UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

UNIVERSITY OF DAR ES SALAAM

DAR ES SALAAM UNIVERSITY COLLEGE OF EDUCATION

TRAINING NEEDS ASSESSMENT GUIDELINES, 2025

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ABBREVIATIONS AND ACRONYMS

DAHRM	Directorate of Administration and Human Resource Management
DUCE	Dar es Salaam University College of Education
DTC	Dar es Salaam Teachers' College
HRD	Human Resource Development
IT	Information Technology
TNA	Training Needs Assessment
TNAG	Training Needs Assessment Guidelines
PPP	Public Private Partnership
UDSM	University of Dar es Salaam

FOREWORD

Training Needs Assessment (TNA) constitutes one of the important aspects in staff development and training in any organization. It is a process, which seeks to identify gaps between the actual and desired knowledge, skills and abilities in a work place. The Training Policy for Tanzania Public Service (2013) emphasizes the necessity of conducting training needs assessment among public servants. In adhering to the good practice, therefore, the College, as among public institutions in Tanzania, , has developed this tool, which is vital for identifying skills deficiency among its staff so as to provide training and development programmes that meet the intended goals.

The current Staff Training and Development Policy was developed in 2023 and thus the College requires to, among other issues, develop a TNA Guideline. To that effect, the College is responsible for undertaking Training Needs Assessment; preparing a Training Plan; allocating funds for Training; implementing the approved Training Plan; and monitoring and evaluating implementation of the Training Plan. The Directorate of Administration and Human Resource Management is responsible for coordinating staff training and development at the College by issuing various training guidelines; coordinating scholarship opportunities; and facilitating departments to develop TNA and Training Plans. In implementing these roles, the College has now developed Guidelines, which will be used to guide identification of all requirements related to staff development and training. Thus, allocation of staff and funds should base on assessed needs for the College and the individual staff. These Guidelines are intended to put in place organized, transparent, fair, cost-effective and realistic systems and procedures in the management of the training and development functions at the College. It is anticipated that these Guidelines will assist in assuring productivity and efficiency at the College.

Prof. Stephen Oswald Maluka
Principal
July, 2025

DEFINITIONS OF KEY TERMS

College	Means Dar es Salaam University College of Education
Competence	An observable behaviour supported by specific knowledge, skills, and attitudes, and each competency has a specific result or output.
Content Analysis	A procedure for organizing narrative and qualitative data into emerging themes and concepts. It is usually associated with a quantitative form of analysis in which the themes are counted or measured.
Employees	Means DUCE staff as defined by Rule 19 and 20 of the Dar es Salaam University College of Education Rules 2009.
Feasibility Analysis	A cost-benefit analysis completed prior to conducting training.

Gap Analysis	Identifying the difference between the current and the desired performance. Also called performance analysis.
Interview	The process of asking questions to experts or performers to identify training needs.
Job Analysis	The process of identifying all parts of a specific job; conducted before a task analysis.
Knowledge	A body of information that a person needs in order to perform a particular job or job tasks (i.e. procedural knowledge) or knowledge of rules and regulations, i.e. understanding and following Safe Work Method Statements (SWMS) or conducting a risk assessment using risk scoring or risk ranking.
Needs Assessment	Gathering information about a specific work need that can be resolved by training. Types of needs assessment include performance analysis, target population analysis, sorting training needs and wants, job analysis, and task analysis.
Performance Analysis	Analysis of an official's current performance to determine whether the official is performing as desired. Also known as gap analysis.
Performance Deficiency	A difference with a negative connotation, implying that the employee is not meeting a known standard of performance.
Skills	Observable behaviours a person needs to carry out work tasks. Skills are usually gained through previous or current job experience or vocational training.
Target Population	The individual or group involved in a needs assessment or training programme.
Task analysis	Finding the best method and sequence of steps to complete a specific task.
Training Need	Specific knowledge, skills, and abilities (KSAs) that individuals or teams require to effectively perform their jobs and contribute to organizational goals.

