



## **THE STATE UNIVERSITY OF ZANZIBAR**



## **STAFF TRAINING AND DEVELOPMENT POLICY**

**ISSUED BY THE COUNCIL, DECEMBER, 2022**

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## FOREWORD

The State University of Zanzibar's Staff development Policy is part and parcel of University's recent and on-going strategies to try to improve the performance of its human capital and to ascertain how the University can better related to, and solves developmental problems of the society (its social capital dimension). The purpose of the policy is therefore to produce a frame work and guidelines concerning how the University's scarce resources will be better used to develop skills and competences in training, research and consultancy, and for the management of its own affairs.

In the past the University worked without a consolidated training policy. Members of staff had to 'hunt' for training opportunities, and if secured, leave for studies were granted. In addition, there have been what are called "priority lists", which specify who should be trained first. These two procedures have caused a lot of problems. Self-initiated self-secured training opportunities have enabled some individuals to jump the queue in the priority list. The two procedures are inconsistent with strategic planning, aimed at dealing with the problem of staff attrition. They are hardly capable of developing strategic areas to ensure equality of access, especially with regard to gender equality and equity and other considerations.

This policy put together various criteria and the precedence of past practice, and organizing them into a frame of reference. It moves away from reliance on the "rule of thumb" and establishes clear principles, rule, regulations and procedures to manage staff training development.

It gives a frame work and procedures for undertaking a needs assessment before committing scarce resources. It also directs the need to plan for training and further development competences so that we can better target our efforts at achieving our objectives in the short, medium and long term.



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**Vice Chancellor**  
**The State University of Zanzibar.**

## ACKNOWLEDGEMENT

This policy addresses the issues of priority and management of staff training and development; criteria for selection of the candidates and places for training; contractual relationships between the employer and employees undergoing training; how to create and manage a staff training and development fund.

In the process of formulating this policy, a number of people have been involved. Firstly, I wish to acknowledge the task force of seven members; Dr. Haroun A. Maalim (Chairperson), Dr. Abdallah A. Sendaro, Ms. Mwatoum R. Mussa (Secretary), Mr. Salum H. Juma, Mr. Issa Sh. Mohamed, Mr. Mansab R. Mansab and Khamis A. Machano. The team worked tirelessly in raising policy issues and expose gaps and address them accordingly. Also, they constructed draft policy, which was then discussed with stakeholders. I also, acknowledge the contribution of Mr. Omar M. Kondo in assembling the team. Without forgetting all stakeholders involved for their reactions molded the final report of policy to guide the University's staff training and development activities.

I am grateful to the Deans, Directors, Academicians and Administrative Staff of the State University of Zanzibar, for their contribution and inputs as well as organized sessions to critically review the initial draft of the policy. They offered valuable and constructive contributions and recommendations that assisted the drafting team to reshape the draft of policy document. We look forward to further reactions during the process of implementing the policy.

## ACRONYM

CHS	College of Health Science
CMMJ	College of Mass Media and Journalism
DDC	Deans and Directors Committee
DHR	Directorate of Human Resources
DVC - ARC	Deputy Vice Chancellor Academic, Research and Consultancy
DVC - PFA	Deputy Vice Chancellor Planning, Finance and Administration
GIS	Geographic Information System
HRD	Human Resource Development
HRRB	Human Resource and Recruitment Board
ICT	Information Communication Technology
IoT	Institute of Tourism
KATI	Kizimbani Agriculture Training Institute
NACTVET	National Council for Technical and Vocational Education and Training
OPRAS	Open Performance Appraisal System
SCOPE	School of Continuing and Professional Education
SHMS	School of Health and Medical Science
SNSS	School of Natural and Social Science
SOB	School of Business
SUZA	State University of Zanzibar
TCU	Tanzania Commission for Universities
TNA	Training Need Assessment
VC	Vice Chancellor
ZIFA	Zanzibar Institute of Finance Administration
ZIToD	Zanzibar Institute of Tourism Development
MDAs	Ministries, Departments and Agencies



# CHAPTER ONE

## INTRODUCTION

### **1.1 Background Information**

The leadership of State University of Zanzibar (SUZA) deeply believes in the need for a robust training and development program for all employees. The work environment continually evolves and changes. Thus, the university must keep abreast of skills and knowledge developments in order to maximize staff's contributions to the university as well as to the country. This policy, therefore, is a tool for encouraging each and every staff to develop a culture of continuous improvement and learning, personal and professional growth, and respectable service to the university.

The SUZA training and development policy is designed to benefit every employee at all levels of the organization. The policy is deliberately designed to provide an employee maximum flexibility, accessibility and choice for training and development opportunities that are appropriate to the employee's development desires as well as the SUZA work requirements. The policy is not prescriptive but rather provides guidance, tools and suggestions to aid an employee in their personal quest for training and development.

The role of the leaders is significant in this policy – collaboratively working with their employees to determine areas for development as well as providing guidance, resources and support. However, the key player in this policy is the staff, even without outside support and resources, there is much that the staff can do to develop professionally. The participation of staff in implementing this policy is clearly stipulated and the roles of each staff both in leadership or subordinate. Thus, this policy provides guideline for the smooth execution of the training and development activities.

## **1.2 Policy Rationale**

The common belief is that the State University of Zanzibar is going to be in a better position of realising its vision and mission, when the policy regarding staff training and development is upheld. The vision of the University is to be the preferred higher education institution of learning and research in Eastern Africa, and the mission is to offer quality and broadly relevant education and research in order to develop knowledge-based society that can tackle the challenges of 21<sup>st</sup> century and beyond. However, this vision is not going to be realized without possessing qualified, highly skilled, highly committed and creative staff. This caliber of staff does not exist by coincidence, but needs to be created, nurtured and developed. Dynamic and strategic planning of staff training and development is an indispensable aspect of creating and nurturing staff that are qualified, skilled, committed and creative.

This policy is a review of the previous Training policy 2012, which has deficiencies on its operation and therefore, the need for review going forward was necessary. The challenges and achievements were used as the basis for drafting the present training and development policy. Thus, the present policy has incorporated the gaps that were clearly seen as missing in the previous policy. In addition, some factors have emerged that required solutions, these also were included in the present policy.

The changes in both the external and internal environments necessitate for the institutional improvement on performance. For example, the merging of SUZA and tertiary institutions; ZIFA, ZIToD, CHS, KATI and CMMJ. This should be guided by more explicit knowledge and informed operational procedures. The pursuance of these ideals is being driven by the forces of globalization, the technological and information explosion and rapid changes, which calls for on-going training and development of all staff, and advanced training for those still at the lower level of the academic ranks, management,

administrative and technical ladders. Thus, the existence of staff training and development policy would be one of the enabling strategies for the University.

