particular spheres,** the biggest number of respondents point out **positive changes** in the area of **access to educational services** (61 percent of respondents noticed the situation has improved, only 2 percent say that it has deteriorated) and **access to social services** (55 against 3 percent, respectively).

A slightly smaller, but still significant fraction of respondents — a third — said that the situation improved in the areas of access to health care, safety and public order, and living conditions and access to jobs (and only 11-14 percent noticed some setbacks in these spheres).

Diagram 1.5.1

Assessment of dynamic changes in the following areas in the past year

(% of all respondents)

■ improved   ■ hasn't changed
■ deteriorated   ■ don't know

	improved	hasn't changed	deteriorated	don't know
Quality of services	84.8	12.3	1.5	1.5
Access to educational services	60.5	35.0	1.8	2.8
Access to social services	54.5	39.3	3.3	3.0
Access to health services	38.8	48.8	10.5	2.0
Security and public order	36.8	43.0	13.8	6.5
Living conditions, access to work	36.8	48.8	13.0	1.5
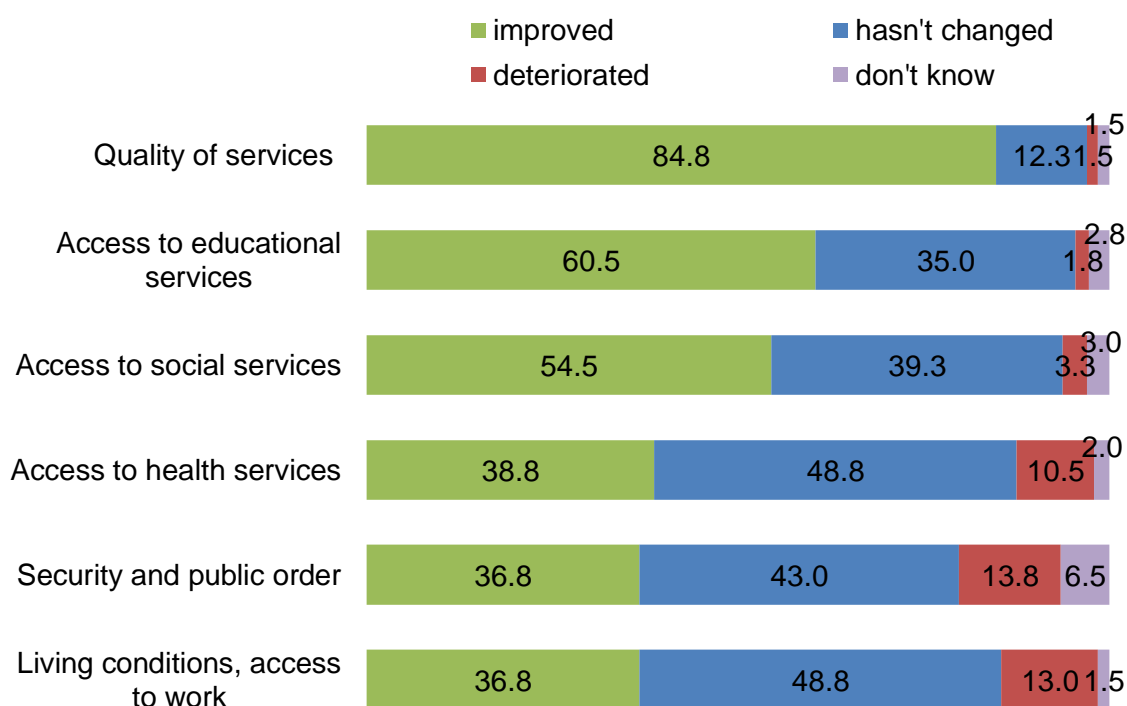
Below in the Diagram 1.5.2-4 the data are grouped by the following categories of respondents: ATC heads, deputy heads and local council members.

Assessment of dynamic changes in the following areas in the past year

(% of respondents-ATCs heads)

- improved
- hasn't changed
- deteriorated
- don't know

	improved	hasn't changed	deteriorated	don't know
Quality of services	96.0	4.0		
Access to educational services	81.6	18.4		
Access to social services	63.2	33.6	1.6	1.6
Access to health services	53.6	40.8	4.8	0.8
Security and public order	44.0	49.6	4.0	2.4
Living conditions, access to work	40.8	40.0	14.4	4.8

Diagram 1.5.3

Assessment of dynamic changes in the following areas in the past year

(% of respondents-ATCs deputy heads)

- improved
- hasn't changed
- deteriorated
- don't know

Area	improved	hasn't changed	deteriorated	don't know
Quality of services	93.5	4.8		1.6
Access to educational services	77.4	22.6		
Access to social services	62.9	37.1		
Access to health services	46.8	37.1	14.5	1.6
Security and public order	38.7	46.8	11.3	3.2
Living conditions, access to work	37.1	46.8	9.7	6.5

Diagram 1.5.4

Assessment of dynamic changes in the following areas in the past year

(% of respondents-council members)

■ improved   ■ hasn't changed
■ deteriorated   ■ don't know

	improved	hasn't changed	deteriorated	don't know
Quality of services	75.6	19.2	2.8	2.3
Access to social services	46.9	43.2	5.2	4.7
Access to educational services	43.2	48.4	3.3	5.2
Security and public order	34.3	43.7	14.6	7.5
Access to health services	30.0	54.0	13.6	2.3
Living conditions, access to work	29.6	51.6	17.8	0.9

Only 14 percent of the surveyed respondents **said that there have been more complaints and appeals** from citizens in the past year; instead, 44 percent say that the number of complaints has decreased (Diagram 1.5.5).

Has the number of complaints / appeals submitted to the executive board for provided services changed in the last year?

(% of all respondents of relevant category)
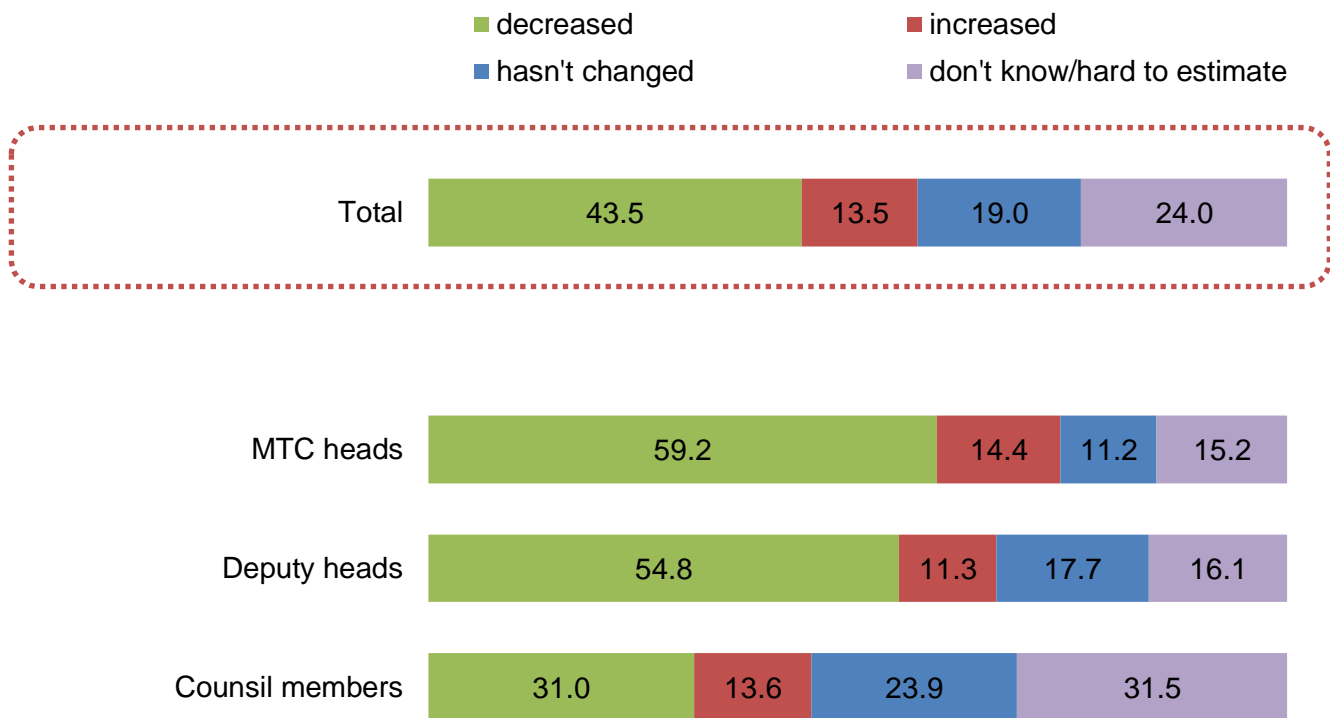
In the context of this rather positive assessment of the dynamics of change, **three fourths** of respondents (74 percent) said that, in their opinions, **community members are satisfied** with the functioning of the executive body (Diagram 1.5.6). Although, while 80-84 percent of heads and deputy heads say that their community members are satisfied, only 67 percent of council members say so.

How do you assess the level of residents' satisfaction with work of executive body? Residents of the community are…

(% of all respondents of relevant category)
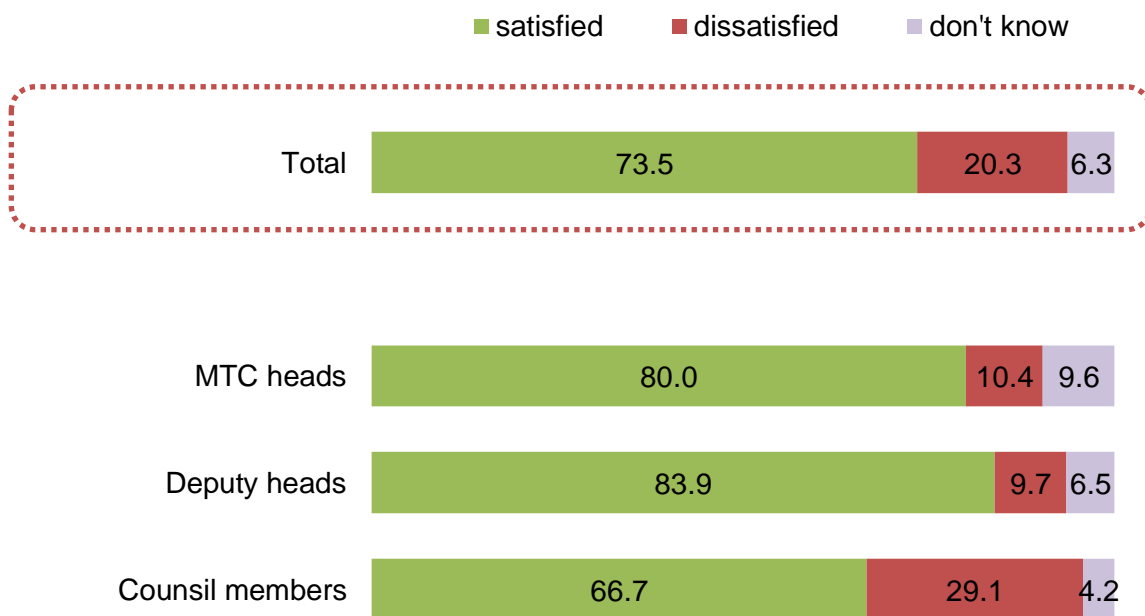
1.6 The level of funding of responsibilities and the dynamics of financial resources

Only one in four respondents (24 percent) think that the **level of funding** of their responsibilities by the territorial community is **sufficient** (Diagram 1.6.1). However, at the same time, 86 percent of the agree the total amount of community funds has increased.

Diagram 1.6.1

Assess whether level of funding of responsibilities by the territorial community is sufficient?

(% of all respondents of relevant category)

- sufficient
- insufficient
- don't know

Category	sufficient	insufficient	don't know
Total	24.3	70.8	5.0
MTC heads	24.8	71.2	4.0
Deputy heads	32.3	61.3	6.5
Counsil members	21.6	73.2	5.2
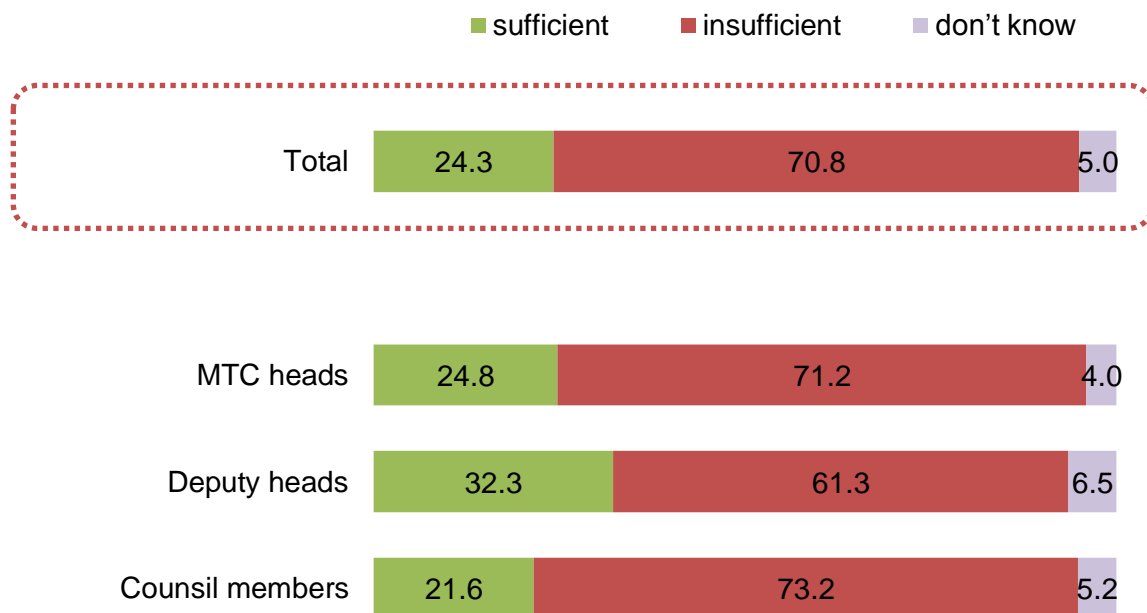
Diagram 1.6.2

How has the total amount of financial resources, territorial community dealt with, changed in the past financial year?

(% of all respondents of relevant category)

■ increased ■ hasn't changed ■ decreased ■ don't know

Total	86.0	3.5	4.0 6.5
MTC heads	94.4	1.6	4.0
Deputy heads	90.3	1.6	4.8 3.2
Counsil members	79.8	5.2	3.8 11.3
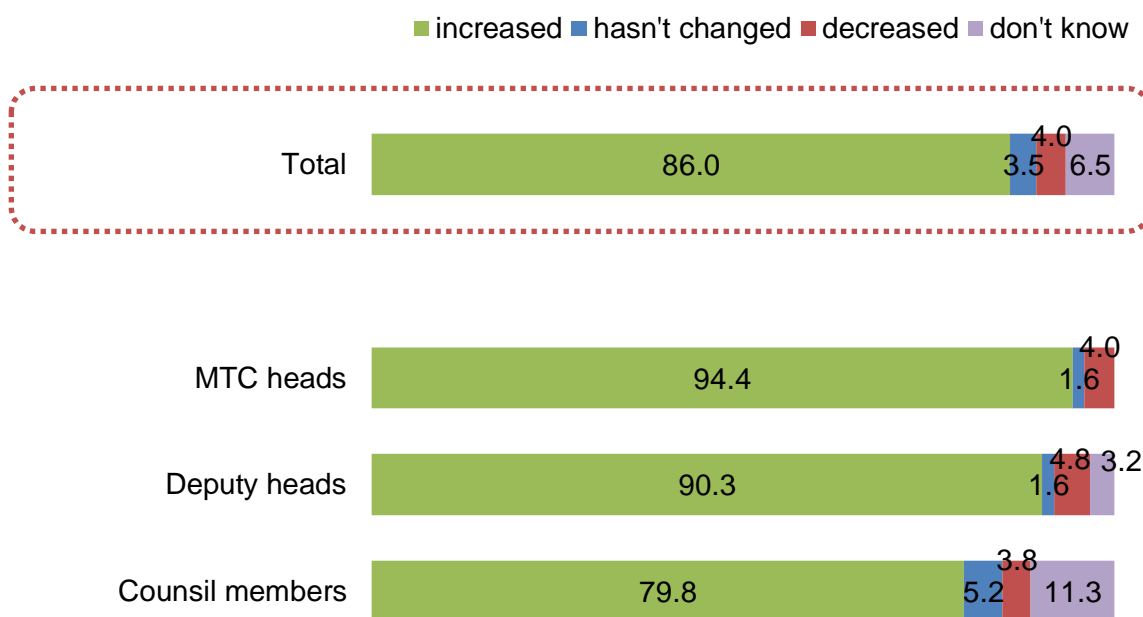
1.7 Informing of community members by executive bodies of ATC councils

81 percent of respondents said that the executive body is more or less or completely properly informs the ATC members (Diagram 1.7.1).

Assess please how effectively council (executive body) informs their citizens about the services provided to residents of amalgamated territorial community. Use a scale from 1 = does not inform, to 5 = informs properly.

(of respondents of relevant category)

■% consider rather or completely properly*   ■mean level of effectiveness**

Total	MTC heads	Deputy heads	Counsil members
4.2	4.2	4.3	4.1
80.5	84.0	85.5	77.0
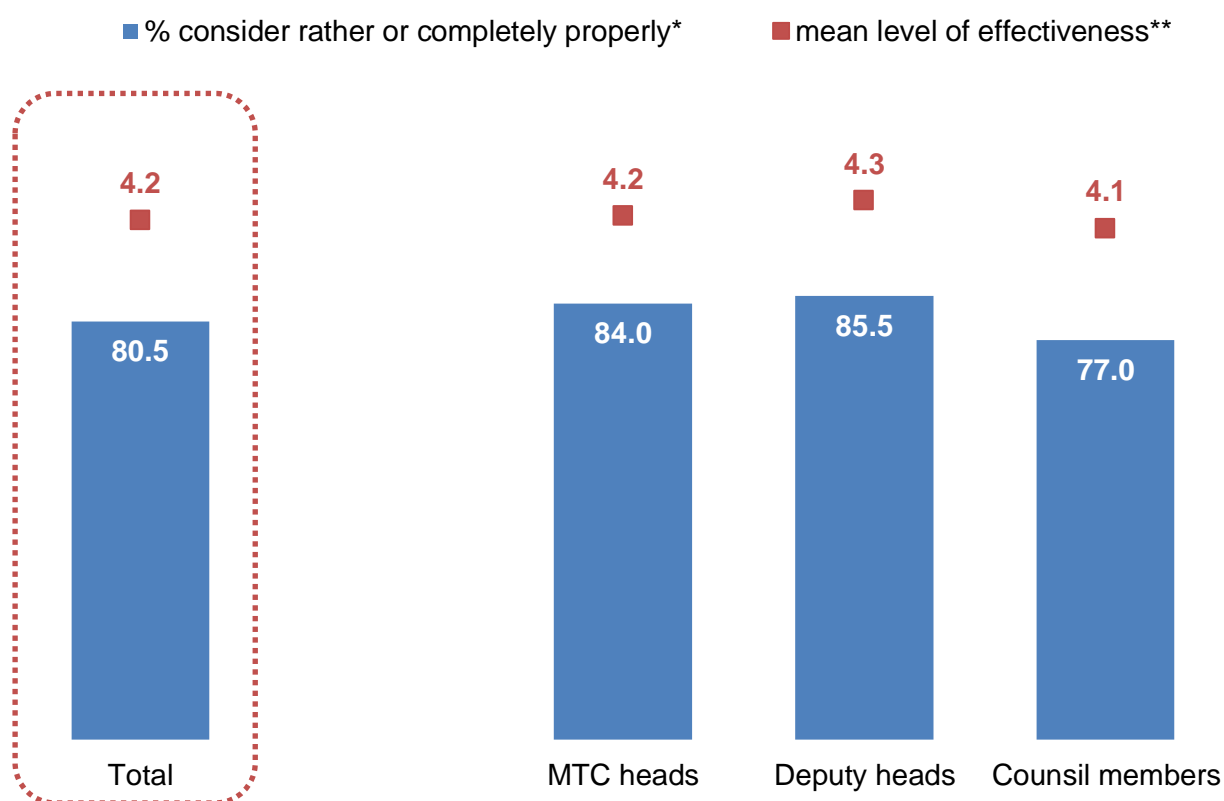
* Those, who answered the question «4» or«5».
** Mean value on a scale from 1 to 5.

As the Table 1.7.1 demonstrates, the executive body uses various instruments to inform community members.

Which of the following instruments does your council (executive body) use to inform residents of amalgamated territorial community?

(of respondents-heads, deputy heads and members of councils of ATCs)

		Total	ATC heads	Deputy heads	Counsil members
1	Announcements / Information on the webpage of territorial community	87.5	90.4	83.9	86.9
2	information boards in the premises of the community	84.8	91.2	87.1	80.3
3	meeting with the head of territorial community	83.0	87.2	88.7	78.9
4	meeting with members of the executive body	82.0	91.2	80.6	77.0
5	announcement / information in the local newspaper	66.3	76.0	59.7	62.4
6	explanatory program / announcement on local TV	28.0	31.2	19.4	28.6

1.8 The level of competence in particular spheres and main directions of further professional training (self-assessment)

In the course of the survey, respondents were offered a list of 13 spheres to assess their own level of competence. As one can see from the data below, respondents among **chief ATC officials had rather high self-esteem in most spheres**. In 9 out of 13 spheres, no less than two thirds of respondents assessed their level as "rather high" or even "expert."

The areas in which respondents gave themselves relatively the highest evaluations were council members' ethics (88 percent think that their level is rather high or expert), communication with citizens (88 percent), work regulations (85 percent). At the same time, the relatively lowest evaluations can be observed in areas such as environmental protection and waste management (57 percent), administrative procedures (53 percent), financial and tax legislation (49 percent), public procurement (42 percent).

Diagram 1.8.1

Assess, please, level of your competence in the following areas. Use a scale where 1 = lack of competence in the relevant area, 5 = high level (expert).
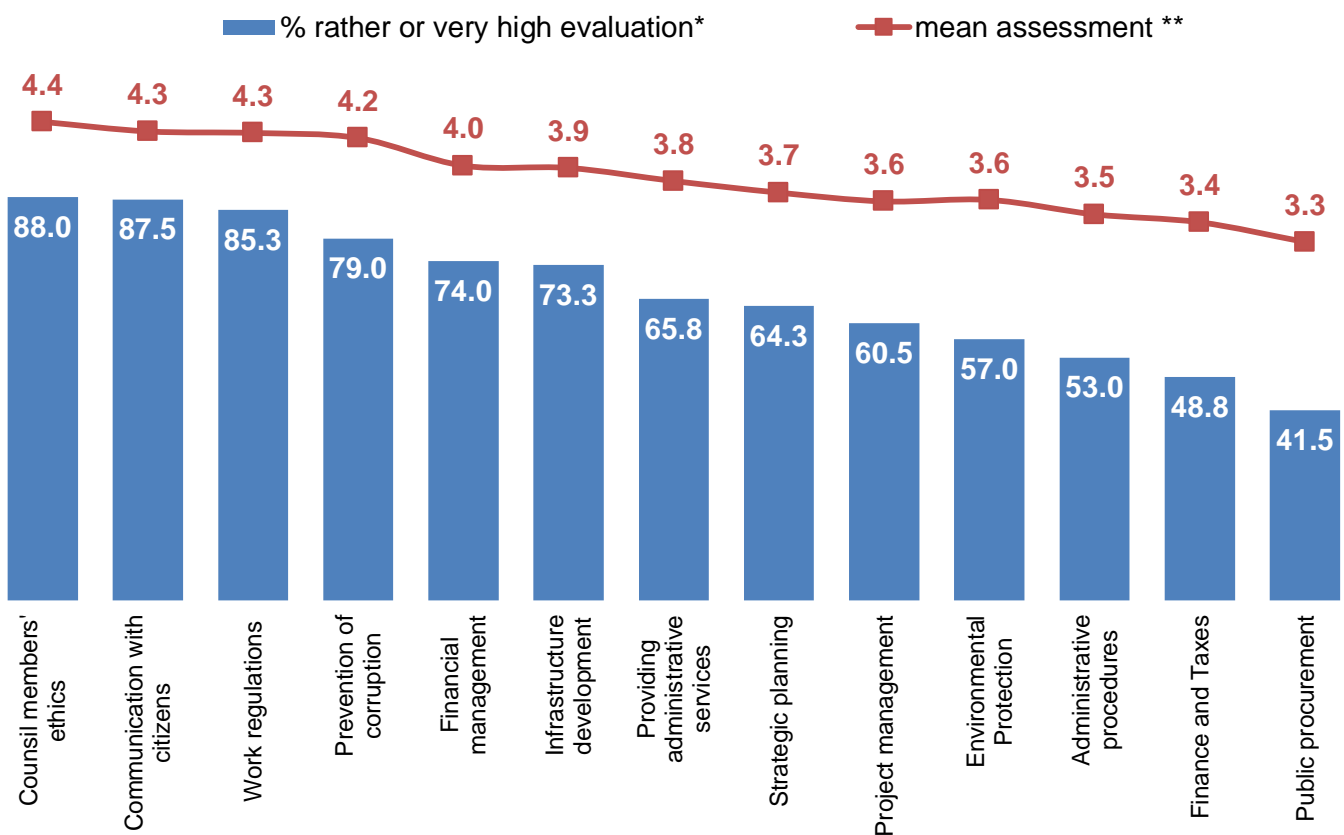
(of all respondents)

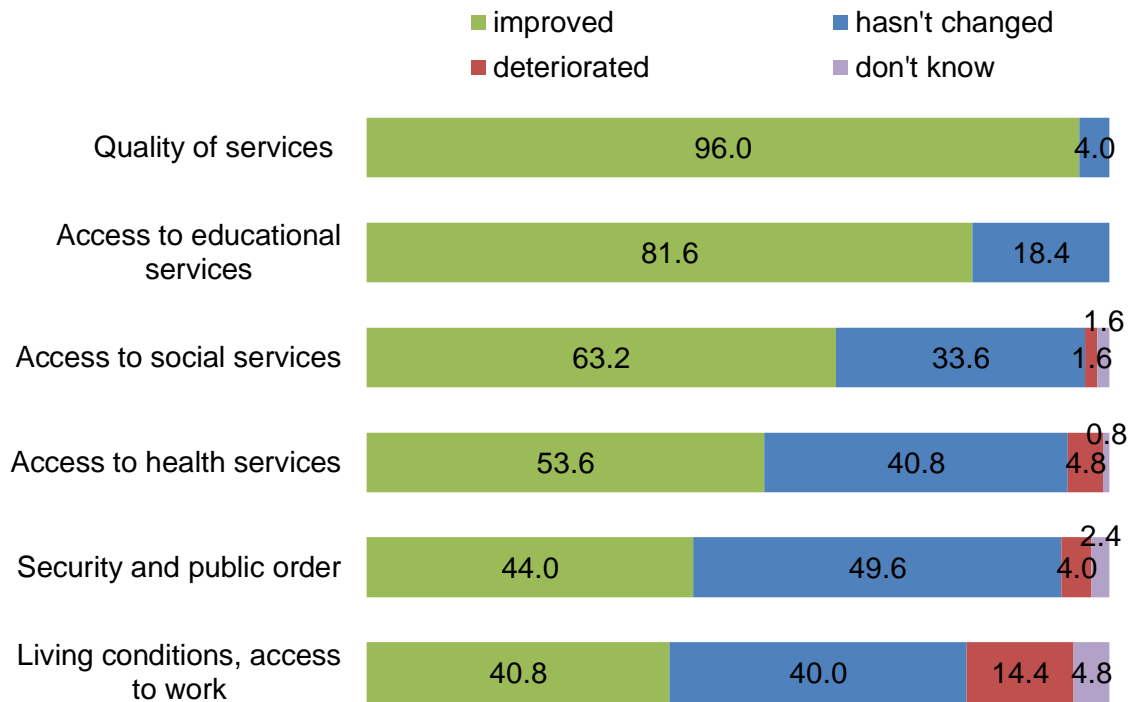** Those, who answered the question «4» or«5».*
** Mean value on a scale from 1 to 5.

The Table 1.8.1 presents the data grouped by the following categories of respondents: ATC heads, deputy heads and local council members.
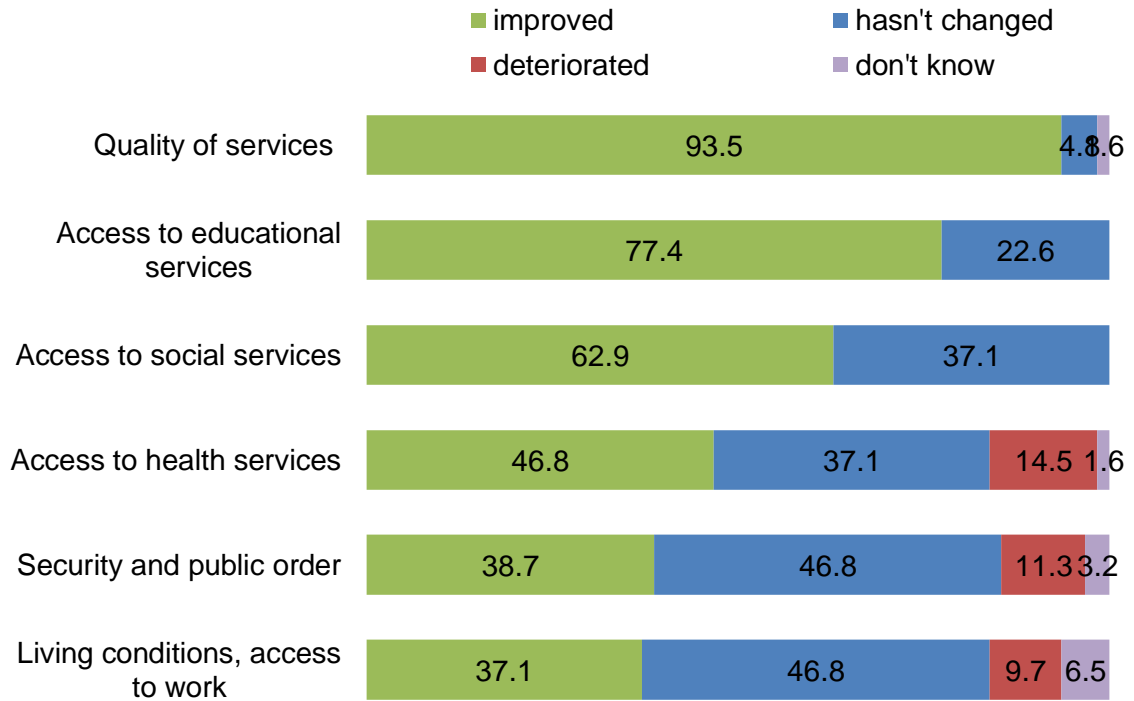
<div align="right">Table 1.8.1</div>

Assess, please, level of your competence in the following areas. Use a scale where 1 = lack of competence in the relevant area, 5 = high level (expert).

(of respondents-heads, deputy heads and members of councils of ATCs)

		ATC heads		Deputy heads		Counsil members	
		% rather or very high evaluation	Mean evaluation	% rather or very high evaluation	Mean evaluation	% rather or very high evaluation	Mean evaluation
1	work regulations, decision-making procedures	93.6	4.4	87.1	4.3	79.8	4.1
2	communication with citizens	89.6	4.4	95.2	4.4	84.0	4.2
3	financial management, planning and use of budget funds	89.6	4.3	74.2	3.9	64.8	3.8
4	council members' ethics	87.2	4.3	88.7	4.4	88.3	4.4
5	local development and infrastructure development	84.8	4.2	79.0	4.1	64.8	3.8
6	preventing corruption	83.2	4.3	85.5	4.2	74.6	4.2
7	project management	75.2	3.9	77.4	4.0	46.9	3.3
8	providing administrative services	72.0	3.9	77.4	4.0	58.7	3.7
9	strategic planning	69.6	3.8	72.6	3.9	58.7	3.6
10	financial and tax law	68.8	3.9	59.7	3.7	33.8	3.1
11	administrative procedures	66.4	3.8	72.6	3.8	39.4	3.3
12	environmental protection and waste management	56.0	3.7	61.3	3.6	56.3	3.6
13	public procurement	52.0	3.5	54.8	3.5	31.5	3.0

The Table 1.8.2 demonstrates the spheres in which the respondents want to improve their knowledge first of all. Most often, respondents mentioned financial and tax legislation and public procurement.

Considering the above list of areas select 5 most important for you to improve your professional skills and better performance of your powers.

(of all respondents)

		Total	ATC heads	Deputy heads	Counsil members
1	financial and tax law	55.0	61.6	58.1	50.2
2	public procurement	42.3	46.4	50.0	37.6
3	financial management, planning and use of budget funds	36.0	35.2	37.1	36.2
4	local development and infrastructure development	35.8	40.0	37.1	32.9
5	strategic planning	35.5	44.0	35.5	30.5
6	communication with citizens	34.3	27.2	32.3	39.0
7	administrative procedures	33.0	31.2	27.4	35.7
8	preventing corruption	32.5	23.2	30.6	38.5
9	environmental protection and waste management	32.5	32.0	40.3	30.5
10	providing administrative services	30.3	28.0	29.0	31.9
11	project management	28.8	29.6	45.2	23.5
12	council members' ethics	21.8	10.4	24.2	27.7
13	work regulations, decision-making procedures	11.8	10.4	14.5	11.7

1.9 Perception and necessity of education of employees of executive bodies of ATC councils in various spheres. Instruments / measures to improve their professionalism. Inclusion of staff training costs in the public budget

Nearly all respondents among the chief ATC officials (96 percent) think that **education is an important aspect of** improving the effectiveness of their executive body (Diagram 1.9.1). In addition, 75 percent disagree with the statement that education has no influence on effective functioning, and 81 percent do not think that studying is a waste of time.

At the same time, **79 percent of respondents agreed that certain programs can be of little priority at the present stage.** This might be an indicator that many chief officials simply do not realize the importance of particular study progams.

A half of respondents (51 percent) also think that education will be important only in case if the relevant legislative changes are implemented.

Diagram 1.9.1

How much do you agree or disagree with the following statements?

(% of all respondents)

■ Agree   ■ Disagree   ■ don't know

Statement	Agree	Disagree
education is an important aspect of improving the effectiveness of the executive body	96.3	2.5
specific training programs can be useful, but not a priority at this stage of the board (executive body)	79.0	17.3
education does not affect the performance of the board (executive body)	23.5	74.8
studying is a waste of time. Participation in it increases the intensity of the performance or doing work for absent employees	15.5	81.3
education is important only in case if significant changes in the legislative framework regulating the issue of local government	51.0	45.3

Below, the data are grouped by the following categories of respondents: ATC heads, deputy heads and local council members.

Diagram 1.9.2

How much do you agree or disagree with the following statements?

(% of respondents-ATCs heads)

■ Agree   ■ Disagree   ■ don't know

Statement	Agree	Disagree	don't know
education is an important aspect of improving the effectiveness of the executive body	96.8	1.6	
specific training programs can be useful, but not a priority at this stage of the board (executive body)	77.6	20.0	2.4
education does not affect the performance of the board (executive body)	20.0	80.0	0.0
studying is a waste of time. Participation in it increases the intensity of the performance or doing work for absent employees	12.0	84.0	4.0
education is important only in case if significant changes in the legislative framework regulating the issue of local government	45.6	51.2	3.2

Diagram 1.9.3

How much do you agree or disagree with the following statements?

(% of respondents-ATCs deputy heads)

■ Agree   ■ Disagree   ■ don't know

Statement	Agree	Disagree	don't know
education is an important aspect of improving the effectiveness of the executive body	95.2	4.8	0.0
specific training programs can be useful, but not a priority at this stage of the board (executive body)	82.3	17.0	0.0
education does not affect the performance of the board (executive body)	22.6	75.8	1.6
studying is a waste of time. Participation in it increases the intensity of the performance or doing work for absent employees	16.1	80.6	3.2
education is important only in case if significant changes in the legislative framework regulating the issue of local government	46.8	53.2	0.0

Diagram 1.9.4

How much do you agree or disagree with the following statements?