CHAPTER ONE
BACKGROUND

The history of the Dar es Salaam University College of Education (DUCE) can be traced far back to 1965, when the Dar es Salaam Teachers' College (DTC) was established. DTC was then transformed into a Constituent College of the University of Dar es Salaam (UDSM) through the Government Notice No. 202 published on 22nd July 2005, and under Section 55 (1) of the Universities Act No. 12 of 1970. The Order came into operation on the 1st of September 2005. DUCE is located on Plot 324 and 325 Block "T" at Chang'ombe in Temeke Municipality, Dar es Salaam Region, about 5 KMs from the City Centre via Kilwa Road.

By June 2025, the DUCE staffing was made up of 615 staff of whom 301 were academicians and 314 were administrative members of staff with different educational backgrounds. In addition, 264 were females (42.9%) and 351 were males (57.3%). The main role of the College is to provide Teaching, Research, Consultancy and Public Service to the community. For the College to achieve its objectives, it operates degree and non-degree programmes and, through the demonstration schools, it offers preliminary to advanced secondary school education. The College is also structured into various directorates, departments and units that facilitate daily operations of the key functions.

Capacity building for staff is necessary to ensure effective delivery of services thereby achieving the College objectives. However, the resources required for training are usually costly and scarce due to competing interests. For that reason, Training Needs Assessment (TNA) is important to identify the knowledge gap, the training required to fill the gap and hence effectively appropriate the available resources. Subsequently, development of TNA Guidelines is necessary to ensure uniformity and consistency across the College in the course of conducting the TNA exercise.

TNA is used to identify the training and development needs of employees so that they can carry out their job effectively, safely and efficiently; and develop their careers (succession planning). TNA seeks to accurately identify the levels of the present situation through surveys, interviews, observation, secondary data and/or workshops. The gap between the present and the desired status may indicate problems that can, in turn, be translated into training needs. The outcome of TNA should be a robust learning and development plan, based on identified requirements and linked to College, team and individual objectives.

When carried out effectively, TNA has many positive effects for the College, teams and individuals, as the ensuing training should be relevant to their development needs. Therefore, TNA aims at:

a. Solving a current problem;
b. Avoiding a past or current problem;
c. Creating or taking advantage of a future opportunity; and
d. Providing learning, development or growth

1.1 Rationale

The College developed Staff Training and Development Policy and Operational Procedures of 2023 to address issues related to training. The Policy identified various key factors that need to be considered before developing a training plan. However, the operationalization of this Policy has encountered difficulties because a comprehensive training needs assessment has not been conducted to inform the College on the training needs due to lack of Training Needs Assessment Guidelines. One of the key statement in the Policy is to have in place the guidelines that will facilitate TNA to identify gaps in employees' skills and knowledge.

1.2 Objectives

The objective of these Guidelines is to create a simplified guidance to facilitate the training needs assessment exercise. Through these Guidelines, different stakeholders/actors will be provided with a technical tool to guide them in planning an effective training programme for staff.

1.3 Scope

These guidelines apply to TNA for College employees.

1.4 Organization of the Document

This Guidelines document consists of three chapters. Chapter One provides general background information, scope of the guidelines, rationale, objective and organization of the document. Chapter Two gives detailed information on TNA process; and Chapter Three elaborates on the implementation framework.

CHAPTER TWO
TRAINING NEED ASSESMENT PROCESS

The purpose of TNA is to answer some familiar questions: **why, who, how, what, and when.** The following is a description of the questions and the analysis that can be done to answer them:

Question	Answer
Why	conduct the training: to tie the performance deficiency to a working need and be sure the benefits of conducting the training are greater than the problems being caused by the performance deficiency. Conduct two types of analysis to answer this question: (1) needs versus wants analysis and (2) feasibility analysis.
Who	is involved in the training: involve appropriate parties to solve the deficiency. Conduct a target population analysis to learn as much as possible about those involved in the deficiency and how to customize a training programme to capture their interest.
How	can the performance deficiency be fixed: can the training fix the performance deficiency or suggest other remediation if training is not appropriate. Conduct a performance analysis to identify the skill deficiency which is to be fixed by a training remedy.
What	is the best way to perform: is there a better or preferred way to do a task to get the best results? Are job performance standards set by the organization? Are there governmental regulations to consider when completing the task in a required manner? Conduct a task analysis to identify the best way to perform.
When	will training take place: what is the best timing to deliver the training because attendance at training can be impacted by work cycles, holidays, and so forth. Conduct a contextual analysis to answer logistics question.