During recruitment of employees; SUZA strives to hire competent employees who meet the knowledge and skills needed by the organization. However, the recruited employees need to be trained to work effectively in academic culture, and it is the social responsibility of SUZA to train its potential retirees to help them cope with new life situations with confidence and positive expectations. In addition, there is a constant change, which brings along new methods of doing things, ever-changing needs of stakeholders, increasing competition, aging employees and the growth of the organization. All of these factors make the existing knowledge and skills insufficient. Therefore, staff needs training and re-training to enable them learn new ways of dealing with their ever-changing working conditions.

### **1.3 Main Policy Objective**

The main objective of SUZA Training and Development Policy is to provide guidelines that direct training activities for staff that enable them to provide quality training, consultancy, research and administrative services to all stakeholders.

#### **1.3.1 Specific Policy Objectives**

- i. Enhance professional knowledge, ability and relevant skills for better performance
- ii. Integrate the employee's training needs to match the succession planning and the needs of the SUZA
- iii. Create proper procedures in selection and govern of employees for training
- iv. Keep in place a mechanism for generating and utilization of funds for training
- v. Devise mechanism to monitor and evaluate training activities
- vi. Implement gender mainstreaming in training activities

#### **1.4 Policy Scope**

This Policy applies to all SUZA staff (current and prospective). It sets forth the principles to be followed in implementing training and development activities. However, in the course of implementation of this policy, any issue mentioned herein that is conflicting with the law of the country, then the law of the country shall prevail.

## CHAPTER TWO

### SITUATION ANALYSIS

#### 2.1 Introduction

This chapter provides an analysis of the internal and external environment in which the SUZA operates. It provides the basis upon which the objectives and strategies of the training policy are formulated. It also highlights the achievements and challenges of training policy 2012.

#### 2.2 Achievements and Challenges of the Training Policy, 2012

The following table summarises the key achievements realised and the challenges faced during the implementation of training policy 2012.

**Table 2.1: Achievements and Challenges of the previous Training Policy, 2012**

S/N.	Objectives	Key achievements	Challenges
i.	Updating and enhancing professional knowledge and skills needed for better performance of individual and organization at large.	<ul style="list-style-type: none"> <li>• University was able to train staff at different levels of knowledge and skills.</li> <li>• Staff have attended short course for updating skills and enhancing their performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Training activities were disorganized because of the lack of training plans</li> <li>• Inadequate funds for training</li> <li>• Increased cost of training in training institutions</li> </ul>
ii	Aligning the employee training need and the needs of the organization as stipulated in the strategic plan.	<ul style="list-style-type: none"> <li>• Staff were trained according to their cadres</li> <li>• Staff were trained according to university's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Unclear university priorities in training activities.</li> <li>• No training needs assessment and training plans in schools, directorates and institutes.</li> </ul>
iii	Aligning the training needs and the needs for succession planning, and the ever-changing needs of the internal and external environments.	Staff were trained to perform jobs effectively	Absence of university succession plans and strategies
iv	Creating proper procedures in selection	Trained staff had required	<ul style="list-style-type: none"> <li>• Poor decision-making regarding training activities</li> </ul>

S/N.	Objectives	Key achievements	Challenges
	of employees for training.	qualification for further training	<ul style="list-style-type: none"> <li>Lack of transparency in the selection of trainees</li> </ul>
V	Formulating the cost sharing schemes and setting standards for the training cost to be paid by SUZA and that to be paid by the employee him/herself.	Not achieved	Resistance from the stakeholders
vi	Keeping in place a mechanism for generating fund for training.	<ul style="list-style-type: none"> <li>Staff were trained by different projects</li> <li>SUZA funded staff training</li> </ul>	Unclear mechanism for generating training funds
Vii	Organizing the training activities through a centralized training unit.	Training tasks were performed within human resources department	<ul style="list-style-type: none"> <li>Poor coordination by the training unit</li> <li>Absence of training unit head and staff</li> </ul>
Viii	Ensuring that there is transfer of knowledge from employee who receives training hence reducing training cost for other staff especially for short courses.	Staff disseminates knowledge and skills to others after receiving training.	<ul style="list-style-type: none"> <li>Knowledge transfer program is not institutionalized</li> <li>Noncompliance by some staff in sharing knowledge and skills acquired from training opportunities.</li> </ul>
Ix	Creating a database of training which will help in monitoring and evaluation of training activities and conducting on the job training.	Records are kept in place for all staff regarding training activities.	<ul style="list-style-type: none"> <li>Absence of comprehensive staff training database</li> <li>Absence of well-defined mechanism to monitor and evaluate training activities.</li> </ul>
X	Assisting the newly employed people to cope with their new working culture and system.	Staff are attending induction courses conducted by Institute of Public Administration (IPA) and School of Continuous and Professional Education (SCOPE)	<ul style="list-style-type: none"> <li>External training providers</li> <li>Insufficient budget</li> <li>No internal induction training for staff to familiarize with SUZA culture and systems.</li> </ul>
Xi	Assisting the retiree to cope with new life situation smoothly and confidently.	Not achieved	No training manual for retirees

### 2.3 SWOT Analysis

This section presents an analysis of the internal and external environment in which the SUZA operates. The environment was analysed through the assessment of the strengths, weaknesses, opportunities and threats facing the state university.

**Table 2.2: SWOT Analysis**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Act of establishment and its amendments</li> <li>• Availability financial sources</li> <li>• Trainable staff</li> <li>• Ability to provide training</li> <li>• Leadership support and willingness</li> <li>• Scheduling of training activities</li> <li>• Budget allocations</li> <li>• Qualified staff to handle training activities</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient funds for training</li> <li>• Unclear training procedures</li> <li>• Poor communication regarding training decisions</li> <li>• Lack of plans to guide training activities</li> <li>• Non-compliance of employees on training regulations</li> <li>• Lack of openness and fairness in training activities</li> <li>• Inconsistent decision making on training activities</li> <li>• No training need assessments</li> <li>• Performance appraisal system is not in place</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Availability of projects to support training</li> <li>• Existence of MoU on training initiatives</li> <li>• Availability of scholarships and fellowships</li> <li>• Government support and assistance</li> <li>• Existence of quality training institutions</li> <li>• Development partners initiatives for training</li> </ul>	<ul style="list-style-type: none"> <li>• Delaying of employees in completing their studies</li> <li>• Some courses are very expensive</li> <li>• Unreliable sponsorship by development partner</li> <li>• Funds given to employees for training are less compared to other universities that benefit from the same project</li> <li>• Fluctuations of TZS in relation to USD</li> <li>• Development partners' fatigue</li> </ul>

## 2.4 PEST Analysis

The external environment was examined through analysis of political, economic, social, technology (PEST) factors. The table below provide the details.