(% of respondents-council members)

■ Agree   ■ Disagree   ■ don't know

Statement	Agree	Disagree	don't know
education is an important aspect of improving the effectiveness of the executive body	96.2	2.8	
specific training programs can be useful, but not a priority at this stage of the board (executive body)	78.9	15.5	5.6
education does not affect the performance of the board (executive body)	25.8	71.4	2.8
studying is a waste of time. Participation in it increases the intensity of the performance or doing work for absent employees	17.4	79.8	2.8
education is important only in case if significant changes in the legislative framework regulating the issue of local government	55.4	39.4	5.2

In the course of the survey, chief ATC officials were asked to assess, to what extent in each of 16 spheres there is a need to improve executive body employees' competency. **For each sphere, no less than 73 percent said that improving competence is rather or extremely necessary.**

If they were asked to prioritize, a relative majority of respondents said the most important spheres were financial and tax legislation (33 percent think that this sphere is one of the top 3 for improving competence) and public procurement (30 percent). The next priorities are corruption prevention (25 percent), strategic planning (24 percent), local development and infrastructure development (22 percent), environmental protection and waste management (21 percent).

Diagram 1.9.5

Assess please, should employees of the executive body improve their competence in the following areas. Use a scale where 1 = no need to increase the level of competence, 5 = extremely necessary to improve. /

In which areas of just read, you think imroving capacity is necessary in the first place? Choose no more than 3 answers.

(of all respondents)

Legend:
- % consider rather or extremely necessary*
- % rank in the top 3 most important
- mean level of importance**

Sphere	mean	% rather/extremely	% top 3
Finance and Taxes	4.3	79.8	32.5
Public procurement	4.3	80.3	30.3
Ethics and corruption prevention	4.2	79.8	25.3
Strategic planning	4.3	83.0	23.5
Infrastructure development	4.4	84.5	22.0
Protecting the environment / waste	4.3	79.5	21.0
Teamwork	4.2	76.3	19.0
Providing administrative services	4.2	80.8	18.8
Energy efficiency	4.3	80.3	18.3
Administrative procedures	4.3	82.8	17.8
Accounting	4.1	77.0	16.5
Communication with citizens	4.2	79.0	11.8
Internal audit	4.1	77.3	10.8
Conflict management / negotiations	4.2	79.3	10.8
Computer literacy	4.0	73.0	9.3
Use of technical assistance funds	4.3	79.5	9.0
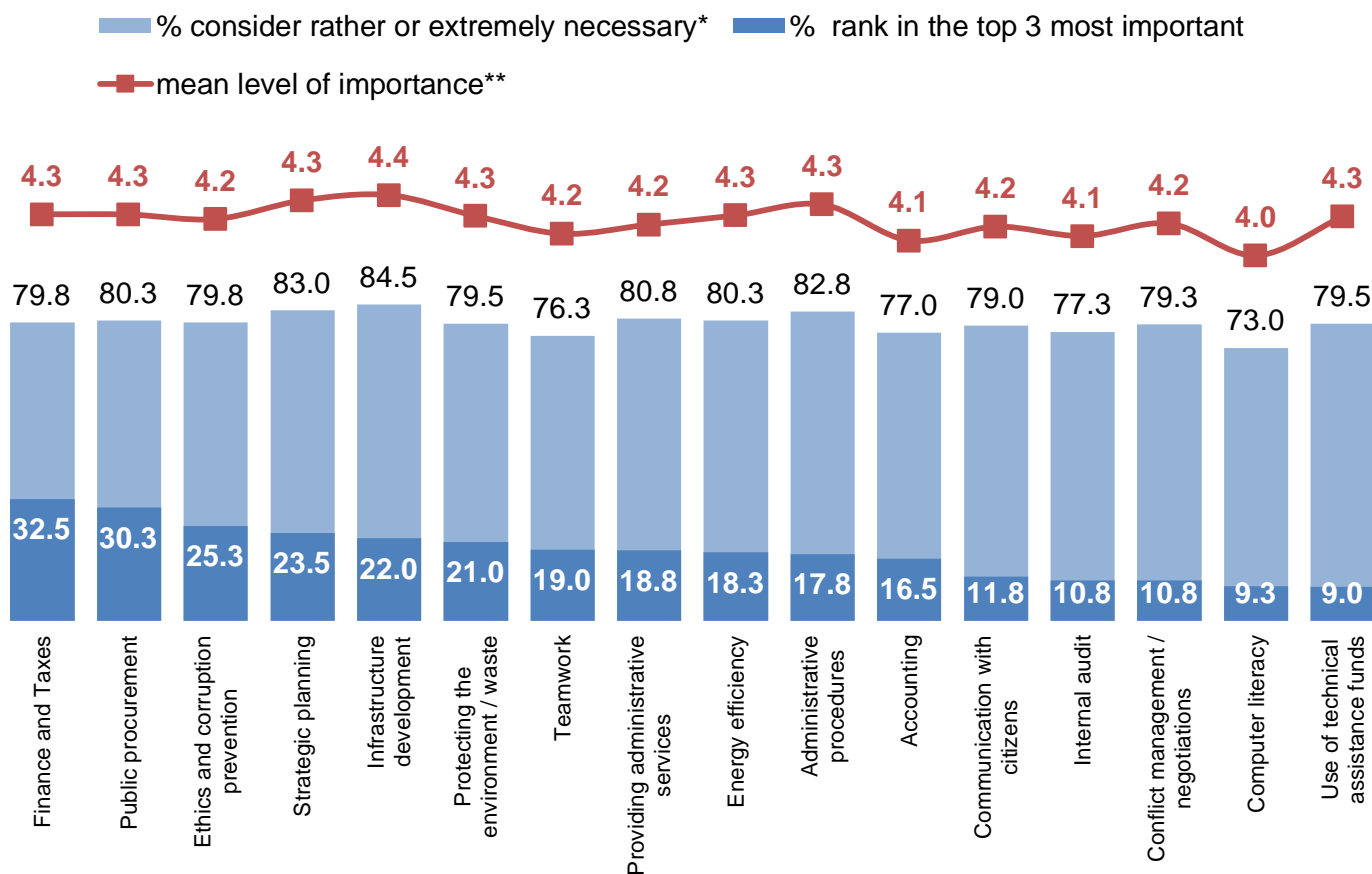
* Those answered the question "very important».
** Mean value on a scale from 1 to 5, where 1 means "not important at all" and 5 - "very important».

The Table 1.9.1 presents the data grouped by the following categories of respondents: ATC heads, deputy heads and local council members.

Assess please, should employees of the executive body improve their competence in the following areas. Use a scale where 1 = no need to increase the level of competence, 5 = extremely necessary to improve. /

In which areas of just read, you think imroving capacity is necessary in the first place? Choose no more than 3 answers.

(of respondents-heads, deputy heads and members of councils of ATCs)

		ATC heads			Deputy heads			Counsil members		
		% consider rather or extremely necessary	% rank in the top 3	mean level of importance	% consider rather or extremely necessary	% rank in the top 3	mean level of importance	% consider rather or extremely necessary	% rank in the top 3	mean level of importance
1	Finance and Taxes law	49.6	43.2	4.2	43.5	17.7	4.1	50.2	30.5	4.3
2	Public procurement	54.4	37.6	4.3	45.2	37.1	4.1	46.9	23.9	4.3
3	Strategic planning	64.0	32.8	4.5	50.0	22.6	4.2	51.2	18.3	4.3
4	Energy efficiency	50.4	25.6	4.3	43.5	11.3	4.1	50.2	16.0	4.3
5	Teamwork	53.6	24.0	4.2	48.4	11.3	4.1	52.6	18.3	4.2
6	Providing administrative services	46.4	24.0	4.3	50.0	21.0	4.1	48.8	15.0	4.2
7	Administrative procedures	56.0	23.2	4.4	56.5	9.7	4.3	50.2	16.9	4.3
8	Accounting	48.8	22.4	4.2	35.5	19.4	4.1	40.4	12.2	4.1
9	Protecting the environment / waste management	49.6	20.8	4.2	50.0	21.0	4.2	53.1	21.1	4.3
10	Infrastructure development and local development	54.4	20.8	4.4	50.0	17.7	4.3	55.9	23.9	4.4
11	Ethics and corruption prevention	51.2	18.4	4.1	43.5	6.5	4.0	59.6	34.7	4.4
12	Conflict management / negotiations	44.8	16.0	4.2	45.2	11.3	4.1	50.2	7.5	4.2
13	Internal audit	44.8	12.8	4.1	41.9	8.1	4.0	45.5	10.3	4.2
14	Use of technical assistance funds	52.0	12.8	4.3	40.3	11.3	4.1	50.7	6.1	4.3
15	Computer literacy	44.8	12.8	4.1	32.3	0.0	3.7	45.5	9.9	4.1
16	Communication with citizens	47.2	11.2	4.2	41.9	12.9	4.0	52.6	11.7	4.3

In total, **79 percent of respondents think that improving staff competence is rather or very urgent** (Diagram 1.9.6).

Diagram 1.9.6

What is your attitude towards improving the competence of employees of the executive councils through participation in training activities? Use a scale from 1 = no need in participating in training activities to 5 = very high need of participation in training activities.

(of respondents of relevant category)

■ % assess the need as rather or very high*   ■ mean level of urgency**
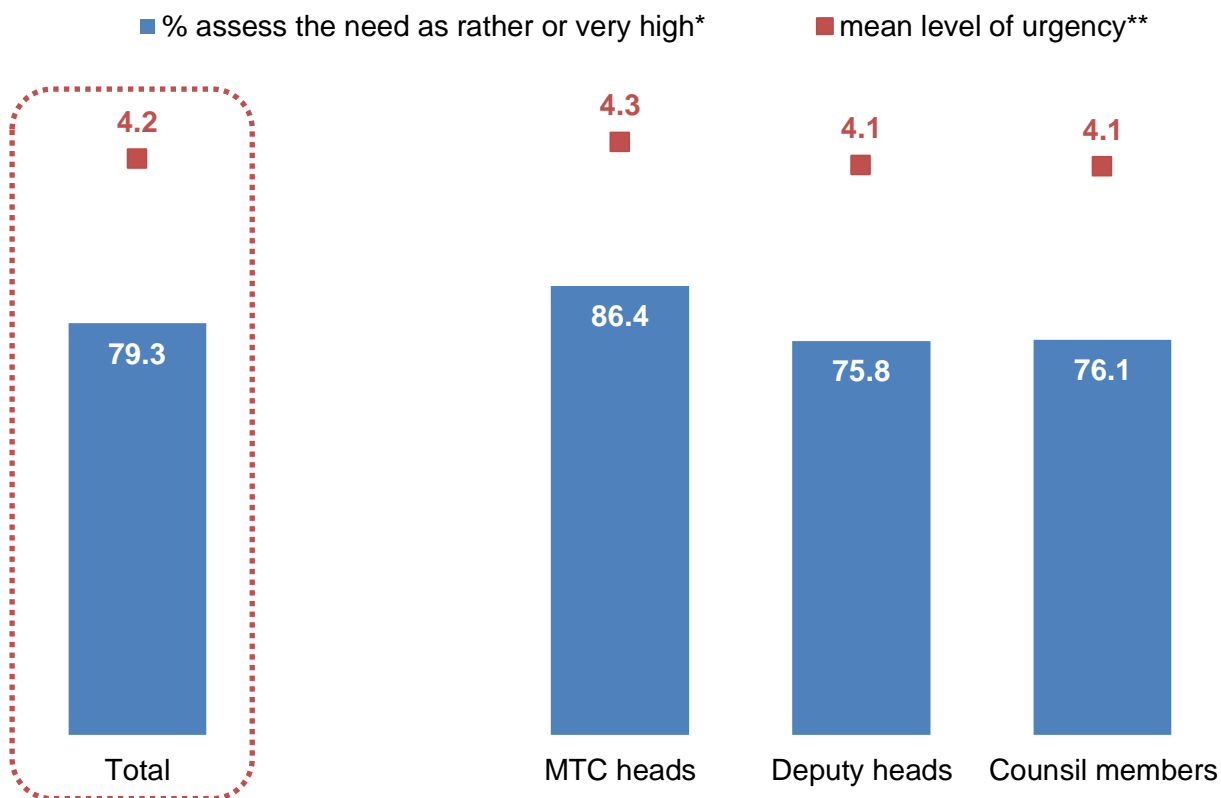
Those, who answered the question «4» or«5».
* *Mean value on a scale from 1 to 5.*

The absolute majority of respondents think that all kinds of instruments / events are effective for professional development (Diagram 1.9.7). The only exception was online studying, which was called effective only by 69 percent.

At the same time, **if asked to pick top 2 instruments, 69 percent of respondents picked exchange of experience with colleagues from other territorial communities.** The second and third preferred instruments (by a wide margin) are participation in study visits (34 percent) and exchange of experience with foreign colleagues (24 percent).

Diagram 1.9.7

Assess, please, how useful are the following measures / instruments for professional development (capacity) of employees of the executive body. Use a scale from 1 = not effective at all, 5 = very effective. /

And what measures / instruments of just read, in your opinion, are the most effective? Choose no more than 2 answers.

(of all respondents)

Legend:
- % consider rather or very effective*
- % rank in the top 2 most important
- mean level of effectiveness**

Instrument	mean level	% effective	% top 2
Exchange of experience (Ukraine)	4.6	93.5	68.8
Exchange of experience (abroad)	4.5	87.0	34.0
Consultation with experts	4.6	93.5	23.5
Study visits	4.5	85.5	20.0
Studying best practices	4.6	93.5	14.8
Participation in seminars, trainings	4.2	79.8	13.5
Participation in workshops and conferences	4.2	79.8	10.0
Online training	4.0	68.8	5.0
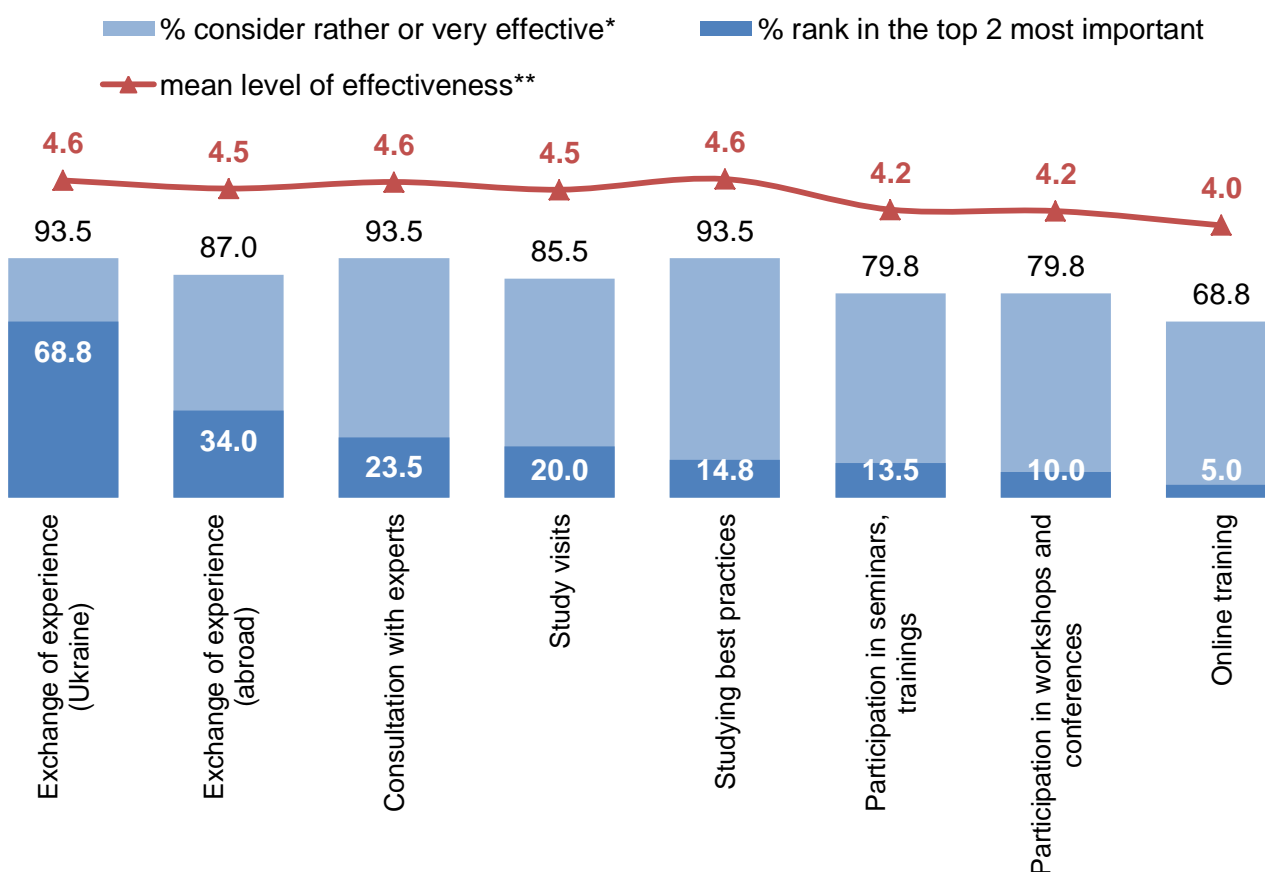
* Those. who answered the question «4» or «5».
** Mean value on a scale from 1 to 5.

The Table 1.9.2 presents the data grouped by the following categories of respondents: ATC heads, deputy heads and local council members.

Table 1.9.2

Assess, please, how useful are the following measures / instruments for professional development (capacity) of employees of the executive body. Use a scale from 1 = not effective at all, 5 = very effective. /

And what measures / instruments of just read, in your opinion, are the most effective? Choose no more than 2 answers.

(of secretaries and executive body staff)

		ATC heads			Deputy heads			Counsil members		
		% rather or very effective	% rank in the top 2	mean level of importance	% rather or very effective	% rank in the top 2	mean level of importance	% rather or very effective	% rank in the top 2	mean level of importance
1	exchange of experience with colleagues from other local communities	95.2	70.4	4.7	91.9	66.1	4.6	93.0	68.5	4.6
2	participation in study tours, including abroad	88.8	27.2	4.6	83.9	21.0	4.4	84.0	15.5	4.4
3	exchange of experience with colleagues from other countries	91.2	26.4	4.5	79.0	30.6	4.3	86.9	39.4	4.5
4	direct consultations with experts	94.4	19.2	4.6	95.2	21.0	4.6	92.5	26.8	4.6
5	learning the best practices	92.8	16.8	4.7	91.9	12.9	4.5	94.4	14.1	4.6
6	participation in short topical seminars, including training	80.8	16.8	4.2	85.5	14.5	4.2	77.5	11.3	4.2
7	participation in workshops or scientific conferences	84.0	8.0	4.2	77.4	12.9	4.0	77.9	10.3	4.2
8	online learning	60.0	4.8	3.9	67.7	3.2	3.9	74.2	5.6	4.1

Although 80 percent of ATC heads are convinced that community budgets provide funds for staff education, only 58 percent of local council members think the same (Diagram 1.9.10).

Does your community budget provide funds for education of employees of council (executive committee)?

(% of all respondents of relevant category)

	yes	no
Total	67.3	32.8
MTC heads	80.0	20.0
Deputy heads	74.2	25.8
Counsil members	57.7	42.3
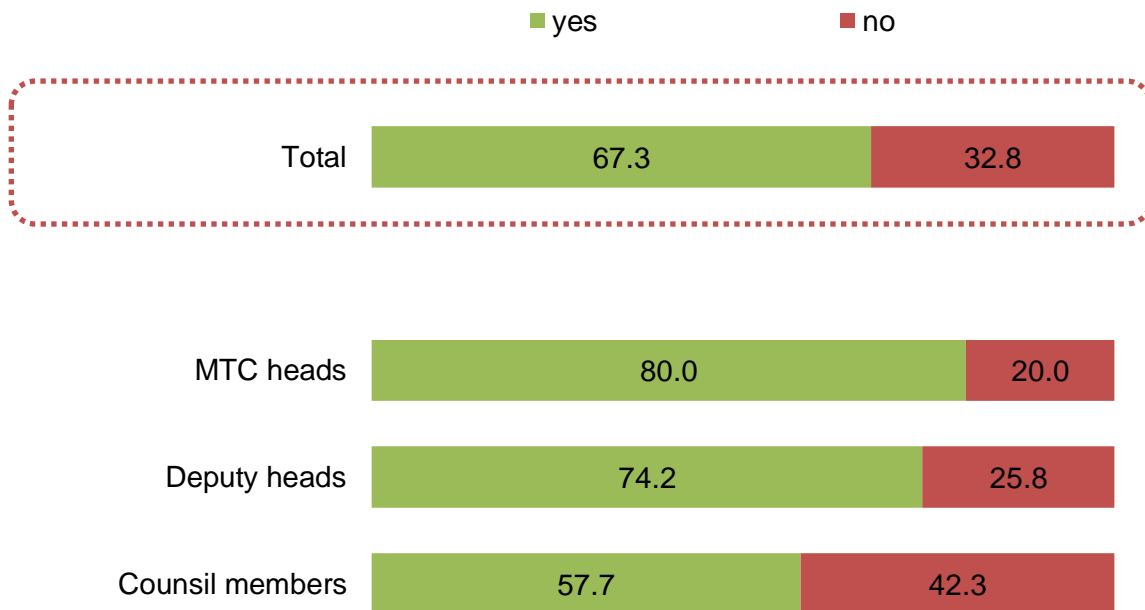
1.10 Experience of participation in educational events in the past year. Initiation of educational events for the staff of the executive body of ATCs

Nearly **all ATC heads and their deputies** (93 and 97 percent, respectively) **have participated in educational events at least once in the past year** (Diagram 1.10.1). However, if asked about regular educational activity (at least every 2 months), 47 percent of heads and 36 percent of deputy heads said that they studied regularly.

In the case of council members the indicator of educational activity is **considerably lower; only 43 percent** participated in at least one educational event, including only 6 percent who studied regularly.

The **vast majority of those who have participated in any educational events (85 percent) think that these events are rather or very beneficial** (Diagram 1.10.2).

Diagram 1.10.1

Have you participated in any training activities in the past year?

(% of all respondents of relevant category)

- ■ yes, regularly
- ■ yes, no more than 3 times
- ■ yes, 1-2 times
- ■ haven't participated at all

	yes, regularly	yes, no more than 3 times	yes, 1-2 times	haven't participated at all
Total	23.3	19.5	24.3	33.0
MTC heads	47.2	20.8	24.8	7.2
Deputy heads	35.5	41.9	19.4	3.2
Counsil members	5.6	12.2	25.4	56.8

Diagram 1.10.2

If you have participated in training activities, assess, please, how useful they were to improve performance of your work? Use a scale from 1 = not effective at all, 5 = very useful.

(of respondents of relevant category, who have participated in educational events at least once)

■ % consider rather or very useful*   ■ mean level of benefit**
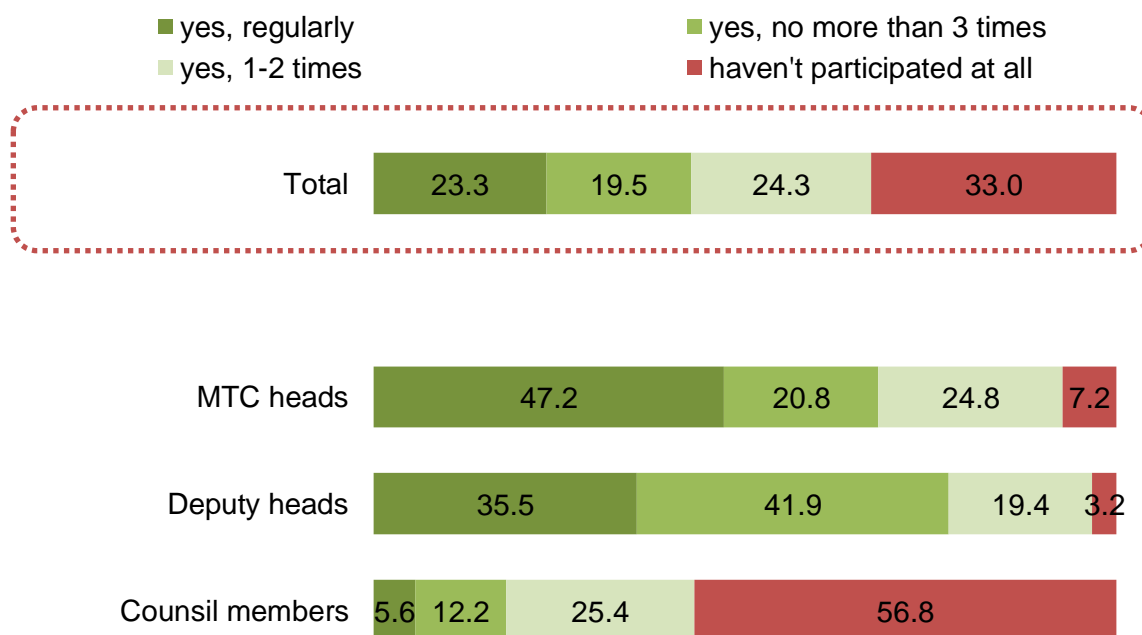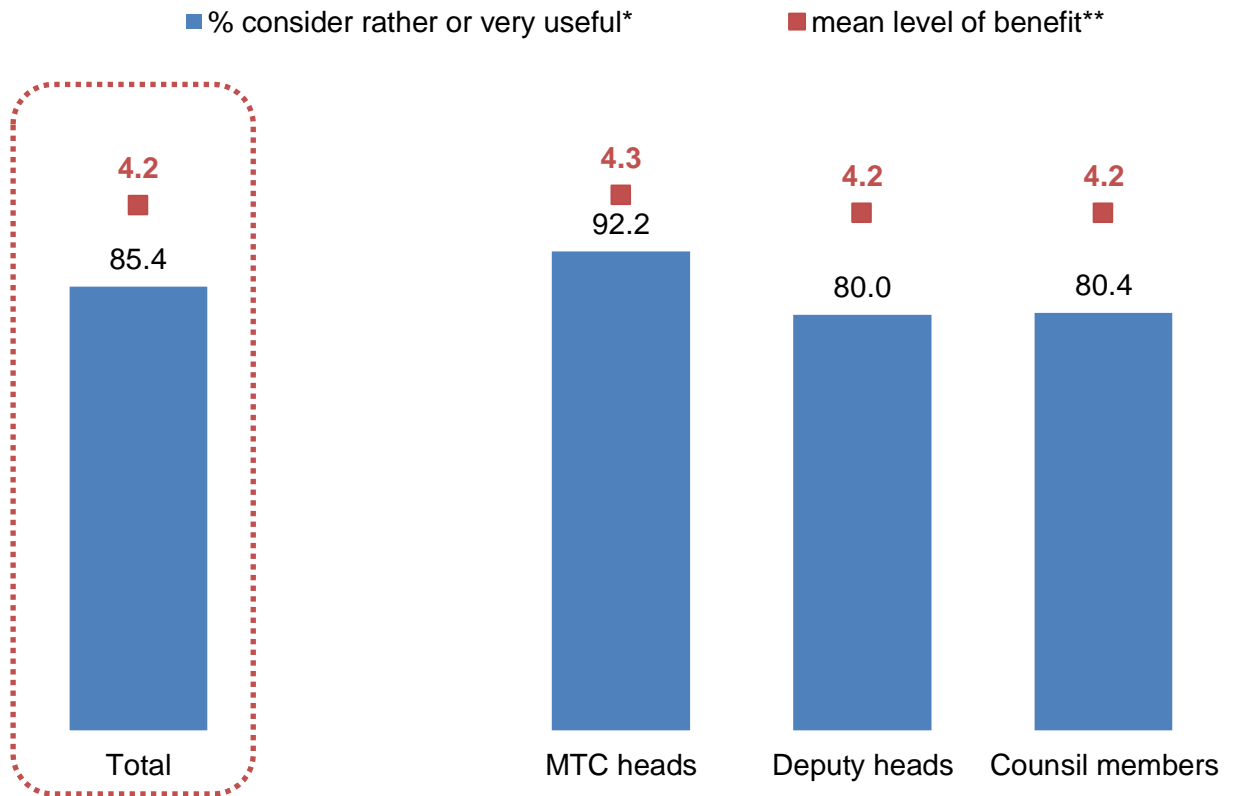
Those, who answered the question «4» or «5».
*** Mean value on a scale from 1 to 5.*

Among ATC heads, 78 percent claim that, in the past year, they **personally initiated educational activities** for executive body staff (Diagram 1.10.3). The number for deputy heads is somewhat lower, 63 percent. And among **council members, only 17 percent initiated training events.**

Did you personally initiate training activities for executive body staff in the past year?

(% of all respondents of relevant category)
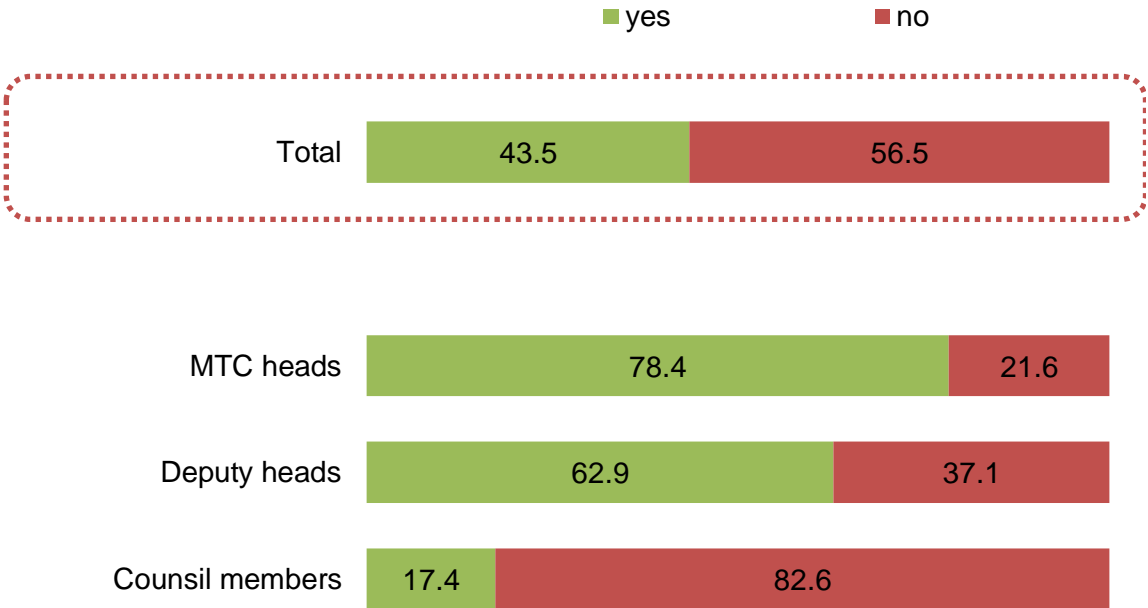
1.11 Optimal lengths of studying and factors that affect participation in short-term workshops and courses

For 75 percent of chief ATC officials, the optimal length of studying out of their main workplace is **from 2-3 days to 1 week** (Diagram 1.11.1). Less than 7 percent spoke about studying for more than 1 week.

Diagram 1.11.1

Considering your duties, what length of studying is most acceptable for you? (out of your main workplace)

(% of all respondents of relevant category)

■ less than 1 day   ■ 1 day   ■ 2-3 days
■ to 1 week   ■ more than 1 week   ■ hard to say

	less than 1 day	1 day	2-3 days	to 1 week	more than 1 week	hard to say
Total	3.5	11.8	40.0	35.0	6.5	
MTC heads	0.8	8.0	44.8	42.4	4.8	
Deputy heads	1.6	9.7	41.9	41.9	3.2	
Counsil members	5.6	14.6	36.6	28.6	8.5	
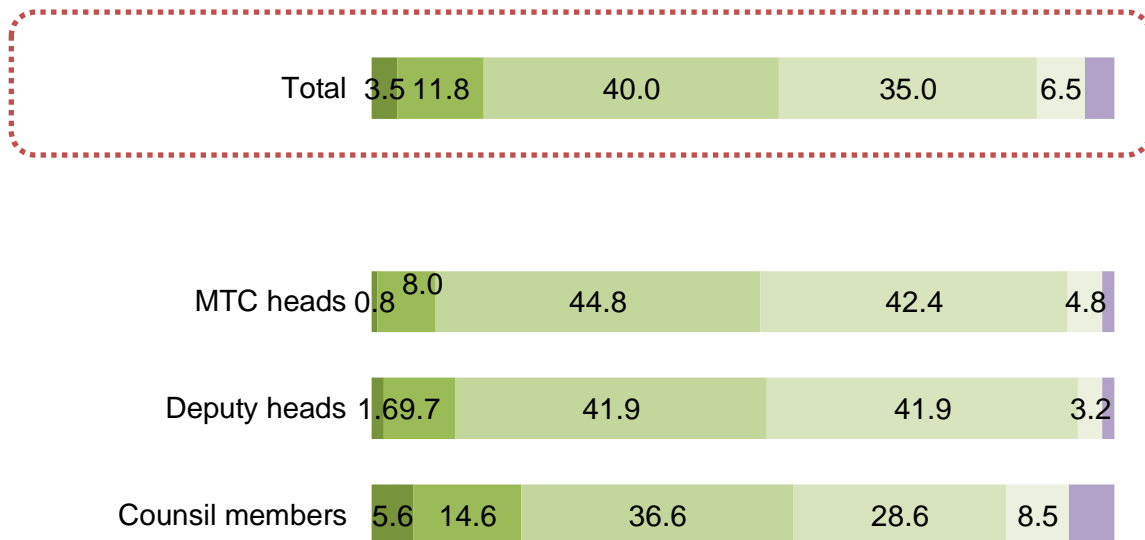
The two most important factors that affect **participation in short-term educational workshops or courses** are **trusting their organizer** (48 percent of respondents thought this factor was the most or second-most important), and **confidence in the competence of the teacher** (46 percent) (Diagram 1.11.2).

Diagram 1.11.2

The decision to participate in short-term training courses or trainings depends on many factors. Here are some of them. Please rate them from most important to least important to you when deciding to participate in the training. Specify opposite each factor numbers 1 to 8, where 1 - the most important factor of 8 - the least important factor. Use one digit only once.

(of all respondents)

Factor	% consider the factor most / second in importance *	mean level of importance**
Trust organizer	47.8	3.0
Confidence in the competence	46.0	3.2
Compliance of training topics to specificity of powers	33.3	4.4
Interest in the training topic	30.3	4.2
The cost of participation in training	13.5	5.2
Form of training	11.0	5.1
Distance to venue	10.8	5.8
Duration of training	7.5	5.1
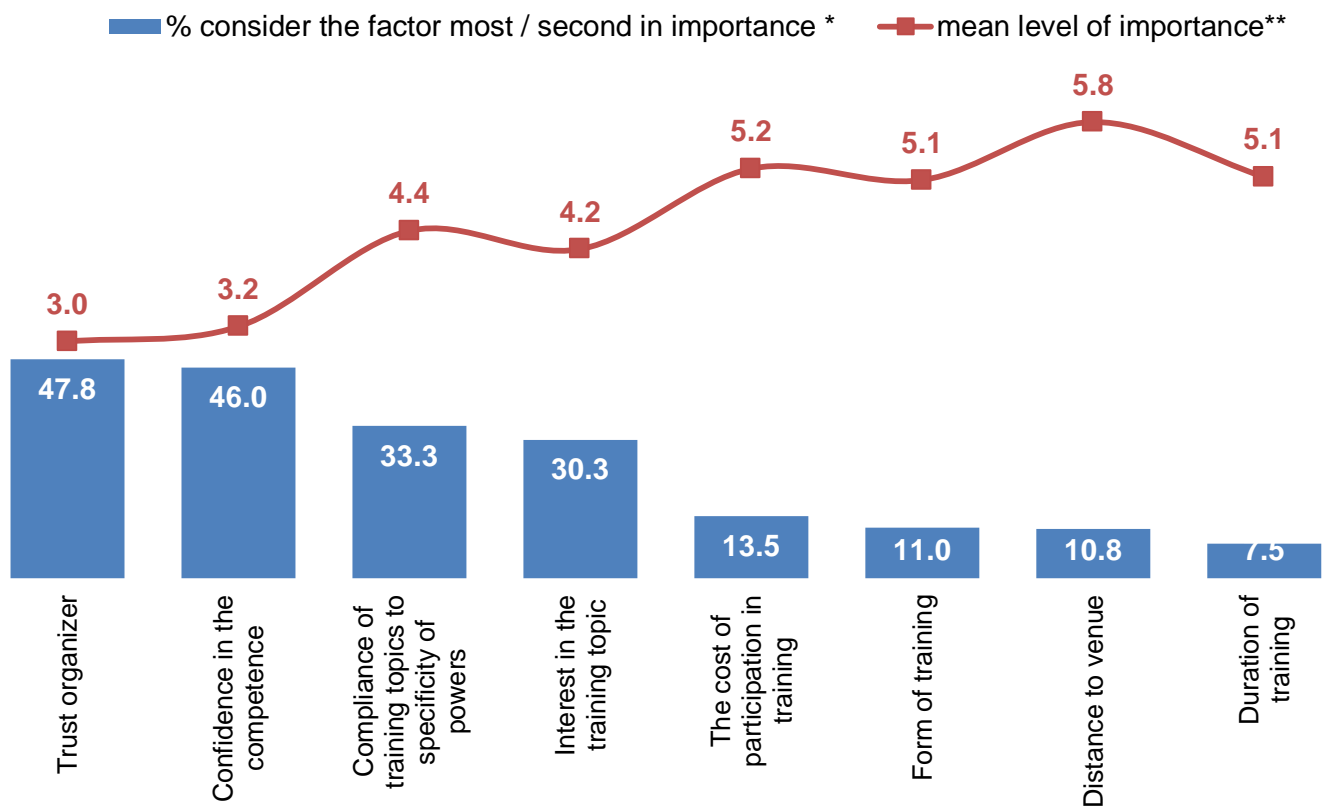
* Those who evaluated the factor «1» or «2».
** Mean value on a scale from 1 to 8.