2.1 Steps in Training Needs Assessment

The process of TNA can be divided into six steps:

(i) Identification of problems and needs;
(ii) Determination of the design of needs assessment;
(iii) Data collection;
(iv) Data analysis and plan development;
(v) Training needs prioritization; and
(vi) Evaluation and feedback.

2.1.1 Identification of Problems and Needs

The first step in TNA is to identify problems and needs. Before TNA is conducted, it should be probed whether training is needed in College context in such aspects as strategic plan, scheme of service and the organizational structure. After realizing the strategic plan, performance analysis or gap analysis is conducted to look into an official's current working performance and knowledge and identify whether the official is performing as desired based on given roles and responsibilities. The gap analysis is usually performed in a multistage manner by performing the College, job and legislative, task and personal skill analyses.

i. College Analysis

The purpose of performing the College Gap Analysis is to identify and record the skills/knowledge required to enable the College meet its objectives. The information gathered is summarized in the organization analysis template. The key steps in College Gap Analysis are summarized in Figure 1 and Table 1.

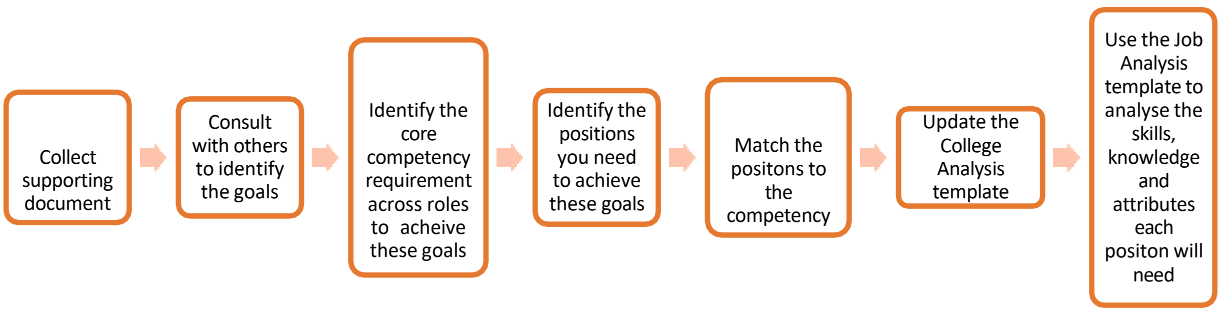

Figure 1**:** Steps in College Gap Analysis

Table1: College Analysis Template

College Strategic Goal:		Departmental/Team Goal									
O = Low 1= High Positions	Core competencies										

ii. Job and Legislative Analysis

The purpose of a job analysis is to document the requirements of a job and the work to be performed. The steps involved are presented in Figure 2 and template for recording in Table 2.