**Table 2.3: PEST Analysis**

S/No.	Category	Issues
1.	Political	<ul style="list-style-type: none"> <li>• Political will and support</li> <li>• Stability, peace and tranquillity</li> <li>• Government policy and governance</li> </ul>
2.	Economic	<ul style="list-style-type: none"> <li>• Economic stability</li> <li>• Reduced surplus income</li> </ul>
3.	Social	<ul style="list-style-type: none"> <li>• Learning mindedness</li> <li>• Equity and equality society</li> <li>• Cultural diversity and social sensitivity</li> </ul>
4.	Technology	<ul style="list-style-type: none"> <li>• Technological awareness</li> <li>• Availability of innovation and technological solutions</li> </ul>

## 2.5 Stakeholders' Analysis

The analysis identifies the interests, power and influence of various stakeholders on the operations of the SUZA.

Table 2.4: **Stakeholder Analysis**

Stakeholders	Role	Expectations from this policy
Employees	Implement all directives and guidelines stipulated in this policy	<ul style="list-style-type: none"> <li>• Open and fair treatment</li> <li>• Funding of their training</li> <li>• Guide their promotion after training</li> <li>• Good implementation of training policy</li> </ul>
University management	Ensure that employees have improved their performance in providing quality education and research	<ul style="list-style-type: none"> <li>• Procedures are strictly followed</li> <li>• Information for clear decision making</li> <li>• Better performance by employees</li> <li>• Skilled and competent staff</li> </ul>
Ministry of education	Ensure education policy is properly implemented	<ul style="list-style-type: none"> <li>• Appropriate governance of training activities</li> <li>• Increased quality of graduates</li> </ul>
Students	Recipients of education and administrative services	<ul style="list-style-type: none"> <li>• Well trained staff</li> <li>• Quality service delivery</li> </ul>
MDAs	They are employers	<ul style="list-style-type: none"> <li>• Well trained graduates</li> <li>• Staff who can provide consultancy services</li> <li>• Knowledgeable staff to provide training for their staff</li> </ul>
Private sector	They are employers and consumes university services	<ul style="list-style-type: none"> <li>• Quality staff that provides training, consultancy and research output.</li> <li>• Well trained graduates</li> <li>• Quality service delivery</li> </ul>
General public	Consumes university services	<ul style="list-style-type: none"> <li>• Staff are well skilled</li> <li>• Quality education for their children</li> <li>• Innovative staff that effectively solve social problems</li> <li>• Quality service delivery</li> </ul>



## **CHAPTER THREE**

### **ALIGNMENT TO NATIONAL AND GLOBAL POLICIES**

#### **3.1. Introduction**

This policy has been aligned with other national and international frameworks such as SDGs, Vision 2050 as well as EAC Vision 2050. The details are described in the following sections.

#### **3.2. Sustainable Development Goals (2015)**

The SDGs are goals that have been agreed upon by 195 nations together with the United Nation that they can change the world for the better through their respective governments, businesses, media, institutions of higher education, and local NGOs to improve the lives of the people in their country by the year 2030. In that respect, the SDG goal 1, 3, 4 and 5 through the higher learning institutions, aims at providing quality education, eliminate poverty, gender inequality and establish good health and well-being. This can be achieved through better training strategies as a key success on the implementation of that frameworks. Obtaining a quality education is the foundation to improving people's lives and sustainable development.

#### **3.3. East African Community Vision 2050**

Education is necessary condition to equip the youth with the right skills to enter the workforce. Greater effort is required in order to increase the enrolment rates and quality at higher levels of education, and vocational schools. There is a further need to harmonize education standards throughout the Community in order to reduce disparities. For example, less than 30 percent of Kenyan and Tanzanian secondary school students pass their respective national exams compared to 88 percent pass rates by Rwandan and Ugandan peers. The Inter University Council of East Africa (IUCEA) will be enhanced during the period of Vision 2050 to encourage educational

institutions to harmoniously consider adopting good practices in the management of the institutions of higher learning to respond to the needs of the development agenda of the region.

#### **3.4. Zanzibar Development Vision 2050**

In the pillar II of the vision 2050, the objective is to develop a healthy, competitive, innovative and productive human capital base that contribute effectively to national and global development. In addition, the strategic direction in section 2.1 advocates for transformation of the education system to support quality inclusive education and training programmes to build human capital that serves the needs for economic and social development. Thus, SUZA training policy adhere with the vision and its implementation will aid on achieving the overall development vision 2050.

#### **3.5. Ruling Party Manifesto**

The CCM Election Manifesto (2020) is aligned in this SUZA training policy by referencing on section 218 (d) that put emphasis on the training and development of employees in different disciplines for the purpose of enhancing their capacities and skills, so as to improve their service delivery and productivity. In addition, on section 163 (f) the Party stressed on the use of local experts to perform different tasks that requires their expertise. This implies that MDAs should endeavor to train and develop their employees to increase their competence and professionalism. Thus, this policy adheres to manifestation of the ruling party.

#### **3.6. SUZA Strategic Plan**

The Strategic Plan draft has highlighted the need for training in the section 4.2 that stipulates strategies for the University. The Plan advocates for training and development of staff in areas of research, consultancy and technology among others. This Training policy therefore, abides by the provisions of the SUZA Strategic Plan. In addition, the Plan looked at the

efficient and effective Human resources management, which is going to be further enhanced by effective management of training and development of staff. This policy is a crucial tool in implementing provisions of Strategic plan in the process of managing the training and development of staff.

## CHAPTER FOUR

### POLICY ISSUES, STATEMENTS AND STRATEGIES

#### 4.1 SUZA Vision

“To be the preferred higher education institution of learning and research in Eastern Africa”.

#### 4.2 SUZA Mission

“To offer quality and broadly relevant education and research in order to develop knowledge-based society that can tackle the challenges of 21<sup>st</sup> century and beyond”.

#### 4.3 SUZA Core Value

- |                                       |                            |
|---------------------------------------|----------------------------|
| 1. Embrace and drive changes          | 5. Punctuality and quality |
| 2. Team work                          | 6. Action oriented         |
| 3. Build an open and honest community | 7. Good Intention          |
| 4. Freedom of thought and expression  | 8. Patriotism              |

#### 4.4 Key Specialization for Training

The university should identify key specialization that are emphasised, thus encourage staff undertake such trainings. This list of specialisations is going to be determined by the University from time to time. In this regard, currently key specializations which are not limited to the listed below are:

Academic	Administrative
1. Maritime studies 2. Hospitality studies 3. Medical and allied health studies 4. Environmental Science studies	1. Finance and accounts 2. Law and legal matters 3. HR planning and management 4. Lab technicians and scientists

5. Instructional technologies 6. Entrepreneurship studies 7. Animal and Agro-processing studies 8. Television, film and art production 9. Agricultural value chain 10. Innovation 11. Fishery and aquaculture 12. Blue economy 13. Business and Finance	5. Organisational planning 6. Institutional capacity 7. Statistics 8. ICT 9. Engineering
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#### **4.5 Policy Issues, Descriptions, Statements and Strategies**

**4.5.1 Policy Issue 1:** Limited professional knowledge, ability and relevant skills for better performance of the University.