The Table 1.11.1 presents the data grouped by the following categories of respondents: ATC heads, deputy heads and local council members.

Table 1.11.1

The decision to participate in short-term training courses or trainings depends on many factors. Here are some of them. Please rate them from most important to least important to you when deciding to participate in the training. Specify opposite each factor numbers 1 to 8, where 1 - the most important factor of 8 - the least important factor. Use one digit only once.

(of respondents-heads, deputy heads and members of councils of ATCs)

		ATC heads		Deputy heads		Counsil members	
		% most / second in importance	mean level of importance	% most / second in importance	mean level of importance	% most / second in importance	mean level of importance
1	Trust the organizer of short trainings or courses	45.6	3.0	51.6	2.7	47.9	3.1
2	Confidence that coach (coaches) is (are) competent	43.2	3.3	35.5	3.6	50.7	3.0
3	Interest in the training topic	32.0	4.0	43.5	3.7	25.4	4.5
4	Compliance of training topics to specificity of deputy powers	31.2	4.4	30.6	4.6	35.2	4.4
5	Distance to the place of training activities	16.0	5.7	4.8	6.0	9.4	5.8
6	Form of training (full-time, distance)	15.2	4.9	6.5	5.4	9.9	5.1
7	The cost of participation in training	8.8	5.8	17.7	5.2	15.0	4.9
8	Duration of training	8.0	5.1	9.7	4.8	6.6	5.2

1.12 Satisfaction with access to educational events offered to the community. Trust in educational institutions

71 percent of respondents among chief ATC officials were satisfied with the level of access to educational events offered in their territorial community (Diagram 1.12.1).

Assess, please, how much are you satisfied with the level of access to educational activities offered in your territorial community?

(% of all respondents of relevant category)

- Satisfied
- Dissatisfied
- don't know

Category	Satisfied	Dissatisfied	don't know
Total	71.5	17.8	10.8
MTC heads	82.4	12.8	4.8
Deputy heads	80.6	11.3	8.1
Counsil members	62.4	22.5	15.0
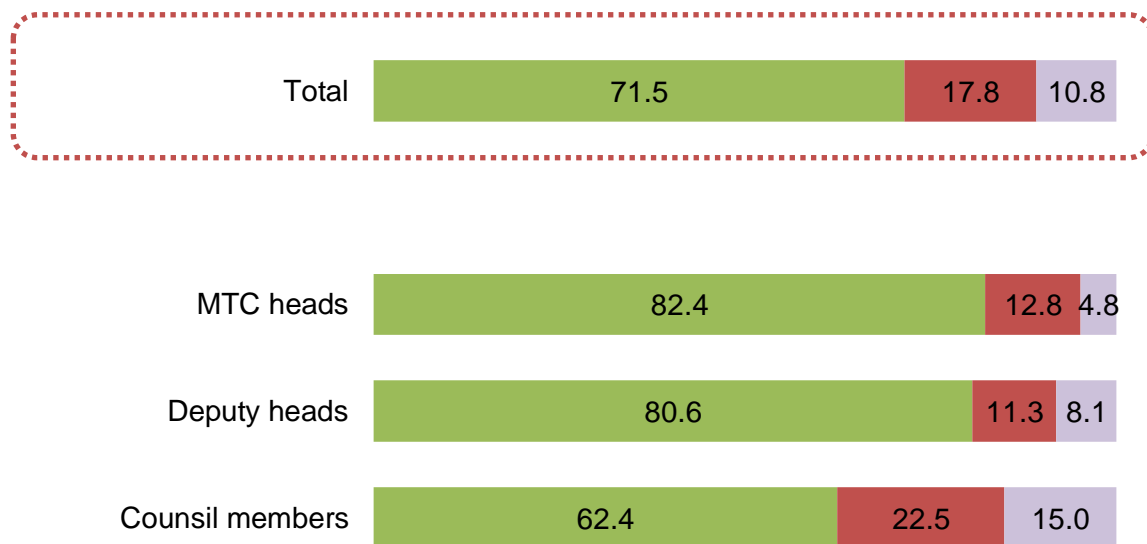
The majority of all respondents trust all kinds of institutions in the context of education (Diagram 1.12.2). The relatively least trustworthy for them are NGOs ("only" 55 percent trust these institutions).

If you will be offered training (improvement of professional skill), which of these institutions do you trust most? Use a scale from 1 to 5, where 1 = distrust, 5 = completely trust this educational institution.

(of all respondents)

% rather or completely trust*   mean level of trust**

	International organizations	Association of Cities of Ukraine	Regional training centers	NAPA	Individual consultants	Ukrainian Association of Village and Town Councils	NASC	Non-governmental organizations
mean level of trust**	4.4	4.3	4.1	4.4	4.0	4.1	4.1	3.8
% rather or completely trust*	79.3	74.8	73.5	72.5	71.5	66.5	63.8	55.3
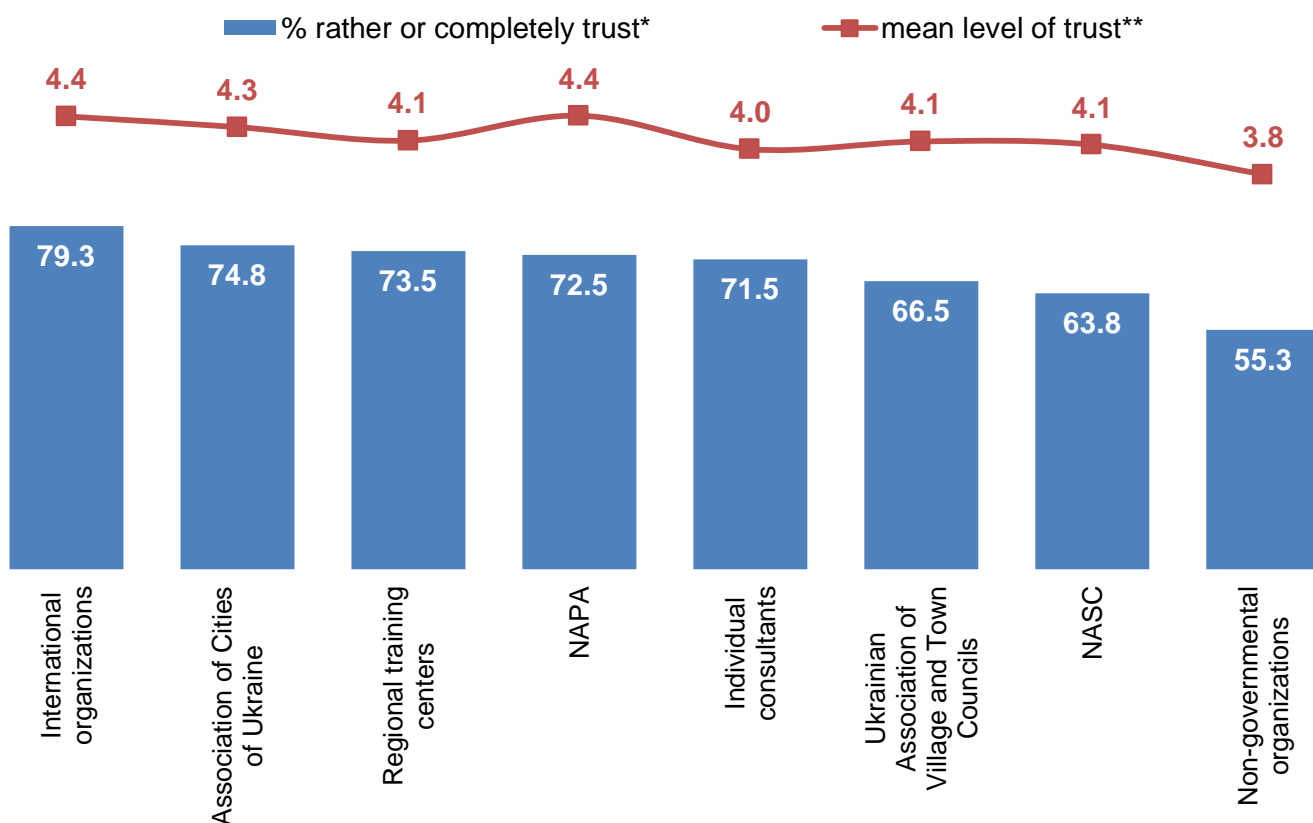
Those, who answered the question «4» or«5».
*** Mean value on a scale from 1 to 5.*

The Table 1.12.1 presents the data grouped by the following categories of respondents: ATC heads, deputy heads and local council members.

If you will be offered training (improvement of professional skill), which of these institutions do you trust most? Use a scale from 1 to 5, where 1 = distrust, 5 = completely trust this educational institution.

(of respondents-heads, deputy heads and members of councils of ATCs)

		ATC heads		Deputy heads		Counsil members	
		% rather or completely trust	Mean level of trust	% rather or completely trust	Mean level of trust	% rather or completely trust	Mean level of trust
1	International organizations (technical assistance projects)	87.2	4.5	79.0	4.3	74.6	4.3
2	Association of Cities of Ukraine	80.8	4.2	80.6	4.3	69.5	4.2
3	Regional Center of retraining and advanced training of employees of state agencies, local governments, state enterprises, institutions and organizations	80.0	4.2	79.0	4.1	68.1	4.1
4	Individual consultants (experts)	76.8	4.1	74.2	4.0	67.6	4.0
5	National Academy of of Public Administration and its regional institutes	72.8	4.4	87.1	4.4	68.1	4.3
6	Ukrainian Association of Village and Town Councils	61.6	4.0	67.7	4.0	69.0	4.2
7	Non-governmental organizations	61.6	4.0	64.5	3.7	48.8	3.7
8	National Agency for Civil Service of Ukraine and its territorial bodies	55.2	4.1	71.0	3.9	66.7	4.1

2.1 New responsibilities / services of ATCs and the need for additional training. Assessment of the difficulty of particular services / responsibilities

In the course of the interviews, the respondents who were secretaries and employees of executive bodies, just as the chief ATC officials, were offered a list of 15 different spheres and asked, in which of these spheres their community started to provide additional services or realize new responsibilities after the merge. In addition, they were also asked about the extent to which these additional services or responsibilities require new skills or qualifications.

In total, **91 percent of the surveyed secretaries and employees of ATC executive bodies said that, in their communities, they started to provide new services / realize new responsibilities** at least in one sphere after the merge. **The average number of spheres** marked by respondents was 7. Therefore, the respondents noted a considerable expansion of their functions in the context of local self-governance.

Relatively least often the respondents spoke about expanding responsibilities in the sphere of public safety provision (32 percent said that their responsibilities have increased in this sphere), organization of passenger transportation in the community territory (28 percent) and facilitation of the functioning of boarding school for orphans and underprivileged children (21 percent). At the same time, the spheres that secretaries and employees of executive organs mentioned most often as the ones where new responsibilities were introduced are general secondary education (61 percent), development of local infrastructure (58 percent), organization of the operation of cultural and educational institutions (58 percent), provision of pre-school education (57 percent), maintenance of streets and roads in the territory of their **amalgamated** territorial community (55 percent).

Third, among those who noted that their responsibilities were expanded in a certain sphere, **from one third to one half say that there is a need for additional skills and qualifications.**

Table 2.1.1

The executive body, exercising their own and delegated powers, provides residents a number of territorial community services. What services, after merging territorial community, did your council (executive committee) begin to carry out additionally? /

How do you think, do new powers / services of amalgamated territorial community require additional qualifications of the employees of the executive body?

(% of all respondents / % of those who spoke about relevant new service or powers)

		% of those who spoke about new services ▶	Need for additional qualifications for new powers / services				
			Require management skills	Require organizational skills	Require additional qualification	The current qualification is sufficient	Hard to say
1	**providing secondary education**	**61.1**	**11.2**	**10.3**	**25.2**	**58.4**	**6.5**
2	**development of local infrastructure**	**58.3**	**22.1**	**25.5**	**28.4**	**43.1**	**4.9**
3	**organizing work of cultural and educational institutions**	**58.0**	**14.8**	**18.2**	**23.6**	**51.7**	**6.4**
4	**providing pre-school education**	**57.1**	**10.5**	**12.0**	**19.5**	**61.5**	**7.0**
5	**maintenance of streets and roads in the territory of a amalgamated community**	**54.9**	**12.5**	**25.5**	**17.2**	**48.4**	**8.9**
6	providing primary healthcare	50.0	14.9	14.3	34.9	44.6	8.0
7	organizing work of physical culture and sport institutions	49.7	13.2	24.7	25.9	42.5	8.0
8	social protection and social security	49.7	14.9	20.7	22.4	51.7	6.9
9	organizing work of centers of administrative services	49.4	17.9	20.2	35.3	44.5	4.6
10	land management	42.9	14.7	14.7	29.3	51.3	8.0
11	providing fire protection	38.3	16.4	20.1	23.9	53.0	8.2
12	waste management	35.4	17.7	26.6	25.8	44.4	9.7
13	providing public safety	31.7	25.2	23.4	37.8	34.2	4.5
14	organization of passenger transportation in the territory of a amalgamated community	28.3	18.2	20.2	9.1	51.5	11.1
15	providing work of boarding schools	21.1	9.5	13.5	17.6	36.5	36.5

The tables below present the data grouped separately for secretaries and separately for executive body employees.

<div align="right">Table 2.1.2</div>

The executive body, exercising their own and delegated powers, provides residents a number of territorial community services. What services, after merging territorial community, did your council (executive committee) begin to carry out additionally? /

How do you think, do new powers / services of amalgamated territorial community require additional qualifications of the employees of the executive body?

(% of respondents-secretaries of ATC executive bodies/ % of those who spoke about relevant new service or powers)

		% of those who spoke about new services ▶	Need for additional qualifications for new powers / services				
			Require management skills	Require organizational skills	Require additional qualification	The current qualification is sufficient	Hard to say
1	**providing secondary education**	**61.5**	**10.7**	**5.4**	**19.6**	**64.3**	**7.1**
2	**organizing work of cultural and educational institutions**	**54.9**	**18.0**	**14.0**	**28.0**	**44.0**	**10.0**
3	**providing pre-school education**	**53.8**	**12.2**	**8.2**	**20.4**	**61.2**	**8.2**
4	organizing work of physical culture and sport institutions	46.2	11.9	16.7	33.3	33.3	11.9
5	providing primary healthcare	46.2	16.7	11.9	35.7	50.0	0.0
6	development of local infrastructure	46.2	19.0	21.4	28.6	42.9	2.4
7	maintenance of streets and roads in the territory of a amalgamated community	44.0	12.5	17.5	17.5	47.5	12.5
8	social protection and social security	40.7	18.9	16.2	32.4	45.9	8.1
9	organizing work of centers of administrative services	38.5	20.0	14.3	40.0	40.0	2.9
10	land management	38.5	17.1	14.3	40.0	48.6	5.7
11	providing public safety	30.8	46.4	28.6	35.7	32.1	7.1
12	providing fire protection	29.7	11.1	25.9	33.3	44.4	11.1
13	organization of passenger transportation in the territory of a amalgamated community	24.2	22.7	18.2	27.3	31.8	18.2
14	waste management	24.2	31.8	31.8	36.4	31.8	9.1
15	providing work of boarding schools	16.5	0.0	0.0	6.7	53.3	40.0

Table 2.1.3

The executive body, exercising their own and delegated powers, provides residents a number of territorial community services. What services, after merging territorial community, did your council (executive committee) begin to carry out additionally? /

How do you think, do new powers / services of amalgamated territorial community require additional qualifications of the employees of the executive body?

(% of respondents-staff of ATC executive bodies / % of those who spoke about relevant new service or powers)

		% of those who spoke about new services ▶	Need for additional qualifications for new powers / services				
			Require management skills	Require organizational skills	Require additional qualification	The current qualification is sufficient	Hard to say
1	development of local infrastructure	62.5	22.8	26.5	28.4	43.2	5.6
2	providing secondary education	61.0	11.4	12.0	27.2	56.3	6.3
3	organizing work of cultural and educational institutions	59.1	13.7	19.6	22.2	54.2	5.2
4	maintenance of streets and roads in the territory of a amalgamated community	58.7	12.5	27.6	17.1	48.7	7.9
5	providing pre-school education	58.3	9.9	13.2	19.2	61.6	6.6
6	organizing work of centers of administrative services	53.3	17.4	21.7	34.1	45.7	5.1
7	social protection and social security	52.9	13.9	21.9	19.7	53.3	6.6
8	providing primary healthcare	51.4	14.3	15.0	34.6	42.9	10.5
9	organizing work of physical culture and sport institutions	51.0	13.6	27.3	23.5	45.5	6.8
10	land management	44.4	13.9	14.8	26.1	52.2	8.7
11	providing fire protection	41.3	17.8	18.7	21.5	55.1	7.5
12	waste management	39.4	14.7	25.5	23.5	47.1	9.8
13	providing public safety	32.0	18.1	21.7	38.6	34.9	3.6
14	organization of passenger transportation in the territory of a amalgamated community	29.7	16.9	20.8	3.9	57.1	9.1
15	providing work of boarding schools	22.8	11.9	16.9	20.3	32.2	35.6

In terms of management skills / organization of service provision, **the most difficult** to carry out within their community was **health care facility management** (54 percent said that this sphere is rather or very difficult) (Diagram 2.1.1).

In addition, respondents spoke about particular difficulties in such spheres as **land plot registration** (45 percent), **property rights registration** (43 percent) and **management of educational institutions** (42 percent), **allocation of housing subsidies** (37 percent). Other spheres are considered difficult by up to one fourth of secretaries and employees of executive bodies. The least problematic is registration of places of residence (only 13 percent think that such services are rather or very difficult to provide within their community).

Diagram 2.1.1

In terms of management skills / organization of service provision, in your opinion, what powers / services are the most difficult (and requires additional competencies / skills / skills) to implement within the amalgamated territorial community? Please, estimate using a scale where 1 = not difficult, 5 = very difficult.

(of all respondents)
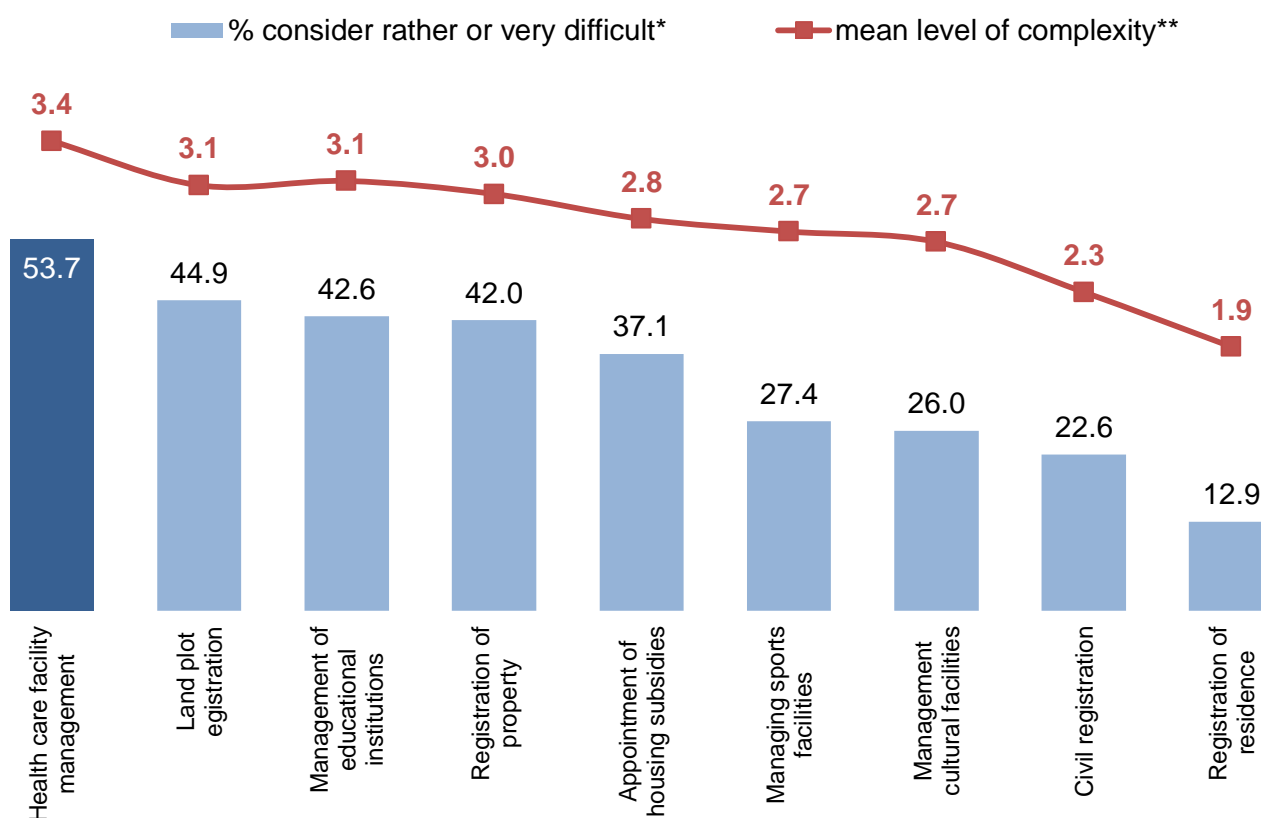
Those, who answered the question «4» or«5».
** *Mean value on a scale from 1 to 5.*

The Table 2.1.4 presents the data grouped separately for secretaries and separately for executive body employees.

<div align="right">Table 2.1.4</div>

In terms of management skills / organization of service provision, in your opinion, what powers / services are the most difficult (and requires additional competencies / skills / skills) to implement within the amalgamated territorial community? Please, estimate using a scale where 1 = not difficult, 5 = very difficult.

(of respondents-secretaries and executive body staff)

		Secretaries		Executive body staff	
		% rather / very difficult skill	Mean estimates of complexity	% rather / very difficult skill	Mean estimates of complexity
1	Health care facility management	52.7	3.3	54.1	3.4
2	Management of educational institutions	26.4	2.8	48.3	3.2
3	Registration of property	33.0	2.8	45.2	3.1
4	Land plot egistration	50.5	3.2	42.9	3.0
5	Appointment of housing subsidies	31.9	2.7	39.0	2.9
6	Management cultural facilities	17.6	2.4	29.0	2.8
7	Managing sports facilities	28.6	2.7	27.0	2.8
8	Civil registration	18.7	2.1	23.9	2.4
9	Registration of residence	11.0	1.8	13.5	1.9

2.2 Satisfaction with the functioning of territorial communities and evaluation of communities as locations of residence. Key difficulties for the community

The absolute majority of secretaries and executive body staff (86 percent) think that the functioning of their communities is **rather or very efficient** (Diagram 2.2.1). And 80 percent of them think that their community is rather or very good place to live (Diagram 2.2.2).

Diagram 2.2.1

Please assess the overall effectiveness of the territorial community. Use a scale from 1 = very low efficiency, to 5 = very high efficiency.

(of respondents of relevant category)

■ % consider rather or very efficient *   ■ mean level of effectiveness **

	Total	Secretaries	Executive body staff
mean level of effectiveness	4.1	3.9	4.2
% consider rather or very efficient	85.7	81.3	87.3

Those, who answered the question «4» or«5».
Mean value on a scale from 1 to 5.

Diagram 2.2.2
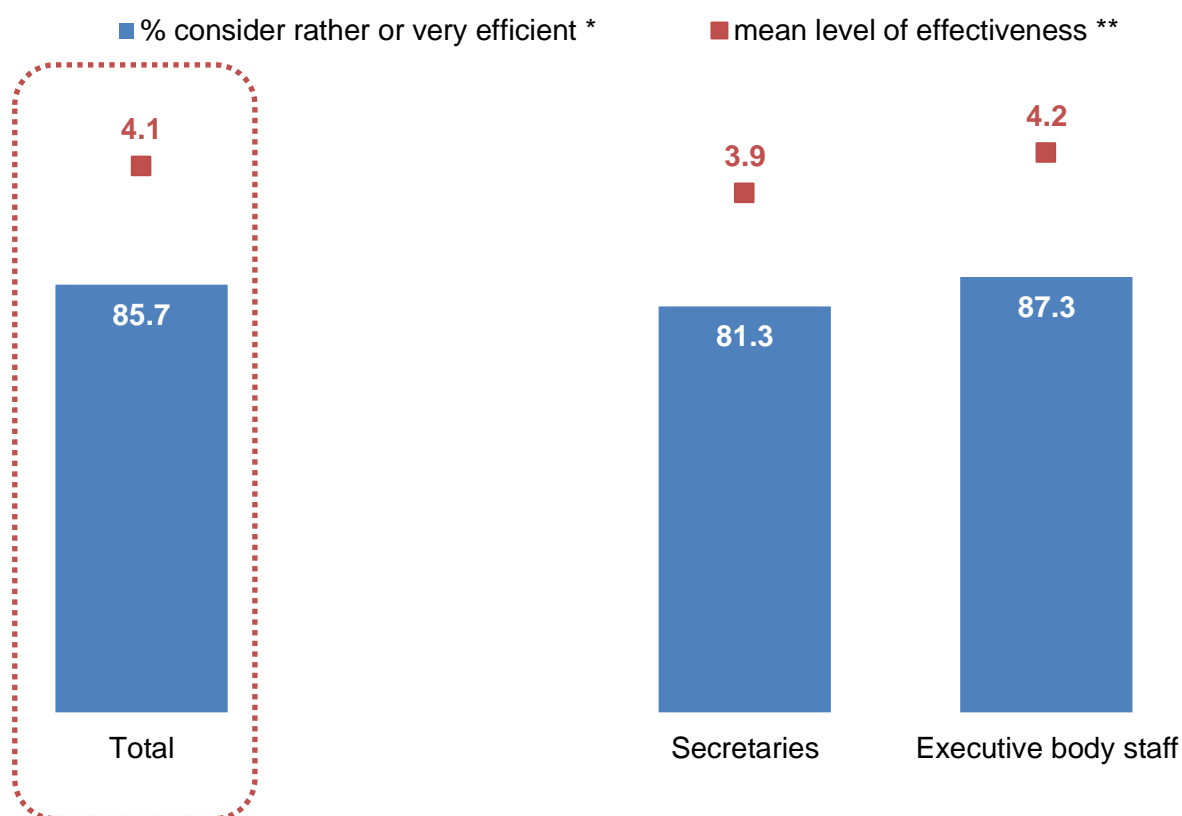
How do you assess your territorial community as a place to live? Use a scale from 1 = very bad, 5 = very good.

(of respondents of relevant category)

■ % assess as raher or very good*   ■ mean evaluation**

4.2 ■

4.1 ■

4.2 ■

80.3

76.9

81.5

Total   Secretaries   Executive body staff

Those, who answered the question «4» or«5».
*** Mean value on a scale from 1 to 5.*

The absolute majority of respondents (75 percent) see the key difficulties in their current work in the **instability of legislation** (Table 2.2.1). All the other problems were mentioned much more rarely. The nest most mentioned is the lack of community-owned funds (32 percent), passivity of the population (32 percent), lack of adequate funding of delegated responsibilities (31 percent).

Table 2.2.1

In your opinion, what are the biggest difficulties in the current activities of the territorial community?

(of secretaries and executive body staff)

		Total	Secretaries	Executive body staff
1	**Instability of legislation, changes in regulations**	**74.9**	**76.9**	**74.1**
2	Lack of community-owned funds	32.0	33.0	31.7
3	Passive citizens, low interest of citizens in public affairs	32.0	25.3	34.4
4	Lack of adequate funding of delegated responsibilities	30.6	31.9	30.1
5	Lack of competence of some council members	21.1	28.6	18.5
6	Lack of competence of some officials of the executive council	19.7	20.9	19.3
7	Political pressure, the influence of political parties on how the council works	5.7	7.7	5.0

According to 81 percent of secretaries and employees of executive bodies, community members are satisfied with the functioning of the local government (Diagram 2.2.3).

How do you assess the level of satisfaction of residents of the territorial community with work of executive body? Residents of the community are…

(% of all respondents of relevant category)

Legend: ■ Satisfied ■ Dissatisfied ■ don't know

Category	Satisfied	Dissatisfied	don't know
Total	81.4	15.1	3.4
Secretaries	81.3	15.4	3.3
Executive body staff	81.5	15.1	3.5

2.3 Community Development Strategy

The majority of secretaries and executive body staff (73 percent) said that their community have adopted a **Development Strategy** (Diagram 2.3.1). Although if we take only the secretaries, the number is 62 percent.

At the same time, 56 percent of them say that community members were actively involved, and 23 percent said that the document was publicly discussed (Diagram 2.3.1). Only 15% of the respondents said that experts were definitely not involved in the process of preparation of the document.

Diagram 2.3.1

Does your territorial community have approved Development Strategy (strategic plan or other strategy paper)?

(% of all respondents of relevant category)

■ yes   ■ no   ■ don't know

	yes	no	don't know
Total	73.1	18.9	8.0
Secretaries	61.5	31.9	6.6
Executive body staff	77.2	14.3	8.5
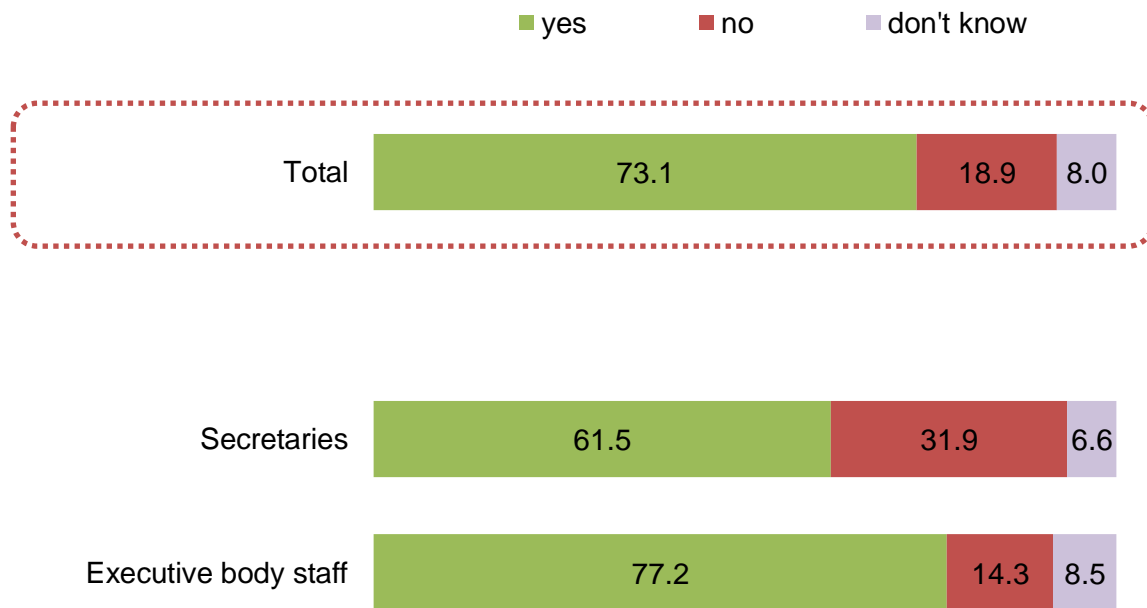
Table 2.3.1

Were the residents of the territorial community involved in work on the strategy document? /

Were external experts involved in work on the strategy document?

(of secretaries and executive body staff, who said that they had approved development strategy)

	Total	Secretaries	Executive body staff
Involvement of community residents			
Yes, residents were actively involved in the process of drafting the strategic document	56.3	62.5	54.5
Residents were not involved in the process of developing a strategic document, but project of the document was publicly discussed	23.0	25.0	22.5
No, strategic document was developed without the involvement of residents	5.1	5.4	5.0
Residents were involved otherwise	7.4	7.1	7.5
do not know / not sure	8.2	0.0	10.5
Involvement of external experts			
Yes, the external company / external experts (experts) developed a strategy paper	20.7	33.9	17.0
Yes, the external company / external expert (experts) have provided consulting support	37.5	23.2	41.5
No external support was used	14.5	26.8	11.0
Other situation	1.6	3.6	1.0
do not know / not sure	25.8	12.5	29.5

2.4 Changes in working conditions in ATC executive bodies in the past year. Systematic carrying out of tasks, effectiveness of communication and implementation of instruments / procedures

The absolute majority of secretaries and executive body staff (85 percent) think that in the past year, **the conditions of working** in their executive body have generally increased (Diagram 2.4.1). Only 4 percent claimed that the conditions became worse.

In addition, **90 percent** of respondents think that **tasks are carried out in planned, systematic way,** they are clearly distributed between employees of their executive body (Diagram 2.4.2).

Diagram 2.4.1

Assess, please, generally how work conditions at the executive body have changed in te the past year …?

(% of all respondents of relevant category)

- ■ improved
- ■ haven't changed
- ■ deteriorated
- ■ don't know

Category	improved	haven't changed	deteriorated	don't know
Total	84.9	8.6	4.0	2.6
Secretaries	82.4	8.8	5.5	3.3
Executive body staff	85.7	8.5	3.5	2.3

Diagram 2.4.2

Assess, please, whether the tasks are carried out in a planned, systematic manner, tasks are clearly distributed among executive body employees …?

(% of all respondents of relevant category)

- yes
- no
- don't know

Total	89.7	6.0	4.3
Secretaries	90.1	6.6	3.3
Executive body staff	89.6	5.8	4.6
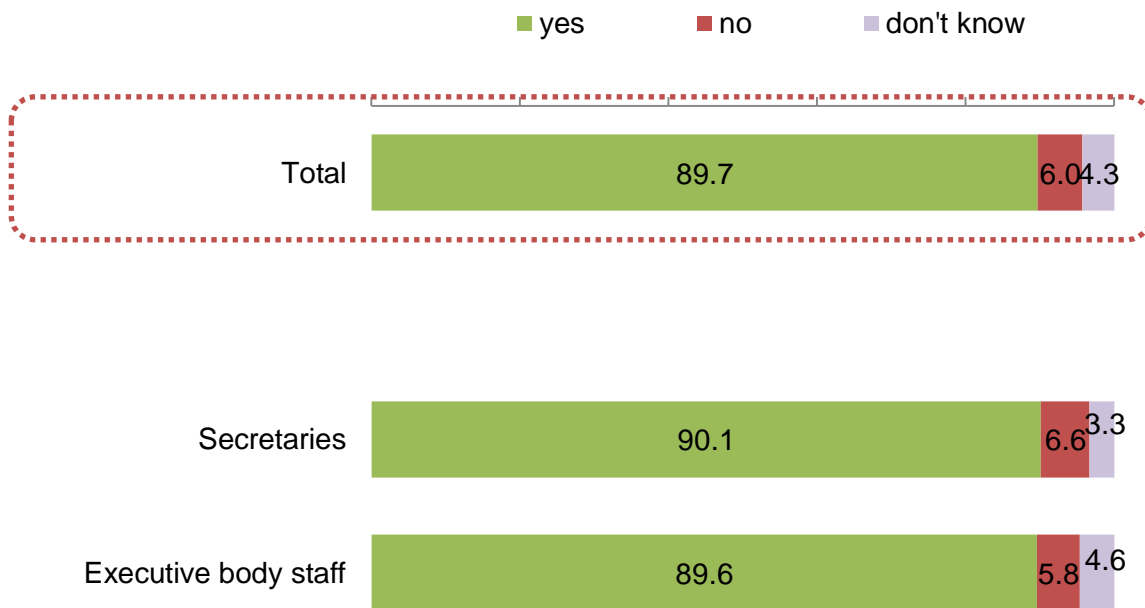
80 percent of respondents say that the **effectiveness of communication** between officials and staff is rather or very **high** (Diagram 2.4.3).