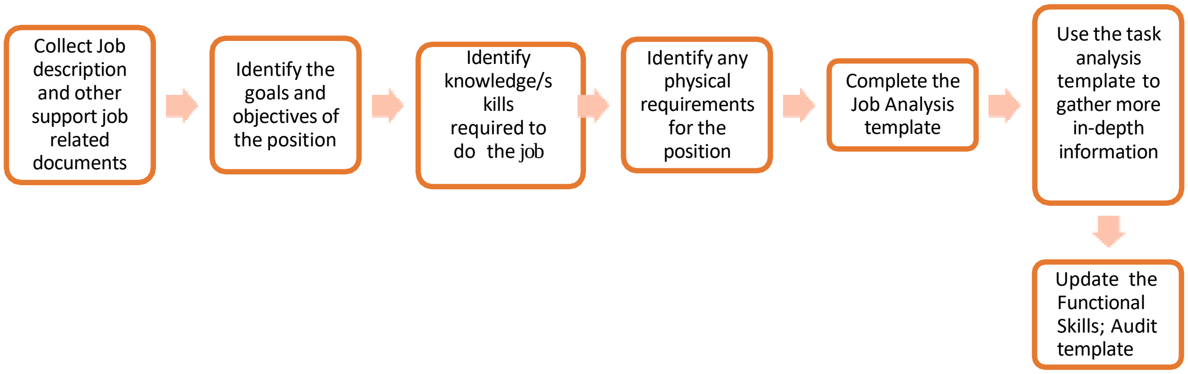

Figure 2**:** Steps in Job Analysis

Table 2: Job and Legislative **Requirement Template**

<table>
<tr><td colspan="2">Date:</td><td colspan="2">Prepared by:</td></tr>
<tr><td colspan="2">Title:</td><td colspan="2">Department:</td></tr>
<tr><td colspan="4">Understanding the job</td></tr>
<tr><td colspan="4">Goals and Objectives of the position</td></tr>
<tr><td colspan="4">Knowledge/Skills/Attributes required</td></tr>
<tr><td colspan="4">Legislative and regulatory requirements</td></tr>
<tr><td colspan="4">Additional requirements</td></tr>
<tr><td>Core Competencies</td><td>Essential</td><td>Significant</td><td>Learn on the Job</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Circle and attach the evidence you used to conduct this job analysis.</td></tr>
<tr><td>Position descriptions</td><td>Industry best practice Information</td><td>Performance review documents</td><td>Legal and regulatory information</td></tr>
<tr><td>Other (please specify)</td><td></td><td></td><td></td></tr>
</table>

iii. Task Analysis (Knowledge, Skills and Attributes)

The purpose of a task analysis is to document the skills, knowledge standard performance and legislative requirements required to complete a task safely and on time. The template for recording is presented in Table 3.

Table 3: Template for Task Analysis

Date:		Prepared by:	
Position Title:		Department:	
Goals and Objectives of the position:			
Task	Knowledge	Skills	Standard Performance

iv. Personal Skills Analysis

The main purpose for conducting a Personal Skills analysis is to identify the skills and knowledge that the College has, as well as the required skills and knowledge. Figure 3 and Table 4 show the steps to be followed in performing Personal Skills analysis.

Figure 3: Personal Skills Analysis

Table 4: Personal Skills Analysis Template

<table>
<tr><td colspan="8">Employee Name:</td></tr>
<tr><td colspan="8">Qualifications:</td></tr>
<tr><td colspan="8">Position Title:</td></tr>
<tr><th rowspan="2">Competency</th><th rowspan="2">Description</th><th colspan="3">Self-Assessment by employee</th><th colspan="3">Validation of Competency</th></tr>
<tr><th>Have Now</th><th>Need Now</th><th>Required in Future</th><th>Date</th><th>Initials</th><th>Evaluation Method (see keys)</th></tr>
<tr><td rowspan="3"></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Please use the following Evaluations Method keys:

O	**Observation**
D	**Demonstration**
W	**Written Test**
C	**Certificate**

2.1.2 Determination of Design of Needs Analysis

The second step in TNA is to determine the design of needs analysis. In due course, the following items need to be considered: i) target groups to be trained; ii) interviewees; iii) survey methods; and iv) survey plan. The mentioned items become the basis for a training course designer to either create a new training course, identify an existing one that can fulfill the need, or obtain one externally.

i. Target Groups

The survey must clearly define the target group of the training, i.e., target population. Although no strict rules for defining exist, the target population must be defined in line with the objectives of TNA. The survey should produce the following elements in its report: training subject(s); importance of the training; time requirements; current target group; potential target group; frequency of training; and required outputs of the training.

ii. Selection of Interviewees

Once a target group for the training, i.e., target population, is identified, interviewees for the survey are selected. It is likely that not all individuals in the target group can be interviewed due to time constraints, hence sampling of the target population needs to be performed. A simple random sampling, systematic sampling or stratified sampling procedure may be used depending on availability of time and manpower.

iii. Survey Method

Data collection and analysis are essential parts of needs assessment. TNA is optimized when a combination of data collection methods is used to analyze quantitative and qualitative data. Regardless of the methods used to collect and analyze data, it is important to consider the reliability, validity and trustworthiness of the data. Table 5 describes the most commonly used methods of data collection.