##### **Issue Description**

Inadequate professional knowledge and skills of the staff in some of professional areas to accomplish the task effectively. In addition, training activities at SUZA need to be streamlined so as to consider staff seniority, gender as well as the University’s demands.

##### **Policy Statement**

SUZA’s Training program shall be developed and conducted in consideration to the demand of the program in the university, also looking at factors such as seniority, gender and age while selecting staff for training aiming at achieving individual and organization goals.

##### **Policy Strategies**

This objective shall be achieved through effective application of the following policy strategies:

- a. Develop training plan
- b. Allocate enough budget for training

- c. Ensure selection procedures is based on demand, seniority, gender and age
- d. Encourage staff to undergo training to acquire new knowledge and skills
- e. Develop training programs based on contemporary environment

**4.5.2 Policy Issue 2:** Fragmented employee's training needs that do not match the succession plan and the needs of the SUZA.

### **Issue Description**

Currently, there are no comprehensive procedures of staff training that link the training needs of staff with those of the University. This has resulted in some staff attending training that are not supported and/or do not match with vision that is set by the University. In addition, the University has no effective plans that guide training activities.

### **Policy Statement**

SUZA shall set mechanism to co-ordinate training activities that align and prioritise training areas to achieve the training needs for both staff and the university. SUZA should utilize training and development policy of staff in accordance to the existing succession planning requirement.

### **Policy Strategies**

This objective shall be achieved through effective application of the following policy strategies:

- a. Conduct training needs assessment for all schools, institutes and departments
- b. Rank training demands to achieve staff and university goals
- c. Make follow-up for staff while on training
- d. Manage progress report while on training.
- e. Continuous develop/review organization structure
- f. Develop succession plan
- g. Fund training which are highly demanded by succession plans

- h. Institutionalise staff appraisal
- i. Match training with staff appraisal/OPRAS

**4.5.3 Policy Issue 3:** Improper procedures of selection and governance of employees' training.

### **Issue Description**

The University has shown tendencies that reveal a deficiency in openness and fairness in training activities. Also, training procedures are consistently unclear, whereby decision for selection of the staff going for training has not been aligned with proper procedures. This was attributed to the poor communication and decisions regarding training activities.

### **Policy Statement**

SUZA should enhance the management of training activities in order to ensure that all-inclusive training programs are implemented.

### **Policy Strategies**

This objective shall be achieved through effective application of the following policy strategies:

- a. Establish effective training coordination mechanisms
- b. Participation of key stakeholders in training activities.
- c. Ensure equity in selection of staff for training.
- d. Staff are eligible to apply and register for degrees, diplomas, certificates and other programs offered by the SUZA and/or equivalent institutions elsewhere.
- e. Training programs offered by approved and accredited institutions which are recognised by academic, professional and other relevant authorities.
- f. The training directed to improve the staff member's performance.
- g. Staff on training are obliged to submit progress reports at appropriate intervals, such as semester and/or annually.

- h. HRD through training unit is obliged to establish direct and regular contact with supervisors for the purpose of monitoring the academic progress of their staff members in training.
- i. Progress reports reviewed by the relevant heads of department and evaluation remarks submitted to higher authorities.
- j. University encourages diversity on the universities that staff attend for their studies

**4.5.4 Policy Issue 4:** Inadequate budget to finance training as compared to increasing training cost.

#### **Issue Description**

Funding for training is the main constrain that impedes the implementation of the training activities. Likewise, there is no policy in place that guides mobilization of fund for training from external sources, and sharing the burden of training between the University and the prospective trainees.

#### **Policy Statement**

SUZA shall ensure that staff are funded for training. Training cost system will be in three categories; fully funded, cost sharing and zero funded. The goal is to develop mechanism whereby three groups of staff receive fair treatment as they aspire to go for training.

SUZA shall set training procedures that govern eligibility of trainees and suitability training institutions so as to enable the university to smoothly manage the training and development activities.

SUZA shall establish and strengthen mechanism of generating funds for staff training and development. The goal is to generate staff training and development funds from both internal and external sources.

#### **Policy Strategies**

This objective is going to be achieved through effective application of the following policy strategies:



- a. Establish clear criteria for full, cost sharing and zero funded trainings
- b. Long term training and development opportunities including scholarship awards would be availed to only permanent and pensionable staff.
- c. Contracted staff are allowed for training provided that his/her training does not affect the duties assigned to them.
- d. Put in place system that implement cost sharing trainings for staff in accordance to SUZA's requirements
- e. Establish mechanism for staff to fund their own trainings, as long as such training is in line with SUZA's requirements.
- f. Schools/directorates/institutes and SUZA management need to set aside budget for staff training and development.
- g. Solicit funds from development partners.
- h. Facilitate MoUs with different stakeholders (universities/loan boards/) to fund staff training and development.
- i. Allocate portion of income generated from short-courses/seminars/conferences and consultancy to fund staff training and development.
- j. Funds available in Schools/Institutes/Directorates for project implementation include an element for capacity building, including staff training and development.
- k. Funds available from the internally and externally supported "Chairs", to promote a certain type of research and training activities.
- l. Construct ultra-modern conference facilities to support training and development activities.
- m. Build capacity of SUZA staff to solicit resources for training and development activities.
- n. Establish suitable and sustainable funding mechanisms to support provision of Conference services.
- o. Institutionalize budgeting and allocation of funds for implementation of training activities in various units at SUZA

**4.5.5 Policy Issue 5:** Poor organization, monitoring and evaluation of training and development activities.

**Issue Description**

To ensure vivid observation of optimal training results, the entire process of conducting training activities requires systematic procedures with well formulated guidelines at each stage, starting from need analysis, selection of trainees, and approval of training activities. However, there are poor organization of the training activities together with monitoring and evaluation of all training program.

**Policy Statement**

SUZA shall ensure effective and efficient monitoring and evaluation process of all training and development activities.

**Policy Strategies**

This objective shall be achieved through effective application of the following policy strategies:

- a. Create a database of training activities.
- b. Semester and annual progress reports/training reports.
- c. Create feedback mechanism from staff on training.
- d. Trainees sharing acquired knowledge with other stakeholders.
- e. Regular follow-ups/visits of staff in the course of training.

#### **4.4.6 Policy Issue 6:** No gender mainstreaming in training activities.

##### **Issue Description**

Mainstreaming gender equality is a commitment to ensure that women's as well as men's concerns and experiences are integral to the organization, implementation, monitoring and evaluation of all training activities. The ultimate goal is to achieve gender equity and equality in all training and development programs conducted by the University. However, gender equity and equality cannot be achieved due to the fact that the University training initiatives are not gender mainstreamed.

##### **Policy Statement**

SUZA shall ensure that training programs are considering gender balance. The goal is to make sure that all staff are availed with equal training opportunity regardless of their gender.

##### **Policy Strategies**

This objective shall be achieved through effective application of the following policy strategies:

- a) Staff training and development resource allocation should be based on the gender balance
- b) Staff training opportunities should be given using ratio in terms of gender for available staff.
- c) Mainstream gender issues in the strategic decision-making process.