Diagram 2.4.3

Assess please effectiveness of interaction (communication) between council officials and employees of the executive body. Use a scale from 1 = not effective, 5 = very effective.

(of respondents of relevant category)

■ % consider rather or very effective*   ■ mean level of effectiveness**

	Total	Secretaries	Executive body staff
mean	4.1	4.0	4.1
%	80.0	80.2	79.9
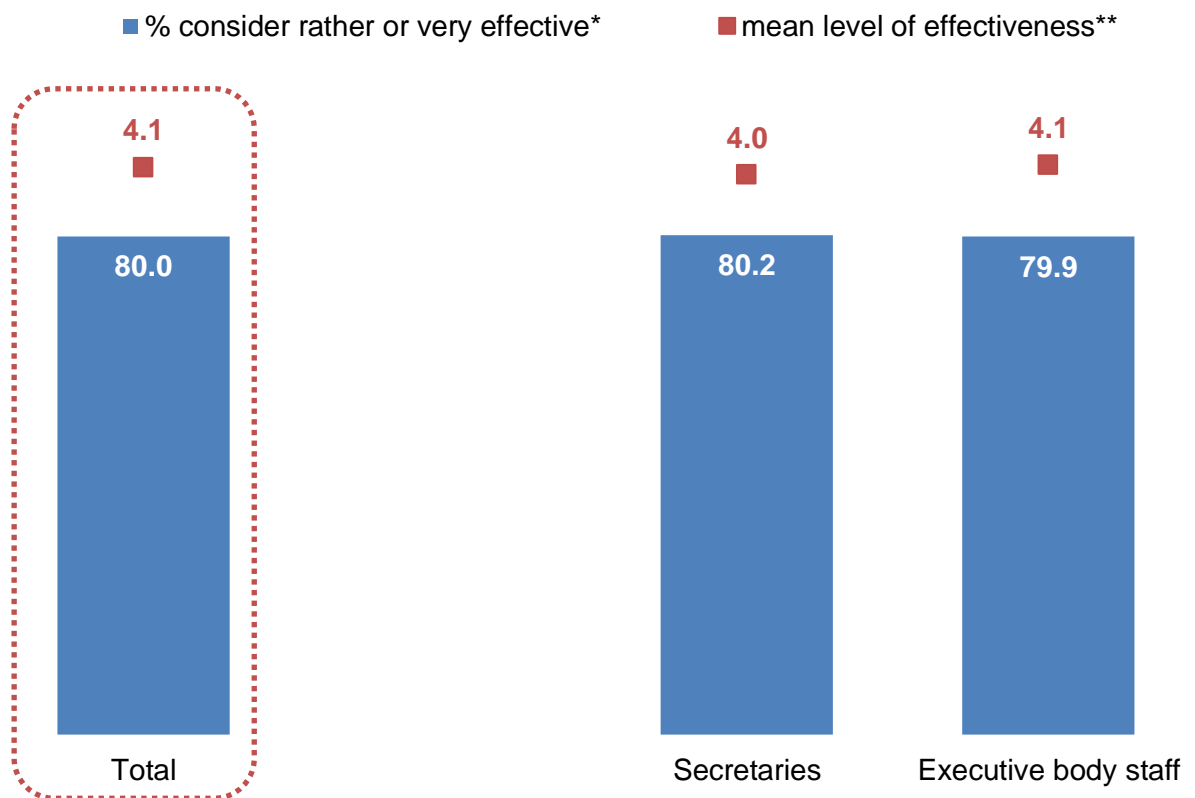
Those, who answered the question «4» or«5».

*** Mean value on a scale from 1 to 5.*

The most widespread newly introduced procedures in ATC practice are competitive hiring for vacancies (89 percent of respondents said that this procedure was implemented), job descriptions (88 percent) and standing orders (75 percent) (Table 2.4.1).

However, **practices related to education and employee evaluation in particular are less widespread:** 70 percent said that there existed a plan for education and professional training of executive body staff, and 51 percent said that such a plan existed for elected officials. Only 43 percent of respondents among secretaries and employees of executive bodies said that there existed performance evaluation procedures.

Table 2.4.1

Please, indicate which of the following procedures / tools are introduced in your council (developed, approved by the relevant decision of the council and put into practice)?

(of respondents-secretaries and executive body staff)

		Total	Secretaries	Executive body staff
1	competitive hiring	89.4	90.1	89.2
2	job descriptions of employees of the executive body	82.9	82.4	83.0
3	standing orders of council	75.1	90.1	69.9
4	education and training plans for the staff of executive bodies	70.3	67.0	71.4
5	education and training plans for elected officials	51.4	58.2	49.0
6	procedures for staff of executive bodies' performance evaluation	42.6	46.2	41.3

2.5 Competitive hiring procedures

Nearly all respondents (90 percent) said that competitive hiring procedures were a mandatory practice at their executive body (Diagram 2.5.1).

Diagram 2.5.1

Is it obligatory to conduct a competition for the vacant positions in the executive body of the the territorial community?

(% of all respondents of relevant category)

■ yes   ■ no

Category	yes	no
Total	90.3	9.7
Secretaries	90.1	9.9
Executive body staff	90.3	9.7
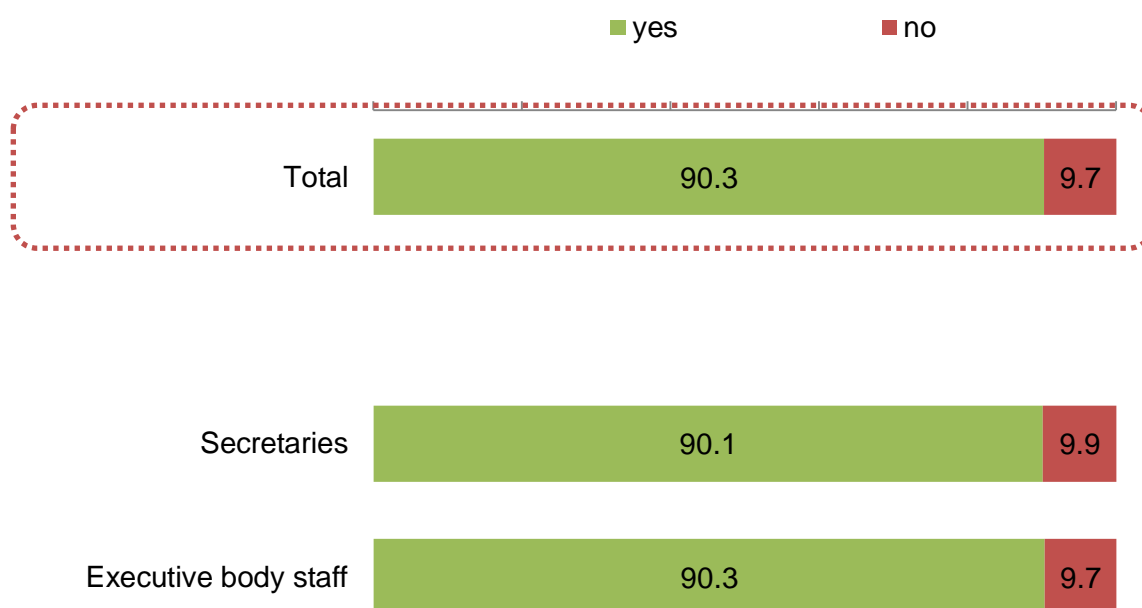
Two key methods of competitive hiring were publishing an advertisement about a vacancy in local mass media (84 percent of respondents spoke about this practice) and at their website (74 percent) (Table 2.5.1). The majority (64 percent) of respondents say that there is formal competition. Three fourths of respondents note that the procedure is really competitive (meaning that at least two candidates participate in it), and in 55 percent of cases there are 2-3 candidates.

Table 2.5.1

Which of the following instruments does the council of the territorial community use to announce a competition for vacant positions? /

How is the selection for vacant positions to the executive body of the territorial community conducted? /

Specify how many candidates usually claim to a vacant position in the executive body (taking into account the results of the competitive selection in the past year)?

(of respondents-secretaries and executive body staff)

	Total	Secretaries	Executive body staff
Method of announcement a competition			
announcement is published in the local media	83.7	85.7	83.0
announcement posted on the territorial community website	73.7	73.6	73.7
announcement is placed on information boards in the councils premises where the residents mostly apply for services	52.0	54.9	51.0
Other	4.0	3.3	4.2
The method of selection for vacant positions			
formal competition, the decision is made after the meeting of the competition commission	63.7	71.4	61.0
interviews / Interview with immediate superior	10.9	11.0	10.8
selection process depends on a position that is vacant	18.6	14.3	20.1
Don't know	6.9	3.3	8.1
How many candidates			
one candidate for one vacancy	10.3	16.5	8.1
two candidates	32.9	35.2	32.0
three candidates	22.3	23.1	22.0
more than three	20.0	17.6	20.8
Don't know	14.6	7.7	17.0

2.6 Satisfaction with working conditions. Factors of job attractiveness and motivation of employees of ATC executive bodies. Career advancement of the employees

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86 percent of secretaries and executive body employee **are satisfied with their job** at the executive body (Diagram 2.6.1).

Assess please, how are you personally satisfied with the work in the executive body of the territorial community? Use a scale from 1 = very dissatisfied, 5 = very satisfied.

(% of all respondents of relevant category)

■ % rather or very satisfied*   ■ mean level of satisfaction**

| | 4.2 | | 4.1 | 4.2 |
| Total | 85.7 | | Secretaries 84.6 | Executive body staff 86.1 |
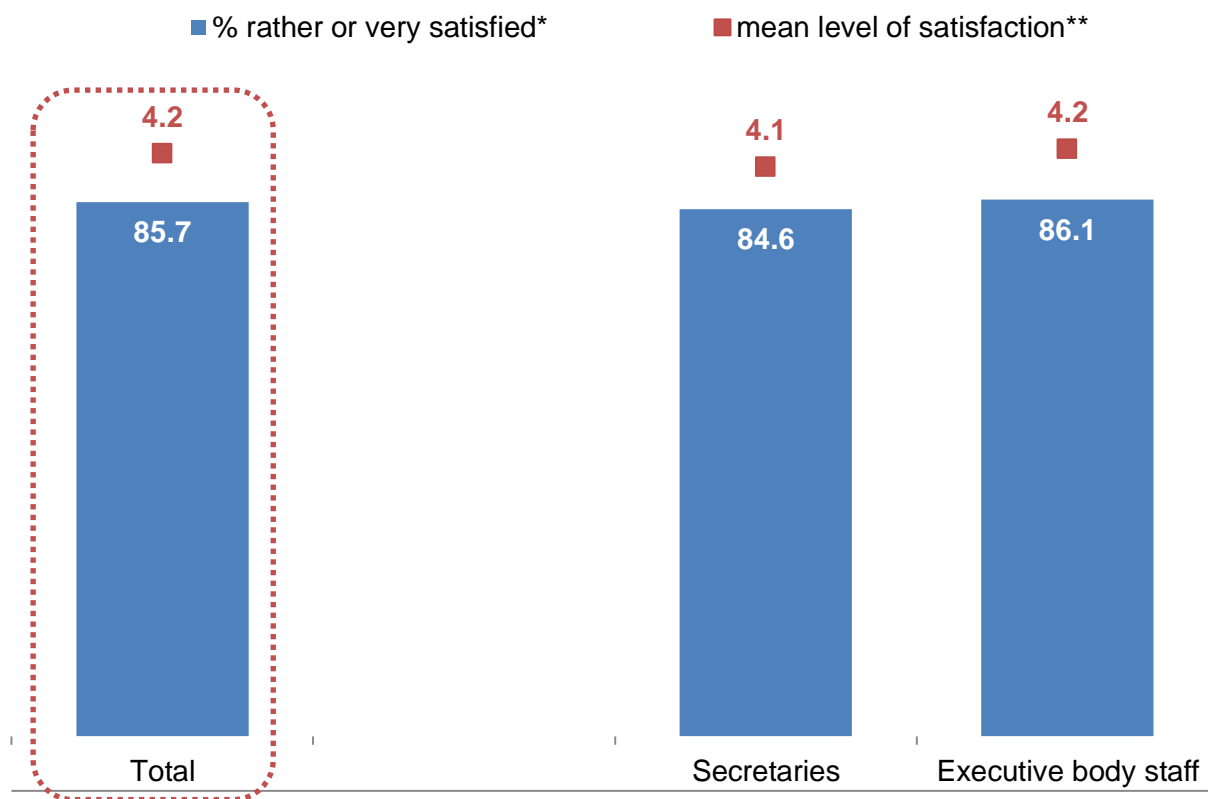
* Those, who answered the question «4» or«5».
** Mean value on a scale from 1 to 5.

If asked to evaluate each **factor of job attractiveness separately,** the factors most often mentioned as the most important were job security (79 percent think it is "very important"), working with people (69 percent), opportunities to improve competence (63 percent) and regular working hours (57 percent) (Diagram 2.6.2).

However, if the respondents were asked to **pick the top 3 factors,** then the hierarchy underwent some changes: in that case, the factors of **working with interesting people (**49 percent), **interesting tasks** (47 percent), **level of payment** (45 percent), **opportunities to improve competence (**44 percent), **job security (**43 percent) were mentioned **nearly equally often**.

Diagram 2.6.2

Assess the importance of various aspects that determine the attractiveness of work in executive bodies. /
Which of these factors are most important to you, that motivates you to work in the executive body? Please select up to three options.

(of all respondents)
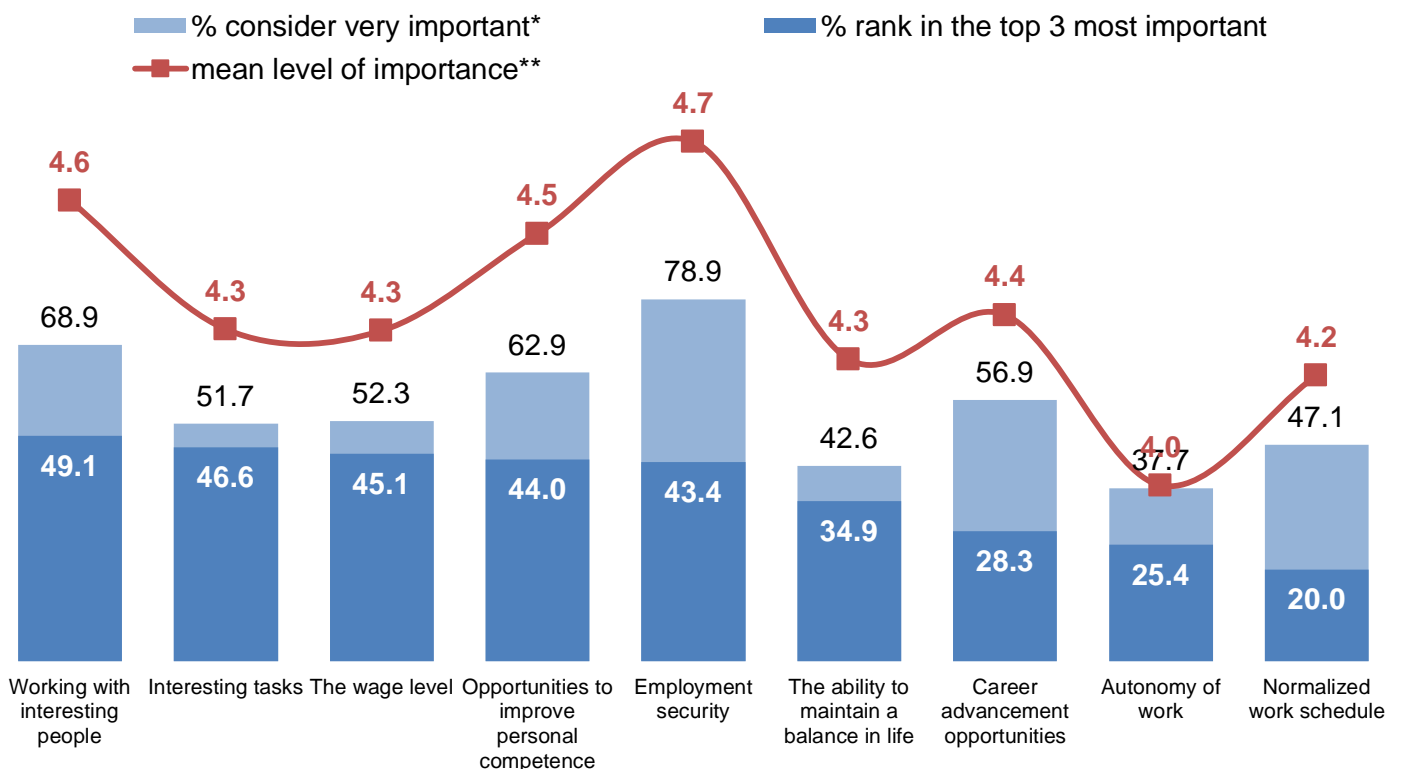
* Those who answered the question "very important».
** Mean value on a scale from 1 to 5, where 1 means "not important at all" and 5 - "very important».

The Table 2.6.3 presents the data grouped separately for secretaries and separately for executive body employees.

Table 2.6.3

**Assess the importance of various aspects that determine the attractiveness of work in executive bodies. /
Which of these factors are most important to you, that motivates you to work in the executive body? Please select up to three options.**

(of respondents-secretaries and executive body staff)

		Secretaries			Executive body staff		
		% very important	% rank in the top 3	mean level of importance	% very important	% rank in the top 3	mean level of importance
1	Interesting tasks performed during operation	47.3	46.2	4.3	53.3	46.7	4.3
2	The wage level	39.6	44.0	4.2	56.8	45.6	4.4
3	Opportunity to work with interesting people	73.6	60.4	4.6	67.2	45.2	4.6
4	Opportunities to improve personal competence	57.1	42.9	4.4	64.9	44.4	4.6
5	Employment security	81.3	46.2	4.7	78.0	42.5	4.7
6	The ability to maintain a balance between professional work and personal life	29.7	40.7	4.0	47.1	32.8	4.3
7	Normaizedl working day, working week	53.8	26.4	4.4	57.9	29.0	4.4
8	Opportunities for career advancement and professional growth	33.0	20.9	3.9	39.4	27.0	4.0
9	Autonomy of work	45.1	16.5	4.1	47.9	21.2	4.3

As for the **factors of motivation to work better**, when the respondents were asked to assess each factor's importance separately, the ones assessed most highly were respect towards the council head (81 percent), good relations within the team (81 percent), fulfilling the government body's mission (74 percent) and good relationship with their boss (72 percent) (Diagram 2.6.3)

However, when **the respondents were asked to pick no more than 2 most important factors, then the most important factor turned out to be financial incentive (**47 percent included it in their top 2 factors). The next most important are good relations in the team (35 percent), fulfilling the government body's mission (30 percent) and career advancement opportunities (29 percent).

Diagram 2.6.3

Assess the importance of various factors that motivate employees of the executive body to work better. /
And what factors including just read, in your opinion, motivate employees of the executive body to work better the most? Choose no more than 2 answers.

(of all respondents)

Legend:
- % consider very important*
- % rank in the top 3 most important
- mean level of importance**

Factor	% consider very important	% rank in the top 3	mean level of importance
Financial incentive	66.0	47.4	4.6
Good relations within a team	80.9	34.9	4.8
Fulfilling the mission of the local government body	73.7	30.0	4.7
The opportunity for promotion and getting experience	50.9	28.9	4.3
Good relations with manager	71.7	17.4	4.6
Respect of the council head	81.4	12.3	4.8
Approval of manager	59.1	10.3	4.4
The high level of autonomy in performing tasks	46.6	10.3	4.2
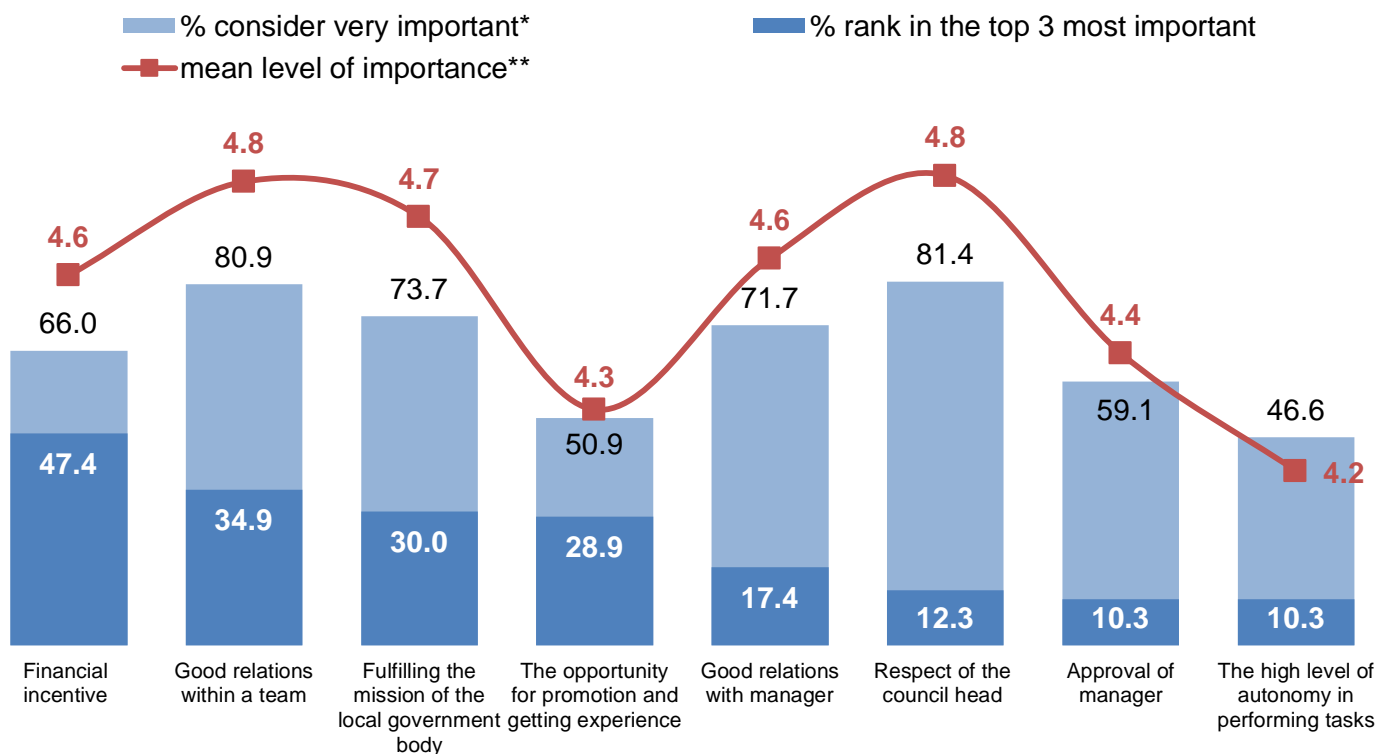
Those who answered the question "very important».
*** Mean value on a scale from 1 to 5, where 1 means "not important at all" and 5 - "very important».*

The Table 2.6.4 presents the data grouped separately for secretaries and separately for executive body employees.

Table 2.6.4

Assess the importance of various factors that motivate employees of the executive body to work better. /
And what factors including just read, in your opinion, motivate employees of the executive body to work better the most? Choose no more than 2 answer.

(of respondents-secretaries and executive body staff)

		Secretaries			Executive body staff		
		% very important	% rank in the top 2	mean level of importance	% very important	% rank in the top 2	mean level of importance
1	Financial incentive	60.4	38.5	4.6	68.0	50.6	4.6
2	Good relations within a team	76.9	34.1	4.7	82.2	35.1	4.8
3	Fulfilling the mission of the local government body	76.9	27.5	4.7	72.6	30.9	4.7
4	The opportunity for promotion and getting experience	44.0	26.4	4.2	53.3	29.7	4.4
5	Good relations with manager	70.3	25.3	4.6	72.2	14.7	4.6
6	Respect of the council head	78.0	8.8	4.7	82.6	13.5	4.8
7	The high level of autonomy in performing tasks	40.7	9.9	4.1	48.6	10.4	4.3
8	Approval of manager	53.8	13.2	4.3	61.0	9.3	4.5

As for the factors of **promotion,** if the respondents were asked to pick top 2 factors, **the most important one was professional experience** (56 percent) (Diagram 2.6.4). The next most important are proper fulfillment of one's responsibilities (37 percent) and teamwork skills (34 percent).

Diagram 2.6.4

Assess which factors, in your opinion, have the greatest impact on career advancement of employees. /
And what factors including just read, in your opinion,, have the greatest impact on career advancement? Choose no more than 2 replies.

(of all respondents)

Legend:
- % consider very important*
- % rank in the top 2 most important
- mean level of importance**

Factor	% consider very important	% rank in top 2	mean level
Professional experience	73.1	56.0	4.7
Proper performance of duties	77.1	37.1	4.7
Teamwork skills	82.0	34.0	4.7
Level of customer satisfaction	73.1	26.0	4.7
Educational level	71.7	16.9	4.6
The results of the annual evaluation	44.3	13.1	4.1
Computer literacy	81.4	10.0	4.8
Knowledge of a foreign language	8.3	1.7	2.9
Belonging to a party	1.4		1.4
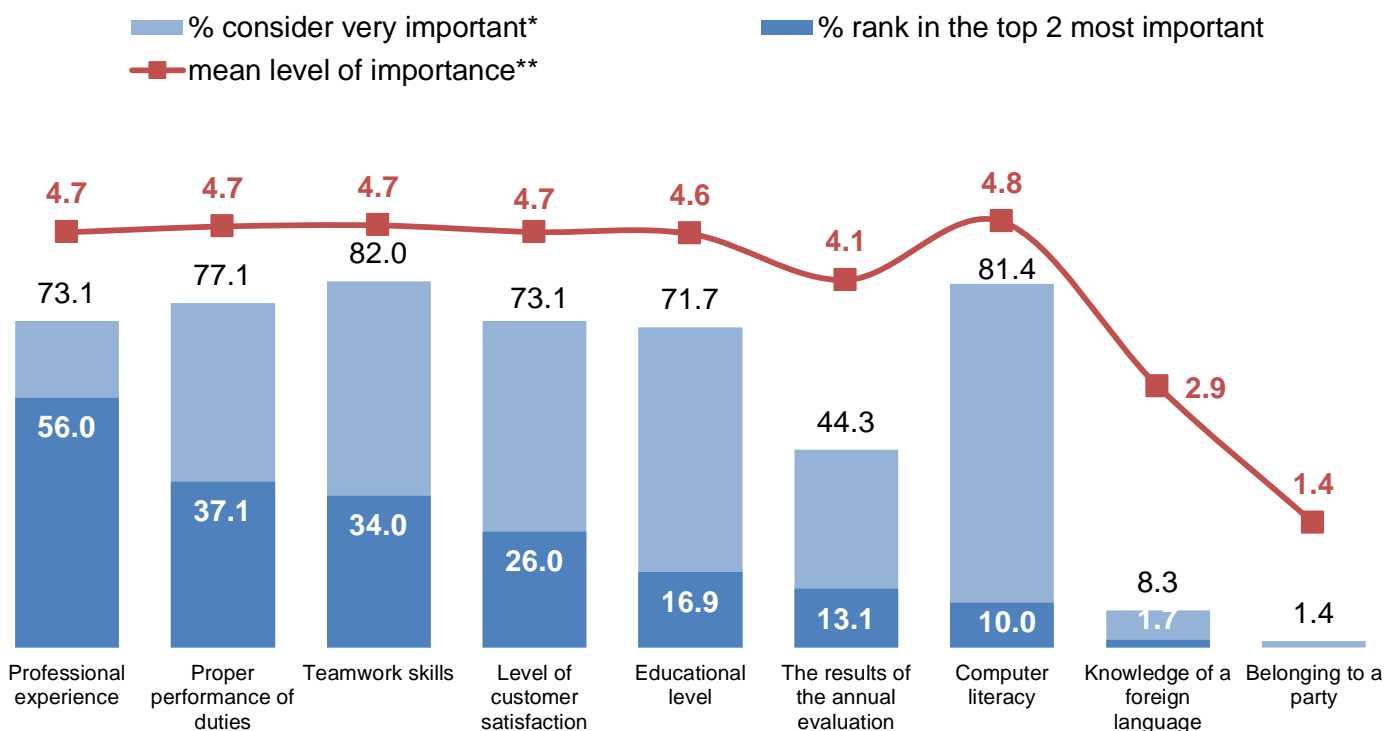
* Those who answered the question "very important».
** Mean value on a scale from 1 to 5, where 1 means "not important at all" and 5 - "very important».

The Table 2.6.5 presents the data grouped separately for secretaries and separately for executive body employees.

Table 2.6.5

Assess which factors, in your opinion, have the greatest impact on career advancement of employees. /
And what factors including just read, in your opinion,, have the greatest impact on career advancement? Choose no more than 2 replies.

(of respondents-secretaries and executive body staff)

		Secretaries			Executive body staff		
		% very important	% rank in the top 2	mean level of importance	% very important	% rank in the top 2	mean level of importance
1	Professional experience (length of service)	68.1	51.6	4.6	74.9	57.5	4.7
2	Proper performance of daily duties (informal assessment supervisor)	79.1	38.5	4.7	76.4	36.7	4.7
3	Teamwork skills / good relationship with colleagues	85.7	40.7	4.8	80.7	31.7	4.7
4	Level of customer satisfaction (residents of community)	67.0	24.2	4.6	75.3	26.6	4.7
5	Educational level of employee	60.4	16.5	4.5	75.7	17.0	4.7
6	The results of the annual evaluation of employees	48.4	11.0	4.2	42.9	13.9	4.1
7	Computer literacy	79.1	14.3	4.7	82.2	8.5	4.8
8	Knowledge of a foreign language	8.8	2.2	2.8	8.1	1.5	3.0
9	Membership in a political party	1.1	0.0	1.4	1.5	0.0	1.4

Almost a half of secretaries and executive body employees (42 percent) noted that, in their executive body, there were promotions within the past year (Diagram 2.6.5). Although only 23 percent of them said that they themselves have been promoted this year.

Have there been any promotions (appointment to higher positions) in the executive body in the past year?

(% of all respondents of relevant category)

Diagram 2.6.6
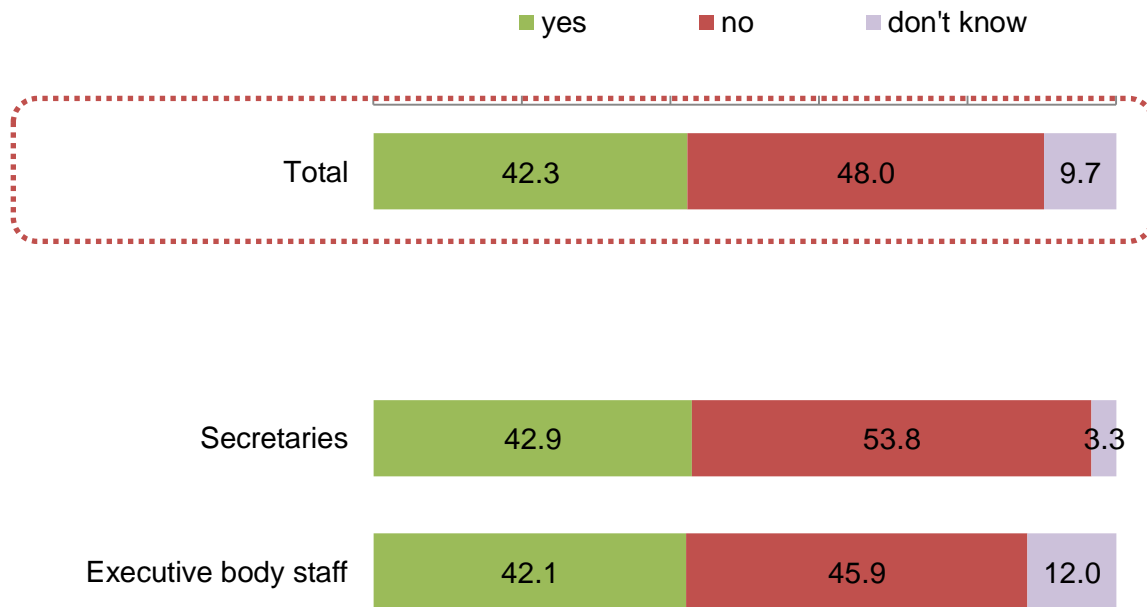
Have you been promoted in the past year?

(% of all respondents of relevant category)

■ yes   ■ no

Total	22.6	77.4

Secretaries	13.2	86.8
Executive body staff	25.9	74.1

2.7 Organizational structure and relations in the teams working at ATC executive bodies

57 percent of all respondents noted that, in the past year, the structure of their executive body has changed. At the same time, 73 percent of the surveyed secretaries said that such changes took place (Diagram 2.7.1).

The absolute majority of respondents (88 percent) think that the **structure** of their executive body rather or completely "**facilitates effective fulfillment** of responsibilities invested in it" (Diagram 2.7.2).

Diagram 2.7.1

Has the organizational structure of the executive council body changed in the past year?

(% of all respondents of relevant category)

■ yes ■ no ■ don't know

	yes	no	don't know
Total	56.6	34.3	9.1
Secretaries	72.5	24.2	3.3
Executive body staff	51.0	37.8	11.2
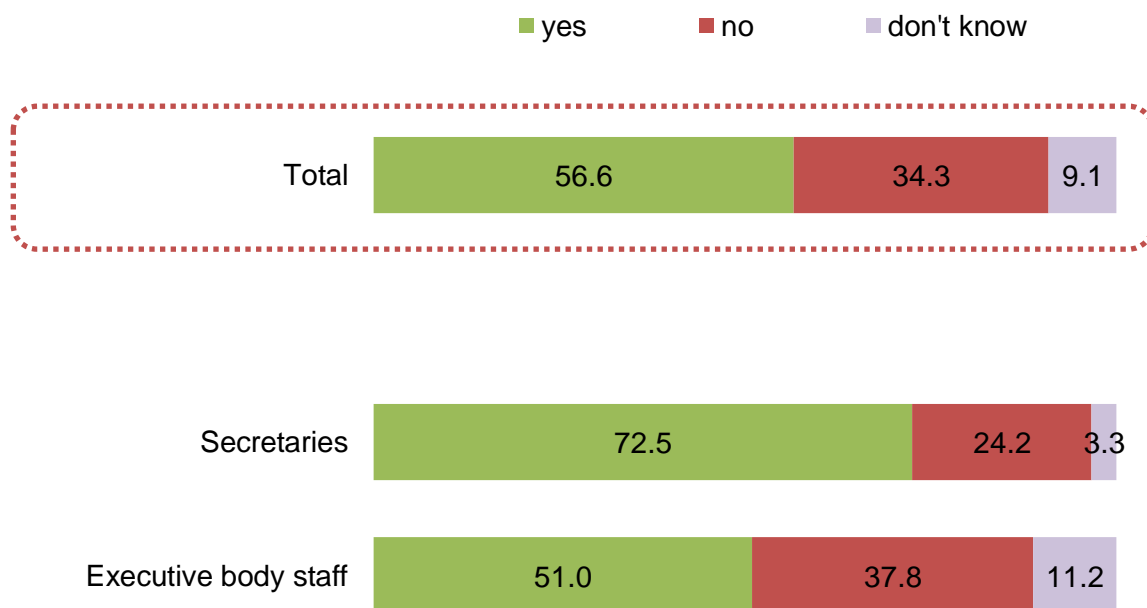
Diagram 2.7.2

Assess how your organizational structure of the executive body facilitates the efficient fulfillment of responsibilities invested in it? Use a scale from 1 = does not facilitate at all, to 5 = facilitates completely.