Table 5: Methods of Data Collection

Method	Concept
Structured Interview	▪ Quantitative research method commonly employed in survey research to ensure that each interviewee is presented with the same questions in the same order and that answers can be reliably aggregated and that comparisons can be made with confidence between sub-groups or between different survey periods. ▪ Interviewers read the questions exactly as they appear on the survey questionnaire. The choice of answers to the questions is

	often fixed (close-ended) in advance, though open-ended questions can also be included within a structured interview.
Semi- Structured Interview	▪ Unlike the structured interview, a semi-structured interview contains more general questions or topics. Relevant topics are initially identified and the possible relationship between these topics and the issues becomes the basis for more specific questions which do not need to be prepared in advance thereby allowing both the interviewer and the interviewee the flexibility to probe for details or discuss issues. ▪ New questions can be brought up during the interview as a result of what the interviewee says, so the interview flows more like a conversation.
Observation	▪ Observation of working environment and performance of officials (office materials, communication tool, IT system, means of circulating the information).
Questionnaire Survey	▪ A questionnaire is a survey instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. It is often designed for statistical analysis of the responses.
Focus Group Discussions	▪ Qualitative research method whose purpose is to obtain in-depth information on ideas and perceptions of a group and also to be more than a question-answer interaction. ▪ A relatively small meeting (generally six to twelve participants) convened for a specific purpose under the direction of a facilitator, during which group members talk freely and spontaneously about a certain topic.

Completion of survey may require preparation of some tools for capturing various information. The following tips can be used to guide the preparation of questionnaire and conduct of group discussions.

a. Tips for Questionnaire Preparation

In creating questionnaires, it is important to consider the type, content, wording, and order of the questions that they include.

i. Types of Questions

There are two types of questions to be asked: close-ended questions and open-ended questions.

Closed-ended questions limit respondents' answers to the survey. The participants are allowed to choose from either a pre-existing set of dichotomous answers, such as yes/no, or multiple choice with an option for "other" to be filled in, or ranking scale response options. The most common of the ranking scale questions is called the scale question. This kind of question asks the respondents to read a statement and then "rank" this statement according to the degree to which they agree (strongly agree; somewhat agree; no opinion; somewhat disagree; strongly disagree).

Open-ended questions do not give respondents answers to choose from, but rather are phrased so that respondents are encouraged to explain their answers and reactions to the question with a sentence, a paragraph, or even a page or more, depending on the survey. If you wish to find information on the same topic, but would like to find out what respondents would come up with on their own, you might choose an open-ended question like "What kind of training do you want to attend?" rather than the scale question.

However, keep in mind that you do not have to use close-ended or open-ended questions exclusively. Many researchers use a combination of closed and open questions; often researchers use close-ended questions at the beginning of their survey, and then allow for more expansive answers once the respondent has some background on the issue and is "warmed-up."

ii. Contents of the questionnaire

When considering the content of your questionnaire, the most important consideration is whether the content of the questions will elicit the kinds of questions necessary to answer your initial research question. You can gauge the appropriateness of your questions by pre-testing your survey, but you should also consider the following tips as you create your initial questionnaire.

iii. Wording of Questions

Consider if the wording of the set questions can answer the following:

a. Does your choice of open or close-ended questions lead to the types of answers you would like to get from your respondents?
b. Is every question in your survey integral to your intent? Superfluous questions that have already been addressed or are not relevant to your study will waste the time of both the respondents and the researcher.
c. Does one topic warrant more than one question?
d. Do you give enough prior information/context for each set of questions? Sometimes lead-in questions are useful to help the respondent become familiar and comfortable with the topic.
e. Are the questions general enough (they are both standardized and relevant to your entire sample), and specific enough (avoid vague generalizations and ambiguousness)?
f. Is each question as succinct as it can be without leaving out essential information?
g. Finally, and most importantly, write a survey that you would be willing to answer yourself, and be polite, courteous, and sensitive. Thank the responder for participating both at the beginning and the end of the survey.

iv. Ordering Questions

In setting up questions, consider the following order;

a. Questions should be written in a straightforward, direct language that is not caught up in complex rhetoric or syntax, or in a discipline's slang or lingo. Questions should be specifically tailored to a group of respondents.
b. Questions should be kept short and simple. Respondents should not be expected to learn new, complex information in order to answer questions.

c. Specific questions are, for the most part, better than general ones. Research shows that the more general a question is, the wider the range of interpretation among respondents. To keep specific questions brief, researchers can sometimes use longer introductions that make the context, background, and purpose of the survey clear so that this information is not necessary to include in the actual questions.
d. Avoid questions that are overly personal or direct, especially when dealing with sensitive issues.