## **CHAPTER FIVE**

### **POLICY DIRECTIVES AND PROCUDURES**

#### **5.1. Selection Procedure for Training**

##### **5.1.1. General Eligibility in Training**

Staff members of the State University of Zanzibar shall be eligible to apply and register for Programs offered by any recognized and accredited institution provided that:

- a) Staff have entry qualifications for the course applied for;
- b) The program is identified by school, directorate, institute, department or unit as a priority need;
- c) The training shall enhance performance of the staff;
- d) Age of the applicant is observed; s/he should be able to serve the university after completion for not less than four years in case of lower degrees to master's level and not less than six years for PhD level before retiring/leaving the organisation;
- e) The applicant must be confirmed as permanent employee;
- f) Staff shall be allowed to go for long-course after two years from previous long-course training.

##### **5.1.2. Accreditation and Standard of Programs/Courses**

SUZA shall accept programs that are offered by recognised and accredited institutions, through a recognised authority or a body that is respected and legally empowered to grant academic awards. In addition, for staff who studied abroad shall provide certified certificate from responsible authorities (i.e., TCU/NACTVET). Each course for staff training and development is meant to build capacity on specified subjects, skills and attitudes to equip trainees for immediate deployment after submission of transcript/certificate.

### **5.1.3. Guidelines for Assessment of Staff Training Results**

SUZA shall review the contents of courses attended by staff as well as conducting the assessment of the results.

- a) Staff shall submit progress reports in each semester or/and annually, and after every major examination;
- b) In regard to the progress report, University holds the power to stop the funding under the following conditions:
  - i. The progress report is poor
  - ii. Progress report is not submitted in due time
- c) In case the staff is discontinued for academic reasons, the university has a discretion of the following options:
  - i. Recategorize the staff
  - ii. Terminate the staff tenure
  - iii. Return the staff to the Department of Human Resources of central Government.
  - iv. Any other decision determined by the University
- b) Human Resources Directorate through Training Unit shall establish direct and regular contact with training institutions attended by staff, in order to monitor their academic progress;
- c) Human Resource and Recruitment Board shall approve academic progress reports and evaluation remarks submitted by human resources directorate.

### **5.1.4. Procedures for Staff Training and Development**

The training and development process shall consider the following aspects:

- a) All applications for staff training and development opportunities shall be submitted to the respective departments, so as to align the applied

training with departmental requirements after considering the departmental needs assessment and priorities.

- b) After such applications satisfy the department's criteria, they shall be forwarded by deans/directors with recommendations to the DVCs and then submitted to the HR board for approval. For academic staff the application is to pass through Senate for their information.
- c) The training course should be relevant to the individual's job and personal development, and after taking into account that the course will increase the staff's current level of knowledge, skills and experience.
- d) The courses shall be relevant to the organisational objectives at the level of the unit, department, directorate, school or institute and the University.
- e) An assurance that the unit, department, directorate school or institute can cope with the extra demands that may result from staff's departure for training.
- f) The period of study shall not exceed that which is contractually and normally expected for the program studied.
- g) In the process of training and development, course-demand, seniority, gender balance, and age shall be sustained.

#### **5.1.5. Decision-making on Staff Training and Development**

The University has high demand for skills development. Thus, different departments, directorates, institutes and schools have varied needs for skills and competence development. Thus, decision-making in SUZA shall be as follows:

- a) Directorates, schools and institutes shall conduct training needs assessment and identify needs and priorities.

- b) The DHR shall deal with training and development guidance, review and supervising the whole process.

#### **5.1.6. Priorities on the Investment in Training and Development**

The SUZA shall concentrate its training and staff development investment in the following order of priority:

- a) Advanced training (Level I) for those required to enhance their qualifications to the required higher levels qualification. This is an advanced training that is expected to enhance basic qualifications beyond current job requirements. This usually support succession and/or promotion. This is relevant to all staff and can take place at any moment after job confirmation. In this regard, confirmation means entry into a permanent job after serving a probationary period of one (1) year stipulated in the letter of contract.
- b) Extended training (Level II) which can be justified by the current demands and emergencies of the profession in the event of a change or increase in current responsibilities, or in anticipation of office responsibilities, etc. This should take place within three to five years after being employed, but it can be sooner if the employee's unit can give a good reason.
- c) Other Education or Training (Level III). This is a form of training which is distantly related to an incumbent current job assignment, but considered important to make an employee more deployable in various job placements and able to handle more responsibility. This can be done at any time once an employee has been confirmed in the job, provided that his/her job description has been changed to reflect some of the challenges and demands of the job. However, under normal conditions, such training is offered to staff who have been in the job for five years or more, because investment in such people will give them the ability to move between jobs making them deployable in the organisation, in

differing capacities. However, such training can also become a spring board for other employment opportunities in the market, hence resulting in staff attrition or skills drain from the University.

#### **5.1.7. Time 'Off' for Post-Doctoral Work, Research and Special Duties**

SUZA staff are eligible to take time off for further training (for example, postdoctoral research, fellowship), for a special assignment, or secondment to government or other organisations, etc. the experience acquired during the period of absence from the University shall be considered as a substitute for sabbatical leave. Upon return from long-term training and/or long-term special attachments lasting 12 calendar months or more, a returning staff shall have to wait for two years before qualify for sabbatical leave or a similar attachment.

### **5.2. Conditions for Staff Training and Development**

The policy highlights the conditions that are necessary for enhancing the training and development initiatives. The following aspects are regarded as crucial:

#### **5.2.1. Permanent staff**

Continuous growth of staff members' skills and experience through knowledge improvement as a function of SUZA's staff training and development is premised on:

- a) Continuing improvement for all staff members through attainment of high academic and/or professional qualifications largely remaining a university priority;
- b) The need for planning for professional and technical updating and knowledge/skills enrichment that is relevant to the potential skills deployment of members in current and future tasks;



- c) The on-going need for training in new knowledge, methodologies, technologies and processes in dynamic and challenging work environment;
- d) Providing tailor-made courses, where there has been a major change in the institution, e.g., human resources policy, a change in permanent and pensionable terms of service, performance appraisal, gender mainstreaming and related courses;
- e) Providing cross-cutting short courses, seminars and workshops on planning personnel development, organisational adaptation, communication skills (i.e., listening skills), customer care, record keeping etc.

#### **5.2.2. Newly Recruited Staff**

Recruited members shall undergo an induction course relevant to the responsibilities they are to assume. Each school, directorate and institute shall conduct induction program relevant to the functions and responsibilities of their respective area in collaboration with DHR. This should consist of criteria format, awareness of gender issues and organisational culture. During this period department/unit shall do the following:

- a) Appoint mentors and/or guides for practical learning of recruited staff. The mentors/ guides shall submit appraisal reports quarterly and at the end of the recruited members' period of being observed.
- b) Monitor performance of recruited staff member during the probationary period and make an objective assessment before confirmation of the employment.