(of respondents of relevant category)

■ % consider rather or completely facilitates*   ■ mean level**

4.3   4.2   4.3

88.0   85.7   88.8

Total   Secretaries   Executive body staff
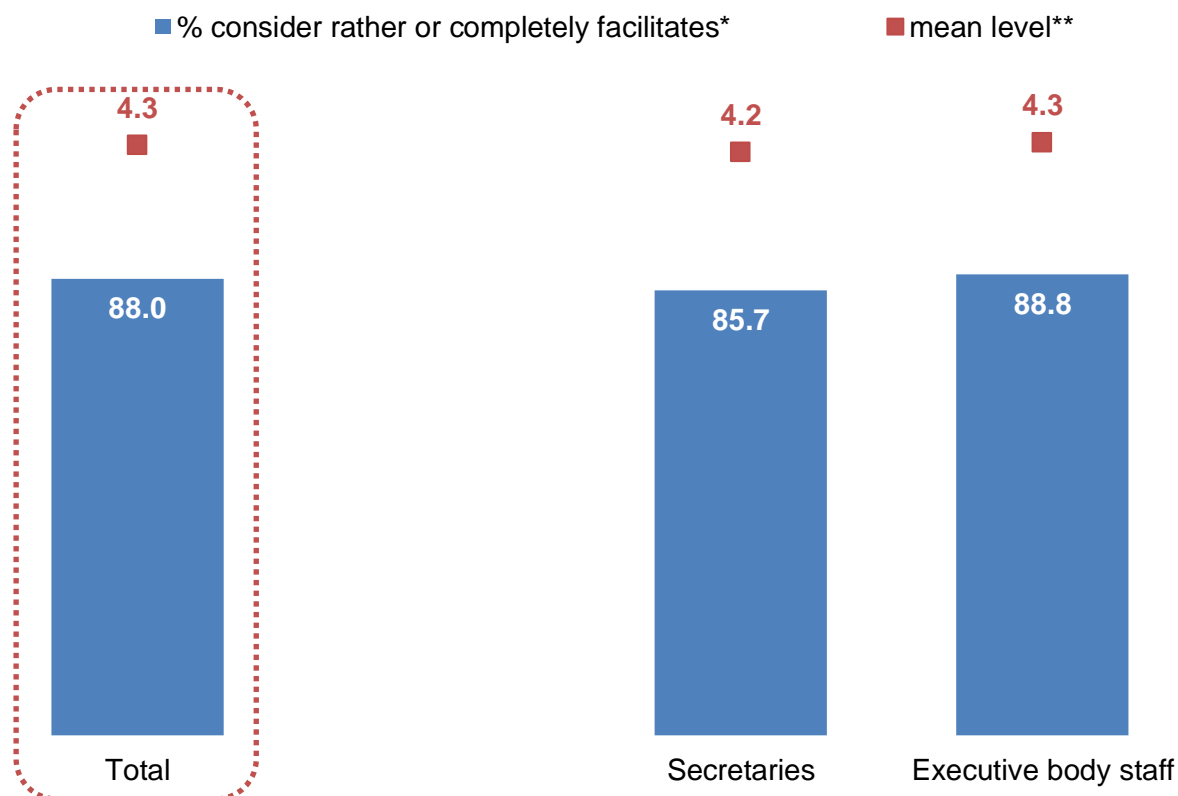
Those, who answered the question «4» or«5».
*** Mean value on a scale from 1 to 5.*

The overwhelming majority of respondents among secretaries and executive body staff (90-92 percent) noted that there is an **almost full or completely full trust and mutual understanding** in their team (Diagram 2.7.3).

In addition, another piece of evidence about the atmosphere is that only **3-5 percent of respondents spoke about regular** (no less than once a week) **conflicts** between executive body employees or between these employees and council members (Table 2.7.1). 64-70 percent said that there is almost no conflict, and another 23-24 percent claimed that the frequency of conflict episodes is quite rare (one-two or a few times per month).

Diagram 2.7.3

How do you assess relationship within your team? Use a scale from 1 = complete distrust, 5 = complete trust / Use a scale from 1 = complete disappointment, to 5 = mutual understanding.

(of respondents of relevant category)

* *Those, who answered the question «4» or«5».*

** *Mean value on a scale from 1 to 5.*

Table 2.7.1

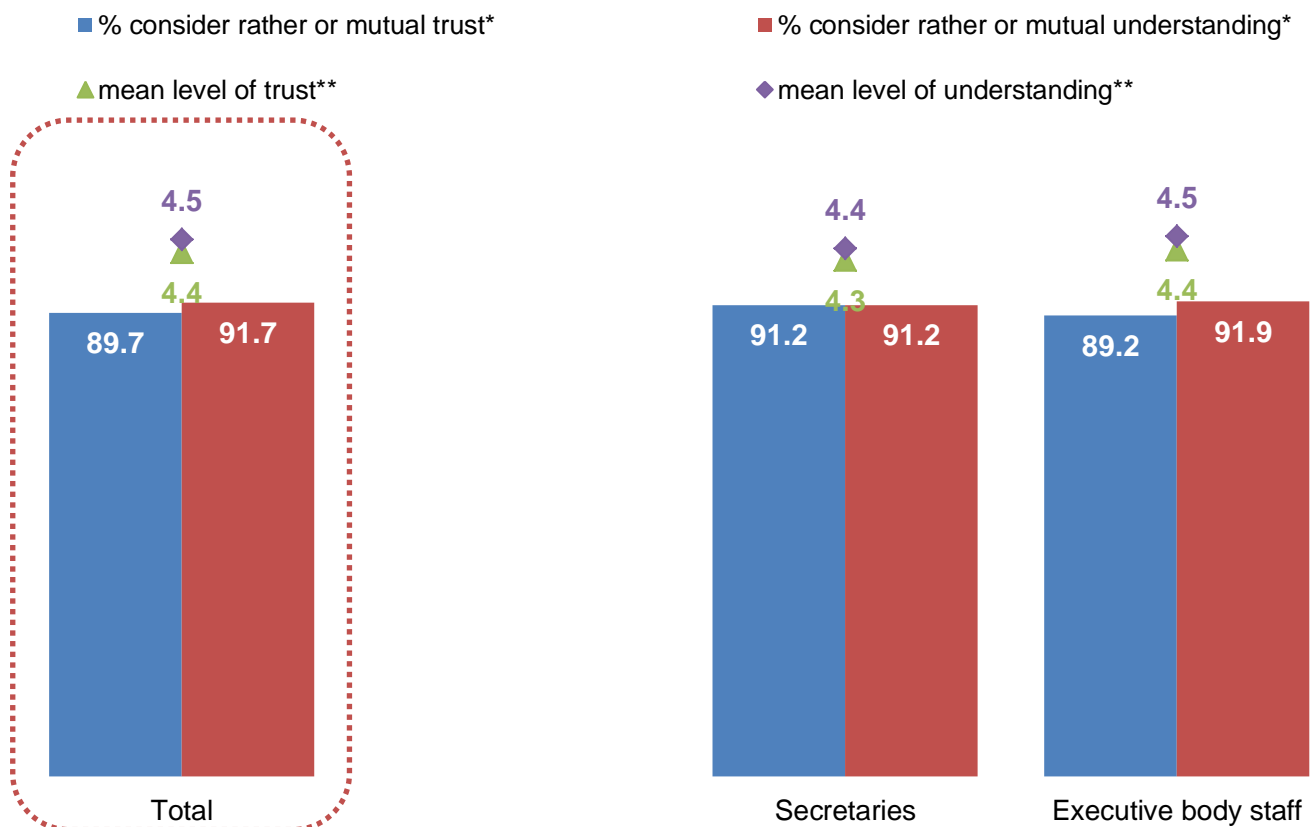**How often have there been conflicts between executive body staff? / How often have there been conflicts between executive body staff and council members?**

(% of all respondents of relevant category)

	Total	Secretaries	Executive body staff
Between executive body staff			
Very often, almost every day	1.1	1.1	1.2
Quite often, once a week	2.3	2.2	2.3
Sometimes, several times a month	7.7	4.4	8.9
Rarely, no more than one or two times a month	15.1	15.4	15.1
Very rarely, in exceptional cases	69.7	76.9	67.2
Do not know / Hard to say	4.0	0.0	5.4
Between executive body staff and council members			
Very often, almost every day	1.4	2.2	1.2
Quite often, once a week	3.4	4.4	3.1
Sometimes, several times a month	8.0	5.5	8.9
Rarely, no more than one or two times a month	15.7	19.8	14.3
Very rarely, in exceptional cases	63.7	65.9	62.9
Do not know / Hard to say	7.7	2.2	9.7

2.8 The dynamics of the quality of service provision and the quality of life of ATC residents in the past year

Practically all secretaries and executive body staff (95 percent) think that in the past year the **quality of service** provided to the residents of their community **has improved** (Diagram 2.8.1). Only 0.3 percent noted that the quality has deteriorated.

As for **particular spheres, the biggest number of respondents** noted **positive shifts** in the sphere of **access to educational services** (67 percent of respondents noticed an improvement, only 1 percent said that it became worse) and **access to social services** (62 percent and 1 percent, respectively).

Only slightly less often respondents mentioned improvements in public security and order (57 percent against 4 percent) and living conditions, access to jobs (52 percent against 5 percent). As for access to health care services, 42 percent noticed an improvement, and 6 percent a deterioration.

Diagram 2.8.1

Assessment of dynamic changes in the following areas in the past year
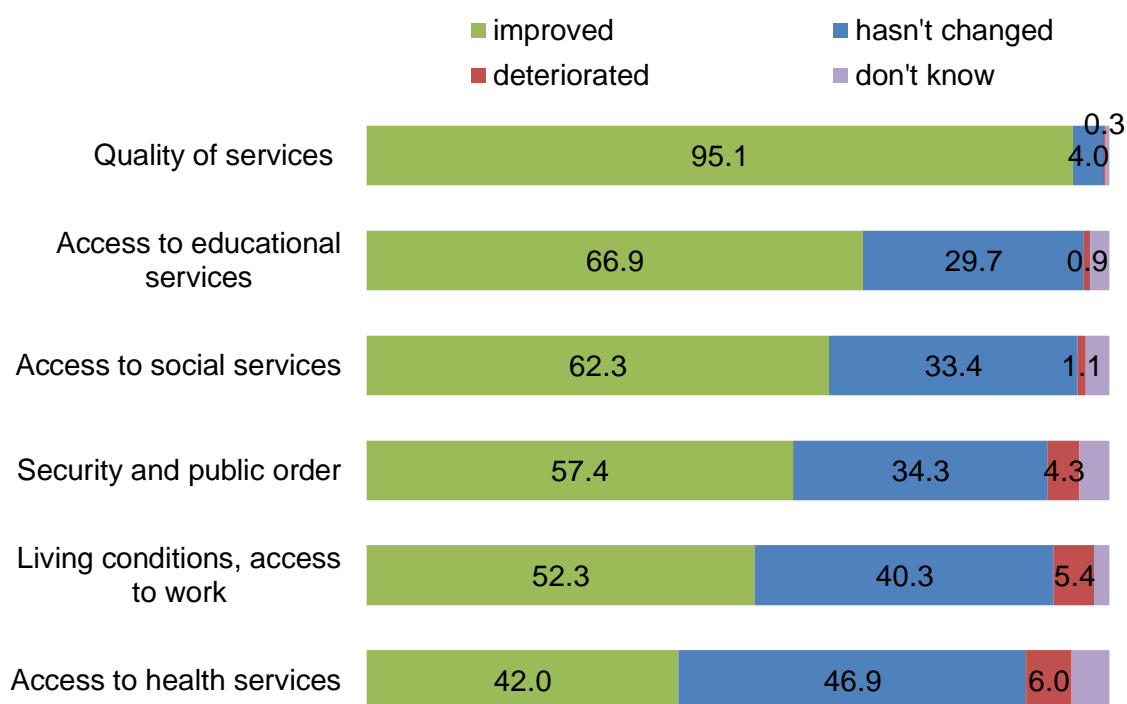
(% of all respondents)

Below, the data are grouped separately for secretaries and separately for executive body employees.

Diagram 2.8.2

Assessment of dynamic changes in the following areas in the past year

(% of respondents-<u>secretaries</u>)

■ improved   ■ hasn't changed
■ deteriorated   ■ don't know

Area	improved	hasn't changed	deteriorated
Quality of services	94.5	5.5	
Access to educational services	63.7	33.0	1.1
Living conditions, access to work	54.9	35.2	7.7
Security and public order	53.8	37.4	6.6
Access to social services	53.8	42.9	
Access to health services	44.0	46.2	6.6

Diagram 2.8.3

Assessment of dynamic changes in the following areas in the past year

(% of respondents –<u>executive body staff</u>)

- improved
- hasn't changed
- deteriorated
- don't know

Area	improved	hasn't changed	deteriorated	don't know
Quality of services	95.4			3.5 / 0.4
Access to educational services	68.0	28.6		0.8
Access to social services	65.3	30.1	1.5	
Security and public order	58.7	33.2	3.5	
Living conditions, access to work	51.4	42.1	4.6	
Access to health services	41.3	47.1	5.8	

Only 11 percent of the surveyed respondents **said that the number of complaints and appeals from citizens has increased** in the past year, while 46 percent say that the number has decreased (Diagram 2.8.4).

Has the number of complaints / appeals submitted to the executive board for provided services changed in the past year?

(% of all respondents of relevant category)

2.9 The level of funding of responsibilities and dynamics of financial resources

Only one third of respondents (36 percent) think that **the level of funding** of their responsibilities by the community **is sufficient** (Diagram 2.9.1). However, at the same time, 74 percent agreed that in the past year the total amount of community funding has increased.
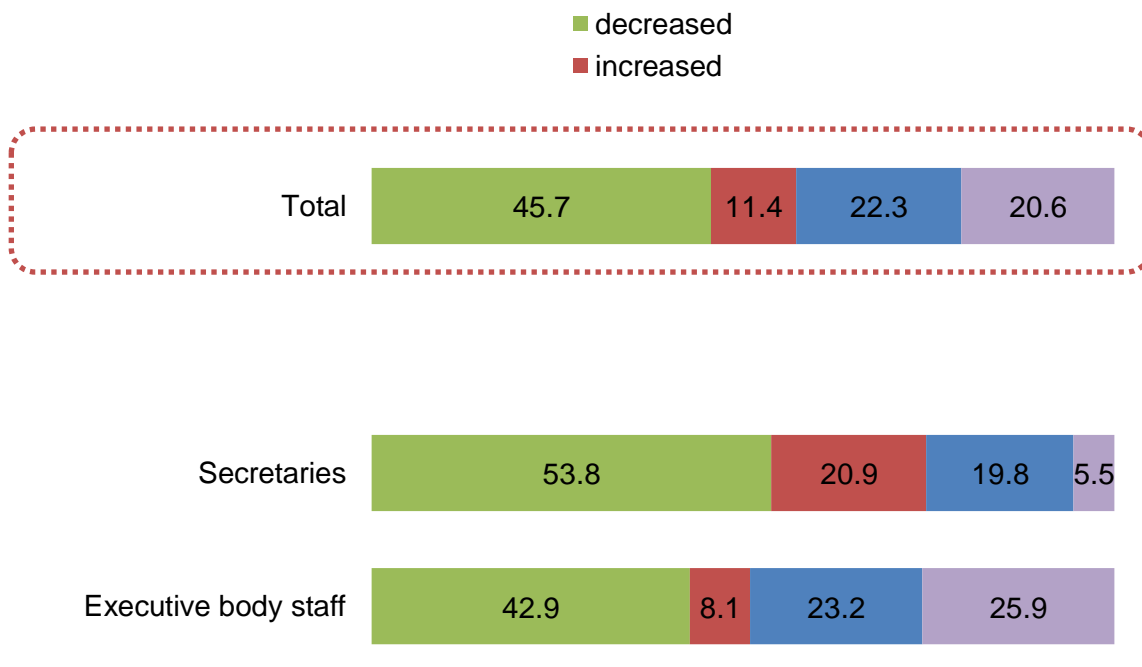
Diagram 2.9.1

Assess whether level of funding of responsibilities by the territorial community is sufficient?

(% of all respondents of relevant category)

■ sufficient ■ insufficient ■ don't know

	sufficient	insufficient	don't know
Total	36.0	53.4	10.6
Secretaries	33.0	56.0	11.0
Executive body staff	37.1	52.5	10.4

Diagram 2.9.2

How has the total amount of financial resources, territorial community dealt with, changed in the past financial year?

(% of all respondents of relevant category)

■ increased ■ hasn't changed ■ decreased ■ don't know

	increased	hasn't changed	decreased	don't know
Total	74.0	6.3	2.6	17.1
Secretaries	83.5	6.6	4.4	5.5
Executive body staff	70.7	6.2	1.9	21.2
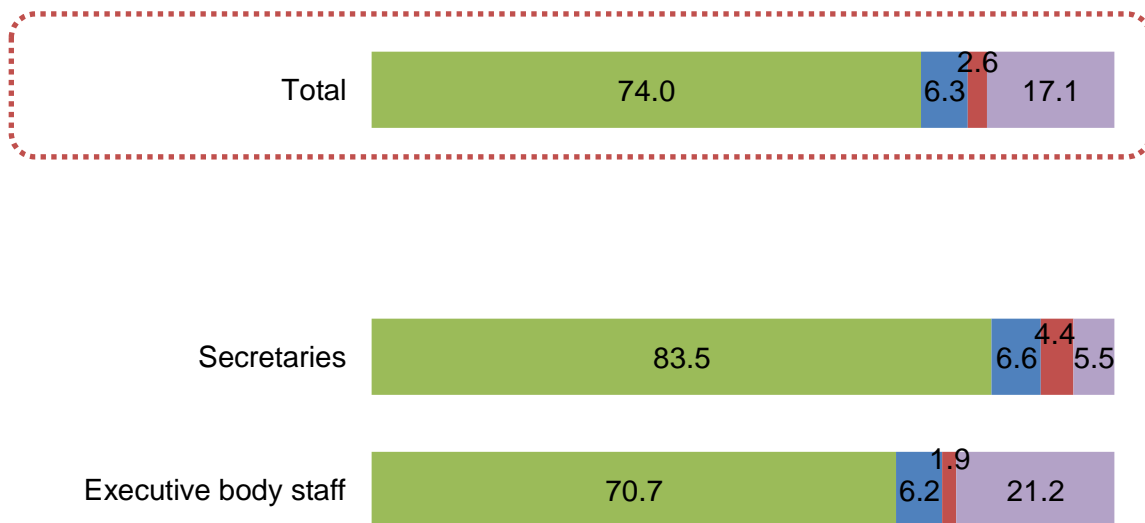
2.10 Informing of community members by executive bodies of ATC councils

87 percent of respondents said that their executive body rather or completely properly informs ATC residents (Diagram 2.10.1).

Assess please how effectively council (executive body) informs their citizens about the services provided to residents of amalgamated territorial community. Use a scale from 1 = does not inform, to 5 = informs properly.

(of respondents of relevant category)

■ % consider rather or completely properly*   ■ mean level of effectiveness**

	Total	Secretaries	Executive body staff
mean level	4.4	4.3	4.5
%	87.4	83.5	88.8
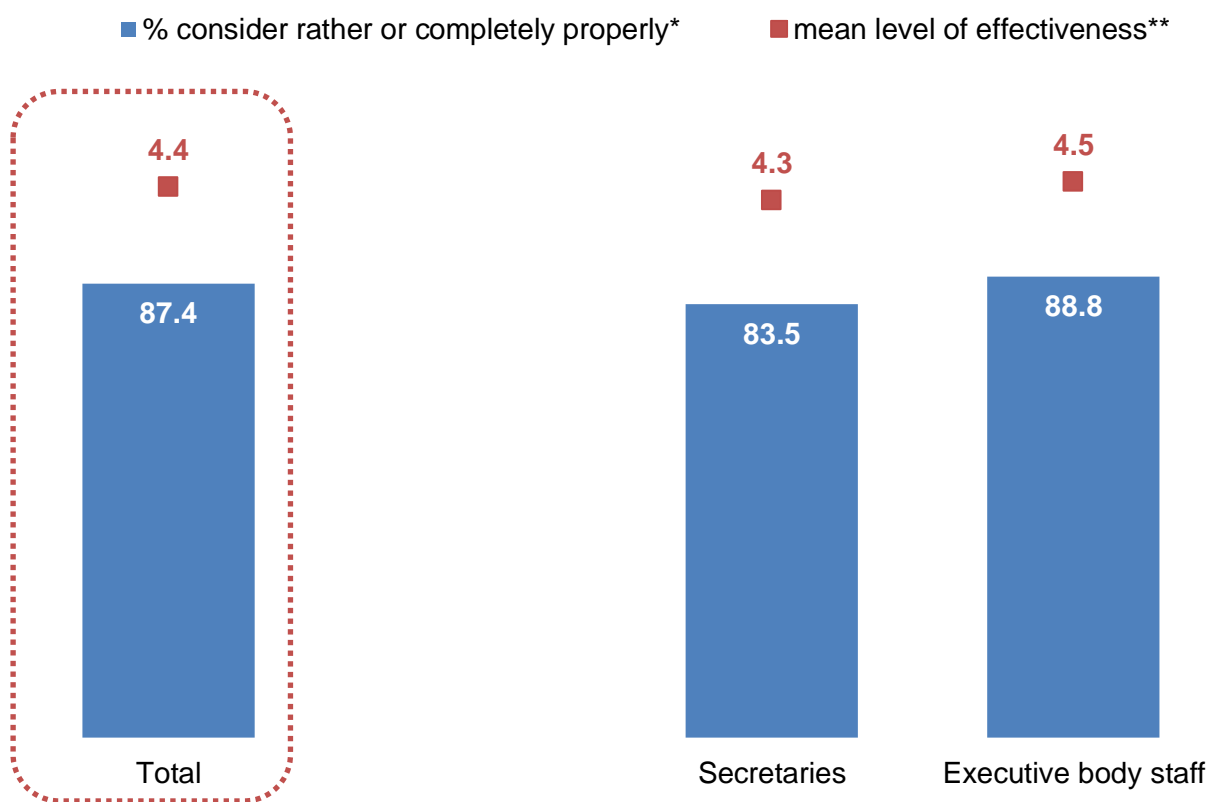
* Those, who answered the question «4» or«5».
** Mean value on a scale from 1 to 5.

As the Tables 2.10.1 and 2.10.2 demonstrate, executive bodies use various instruments to inform community members.

Which of the following instruments does your council (executive body) use to inform residents of amalgamated territorial community?

(of respondents of relevant category)

		Total	Secretaries	Executive body staff
1	announcements / Information on the webpage of territorial community	85.4	82.4	86.5
2	meeting with members of the executive body	78.9	81.3	78.0
3	meeting with the head of territorial community	75.7	73.6	76.4
4	information boards in the premises of the community	75.1	76.9	74.5
5	announcement / information in the local newspaper	69.7	64.8	71.4
6	explanatory program / announcement on local TV	15.7	17.6	15.1

Table 2.10.2

Які з наведених нижче методів, на Вашу думку, найкращим чином дозволяють інформувати жителів громади про нові послуги (та процедуру, місце, вартість тощо), які надаються об'єднаною територіальною громадою? Зазначте методи, які найбільш ефективні для жителів, які проживають в адміністративному центрі об'єднаної територіальної громад. /

Які з наведених нижче методів, на Вашу думку, найкращим чином дозволяють інформувати жителів громади про нові послуги (та процедуру, місце, вартість тощо), які надаються об'єднаною територіальною громадою? Зазначте методи, які найбільш ефективні для жителів, які проживають на території населених пунктів (сіл/селищ), які ввійшли до об'єднаної територіальної громади.

(of respondents of relevant category)

	Total	Secretaries	Executive body staff
Administrative center			
meeting with the head of the territorial community	47.4	47.3	47.5
Web page of territorial community	45.7	46.2	45.6
Meeting with members of the executive body	44.6	49.5	42.9
information boards in the premises of the community	37.1	48.4	33.2
local newspaper	36.3	36.3	36.3
local TV	6.0	11.0	4.2
Villages / settlements which are not the center			
meeting with the village headman of the settlement where you live	54.0	57.1	52.9
information boards in villages / towns	41.7	45.1	40.5
meeting with the head of the territorial community	40.6	39.6	40.9
web page of territorial community	39.7	38.5	40.2
meeting with members of the executive body	36.9	42.9	34.7
local newspaper	35.4	35.2	35.5
information boards placed in premises of council (executive body)	27.7	31.9	26.3
local TV	4.6	4.4	4.6

2.11 Level of competence in particular spheres and main directions of further professional training (self-assessment)

In the course of the survey, respondents were offered a list of 19 spheres to assess their own level of competence. As one can see from the data below, respondents among secretaries and executive body staff **had rather high self-esteem** in such spheres as **teamwork** (89 percent of respondents think that their level in this sphere is "rather high" or even "expert"), **interaction with customers** (87 percent), **prevention of corruption** (85 percent), **computer literacy** (82 percent), **conflict management** (77 percent) and **administrative service provision** (75 percent).

At the same time, their self-assessment is relatively the lowest in cases of using technical aid funds (33 percent), financial and tax law (33 percent), internal audit (31 percent), accounting (29 percent) and public procurement (26 percent).

Diagram 2.11.1

Assess, please, level of your competence in the following areas. Use a scale where 1 = lack of competence in the relevant area, 5 = high level (expert).

(of all respondents)
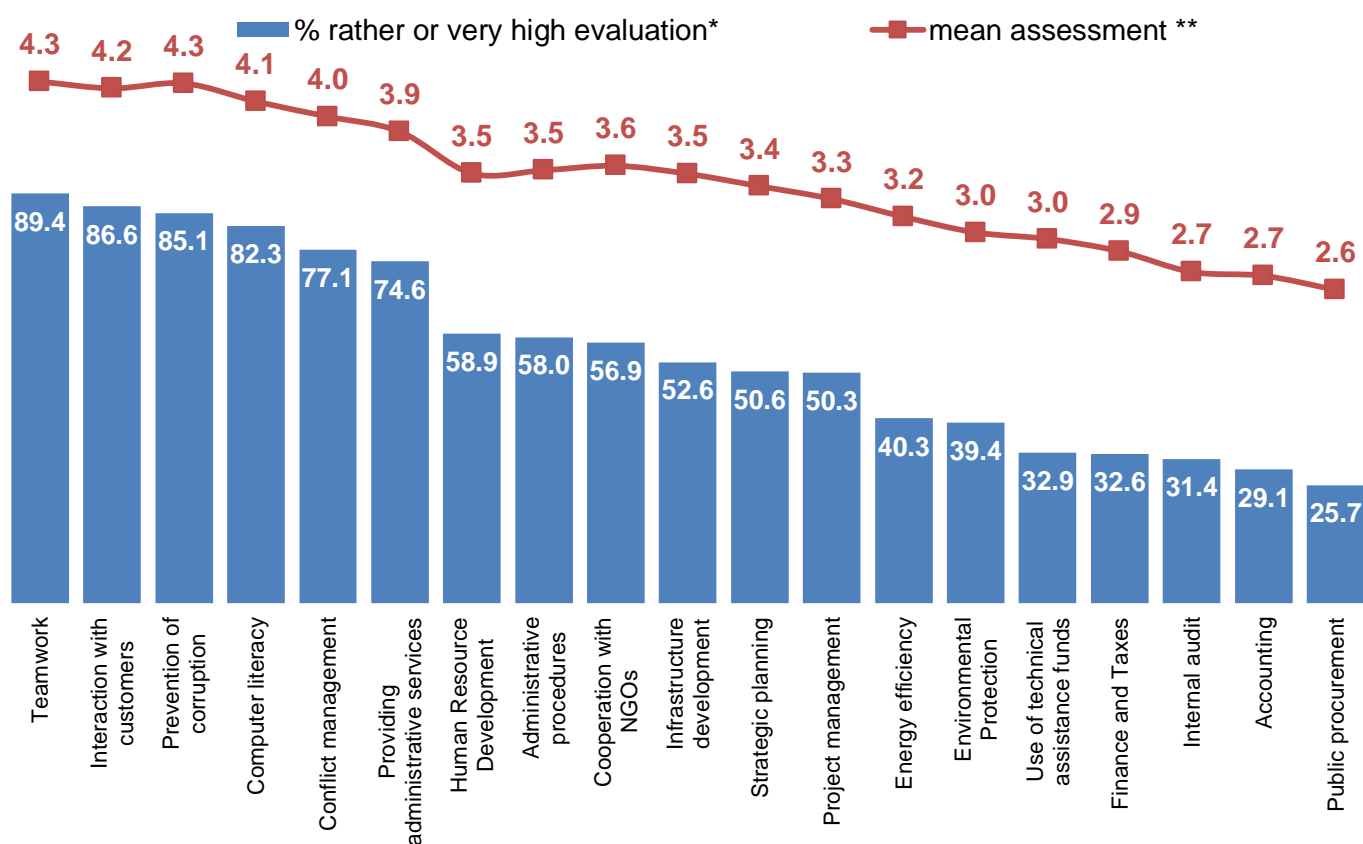
* Those, who answered the question «4» or«5».
** Mean value on a scale from 1 to 5.

The Table 2.11.1 presents the data grouped separately for secretaries and separately for executive body employees.

Assess, please, level of your competence in the following areas. Use a scale where 1 = lack of competence in the relevant area, 5 = high level (expert).

(% of all respondents of relevant category)

		Secretaries		Executive body staff	
		% rather or very high evaluation	Mean evaluation	% rather or very high evaluation	Mean evaluation
1	teamwork, communication	92.3	4.3	88.4	4.3
2	ethics and corruption prevention	85.7	4.2	84.9	4.3
3	interaction with consumers	92.3	4.3	84.6	4.2
4	computer literacy	78.0	4.0	83.8	4.1
5	conflict management and negotiation	81.3	4.1	75.7	3.9
6	providing administrative services	82.4	4.0	71.8	3.8
7	human resource development	64.8	3.6	56.8	3.5
8	administrative procedures	63.7	3.6	56.0	3.5
9	cooperation with NGOs	68.1	3.7	52.9	3.5
10	project management	54.9	3.4	48.6	3.3
11	local development and infrastructure development	64.8	3.8	48.3	3.4
12	strategic planning	63.7	3.7	45.9	3.3
13	environmental protection and waste management	35.2	3.0	40.9	3.1
14	energy efficiency	39.6	3.2	40.5	3.2
15	financial and tax law	28.6	2.9	34.0	2.9
16	use of technical assistance funds	34.1	3.0	32.4	3.0
17	internal audit	37.4	2.9	29.3	2.6
18	accounting	30.8	2.8	28.6	2.6
19	public procurement	24.2	2.5	26.3	2.6

The Table 2.11.2 demonstrates the data about the spheres in which the respondents would prefer to improve their knowledge first of all.

Considering the above list of areas select 5 most important for you to improve your professional skills and better performance of your powers.

(of all respondents)

		Total	Secretaries	Executive body staff
1	administrative procedures	38.0	39.6	37.5
2	teamwork, communication	35.4	41.8	33.2
3	providing administrative services	32.3	38.5	30.1
4	financial and tax law	27.4	28.6	27.0
5	interaction with consumers	25.7	26.4	25.5
6	conflict management and negotiation	25.4	30.8	23.6
7	public procurement	25.1	28.6	23.9
8	ethics and corruption prevention	25.1	34.1	22.0
9	local development and infrastructure development	24.0	18.7	25.9
10	computer literacy	19.1	22.0	18.1
11	strategic planning	17.7	19.8	17.0
12	internal audit	15.1	16.5	14.7
13	environmental protection and waste management	13.1	18.7	11.2
14	project management	12.9	15.4	12.0
15	accounting	12.6	9.9	13.5
16	energy efficiency	9.7	13.2	8.5
17	cooperation with NGOs	7.4	3.3	8.9
18	use of technical assistance funds	7.1	5.5	7.7
19	human resource development	7.1	6.6	7.3

2.12 Perception of and need for education of employees of ATC executive bodies in different spheres. Instruments / events for improving their level of professionalism

Nearly all of secretaries and executive body staff (97 percent) think that **education is an important element** of improving quality of the functioning of the executive body (Diagram 2.12.1). In addition, 79 percent of them disagree that education has no influence on quality of work, and 82 percent do not think that studying is a waste of time.
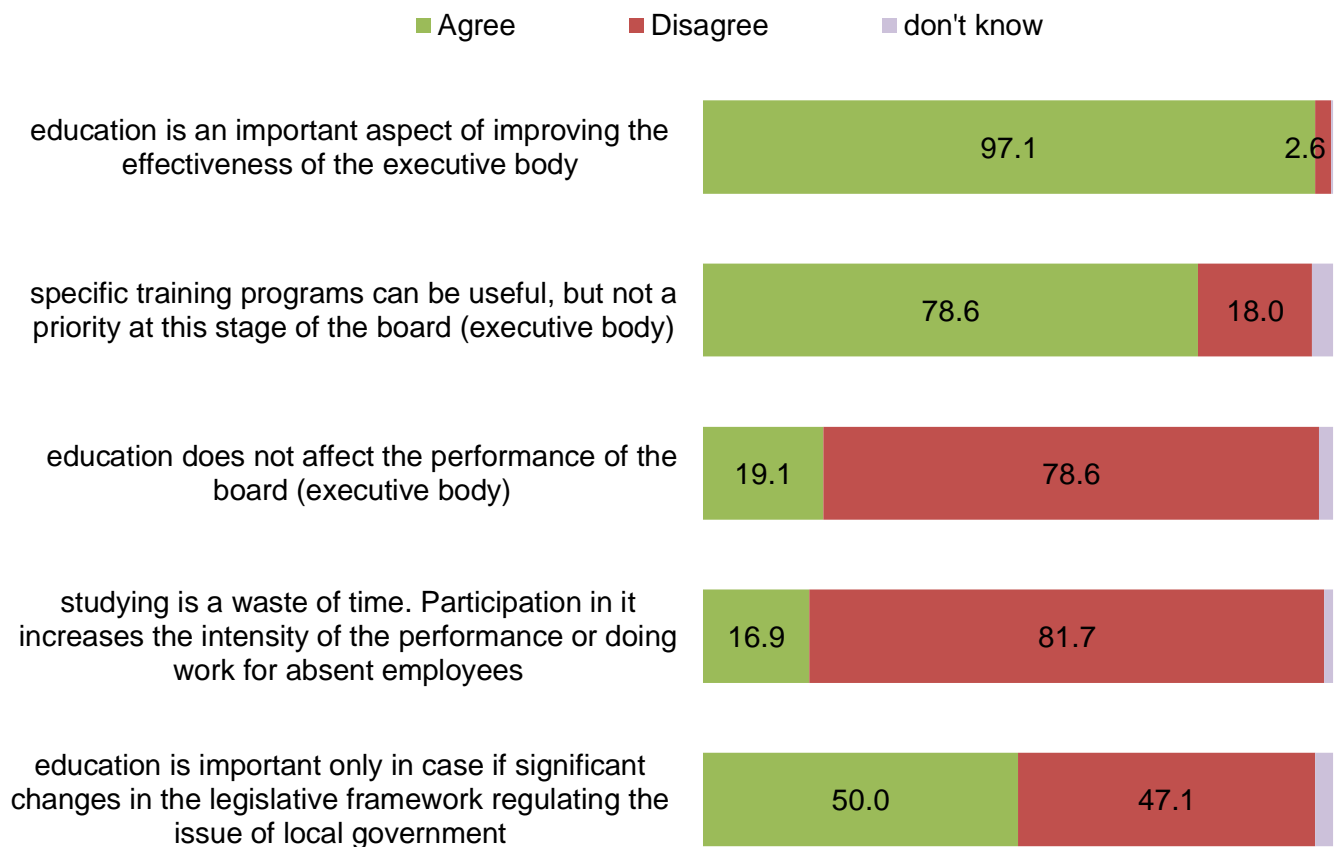
However, **79 percent of respondents agreed that certain programs can be not among the priorities at the present stage.** This can mean that many respondents simply do not realize the importance of certain educational programs.

In addition, half of respondents (50 percent) think that education will be important only in the case if the relevant legislative changes are implemented.

Diagram 2.12.1

How much do you agree or disagree with the following statements?

(% of all respondents)

■ Agree ■ Disagree ■ don't know

	Agree	Disagree
education is an important aspect of improving the effectiveness of the executive body	97.1	2.6
specific training programs can be useful, but not a priority at this stage of the board (executive body)	78.6	18.0
education does not affect the performance of the board (executive body)	19.1	78.6
studying is a waste of time. Participation in it increases the intensity of the performance or doing work for absent employees	16.9	81.7
education is important only in case if significant changes in the legislative framework regulating the issue of local government	50.0	47.1

Below, the data are grouped separately for secretaries and separately for executive body employees.

Diagram 2.12.2

How much do you agree or disagree with the following statements?