v. Setting up Questions

Use the following tips to set a questionnaire:

a. Use warm-up questions. Easier questions will ease the respondent into the survey, and set the tone and the topic of the survey.
b. Sensitive questions should not appear at the beginning of the survey. Try to put the respondent at ease before addressing uncomfortable issues. You may also prepare the reader for these sensitive questions with some sort of written preface.
c. Consider transition questions that make logical links.
d. Try not to mix topics. Topics can easily be placed into "sets" of questions.
e. Try not to put the most important questions last. Respondents may become bored or tired before they get to the end of the survey.
f. Be careful with contingency questions ("If you answered yes to the previous question etc.").
g. If you are using a combination of open and close-ended questions, try not to start your survey with open-ended questions. Respondents will be more likely to answer the survey if they are allowed the ease of closed-questions first.

b. Tips for Group Discussions

(i) Begin with a few rapport-building questions.
(ii) Obtain permission to record the interview.
(iii) Avoid adhering rigidly to the question sequence. Be flexible, but ensure that all questions have been covered by the end. If they have not been, schedule a follow-up session, if necessary.
(iv) Give all participants an equal amount of time to respond to each question.
(v) Clarify responses when necessary.
(vi) Ask for concrete examples to support statements.
(vii) Separate facts from opinions, if possible.
(viii) Maintain a neutral attitude.
(ix) Avoid discussing results with other participants.
(x) Ask whether participants have additional questions or comments at the end.
(xi) Offer appreciation for participation.
(xii) Summarize key points.

iv. Survey Plan

In the process of planning the survey, a Survey Plan, which will be attached to formal letter for interviewees, will be formulated and distributed to concerned interviewees. The outline of the Survey Plan includes the following: i) background; ii) objectives; iii) schedule; iv) survey team; and v) methodology (data collection and analysis). Once a questionnaire is constructed, you need to make a plan that outlines how and to whom it will be administered.

2.1.3 Data Collection

The third step in TNA is to collect data, and this can be done by:

(i) reviewing documents on existing training (secondary data and information); and
(ii) conducting a survey. It is important to collect and review secondary data and information prior to conducting interview surveys. Secondary data in TNA provides a time-efficient and cost-effective way to gather information about organizational and employee needs, complementing primary data collection methods. It can offer insights into broader trends, historical performance, and existing research, which can help inform the development of targeted training programmes.

Based on the questionnaire for individual survey and guide question for group discussions developed during the preparation stage (step 2), pre-test of the questionnaires should be conducted with people who will be in the target population to see the applicability of the questions. If the tested interviewees seem to have any difficulty in answering those questions, difficult points should be noted, and used to modify the questions to make them easier to answer.

In the case of group discussions, the following five steps are to be taken: i) orientation on the objectives and contents of the survey for interviewees; ii) explaining questionnaires (individual survey); iii) conducting a group discussion with a guide question; iv) wrapping up the interview; and vi) modifying methods, process and questionnaires if needed.

2.1.4 Data Analysis and Plan Development

The fourth step is to analyse the gathered data. There are two kinds of data: quantitative and qualitative. Numerical data are quantitative; all other kinds of data are qualitative. Quantitative data include age of the interviewee, and the number of attended training whereas Qualitative data include words, graphics, and photographs.

(i) Quantitative Data

Quantitative data can be gathered, scored, and analyzed more easily and quickly than qualitative data. They may be summarised and presented using various kinds of tables, charts, and graphs. The computer software for analysing quantitative data such as Excel improves the ease, accuracy and speed of data analysis. Quantitative data analysis is limited to descriptive statistics.

(ii) Qualitative Data

Qualitative modes of data analysis provide ways of discerning, examining, comparing and contrasting, and interpreting meaningful patterns or themes. Qualitative data analysis is the range of processes and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating. Qualitative data analysis is usually based on an interpretative philosophy. In contrast to quantitative, qualitative data are more difficult and time-consuming to collect and analyse, but they provide rich and detailed information.