### **5.2.3. Staff under Contract**

Contract staff shall be entitled to short-term training opportunities provided that:

- a) The school, directorate and institute should be in agreement on the need for training, and that they will continue to fully use the trained persons for a reasonable period of time, and not less than one contract period after training completion. This decision will not bind the employer to necessarily continue to employ the contractee.
- b) The school, directorate and institute shall take responsibility for ensuring that the prospective trainee's training does not interfere with workplace performance and the terms and conditions of employment, and;
- c) Schools, Directorates or Institutes shall ensure that the period of training is within the contract period.

### **5.3. Management and Leadership Training**

#### **5.3.1. Need for Management and Leadership Development**

All staff members promoted to high management/leadership office shall undertake the managerial and leadership training. Such trainings include but not limited to the following courses that:

- a) Enable potential leaders to acquire standard/professional ethical practices as advocated in the national and university's code of ethics.
- b) Instil values and attitudes in agreement with societal expectations, given staff's level of responsibility.
- c) Equip staff with general analytical skills; strategic thinking, critical thinking, gender analysis, listening and empathy.
- d) Instil executive-level policy making, analysis, report writing and presentation.

- e) Impart Conflict management techniques and arbitration procedures.
- f) Inculcate socio-cultural sensitivity and understanding societal concerns.
- g) Teach institutional relationship development and marketing, public presentation of the institution, customer sensitivity analysis and techniques of diplomatic communication and general protocol.
- h) Train on appropriate interpersonal communication techniques.
- i) Instil legal literacy and communication, contract management and procurement regulations and procedures.
- j) Train on conferencing, conducting discussions and diplomacy in respect of relationships between subordinates and superiors.
- k) Inculcate working with and managing performance-based measurable parameters and performance review and evaluation techniques, and;
- l) Instil cross-cutting knowledge such as knowing how the government of Zanzibar functions, globally impacting scientific, political and economic forces/movements and policies, knowing how to cope with HIV-AIDS and gender-related issues etc.

#### **5.4. In-Service Training and Development**

SUZA shall initiate in-service training and development interventions. The university has categorised in-service training and development as follows:

##### **5.4.1. Short Courses Training**

The short courses for staff training and development shall be available to SUZA's staff and are going to change according to the needs. Furthermore, major in-service training courses shall include:

- a) Short courses and tailor-made courses resulting in a certificate of attendance.
- b) Short courses leading to award of certificates.

- c) Seminars, workshops, mentorship and apprenticeships.

#### **5.4.2. State University of Zanzibar Evening programs**

Members of staff shall be eligible to apply and pursue evening programs such as certificate, diploma, degree, masters and PhD, which can lead to an award of a degree provided that:

- a) The program effectively contributes to improve staff's job performance;
- b) Funds are available for training in schools, directorates and institutes and/or any other funding facility;
- c) An applicant case for training is fully supported by school, directorate and/or institute;
- d) Where funding is not available and the staff is willing to contribute 50% of the tuition, in this case departments, schools, directorates or institutes could argue the case for a waiver of 50% of the fees.

#### **5.4.3. Open University/distance learning**

Members of staff shall be eligible to apply for permission and funding to attend courses at the open universities/distance learning provided that:

- a) The staff member meets the program entry requirements;
- b) The program applied for is accredited and recognised;
- c) The staff applications are endorsed and supported by the school, directorate and institute;
- d) The study does not disturb staff's workplace responsibilities;
- e) Approved by Deans and Director's Committee;
- f) Financially supported and provided that will improve staff's performance and add value to their jobs.

#### **5.4.4. E- Learning and ICT-Facilitated Learning Programs**

All SUZA's staff are eligible to apply for permission and funding to pursue programs that are offered through e-learning as well as ICT facilitated programs. This is given that the program is:

- a) Provided by accredited and recognised institutions;
- b) Recommended by school, directorate and institute and considered them useful for individual and institutional development;
- c) The study does not disturb staff's workplace responsibilities;
- d) Approved by Deans and Director's Committee;
- e) Financially supported and provided that will improve staff's performance and add value to their jobs.

#### **5.4.5. Review/Professional Courses**

All staff are entitled to sit for professional or other upgrading examinations conducted by approved professional bodies such as National Board of Accountants and Auditors (NBAA), National Board of Materials Management (NBMM) and similar bodies, shall be supported by the State University of Zanzibar. Thus, will support such staff when the financial resources are available to fund all professional and upgrading courses.

### **5.5. Contractual Conditions**

#### **5.5.1. Governing Staff Training**

There are some basic contractually accepted conditions while a staff member is undergoing training and development, these conditions are as follows:

- a) The staff training and development is justified by the deployment of trainees in positions of greater responsibility and upon completion the staff member shall be given promotion;
- b) Staff training and development can take place within and outside the country. The training within the country is preferred basing on reducing training costs. In addition, external training shall be encouraged to enable cross-breeding of ideas and experience;
- c) Training and development opportunities including scholarship awards shall be availed to staff members. The selection would adhere to gender balance policy.

- d) Staff are not allowed to enrol in any program without informing the university regarding such enrolment. If the staff undergo any training without permission, the university shall not promote or increase his/her remunerations after finishing the training. However, in case of job vacancy, the staff is allowed to apply for the position like any other aspiring candidate.
- e) Any staff who changed the program/university of study shall do so with the consent of the University, failure to obtain the consent the new programs shall not be considered for promotion.

In addition, the following conditions shall apply:

- i. Schools/directorate and institutes, and the University would need to make an effort to put aside some funds for staff training and development.
- ii. The Directorate of Human Resources (DHR) through training unit shall be responsible for managing staff training and development within the policy framework laid down, subject to directions that may be given by the university authority from time to time.
- iii. The DHR shall be consulted on matters of policy change and review, or proposal to initiate new capacity building activities.

#### **5.5.2. Bonding of Trainees**

The staff going for training shall be required to enter into bonding with the University under the following guidelines:

- a) University staff member who undertakes training of nine months and beyond shall have to comply with a bonding contract to serve with the University for the same period spent on his/her study, while observing other contractually binding conditions;

- b) University staff member who secure scholarship for further studies while on studies may continue to study with newly prepared bonding contract after approval by Recruitment and Human Resources Board;
- c) University staff member who secure scholarship for studies and is required to study lower levels before continuing with applied level shall seek a new approval to the Recruitment and Human Resources Board and when allowed shall do so with newly prepared bonding contract;
- d) Bonding contracts shall be legally binding and witnessed by advocate or magistrate.