(% of respondents-secretaries)

■ Agree　　■ Disagree　　■ don't know

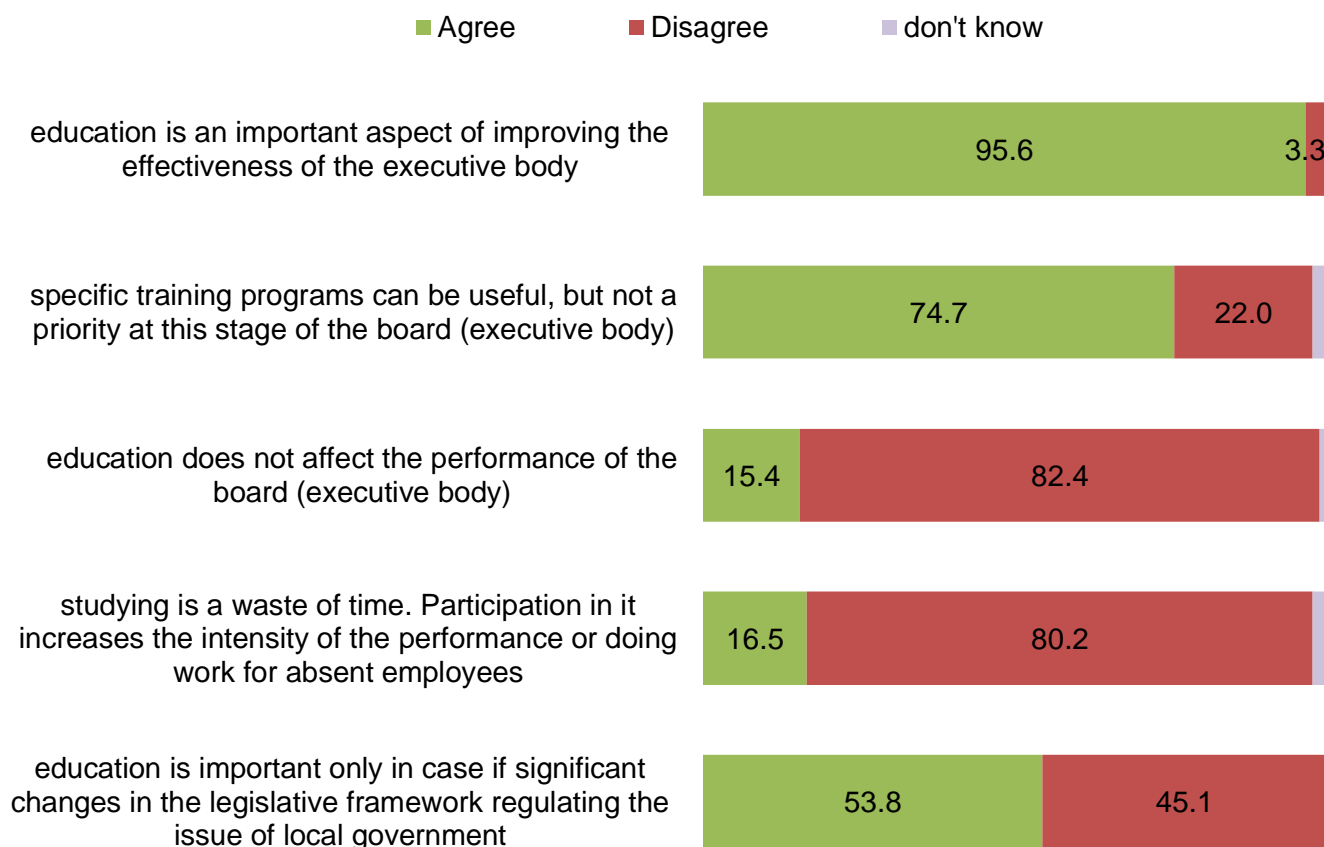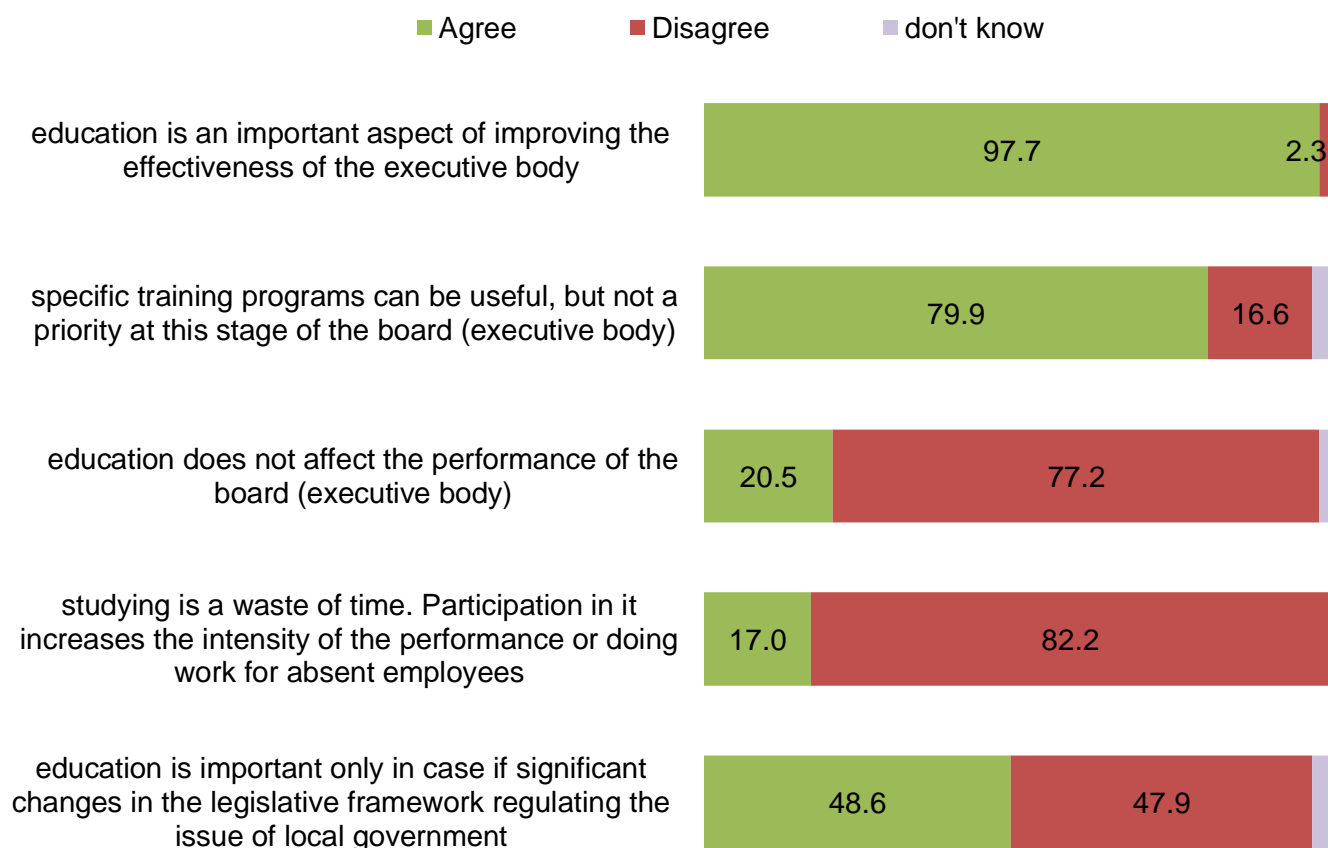| Statement	Agree	Disagree
education is an important aspect of improving the effectiveness of the executive body	95.6	3.3
specific training programs can be useful, but not a priority at this stage of the board (executive body)	74.7	22.0
education does not affect the performance of the board (executive body)	15.4	82.4
studying is a waste of time. Participation in it increases the intensity of the performance or doing work for absent employees	16.5	80.2
education is important only in case if significant changes in the legislative framework regulating the issue of local government	53.8	45.1

Diagram 2.12.3

How much do you agree or disagree with the following statements?

(% of respondents –<u>executive body staff</u>)

■ Agree   ■ Disagree   ■ don't know

Statement	Agree	Disagree
education is an important aspect of improving the effectiveness of the executive body	97.7	2.3
specific training programs can be useful, but not a priority at this stage of the board (executive body)	79.9	16.6
education does not affect the performance of the board (executive body)	20.5	77.2
studying is a waste of time. Participation in it increases the intensity of the performance or doing work for absent employees	17.0	82.2
education is important only in case if significant changes in the legislative framework regulating the issue of local government	48.6	47.9

93 percent of secretaries and executive body employees think that their ATC needs some improvement of knowledge and skills of its staff, but 89 percent of them say that "it is difficult to assess which spheres must be covered" (Diagram 2.12.4).

In addition, most respondents (62 percent) noted that they had probably or definitely had problems with fulfilling their responsibilities due to a lack of knowledge / skills (Diagram 2.12.5).

Diagram 2.12.4

How do you assess the need for imroving the level of knowledge and skills of employees of the executive body?
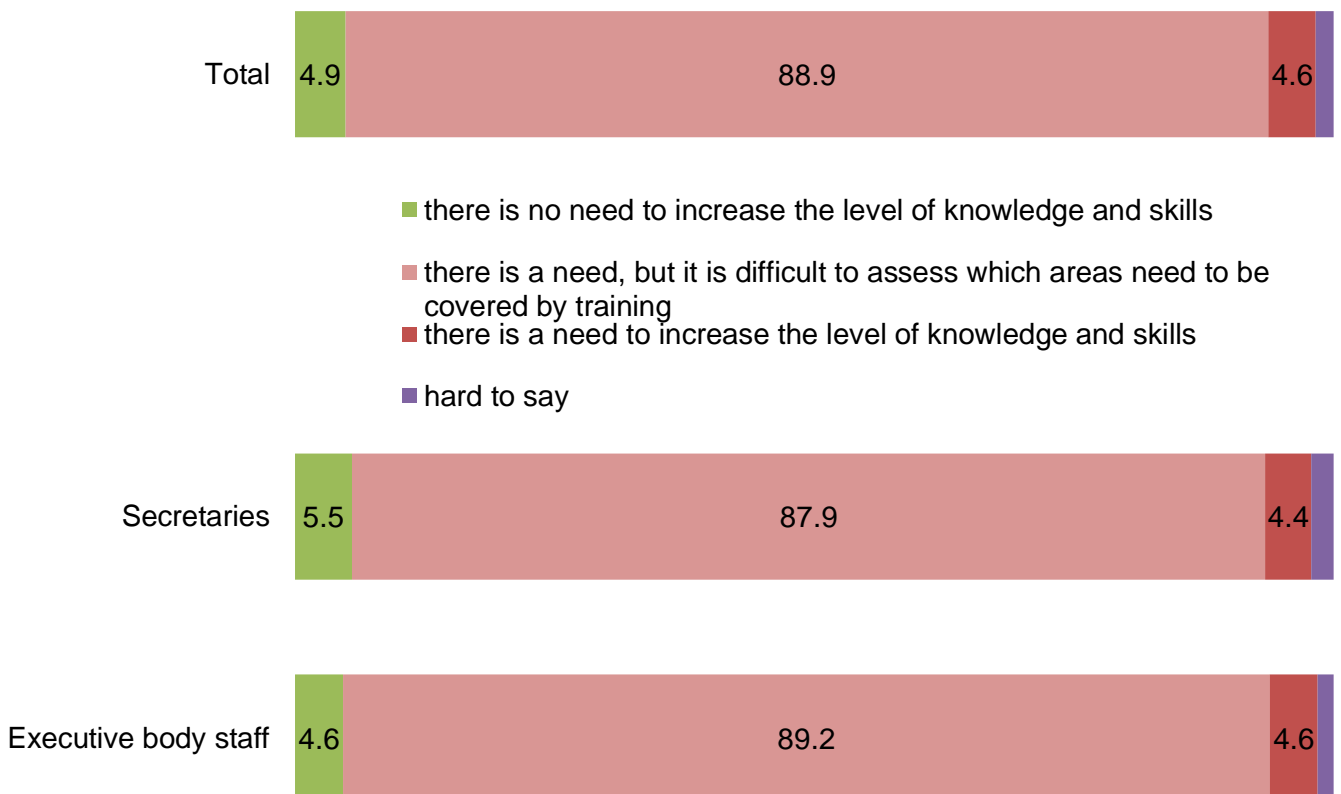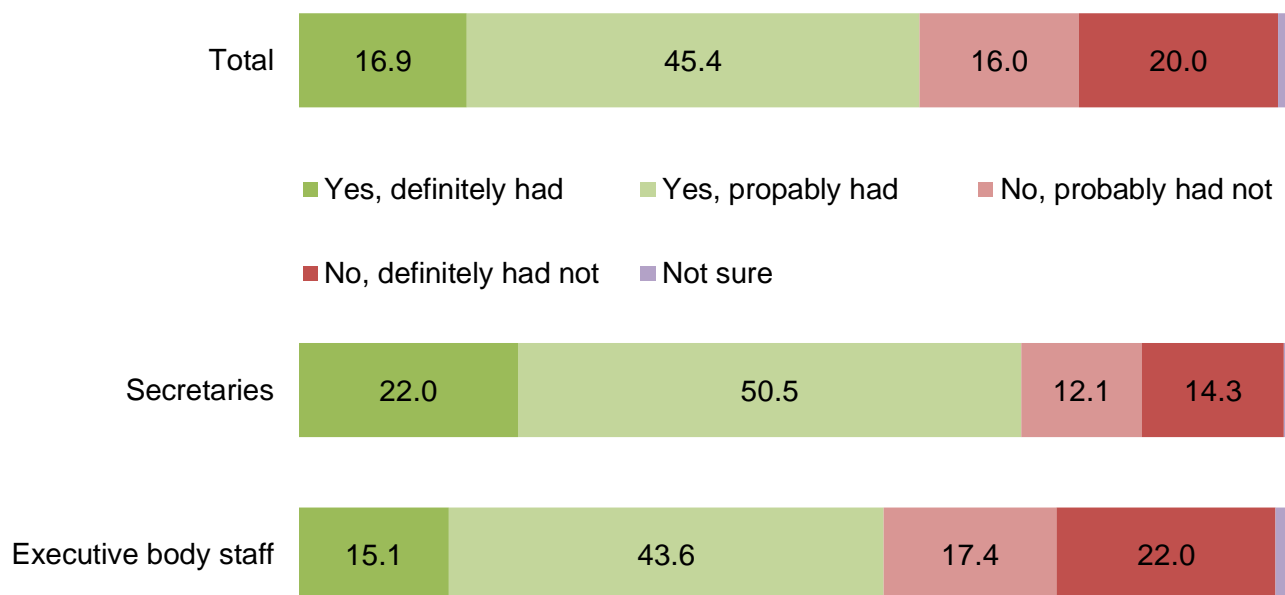
(% of respondents of relevant category)

Total	4.9	88.9	4.6

- there is no need to increase the level of knowledge and skills
- there is a need, but it is difficult to assess which areas need to be covered by training
- there is a need to increase the level of knowledge and skills
- hard to say

Secretaries	5.5	87.9	4.4
Executive body staff	4.6	89.2	4.6

Diagram 2.12.5

Did you have any problems in the performance of your official duties, caused by lack of knowledge or lack of skills?

(% of respondents of relevant category)

Total	16.9	45.4	16.0	20.0	

■ Yes, definitely had　　■ Yes, propably had　　■ No, probably had not

■ No, definitely had not　　■ Not sure

Secretaries	22.0	50.5	12.1	14.3	

Executive body staff	15.1	43.6	17.4	22.0	

In the course of the survey, respondents were asked to assess, how big is the need to improve executive body employees' competence in each of the 16 spheres. **For each sphere, no less than 62 percent said that improvement in competence is rather or extremely necessary.**

If asked to prioritize, relatively the greatest number of respondents listed as the most important the spheres of public procurement (35 percent think that this field is one of the top 3 that need improvement in competence) and financial and tax legislation (32 percent). Next most prioritized are administrative procedures (22 percent), infrastructure development (20 percent), administrative service provision (19 percent).

Diagram 2.12.6

Assess please, should employees of the executive body improve their competence in the following areas. Use a scale where 1 = no need to increase the level of competence, 5 = extremely necessary to improve. /

In which areas of just read, you think imroving capacity is necessary in the first place? Choose no more than 3 answers.

(of all respondents)
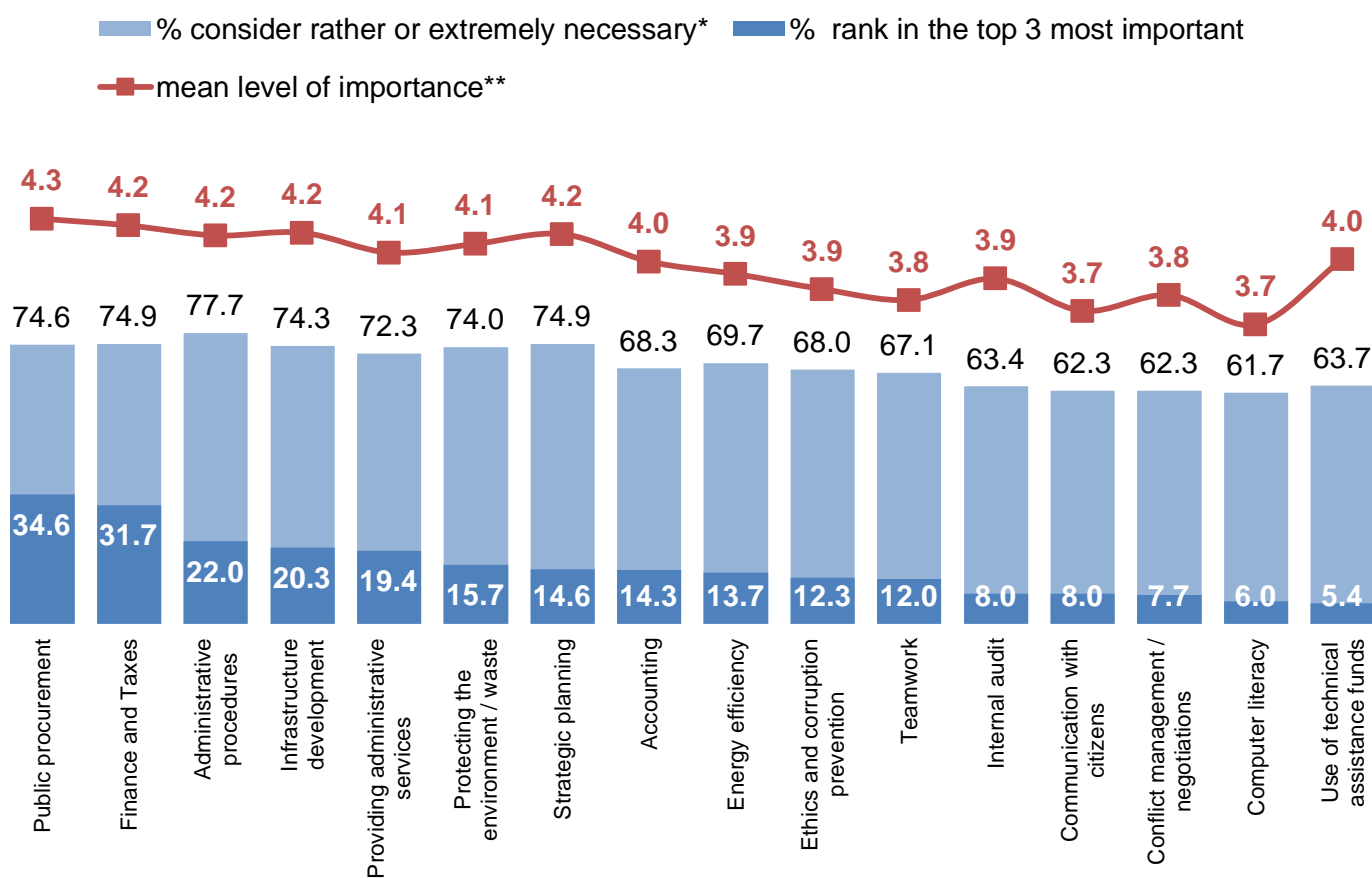
* Those answered the question "very important».
** Mean value on a scale from 1 to 5, where 1 means "not important at all" and 5 - "very important».

The Table 2.12.1 presents the data grouped separately for secretaries and separately for executive body employees.

Table 2.12.1

Assess please, should employees of the executive body improve their competence in the following areas. Use a scale where 1 = no need to increase the level of competence, 5 = extremely necessary to improve. /

In which areas of just read, you think imroving capacity is necessary in the first place? Choose no more than 3 answers.

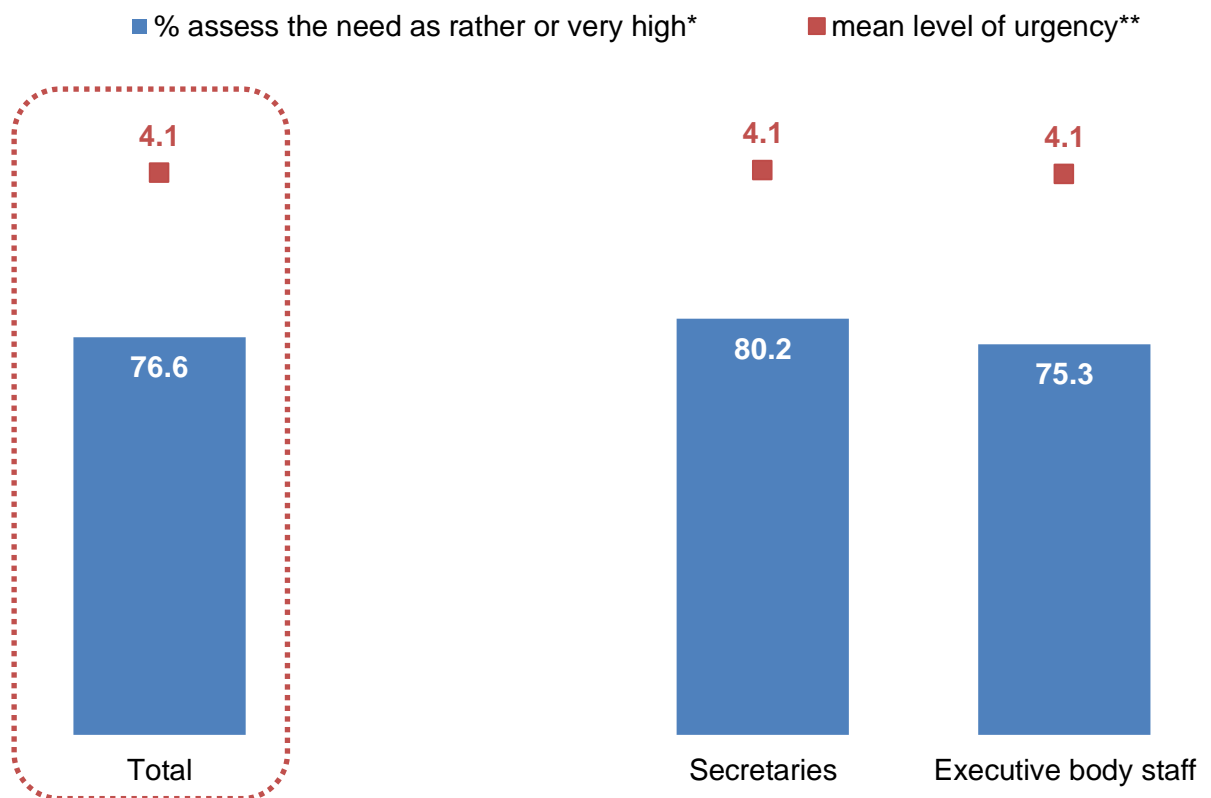(of secretaries and executive body staff)

		Secretaries			Executive body staff		
		% consider rather or extremely necessary	% rank in the top 3	mean level of importance	% consider rather or extremely necessary	% rank in the top 3	mean level of importance
1	Public procurement	86.8	36.3	4.5	70.3	34.0	4.2
2	Finance and Taxes law	85.7	31.9	4.4	71.0	31.7	4.2
3	Administrative procedures	82.4	23.1	4.3	76.1	21.6	4.1
4	Infrastructure development and local development	79.1	17.6	4.3	72.6	21.2	4.1
5	Providing administrative services	80.2	20.9	4.3	69.5	18.9	4.0
6	Protecting the environment / waste management	76.9	9.9	4.2	73.0	17.8	4.1
7	Strategic planning	81.3	12.1	4.3	72.6	15.4	4.1
8	Energy efficiency	78.0	8.8	4.1	66.8	15.4	3.9
9	Accounting	76.9	15.4	4.2	65.3	13.9	4.0
10	Teamwork	71.4	12.1	4.0	65.6	12.0	3.7
11	Ethics and corruption prevention	78.0	20.9	4.2	64.5	9.3	3.7
12	Cooperation with NGOs	69.2	8.8	4.0	59.8	7.7	3.7
13	Internal audit	76.9	9.9	4.2	58.7	7.3	3.8
14	Conflict management / negotiations	72.5	8.8	4.1	58.7	7.3	3.7
15	Computer literacy	68.1	6.6	3.9	59.5	5.8	3.6
16	Use of technical assistance funds	69.2	7.7	4.1	61.8	4.6	4.0

In total, **77 percent of respondents think that improvement of the level of staff competence is rather or very urgent** (Diagram 2.12.7).

Diagram 2.12.7

What is your attitude towards improving the competence of employees of the executive councils through participation in training activities? Use a scale from 1 = no need in participating in training activities to 5 = very high need of participation in training activities.

(of respondents of relevant category)

■ % assess the need as rather or very high*   ■ mean level of urgency**

	4.1	4.1	4.1
	76.6	80.2	75.3
	Total	Secretaries	Executive body staff

Those, who answered the question «4» or«5».
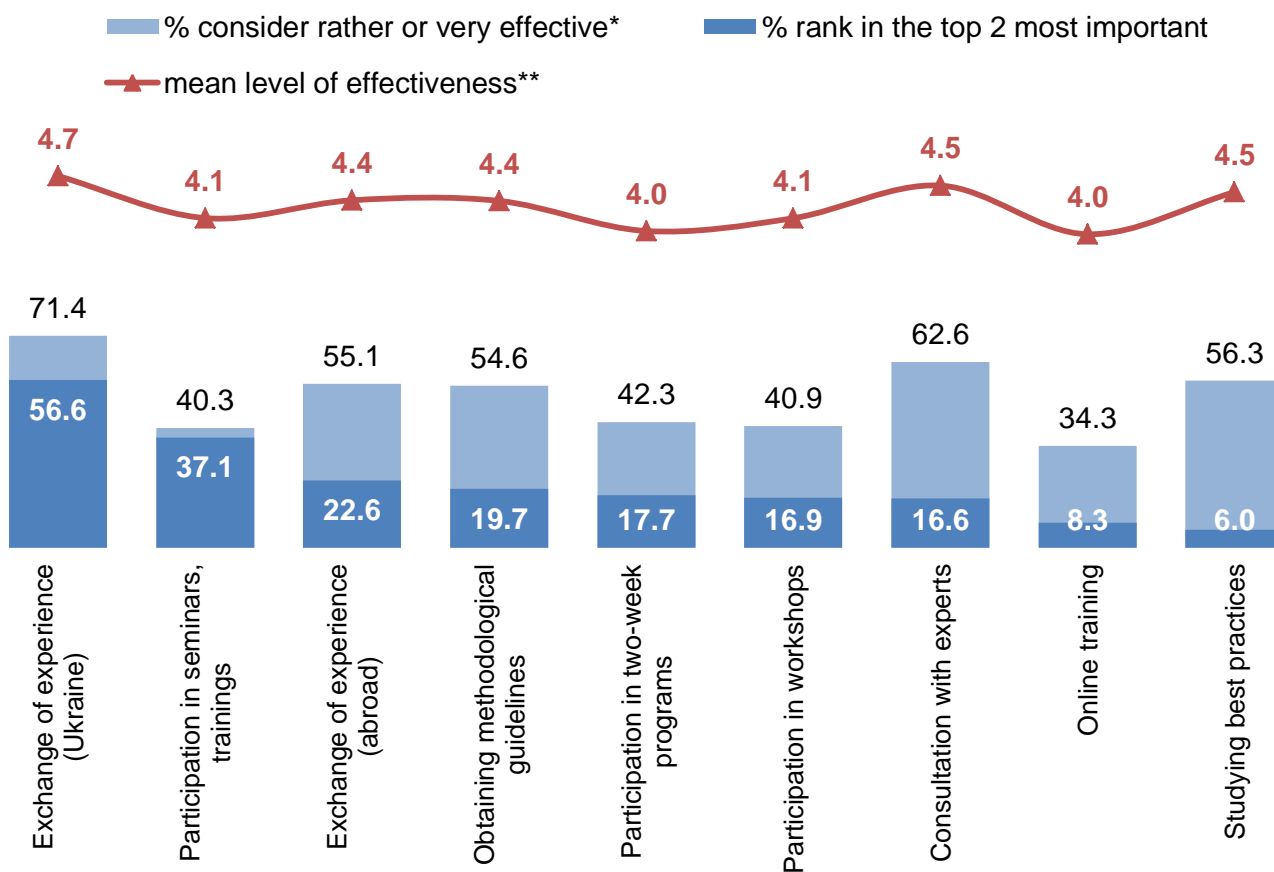
*** Mean value on a scale from 1 to 5.*

If requested to decide on the top 2 instruments for professional development, 57 percent picked the exchange of experience with colleagues from other territorial communities (Diagram 2.12.8). The second most preferred instrument (by a wide margin) is participation in seminars and conferences (37 percent). The rest of the instruments were mentioned less often.

Diagram 2.12.8

Assess, please, how useful are the following measures / instruments for professional development (capacity) of employees of the executive body. Use a scale from 1 = not effective at all, 5 = very effective. /

And what measures / instruments of just read, in your opinion, are the most effective? Choose no more than 2 answers.

(of all respondents)

* *Those. who answered the question «4» or «5».*

** *Mean value on a scale from 1 to 5.*

The Table 2.12.2 presents the data grouped separately for secretaries and separately for executive body employees.

Table 2.12.2

Assess, please, how useful are the following measures / instruments for professional development (capacity) of employees of the executive body. Use a scale from 1 = not effective at all, 5 = very effective. /

And what measures / instruments of just read, in your opinion, are the most effective? Choose no more than 2 answers.

(of secretaries and executive body staff)

		Secretaries			Executive body staff		
		% rather or very effective	% rank in the top 2	mean level of importance	% rather or very effective	% rank in the top 2	mean level of importance
1	exchange of experience with colleagues from other territorial communities	71.4	59.3	4.6	71.4	55.6	4.7
2	participation in seminars and conferences	45.1	40.7	4.2	38.6	35.9	4.1
3	exchange of experiences with colleagues from other countries	56.0	22.0	4.3	54.8	22.8	4.4
4	direct consultations with experts	65.9	8.8	4.5	61.4	19.3	4.5
5	participation in two-week training program	46.2	15.4	3.9	40.9	18.5	4.0
6	obtain methodological guidelines and other information materials	52.7	24.2	4.3	55.2	18.1	4.4
7	participation in workshops	45.1	17.6	4.1	39.4	16.6	4.2
8	online education	37.4	8.8	3.9	33.2	8.1	4.0

2.13 Experience of participation in educational events in the past year

On the one hand, **70 percent of secretaries and employees of executive bodies have participated in educational events at least once in the past year** (Diagram 2.13.1). However, on the other hand, only 17 percent of them participated in such events regularly, at least every two months.

At the same time, **the overwhelming majority of those who have participated in any educational events (85 percent) think that they are quite or very beneficial** (Diagram 2.13.2).

Have you participated in any training activities in the past year?

(% of all respondents of relevant category)

- ■ yes, regularly
- ■ yes, no more than 3 times
- ■ yes, 1-2 times
- ■ haven't participated at all

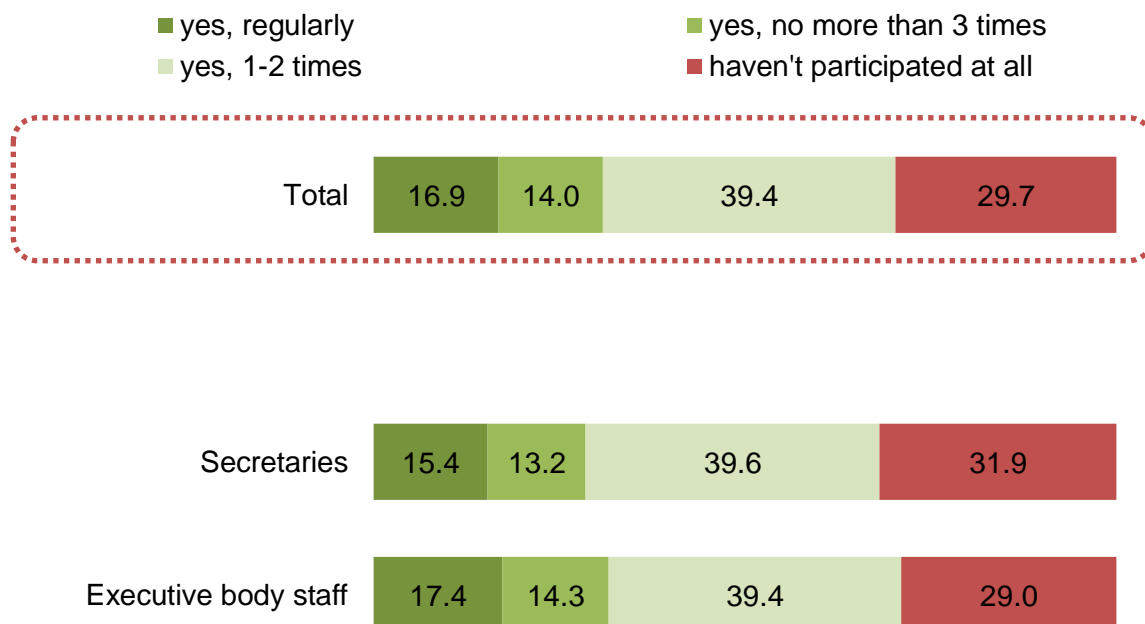| Category	yes, regularly	yes, no more than 3 times	yes, 1-2 times	haven't participated at all
Total	16.9	14.0	39.4	29.7
Secretaries	15.4	13.2	39.6	31.9
Executive body staff	17.4	14.3	39.4	29.0

Diagram 2.13.2

If you have participated in training activities, assess, please, how useful they were to improve performance of your work? Use a scale from 1 = not effective at all, 5 = very useful.

(of respondents of relevant category, who have participated in educational events)

■ % consider rather or very useful*   ■ mean level of benefit**
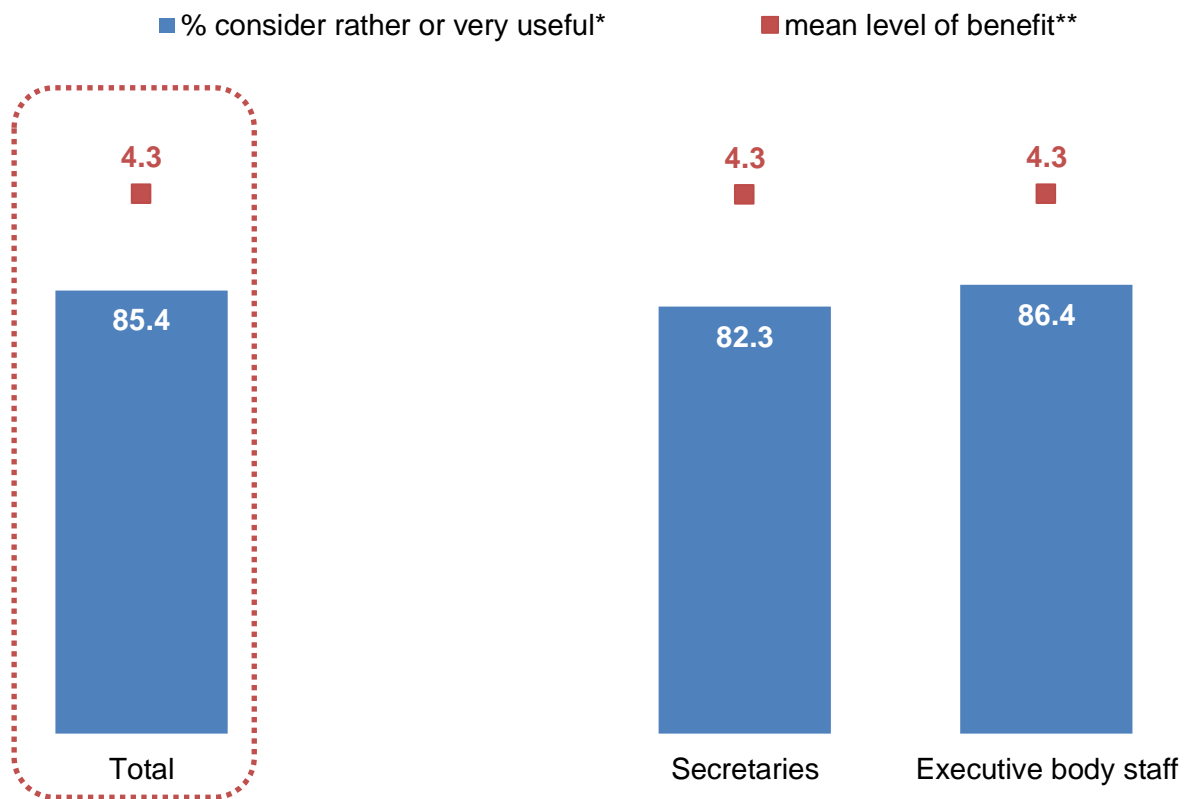
* *Those, who answered the question «4» or«5».*
** *Mean value on a scale from 1 to 5.*
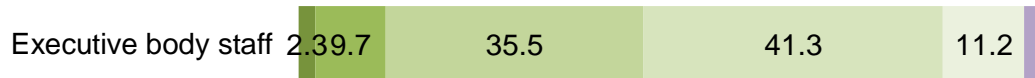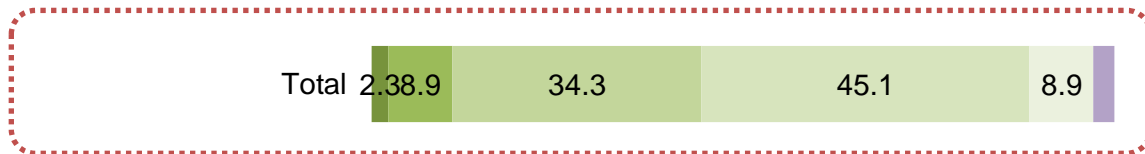
2.14 The optimal length of studying

For 79 percent of respondents, the optimal length of studying outside their main workplace is **from 2-3 days to 1 week** (Diagram 2.14.1). Only 9 percent said that they would prefer to study for more than 1 week.