After analysing both qualitative and quantitative data, draw findings from each analysis, find the consistency and contradictions, and draw common findings and conclusions. If there is any contradiction, try to identify the reasons for it. Then, write a Report on Training Needs Assessment. A suggested outline of the Report is as follows:

(i) Background and Rationale
(ii) Objectives
(iii) Methodology (survey methods and process, study population, time frame and analytical tools)
(iv) Findings/Results
(v) Conclusion and Recommendations
(vi) Schedule
(vii) References and Appendixes

2.1.5 Training Needs Prioritisation

TNA may reveal a variety of training needs for different groups or departments, which may have different priorities, resources, and expectations. As a result, one needs to set criteria for prioritization of the training. This can be approached through the following steps:

(i) Alignment with College Goals

The first step to prioritize the training needs of different groups or departments is to align them with the overall goals and vision of the College. This means that you should consider how the training needs support the strategic objectives, values, and mission of the College, and how they contribute to its success and growth. You should also identify the key performance indicators (KPIs) that measure the impact and outcomes of the training programmes, and use them as criteria to rank the training needs.

(ii) Asses the Urgency and Importance

The second step to prioritize the training needs is to assess their urgency and importance. This means that you should evaluate how critical and time-sensitive the training needs are, and how they affect the quality, productivity, and safety of the work processes and outputs. You can use a matrix or a scale to classify the training needs into four categories: urgent and important, important but not urgent, urgent but not important, and neither urgent nor important. The training needs that fall into the first category should be given the highest priority, while the ones that fall into the last category should be given the lowest priority.

(iii) Consider Feasibility and Resources

The third step to prioritize the training needs is to consider their feasibility and resources. This means that you should estimate the costs, benefits, risks, and challenges of implementing the training programmes, and compare them with the available budget, time, staff, and technology. You should also consider the preferences, readiness, and feedback of the trainers, managers, and stakeholders, and how they influence the demand and supply of the training programmes.

(iv) Communicate and Collaborate

The fourth step to prioritise the training needs is to communicate and collaborate with different groups or departments. This means that you should share your findings, recommendations, and decisions with the relevant parties, and solicit their input, feedback, and approval. You should also explain the rationale, criteria, and process of prioritisation, and address any questions, concerns, or objections that may arise. You should also seek to build trust, rapport, and consensus among the different groups or departments, and involve them in the planning, designing, delivery, and evaluation of the training programmes.

(v) Review and Revise

The fifth step to prioritize the training needs of different groups or departments is to review and revise them periodically. This means that you should monitor and measure the effectiveness, efficiency, and satisfaction of the training programmes, and collect data and feedback from the learners, managers, and stakeholders. You should also analyse the results and outcomes of the training programmes, and compare them with the expected goals and KPIs. You should also identify any new or emerging training needs, or any changes or gaps in the existing ones. You should then adjust your priorities, strategies, and actions accordingly, and update your TNA accordingly.

2.1.6 Evaluation and Feedback

No training assessment system is complete without an evaluation element. The main objective in this phase is to find out whether the actual training and development needs, not wants, were detected. It is also an attempt to pinpoint inadequacies in the needs assessment system, to provide feedback to the concerned parties and suggest corrections. The HR department must develop an evaluation system that appropriately detects deficiencies, for example, a set of related questions can be included in the final questionnaire given to the trainee at the end of the programme. These might include questions such as:

- (i) To what extent is the content of the programme related to your job?
- (ii) Is the content of the programme based on an appropriate standard(s)?
- (iii) To what extent did the programme meet your actual training needs?
- (iv) What topics of the programme were irrelevant to your job?
- (v) Were trainers assessed in terms of learning outcomes?
- (vi) Did trainers have the opportunity to apply the skills in the workplace?
- (vii) Were trainers support structures established.

CHAPTER THREE
IMPLEMENTATION FRAMEWORK

Effective implementation of these guidelines requires clear demarcation of responsibilities as well as accountability for different stakeholders. Moreover, the guidelines shall be implemented in line with other Government directives, guidelines and policies. They shall also operate in line with the DUCE Staff Development and Training Policy of 2023. To achieve this, the College mandates different units, organs and individuals to implement these guidelines. In carrying out the implementation of these guidelines, the College, Faculties, Directorates, Units, Departments and Employees shall have the following responsibilities:

3.1 College

In the implementation of these guidelines, the College shall:

(i) establish and promote, through systematic and targeted needs assessments, the types of knowledge, skills and values needed to meet the College Objectives;
(ii) identify and incorporate into their strategic planning training and development opportunities; and
(iii) assume primary responsibility for sourcing, stimulating and rationalising investment in staff training and development.