### **5.5.3. Absence from Duty to Undergo Training/ Study Leave**

- a) A staff member may be granted study leave to undertake a course of study either locally or abroad. Leave granted shall be of such reasonable duration as would adequately and ordinarily enable the staff member to complete the course.
- b) Staff member granted study leave shall not be mandatorily engaged in university related assignments (during course work and research period).
- c) Applications for the study leave shall set out in detail of the course of study, institution, place and the duration of leave requested. Also, it should stipulate the sources of financial assistance secured or sought.
- d) Where study leave is granted, or any such special leave of absence to undertake long courses and/or enrich knowledge/practice, the staff's normal leave entitlement shall be regarded as utilised in respect of each complete year of absence (this is applicable for training period lasting nine months and above).
- e) Where the staff member's absence from duty to attend a course is less than twelve months, the study/special leave shall not count

in any way against his/her normal annual leave as per public service regulations.

- f) Study leave shall be granted with pay (minus all statutory deductions) to all members pursuing approved programs or preparing for approved examinations associated with institutionally approved courses of training, including travelling time.
- g) A staff member that secured sponsorship shall submit a letter of sponsorship which shall detail the "Terms and Conditions of Sponsorship", which he or she shall be required to agree with, by signing and returning a copy of such a letter to the university. After all conditions are fulfilled then the study leave shall be granted.
- h) Any staff that secured partial scholarship shall be allowed to attend the course and partially sponsored by the university given that following conditions are fulfilled:
  - a. Priority programs for school, directorate and institute;
  - b. The training is needed to enhance performance of the staff;
- i) Any staff that secured admission and is ready to fund his/herself should be allowed to attend the course given that following conditions are fulfilled:
  - i. Provide evidence of sources of funds to be used cover the entire program;
  - ii. Provide consent that funds used for training will not be refunded by the University;
  - iii. Priority programs for school, directorate and institute;
  - iv. The training is needed to enhance performance of the staff;



- v. The Department can perform the work load in absence of the staff.
- j) All staff members are supposed to report for work in immediately after completing the course and are entitled to 14 days of leave after resuming for duty.

#### **5.5.4. Failure to Return to Work After Course Completion**

In a situation whereby staff fails to resume for work after successful completion of studies, and having been given a grace period of 45 days after course completion without any justifications, the university authority shall resolve as follows:

- a) Wages and related privileges shall be suspended.
- b) A charge of abscondment shall be procedurally applied
- c) The University shall recover the training and related expenses in an effective and efficient manner; and
- d) Above Conditions shall be clearly detailed in the training release/sponsorship letter/contract.

#### **5.5.5. Extension/Repetition of Training Courses or Examinations Thereof**

Whereby staff fails in an approved course of training, in whole or in part, the University shall carefully consider an extension of time by following conditions below:

- a) Repetition and extension of study are permitted by the authorities of training providers.
- b) The staff provide an explanation of the reason for the extension/repetition with supporting evidence acceptable for such extension/repetition, which shall be tabled to the R&HRB for approval.

- c) The total extension/repetition of training time shall not exceed one academic year. The frequency of extension/repetition should not exceed two times. If the period exceeds the given duration, the staff will be required to take a leave without pay.

#### **5.5.6. Training as an Academic Activity**

An academic member of staff shall be expected to register for a training program within a reasonable period. Failure (without acceptable reasons) - s/he can be given alternative employment in administrative wing. A reasonable period will be three (3) years since recruitment as a Tutorial Assistant and five (5) years since recruitment or promotion to Assistant Lecturer.

Whereas an employee attending a course is discontinued from her/his studies on disciplinary grounds, the employee before or upon resuming duties, shall be liable for disciplinary proceedings. In addition, staff continuing to enjoy employment-related benefits, performance at studies is equated to performance at workplace. Therefore, failing in SUZA's sponsored or supported courses attracts consequence equivalent to failing in performing employment duties. Also, in all SUZA's training activities, the principle of demand, seniority, gender equality and age shall be observed.

#### **5.5.7. Granted Vacation during a Course of Study**

A staff attending a course of up to 12 months in duration and was given study, shall be free to spend their vacations during the study time as they wish and within the provision of the law. This implies that, staff are free to participate but should not be forced to participate in any programs organised by the university during his/her the vacation.

## **5.6. Sourcing Funds and Its Management**

### **5.6.1. Sources of training and development fund**

There shall be different sources that are regarded by the SUZA as genuine ways to fund staff training and development. Such sources are shown below:

- a) Funds available in Schools, Institutes and Directorates for project implementation shall have an element of staff capacity building.
- b) Donations from development partners, agency, endowments and foundations.
- c) Internally and externally supported "Chairs", e.g., "Professorial Chairs", in honour of, or for the purpose of promoting a certain type of research, cause or discipline.
- d) Any other source as shall be determined by the university.
- e) Funds available at the loan boards- RGoZ and URT

### **5.6.2. Commitments for Sponsorship and Funding**

The university shall commit itself to fund for staff training under the following considerations:

- a) The SUZA shall weigh the needs to improve work performance and budgetary implications so as to decide whether to fund all or part of the program costs.
- b) To the extent that it is feasible, the prospective staff should partially meet the costs of some of the course elements, and such cost sharing is non-refundable.
- c) If cost sharing is entered into, there shall be a written contract between the SUZA and the staff to clearly spell out the items covered and the responsibilities of each party.

### **5.6.3. Staff Financial Entitlements During Training**

SUZA staff who followed proper procedure and granted permission to go for any training shall be entitled to receive their monthly salaries and related expenses.

### **5.7. Cost-Sharing on Training Expenses**

In order to effectively fund the staff training, SUZA has embarked on the cost sharing policy. In the case whereby a staff member secures admission to a long- or short-term training course, and the member expresses willingness to meet the full or partial cost, the university shall grant study leave as requested. However, staff shall not be refunded for the expenses of his/her contribution. In addition, regarding the pattern of cost sharing, the total cost of training shall be covered on a 50/50 basis. Whereby, the University shall pay 50% of preferable university costs invoiced by the training institutions.

## **CHAPTER SIX**

### **POLICY IMPLEMENTATION, MONITORING AND EVALUATION**

#### **6.1. Policy Implementation**

##### **6.1.1. The Implementation Process**

Staff training and development is designed to solve performance-related problems and processes in the SUZA. The need for staff training and development should be determined at schools/institutes/directorates level through needs assessment and training plans, which are approved by the Recruitment and Human Resources Board (R&HRB).

Given the multidimensional nature of training activities and challenges within the organization, the implementation of this policy requires the active participation of various actors and their effective coordination. This chapter therefore outlines the roles to be played by different actors in the policy implementation. These include, Recruitment and Human Resources Board, the VC, The DVC-PFA office, DVC ARC, Schools/institutes/directorate, department /units and individual staff member.

##### **6.1.2. Institutional Framework**

It is not necessary to create new structures because the policy components is going to operate through the existing structures. What is required is division and specialization of responsibilities as well as accountability. However, the policy management responsibility vest on different units responsible for human resource development.