Diagram 2.14.1

Considering your duties, what length of studying is most acceptable for you? (out of your main workplace)

(% of all respondents of relevant category)

- less than 1 day
- 1 day
- 2-3 days
- to 1 week
- more than 1 week
- hard to say

Category	less than 1 day	1 day	2-3 days	to 1 week	more than 1 week	hard to say
Total	2.3	8.9	34.3	45.1	8.9	
Secretaries	2.2	6.6	30.8	56.0		2.2
Executive body staff	2.3	9.7	35.5	41.3	11.2	

2.15 Satisfaction with access to educational events offered to the community. Trust in educational institutions

75 percent of respondents among secretaries and executive body employee are satisfied with the level of access to educational events offered in their territorial community (Diagram 2.15.1).

Diagram 2.15.1

Assess, please, how much are you satisfied with the level of access to educational activities offered in your territorial community?

(% of all respondents of relevant category)

■ Satisfied ■ Dissatisfied ■ don't know

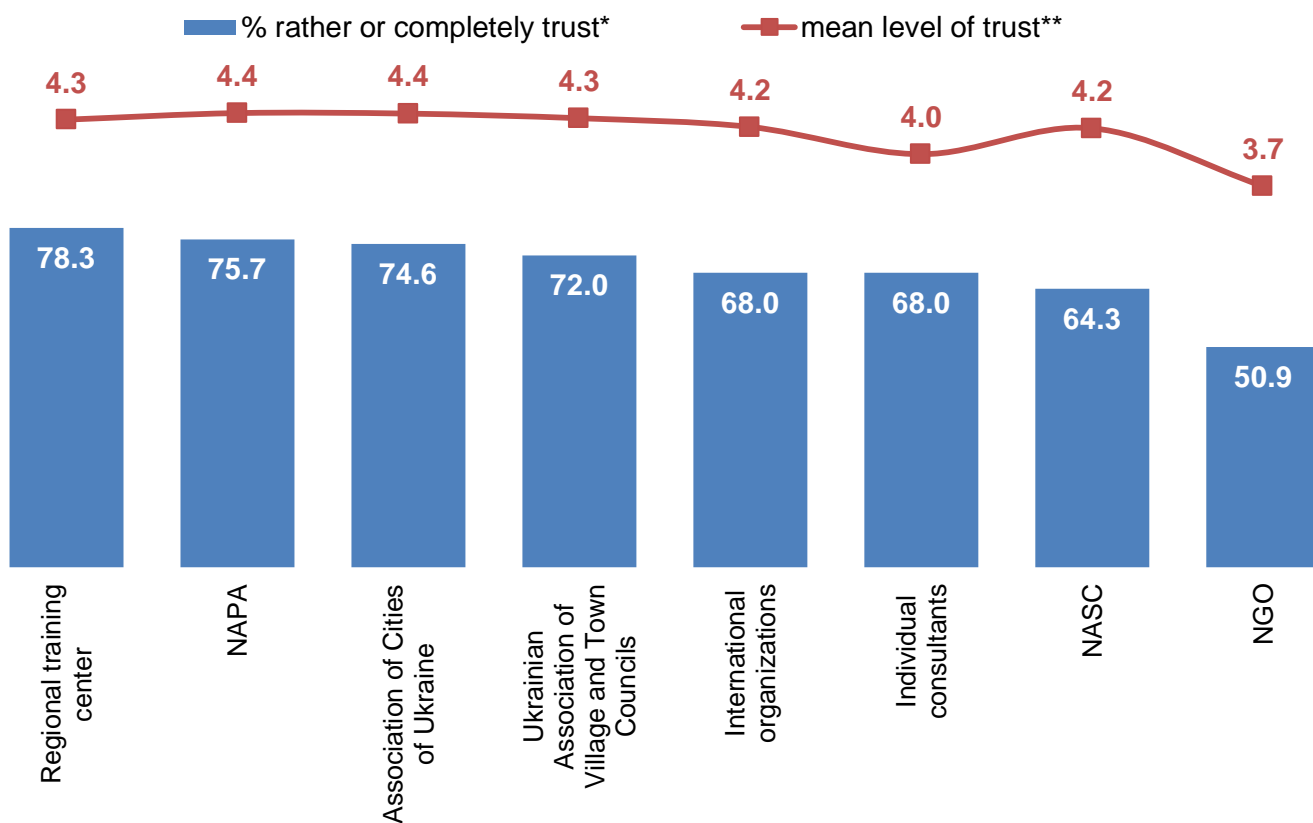| Category	Satisfied	Dissatisfied	don't know
Total	75.4	20.0	4.6
Secretaries	83.5	16.5	0.0
Executive body staff	72.6	21.2	6.2

The overwhelming majority of all respondents trust all possible institutions in the context of education (Diagram 2.15.2). Only NGOs are relatively less trusted ("only" 51 percent trust them).

If you will be offered training (improvement of professional skill), which of these institutions do you trust most? Use a scale from 1 to 5, where 1 = distrust, 5 = completely trust this educational institution.

(of all respondents)

Legend: % rather or completely trust* — mean level of trust**

Institution	% rather or completely trust	mean level of trust
Regional training center	78.3	4.3
NAPA	75.7	4.4
Association of Cities of Ukraine	74.6	4.4
Ukrainian Association of Village and Town Councils	72.0	4.3
International organizations	68.0	4.2
Individual consultants	68.0	4.0
NASC	64.3	4.2
NGO	50.9	3.7

Those, who answered the question «4» or«5».
*** Mean value on a scale from 1 to 5.*

The Table 2.15.1 presents the data grouped separately for secretaries and separately for executive body employees.

Table 2.15.1

If you will be offered training (improvement of professional skill), which of these institutions do you trust most? Use a scale from 1 to 5, where 1 = distrust, 5 = completely trust this educational institution.

(of respondents of relevant category)

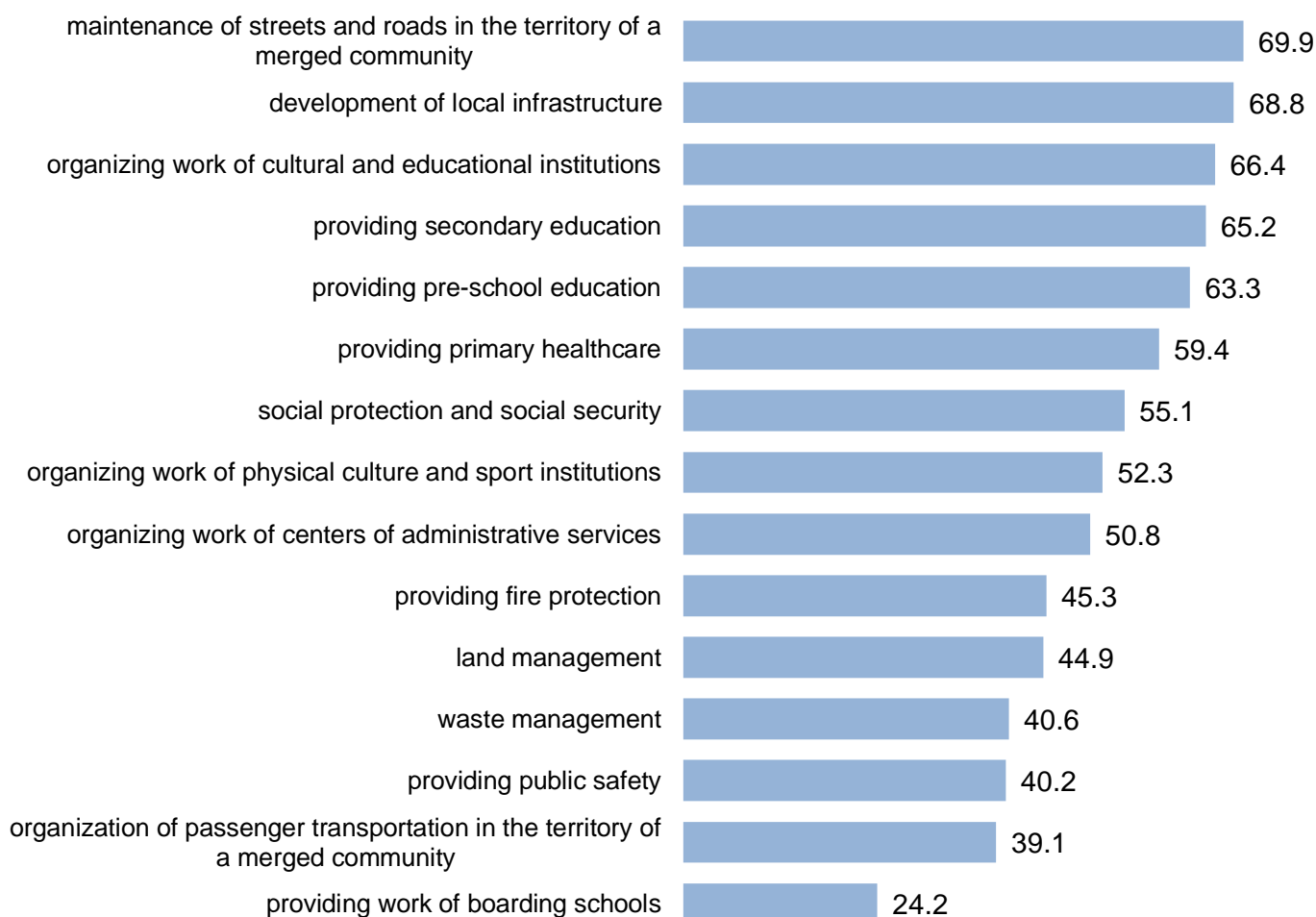|		Secretaries		Executive body staff	
		% rather or completely trust	Mean level of trust	% rather or completely trust	Mean level of trust
1	Regional Center of retraining	80.2	4.4	77.6	4.3
2	National Academy of of Public Administration and its regional institutes	82.4	4.4	73.4	4.3
3	Association of Cities of Ukraine	86.8	4.5	70.3	4.3
4	Ukrainian Association of Village and Town Councils	78.0	4.4	69.9	4.3
5	Individual consultants	72.5	4.3	66.4	3.9
6	International organizations	76.9	4.3	64.9	4.2
7	National Agency for Civil Service of Ukraine and its territorial bodies	72.5	4.3	61.4	4.2
8	Non-governmental organizations	58.2	3.8	48.3	3.6

3.1 New responsibilities / services of ATCs. Which services can be provided within the settlement

Just as chief ATC officials and secretaries / executive body staff, the absolute majority of village headmen noted that their responsibilities have expanded in a number of spheres (Diagram 3.1.1).

Diagram 3.1.1

The executive body, exercising their own and delegated powers, provides residents a number of territorial community services. What services, after merging territorial community, did your council (executive committee) begin to carry out additionally?

(% of all respondents)

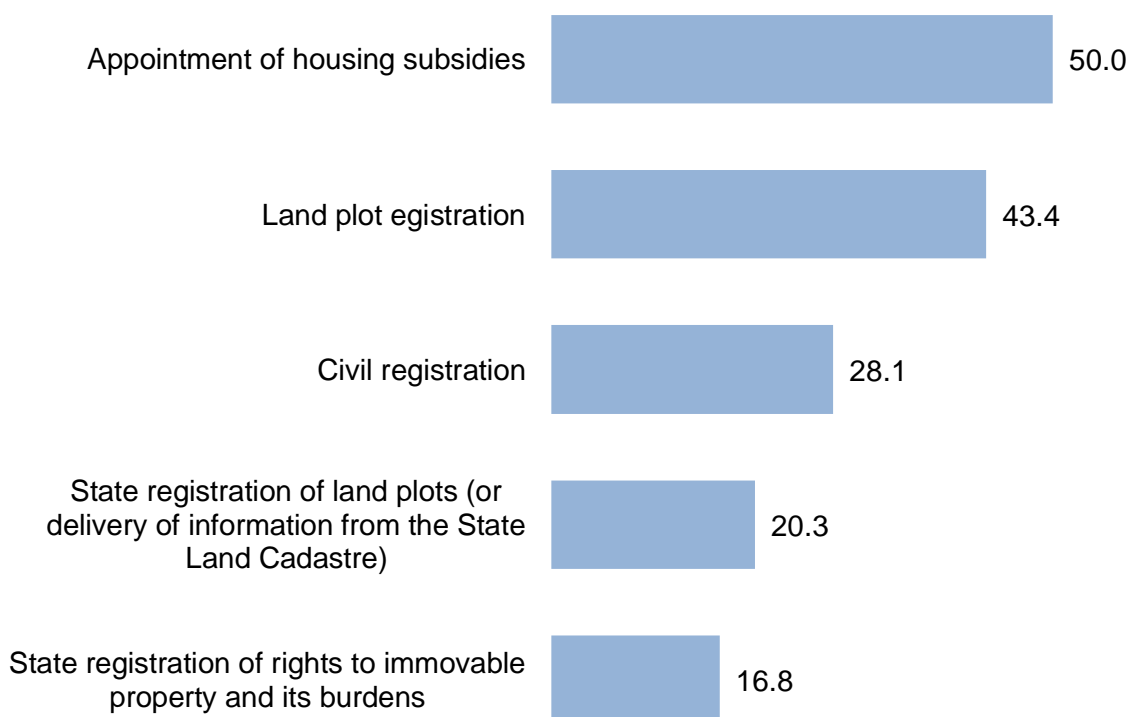| Service	%
maintenance of streets and roads in the territory of a merged community	69.9
development of local infrastructure	68.8
organizing work of cultural and educational institutions	66.4
providing secondary education	65.2
providing pre-school education	63.3
providing primary healthcare	59.4
social protection and social security	55.1
organizing work of physical culture and sport institutions	52.3
organizing work of centers of administrative services	50.8
providing fire protection	45.3
land management	44.9
waste management	40.6
providing public safety	40.2
organization of passenger transportation in the territory of a merged community	39.1
providing work of boarding schools	24.2

The most widespread services provided on the territory of any particular settlement is allocation of housing subsidies (50 percent of respondents mentioned it) and registration of places of residence (43 percent) (Diagram 3.1.2). Other services are much less widespread.

Diagram 3.1.2

Which of the following powers / services may be available to residents of the settlement (village / settlement) of amalgamated territorial community directly in the territory of the settlement?
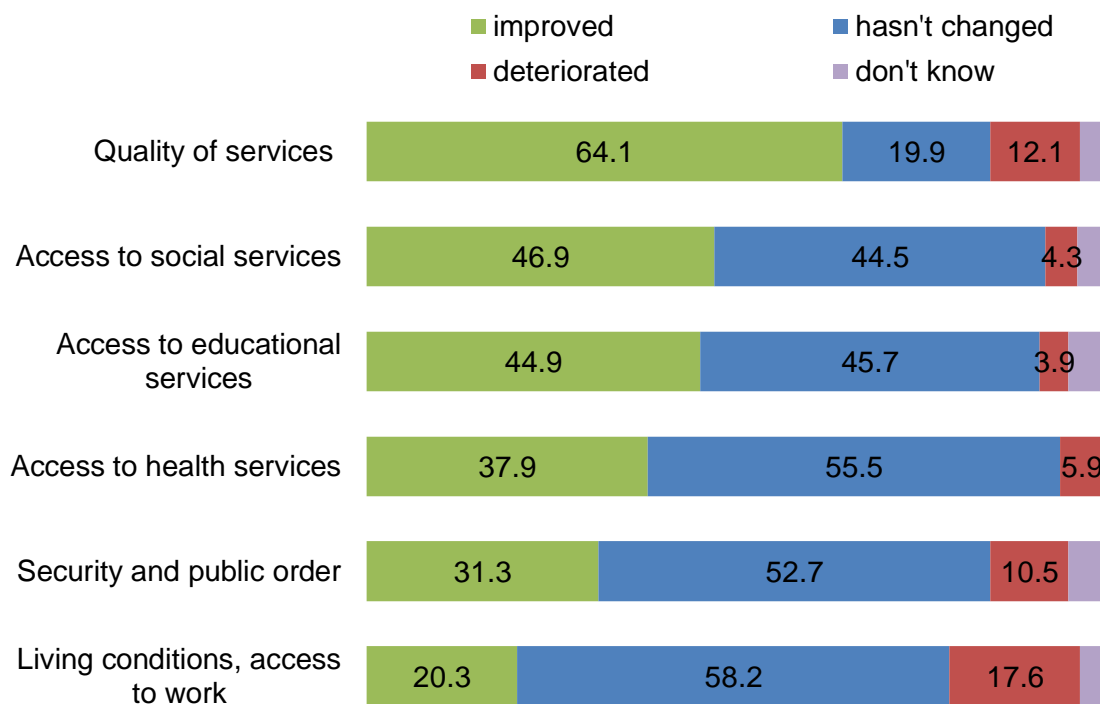
(% of all respondents)

Service	%
Appointment of housing subsidies	50.0
Land plot egistration	43.4
Civil registration	28.1
State registration of land plots (or delivery of information from the State Land Cadastre)	20.3
State registration of rights to immovable property and its burdens	16.8

3.2 The dynamics of the quality of service provision and the quality of life of the settlement inhabitants in the past year. Meetings and gatherings centered around the quality of / access to services. Satisfaction with the quality of functioning of the ATC executive body / the village headman

The majority of village headmen (64 percent) noted that the quality of services provided to the population has improved, and only 12 percent said that it has deteriorated (Diagram 3.2.1). The biggest number of respondents noticed positive changes in access to social services (47 percent compared to only 4 percent who pointed out that the situation has become worse), access to educational services (45 percent compared to 4 percent), and access to health care (38 percent compared to 6 percent).

Diagram 3.2.1

Assessment of dynamic changes in the following areas in the past year

(% of all respondents)

Legend: ■ improved ■ hasn't changed ■ deteriorated ■ don't know

| Area	improved	hasn't changed	deteriorated
Quality of services	64.1	19.9	12.1
Access to social services	46.9	44.5	4.3
Access to educational services	44.9	45.7	3.9
Access to health services	37.9	55.5	5.9
Security and public order	31.3	52.7	10.5
Living conditions, access to work	20.3	58.2	17.6

In addition, 44 percent of village headmen noted that the number of complaints has decreased in the past year (while only 14 percent said that it increased) (Diagram 3.2.2).

Has the number of complaints / appeals submitted to the executive board for provided services changed in the last year?

(% of all respondents)
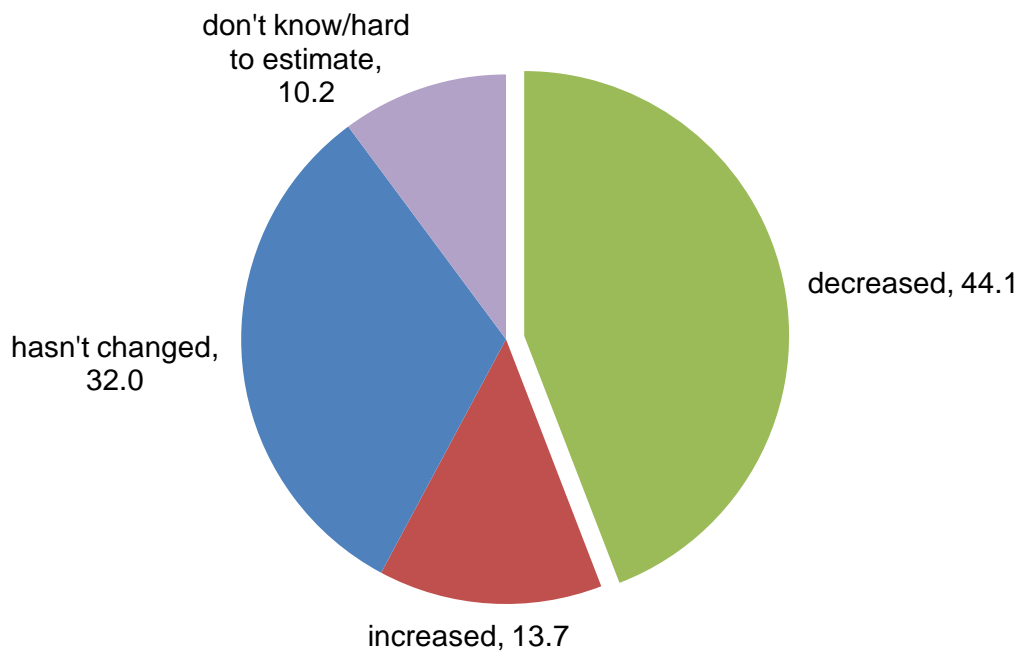
A little more than a half (56 percent) of the surveyed village headmen said in the course of interviews that, in their villages, there are meetings and peaceful gatherings of residents where they discuss the issues of accessibility and quality of services provided within their village (Diagram 3.2.3).

Are there meetings / peaceful meetings of inhabitants of your settlement, where the availability / quality of services provided in the village / settlement are examined?

(% of all respondents)

No, 43.4

Yes, 56.6
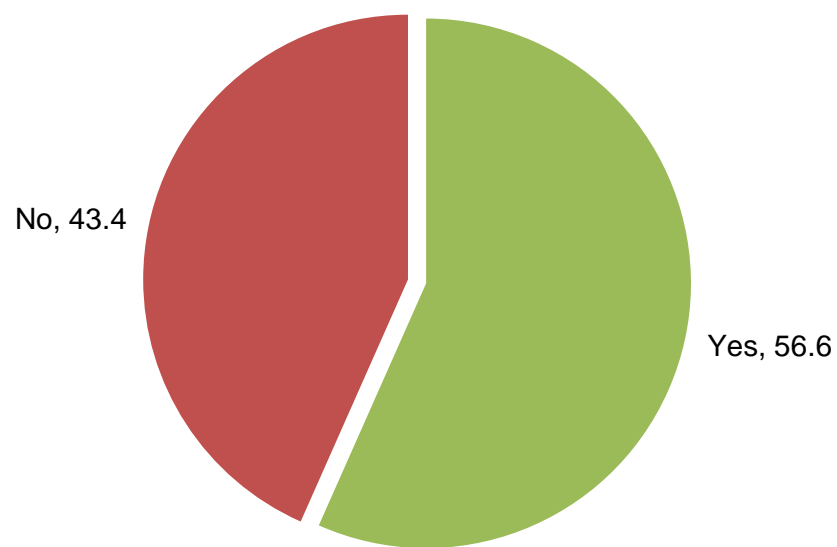
According to 71 percent of village headmen, the residents of their villages are satisfied with the functioning of the council and the executive body, and 63 percent said that the residents are satisfied with the work of village headmen (Diagram 3.2.4).

How do you assess the level of residents' satisfaction with work of council and executive body of your territorial comunity? Residents of the community are …? /

How do you assess the level of residents' satisfaction with your work (work of the institute of village headmen)?

(% of all respondents)

	satisfied	dissatisfied	don't know
Work of council and executive body of the territorial comunity	70.7	18.4	10.9
Work of village headmen	63.3	4.7	32.0
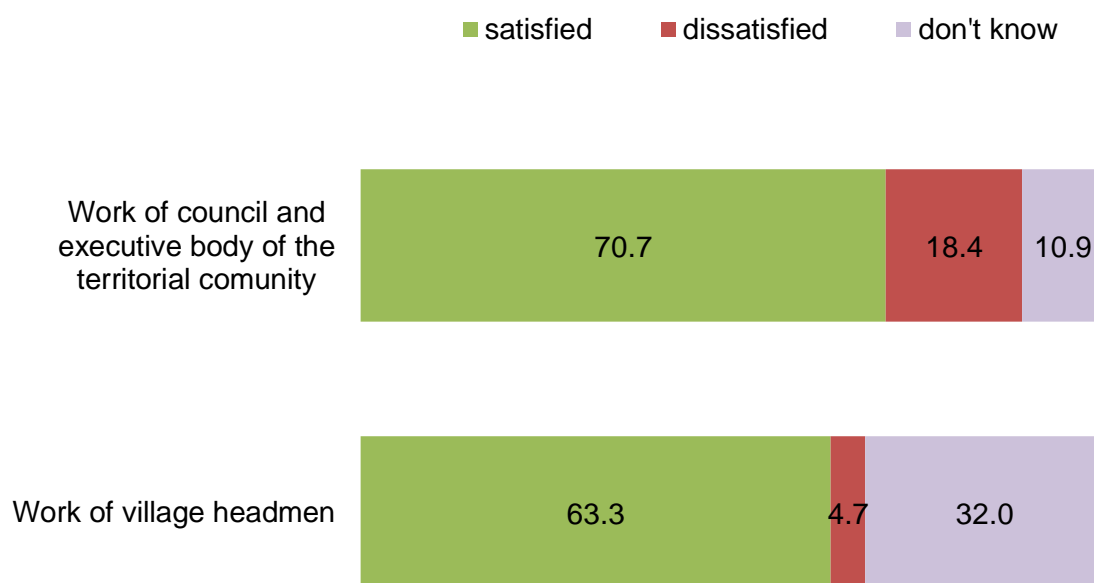
3.3 The level of funding of responsibilities and dynamics of financial resources

Although only 40 percent of village headmen think that the level of funding of their responsibilities is sufficient, **79 percent of them said that generally the community resources have increased in the past year** (Diagram 3.3.1, Diagram 3.3.2).

Diagram 3.3.1

Assess whether level of funding of responsibilities by the local community is sufficient?
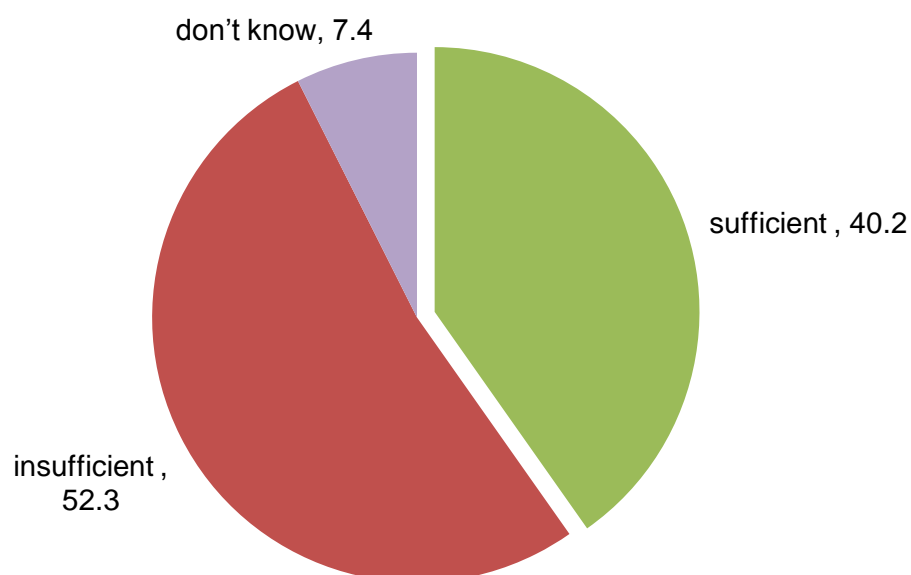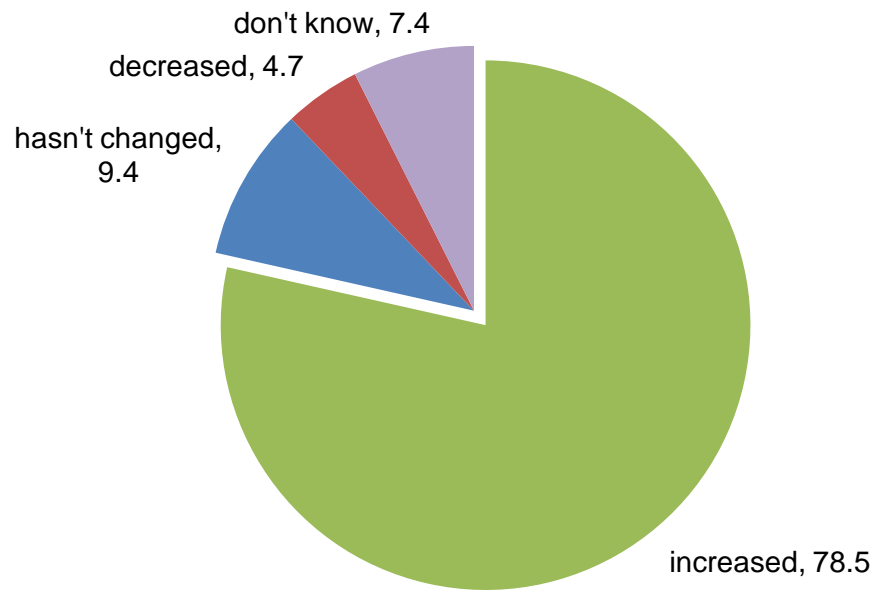
(% of all respondents)

don't know, 7.4

sufficient , 40.2

insufficient , 52.3

Diagram 3.3.2

How has the total amount of financial resources, territorial community dealt with, changed in the past financial year?

(% of all respondents)

don't know, 7.4

decreased, 4.7

hasn't changed, 9.4

increased, 78.5

## 3.4 Informing of community members by executive bodies of ATC councils

The overwhelming majority (88 percent) of village headmen think that the executive body is effective in the way it informs community members about its services (Diagram 3.4.1).

Diagram 3.4.1

Assess please how effectively council (executive body) informs their citizens about the services provided to residents of amalgamated territorial community. Use a scale from 1 = does not inform, to 5 = informs properly.

(% of all respondents)

■ % consider rather or completely properly*   ■ mean level of effectiveness**

4.3
■

87.9

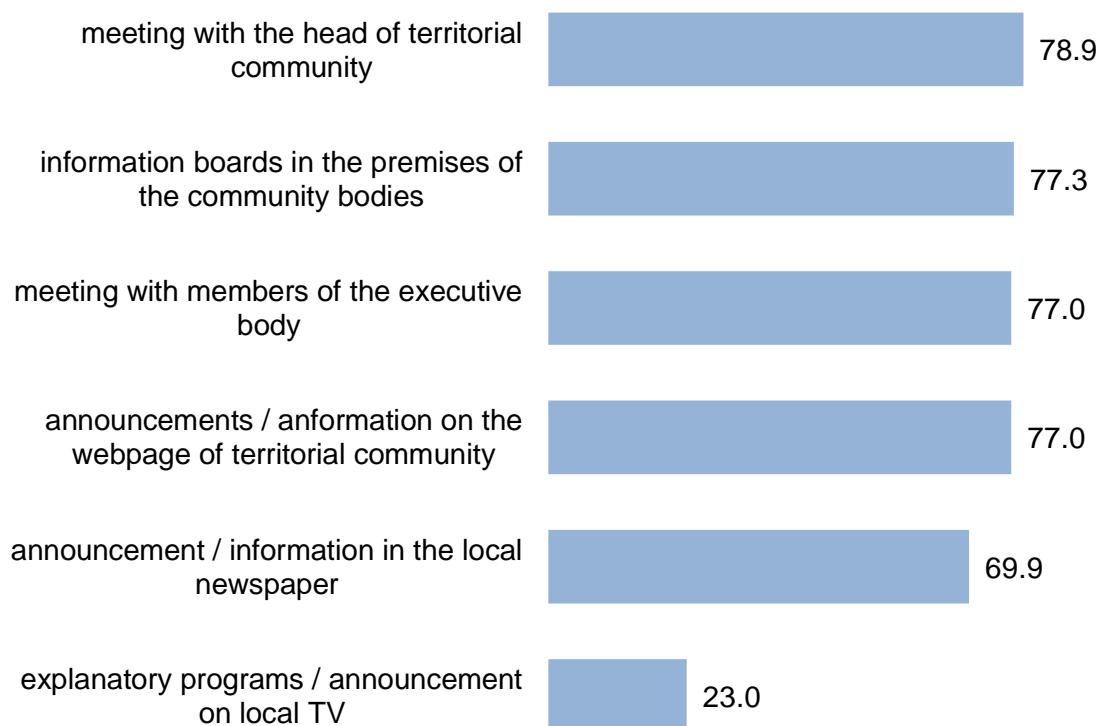Total
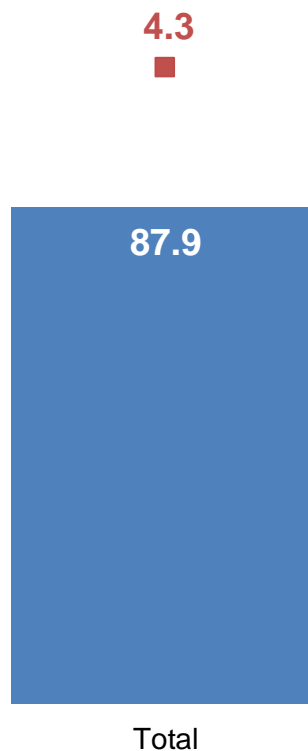
* Those, who answered the question «4» or«5».
** Mean value on a scale from 1 to 5.

As the Diagram 3.4.2 demonstrates, the executive body uses various instruments to inform community members.

Which of the following instruments does your council (executive body) use to inform residents of amalgamated territorial community?

(% of all respondents)

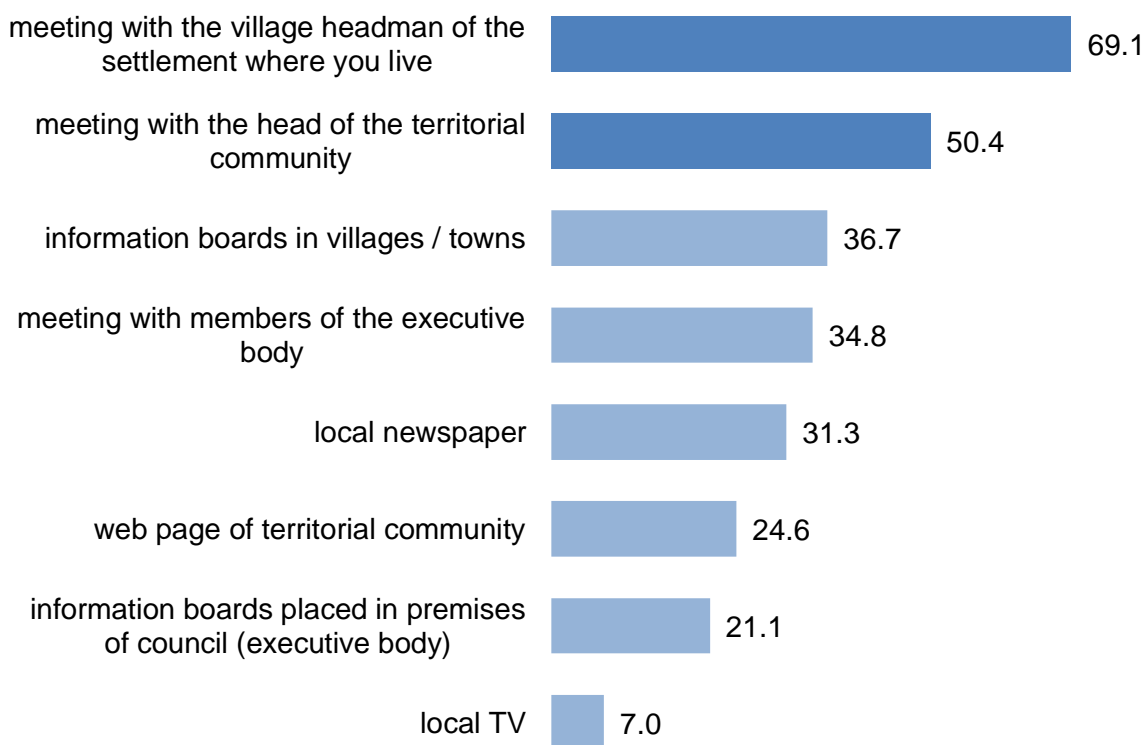| Instrument	%
meeting with the head of territorial community	78.9
information boards in the premises of the community bodies	77.3
meeting with members of the executive body	77.0
announcements / anformation on the webpage of territorial community	77.0
announcement / information in the local newspaper	69.9
explanatory programs / announcement on local TV	23.0

As for the most effective methods of informing members of their villages, 69 percent of headmen mentioned personal meetings with the headmen themselves, and 50 percent mentioned meetings with the ATC head (Diagram 3.4.3).