3.2 Directorate of Administration and Human Resource Management

The Directorate of Administration and Human Resource Management is responsible for coordinating and implementing these guidelines. In doing so, the following shall be done:

(i) Developing tools for TNA (Template – Appendix)
(ii) Developing appropriate instruments and programmes for monitoring, evaluating and reviewing staff training and development, to reveal the effectiveness or inadequacies of such training and development, and propose remedial measures through the established official mechanisms; and
(iii) Coordinate the exercise of training and development needs assessment and compile the College level report.

3.3 Faculties, Directorates and Departments/Units

Faculties, Directorates and Departments/Units shall have the following responsibilities:

(i) Prepare training needs to be submitted to DAHRM;
(ii) Assist staff in identifying their own individual training and development needs through the approved College-level policy procedures; and
(iii) Review, monitor and evaluate the effectiveness of staff training and development programmes undertaken by Departments and individuals, and to appraise the higher levels of College Committees and Management of the status, results, and remedial measures taken.

3.4 Employees

The College employees shall have the following responsibilities:

(i) identify own training and development needs in alignment with the job and responsibilities assigned; and

(ii) participate in the TNA exercise.

3.5 Effective Date and Approval

These guidelines will be operational after approval by the Governing Board, and will be reviewed when needs arise.

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Appendix

University of Dar es Salaam

Dar es Salaam University College of Education

Training Needs Assessment Tool

(To be filled-up by individual respondents)

Basic Information

Name of the Officer______________________
Faculty/Directorate/Department/Unit________

1. Age
   - 25-35 35-45 45-55 >55
2. Your Current Position …………………
3. For how long have you been in the current position……Years ………...Months
4. Education and Training
   - Certificates
   - Diploma
   - Bachelor Degree
   - Masters
   - PhD
   - Others ………...(Specify)
5. Have you ever received training related to your Job? Yes / No If No, go to Question 6.

Details of Undergone Training (the last three you attended):

SN	**Area of training undergone**	**Level of satisfaction***	**Duration of the training**	**Year**	**Institution which imparted the training**	**Effectiveness of the training in enhancing your competencies**

- 'A' Highly satisfactory 'B'-Satisfactory 'C'-Unsatisfactory

6. Describe/List your current duties and responsibilities:

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

JOB ANALYSIS

7. Describe/ list the tasks you regularly perform that are critical in carrying out your job effectively.

   ....

   ....

8. Describe/list the skills required for your job.

   ....

   ....

9. Describe the knowledge /competency/ qualification required by your job.

   ....

   ....

10. Do you think you have adequate knowledge and skills to perform the current job well?
    a. Yes (Go to Question 12)
    b. No, (Go to Question 11)

TRAINING NEEDS

11. What training do you still need (either on-the-job or a formal course) to perform your current job successfully and bring excellence to your department /College?

    ....

    ....

12. What training do you think would be relevant to help you achieve proficiency in your future role as…………..? (mention Job title)

    ....

    ....

13. Do you think the training you need is aligned with the department/College objectives?
    a. Yes
       how…………………………………………………………………………………………….
    b. No
       why do you still need the training?………………………………………………………

Signature...

Date...

Kindly fill and submit to director-ahrm@duce.ac.tz

University of Dar es Salaam
Dar es Salaam University College of Education

Training Needs Assessment Tool
(To be filled-up by Head of Department)

1. Is there any performance Challenges in your department? Yes/No

2. If Yes, what do you think could be the reason for the underperformance?
   ………
   ………
   ……………………………………………………………………………………………………..

3. What kind of remedies do you recommend to solve those Challenges?
   ………
   ………
   ………………………………………………………………………………………………………

4. What skill gaps do you see in your team?
   ………
   ………
   ……………………………………………………………………………………………………….

5. Do you think training is required? Yes/No……………………………………………………………

6. If Yes, what type of training do you recommend?
   ………
   ……

7. Is the training recommended aligned with the department/College goals? Yes/ No: If yes how…………………………………….If No, why do you recommend?……………………………………………………………………………………………..

8. List the staff members recommended to attend the training
   ………
   ……

9. What time do you need this training to be conducted?
   Now Next 6 months Next Financial year Next two Years Other (Specify)……………………………

10. Is there budget allocation for this training? Yes/No/ I don't know

Signature…………………………………….
Date………………………………………….

Kindly fill and submit to director-ahrm@duce.ac.tz