Which of the following methods you think best allow to inform community residents about new services (and the procedure, location, cost, etc.) provided the combined territorial community? Indicate the methods that work best for residents who live in your the settlement?

(% of all respondents)

| Method	%
meeting with the village headman of the settlement where you live	69.1
meeting with the head of the territorial community	50.4
information boards in villages / towns	36.7
meeting with members of the executive body	34.8
local newspaper	31.3
web page of territorial community	24.6
information boards placed in premises of council (executive body)	21.1
local TV	7.0

3.5 Level of competence in particular spheres (self-assessment) and main directions of further professional training (self-assessment)

In the course of the survey, the village headmen were offered a list of 11 spheres to assess their own level of competence. As one can see from the data below, most village headmen think that their competence in most spheres is rather or very high. They assessed their competence relatively the highest in spheres such as teamwork and customer interaction. In contrast, their self-assessment was the lowest in the spheres of financial and tax legislation and accounting.

Diagram 3.5.1

Assess, please, level of your competence in the following areas. Use a scale where 1 = lack of competence in the relevant area, 5 = high level (expert).
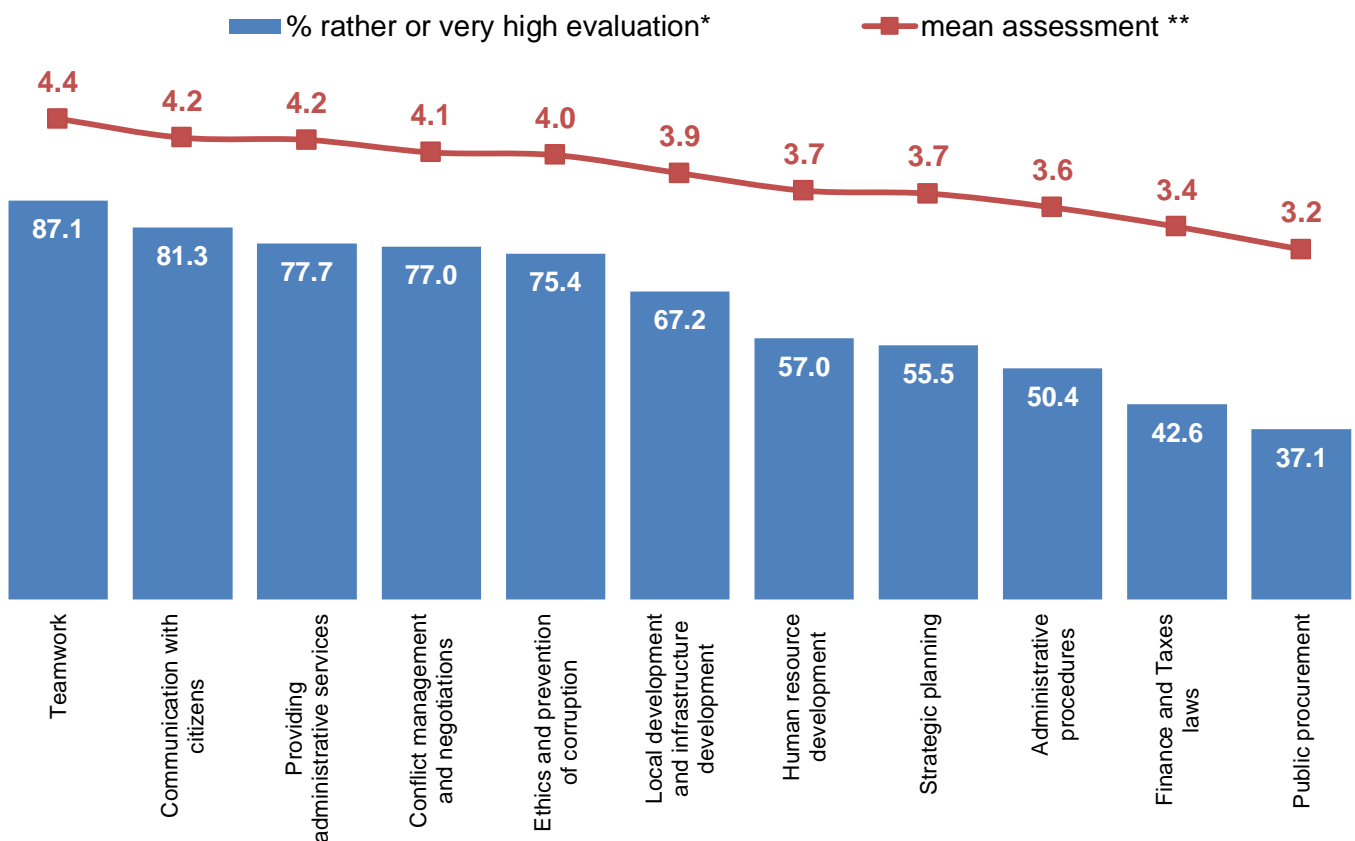
(of all respondents)
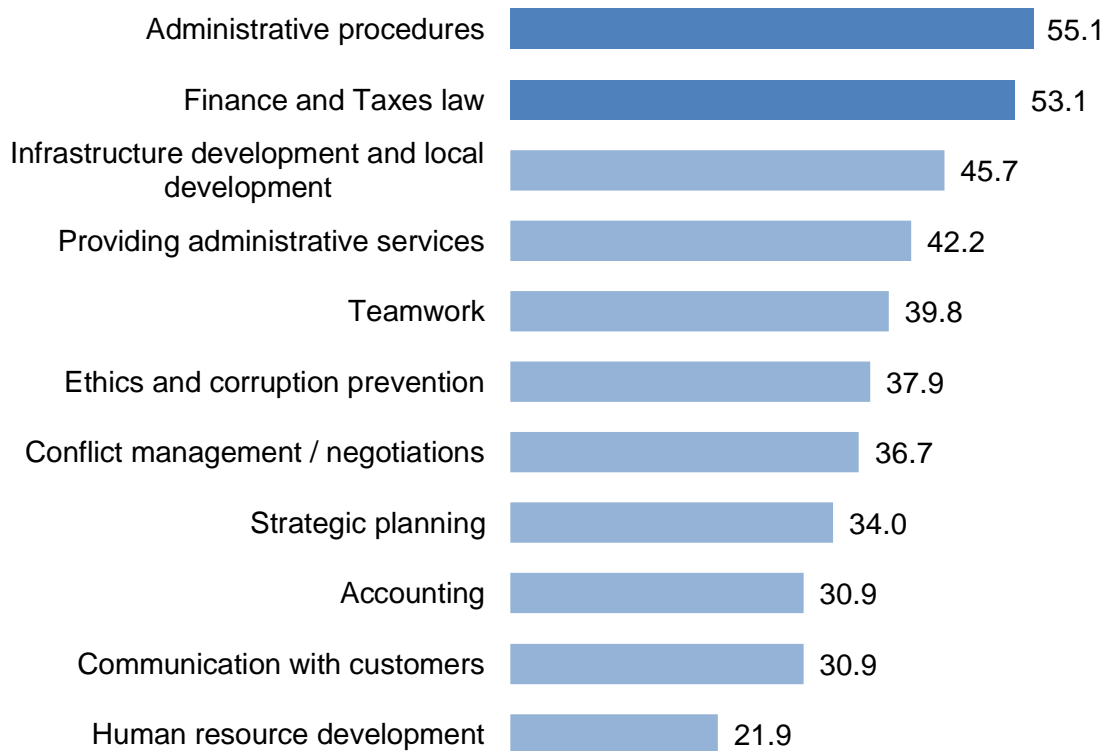

* Those, who answered the question «4» or«5».

** Mean value on a scale from 1 to 5.

The Diagram 3.5.2 presents the data about the spheres in which the respondents would prefer to improve their knowledge.

Diagram 3.5.2

Considering the above list of areas select 5 most important for you to improve your professional skills and better performance of your powers.

(of all respondents)

Area	Value
Administrative procedures	55.1
Finance and Taxes law	53.1
Infrastructure development and local development	45.7
Providing administrative services	42.2
Teamwork	39.8
Ethics and corruption prevention	37.9
Conflict management / negotiations	36.7
Strategic planning	34.0
Accounting	30.9
Communication with customers	30.9
Human resource development	21.9

3.6 Perception and necessity of education of employees of executive bodies of ATC councils in various spheres. Instruments / measures to improve their professionalism

Nearly all village headmen (97 percent) think that **education is an important factor** of improving the effectiveness of the functioning of a government body (Diagram 3.6.1). In addition to this, 70 percent disagree that education has no influence on effectiveness, and 79 percent do not think that studying is a waste of time.

However, **75 percent agreed that certain programs can be not among the priorities at the present stage.**

In addition, about a half of respondents (60 percent) think that studying will be important only in the case if the relevant changes will be introduced in legislation.

Diagram 3.6.1

How much do you agree or disagree with the following statements?
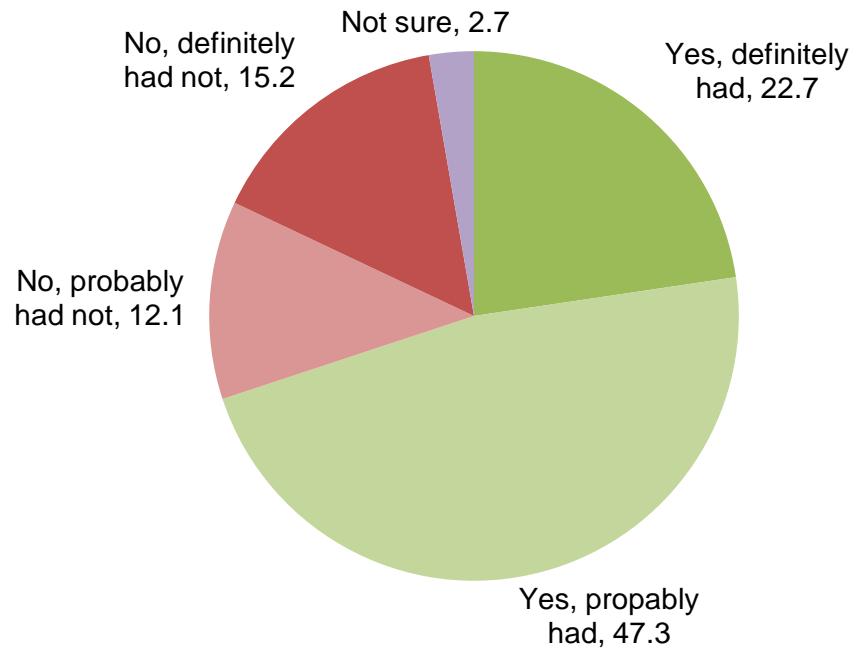
(% of all respondents)

~ 136 ~
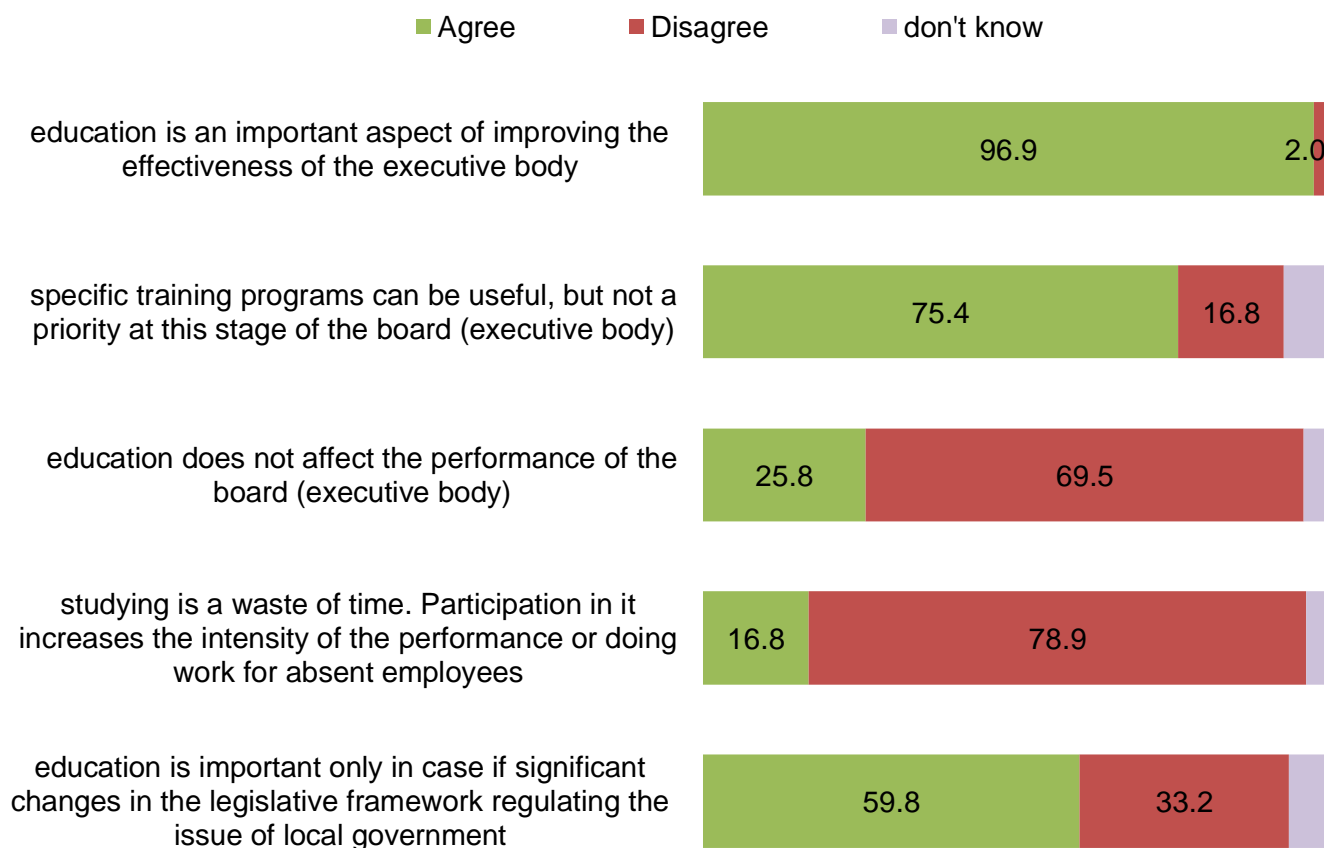
At the same time, **70 percent of village heads said that they probably or even definitely feel a lack of certain knowledge / skills as they carry out some of their responsibilities** (Diagram 3.6.2).

Did you have any problems in the performance of your official duties, caused by lack of knowledge or lack of skills?

(%of respondents of relevant category)

- Not sure, 2.7
- No, definitely had not, 15.2
- Yes, definitely had, 22.7
- No, probably had not, 12.1
- Yes, propably had, 47.3

In the course of the survey, the respondents were asked to evaluate, to what extent each of the 17 listed spheres need an improvement in competence of executive body staff. **For each sphere, the majority (no less than a half) of them said that improvement of competence is rather or extremely necessary.** The only exception was accounting, in which "only" 48 percent of village headmen see a need for improvement in competence.

If asked to prioritize, the relatively biggest number of respondents said that the most important spheres included infrastructure development (25 percent think that this sphere is one of the top 3 spheres that need an improvement of competence) and environmental protection and waste management (23 percent).

Diagram 3.6.3

Assess please, should employees of the executive body improve their competence in the following areas. Use a scale where 1 = no need to increase the level of competence, 5 = extremely necessary to improve. /

In which areas of just read, you think imroving capacity is necessary in the first place? Choose no more than 3 answers.
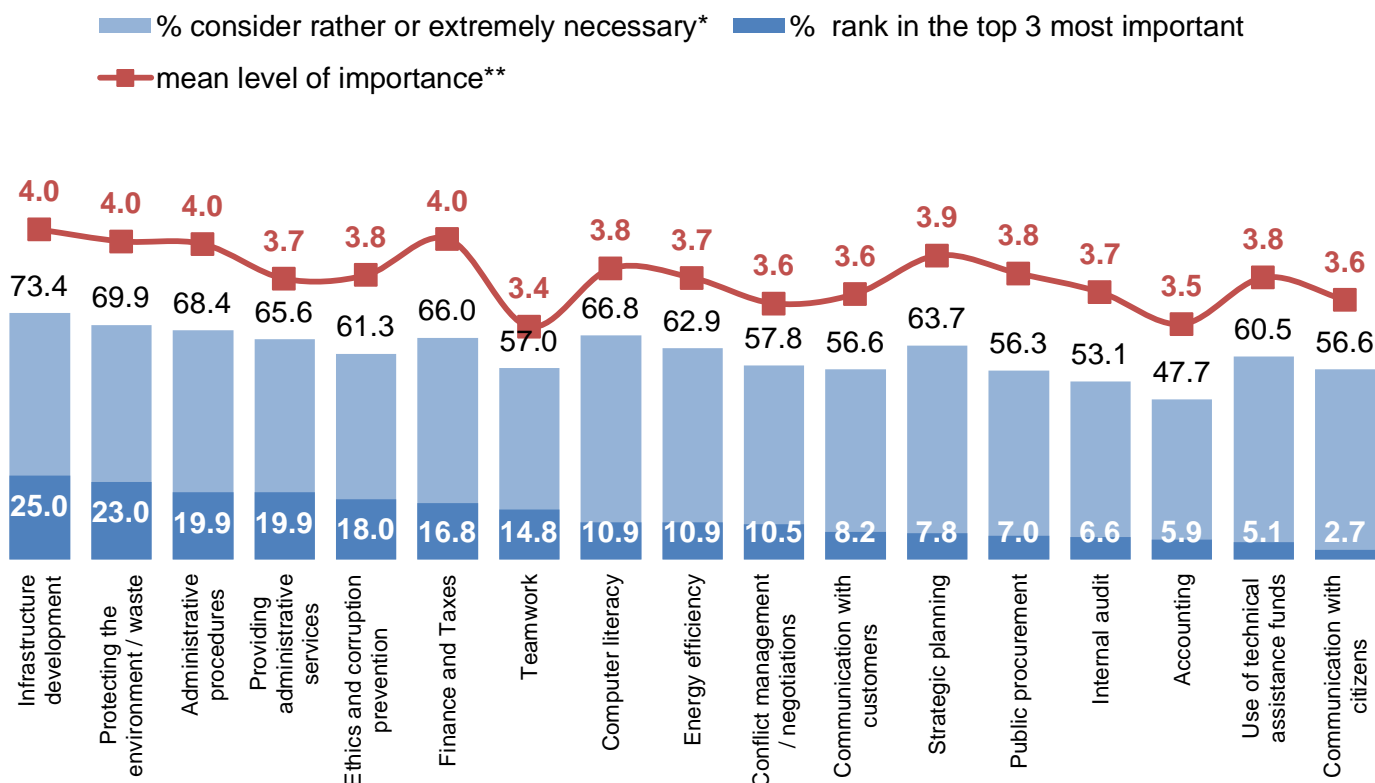
(of all respondents)

* Those answered the question "very important».
** Mean value on a scale from 1 to 5, where 1 means "not important at all" and 5 - "very important».

The absolute majority of respondents think that all kinds of instruments / events are effective for professional development (Diagram 3.6.4).
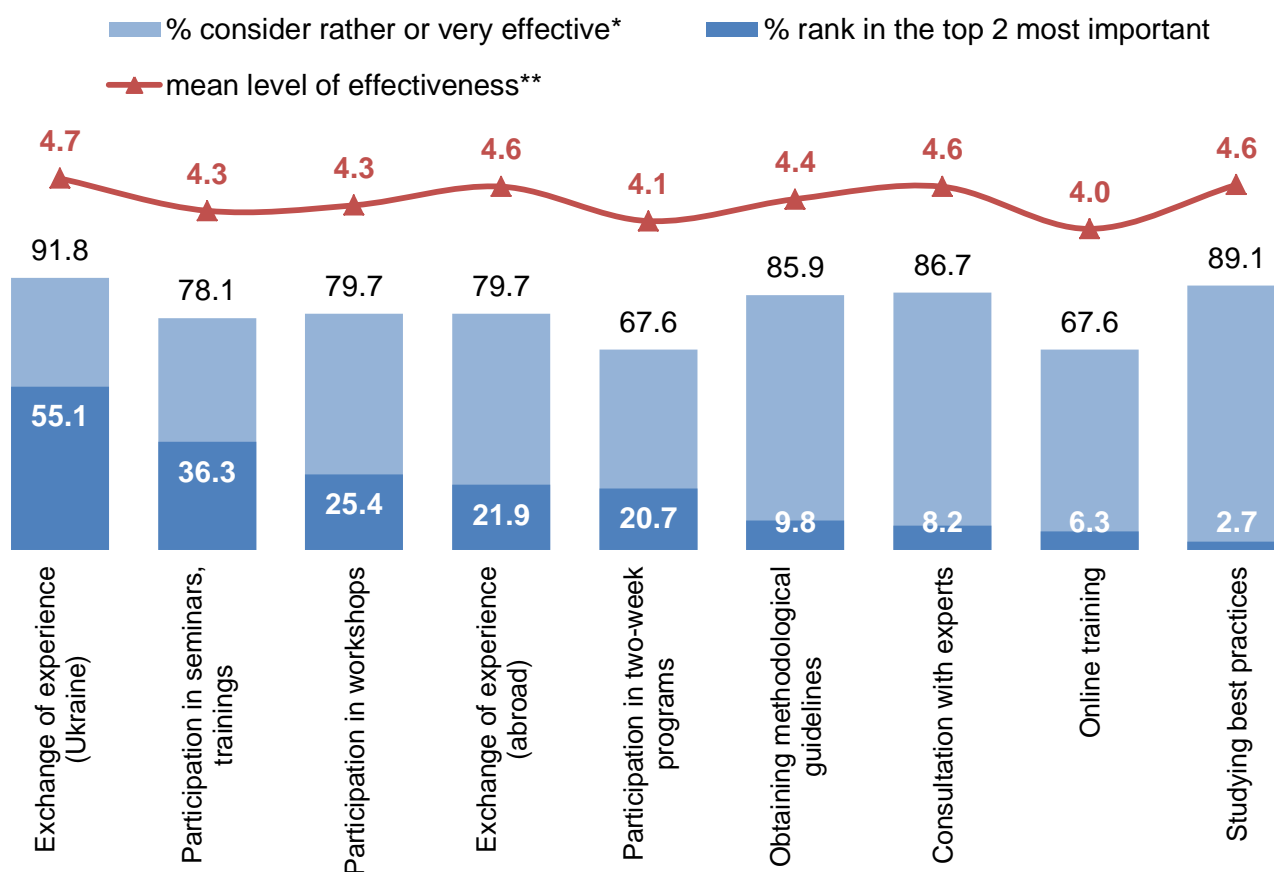
At the same time, **if asked to decide on the top 2 instruments, 55 percent picked exchange of experience with colleagues from other territorial communities.** The second most preferred instrument (by a wide margin) was participation in seminars and conferences (36 percent).

Diagram 3.6.4

Assess, please, how useful are the following measures / instruments for professional development (capacity) of employees of the executive body. Use a scale from 1 = not effective at all, 5 = very effective. /

And what measures / instruments of just read, in your opinion, are the most effective? Choose no more than 2 answers.

(of all respondents)

— % consider rather or very effective* — % rank in the top 2 most important — mean level of effectiveness**

	4.7	4.3	4.3	4.6	4.1	4.4	4.6	4.0	4.6
% consider rather or very effective*	91.8	78.1	79.7	79.7	67.6	85.9	86.7	67.6	89.1
% rank in the top 2 most important	55.1	36.3	25.4	21.9	20.7	9.8	8.2	6.3	2.7

Categories (left to right):
Exchange of experience (Ukraine); Participation in seminars, trainings; Participation in workshops; Exchange of experience (abroad); Participation in two-week programs; Obtaining methodological guidelines; Consultation with experts; Online training; Studying best practices

Those. who answered the question «4» or «5».

*** Mean value on a scale from 1 to 5.*

3.7 Experience of participation in educational events in the past year

Only 56 percent of village headmen have participated in at least one educational event in the past year, including **only 13 percent who participated in such events regularly** (Diagram 3.7.1).

At the same time, the absolute majority of those who have participated in these events (85 percent) think that they are rather or very beneficial (Diagram 3.7.1).

Diagram 3.7.1

Have you participated in any training activities in the past year?

(% of all respondents of relevant category)

yes, regularly, 13.3

yes, no more than 3 times, 10.9
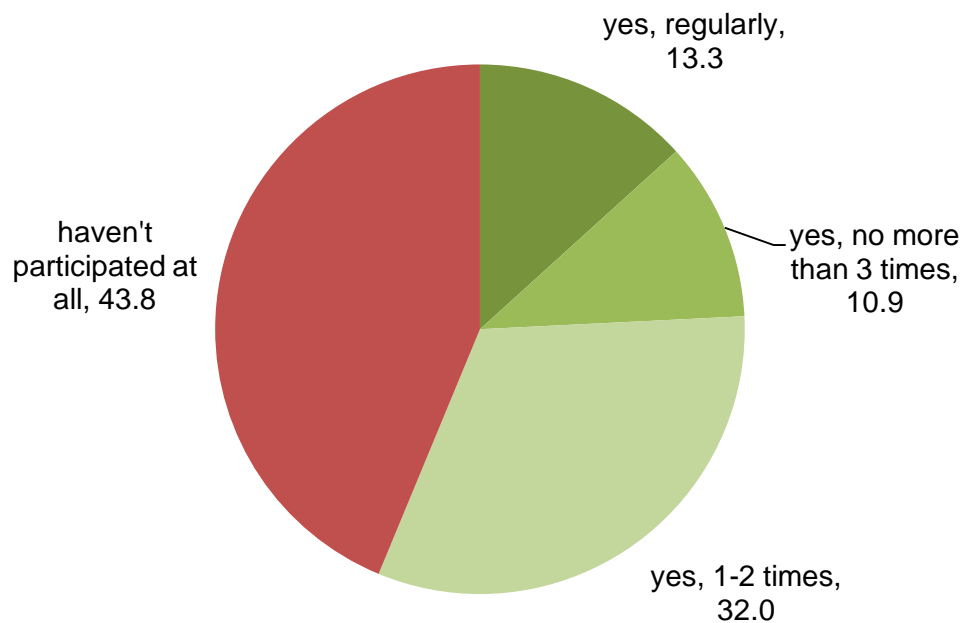
haven't participated at all, 43.8

yes, 1-2 times, 32.0

Diagram 3.7.2

If you have participated in training activities, assess, please, how useful they were to improve performance of your work? Use a scale from 1 = not effective at all, 5 = very useful.

(of respondents of relevant category, who have participated in educational events)

■ % consider rather or very useful*   ■ mean level of benefit**

4.3
■

84.7

Total
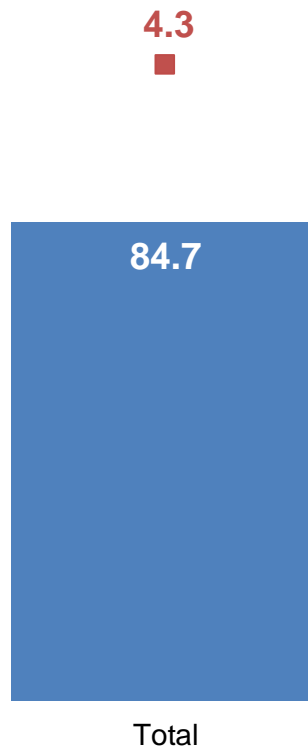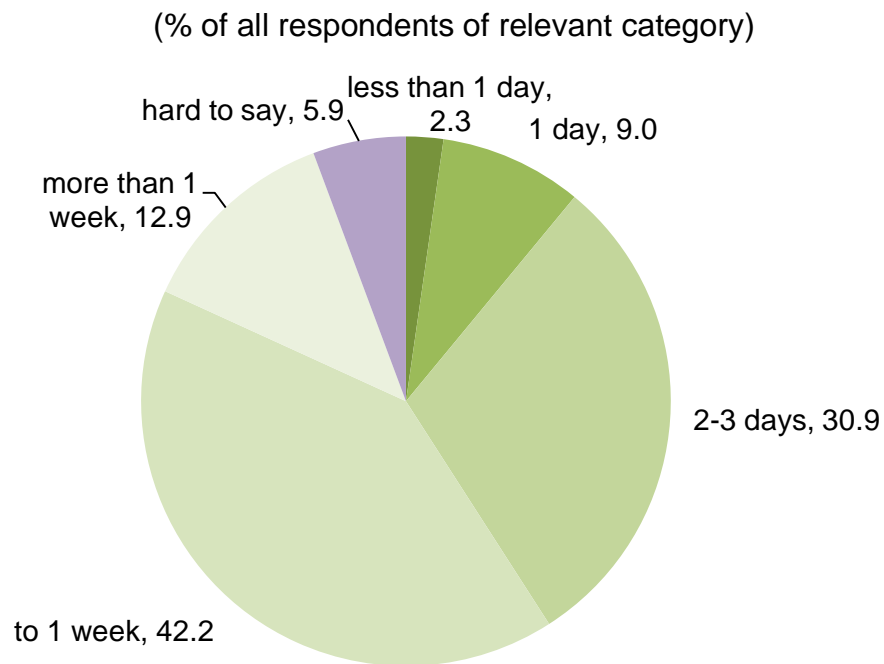
* Those, who answered the question «4» or«5».
** Mean value on a scale from 1 to 5.

3.8 Optimal length of studies

For 73 percent of respondents, the optimal length of studies outside their main workplace is from **2-3 days to 1 week** (Diagram 1.14.1). Only 13 percent said they would prefer to study for more than 1 week.

Diagram 3.8.1

Considering your duties, what length of studying is most acceptable for you? (out of your main workplace)

(% of all respondents of relevant category)

less than 1 day, 2.3

1 day, 9.0

hard to say, 5.9

more than 1 week, 12.9

2-3 days, 30.9

to 1 week, 42.2

3.9 Satisfaction with access to educational institutions offered to the community. Trust in educational institutions

74 percent of respondents among village headmen are satisfied with the accessibility of educational institutions offered in their territorial community (Diagram 3.9.1).

Assess, please, how much are you satisfied with the level of access to educational activities offered in your local community?

(% of all respondents)

don't know, 9.0
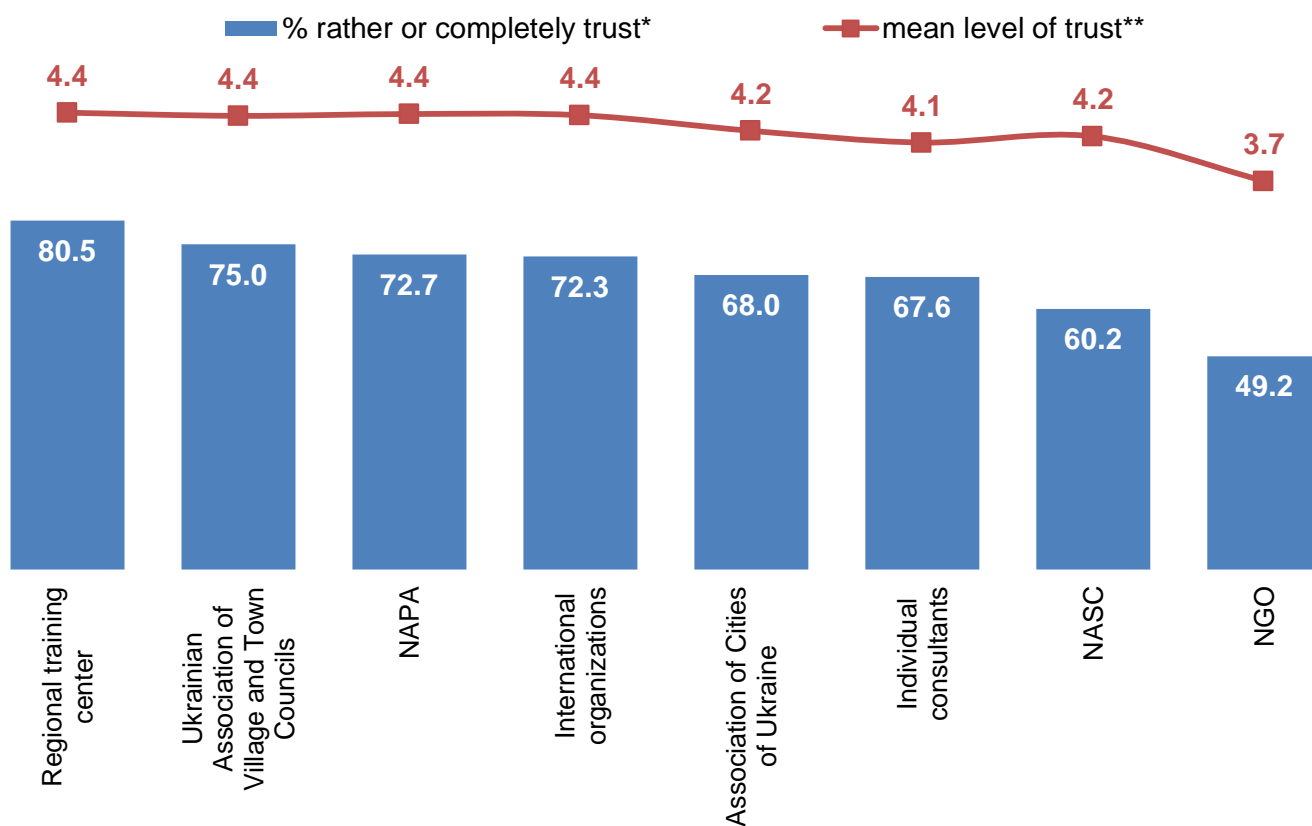
Dissatisfied, 16.8

Satisfied, 74.2
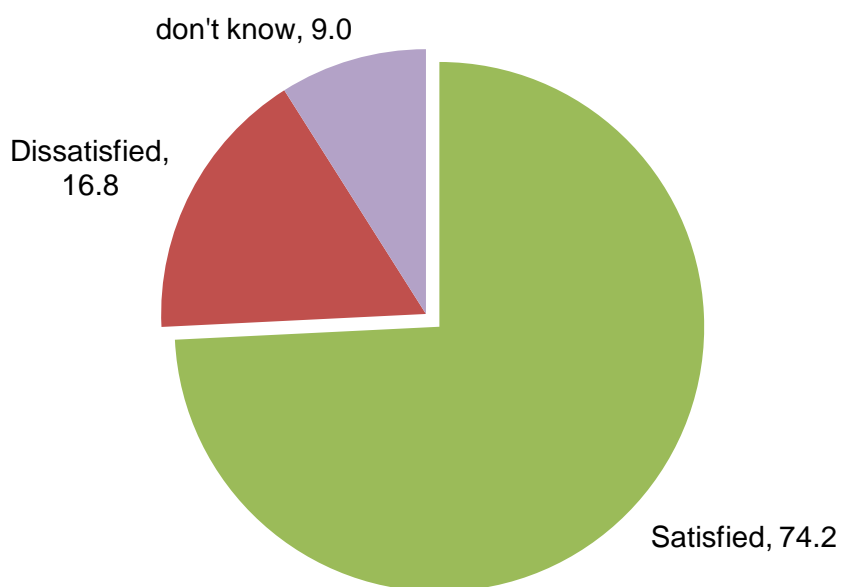
The overwhelming majority of all respondents trust all kinds of institutions in the educational context (Diagram 3.9.2). Relatively the least trustworthy for them are NGOs ("only" 49 percent trust these institutions).

If you will be offered training (improvement of professional skill), which of these institutions do you trust most? Use a scale from 1 to 5, where 1 = distrust, 5 = completely trust this educational institution.

(of all respondents)

	% rather or completely trust*	mean level of trust**

Institution	mean level of trust	% rather or completely trust
Regional training center	4.4	80.5
Ukrainian Association of Village and Town Councils	4.4	75.0
NAPA	4.4	72.7
International organizations	4.4	72.3
Association of Cities of Ukraine	4.2	68.0
Individual consultants	4.1	67.6
NASC	4.2	60.2
NGO	3.7	49.2

Those, who answered the question «4» or«5».
*** Mean value on a scale from 1 to 5.*