###### **6.1.2.1. Recruitment and Human Resources Board**

The human resources and recruitment board is going to play the following roles:

- a) To review and guide on the Staff training and development Policy in case of the need to change or improve it.
- b) To receive, review and approve school/institute/directorate plans and programs concerning staff training and development.
- c) To receive and give guidance on staff training and development monitoring and evaluation reports.
- d) To receive, review and make recommendations on performance review reports submitted by university management.
- e) To set and review appropriate staff training and development frameworks concerning academic and other professional standards required to be attained by the workers of the State University of Zanzibar.
- f) To perform any other functions as shall be instructed by the higher-level University Council.

#### **6.1.2.2. The Role of the VC**

The VC office shall perform crucial tasks as regarding to the staff training and development at SUZA. These tasks are:

- a) Approve all funds for training and development;
- b) Give the final permission for staff to go for studies;
- c) Supervise the whole training process through DVCs;
- d) To receive, review and make decisions concerning requests for training and development of staff.

#### **6.1.2.3. The Roles of the DVC-PFA Office**

The DVC office is going to play the major role in the implementation through its various sections of administration, Planning and finance.

- a) Oversee and co-ordinate the implementation of the training and development policy, its monitoring and evaluation.
- b) Ensure that training is always aligned with the SUZA vision, mission and strategies, Employees have access to various training opportunities within Tanzania and abroad, trainees fill the training bond and strictly abide with all training regulations and that no staff is left in the training activities.
- c) Create an enabling environment for sharing of information, intellectual fertilization and creativity.
- d) Planning and formulate accurate and implementable Training plans and programs.
- e) Ensure that schools/institutes/directorate have training plans and programs and submit them to the DHR for compilation.
- f) Ensures that staff attend courses which are demanded and advise accordingly if the employee wants to attend the course that is not relevant to the university.
- g) Oversee the arrangement and provision of the needed internal short courses for employees.

#### **6.1.2.4. The Roles of the DVC-ARC Office**

The DVC office is going to play the major role in the implementation through its various academic sections. Its specific mandates with respect to policy management shall include following:

- a) Coordinating and developing a framework for ensuring the quality of the content of staff training and development programs.
- b) Developing appropriate instruments and programs for monitoring, evaluating and reviewing staff training and development.

- c) Setting and administering criteria as shall be required and approved for the selection of staff training and development programs, the methodologies and places of training, entry qualifications and recognition of certification.
- d) Develop, manage and supervise the implementation of the staff training and development policy.
- e) Develop, review and improve structures and mechanisms to identify the training and development needs of staff, and designing training programs.
- f) Sourcing and liaise with expertise to provide added value on the content of staff development of proficiency.
- g) Seek government and external funding for staff training and development.
- h) Advise and recommend on staff training and development institutions or programs, which members of staff may attend for further studies, and those institutions and programs that are recognised and accredited.

#### **6.1.2.5. The Roles of the Directorate, Schools and Institutes**

In carrying out the implementation of the University Staff Development Policy, the Directorate, Schools and Institutes shall have the following responsibilities:

- a) Establish and promote, through Training need assessments, the types of knowledge skills needed at their respective areas. The needs identification shall be done and reported annually to cover the current, as well as a three-year period of staff training and development, resource planning and management.



- b) Identify and incorporate into their strategic planning workplace learning opportunities, including in-house-training, formal and informal training and experiential attachments, e.g., apprenticeship.
- c) Undertake Training needs assessments and prepare annual reports from which plans shall be drawn up annually as part of the State University of Zanzibar Five-Year Strategic Plan.
- d) Assume primary responsibility for sourcing, encouraging and justifying investment in staff training and development.
- e) Promote the expansion learning and training, applying best practices, on and off-the-job trainings make maximum use of ICT options and distance-learning.
- f) Develop and administer a culture of equal opportunities in the staff training and development.
- g) Assist staff members to obtain knowledge, skills and competencies which will enable them to fulfil their responsibilities effectively and efficiently.
- h) Correctly deploy the knowledge, skills and experience acquired by academic staff, so that the funds invested in their training are used to maximum advantage.
- i) Design objective Training need assessment exercises and priority, set instruments to determine of improved and cost-effective investment in staff training and development.
- j) Identify and clarify organisation development changes, which need investment in developing knowledge and skills to cope with changes that are taking place.
- k) Assist staff members in identifying their own individual development and training needs through the approved policy procedures.

- l) Implement, monitor and evaluate the effectiveness of staff training and development programs undertaken by academic staff.
- m) Facilitate and ensure that development and training needs are resolved and;
- n) Conduct fund-raising campaigns and efforts for resource mobilization
- o) Any other tasks assigned by the higher authorities.

#### **6.1.2.6. Responsibilities of Department and Units**

The departments and units shall be assigned responsibilities as follows:

- a) Organise and execute staff training and development needs assessment in response to short, medium- and long-term planning goals, and to the SUZA's changing programs and organisational development.
- b) Openly, efficiently and, systematically provide information on staff development, and training evaluative reports, as they may be routinely required by the University.
- c) Identify, organise, monitor and evaluate staff training and development programs at the level of the department/unit, aimed at improving its own performance, efficiency and effectiveness and that of individual members of staff;
- d) Coordinate intra and inter departmental staff training and development activities and cross-cutting skill programs where appropriate.
- e) Any other tasks assigned by the higher authorities

#### **6.1.2.7. Responsibilities of Individual Members of Staff**

It is assumed that the responsibility for staff training and development should be shared between the institution and the staff. Responsibility of the staff as far as their training and development is concerned shall be:

- a) To continuously review and reflect on the emerging nature and character of the knowledge, skills and competencies in their area of functional responsibility. This will be used to evaluate whether they need further development and training in such newly evolving knowledge, skills and competencies, to express personal development aspirations or motives, and even to indicate plans;
- b) To identify professional and knowledge needs to be presented and discussed with their Head of Department in order to mutually evaluate how such training shall fulfil the responsibilities and objectives of both the institution and the career development or enrichment of individual members;
- c) To come up with constructive ideas, and to participate actively in the planning and execution of those staff training and development programs and strategies which are deemed acceptable by the University;
- d) To honestly regard institutional time, office, accumulated goodwill and other training and development components invested in, and bestowed upon them, as assets to be used for institutional gain as well as for their own development, and not purely for personal gain.

### **6.1.3. Elements of the Staff Training and Development Cycles**

For operational programs, the following training and development cycle shall be followed:

#### **6.1.3.1. Training and Development Needs Assessment (TDNA) Cycle**

SUZA through the DHR shall conduct university's TDNA in collaboration with schools, institutes and directorates. The findings from the Training Needs Assessment shall enable the University to identify; gaps in education, skills and competence, for which short- and long-term trainings are justified in

order to improve individuals' performance and the University's effectiveness. Figure below elaborates.

#### **6.1.3.2. Training and Development Plans Cycle**

After obtaining TDNA results - schools, institutes and directorates shall be required to prepare staff training and development plans, for discussion. After preparing training and development plans - schools/institutes/directorates shall propose to the respective DVCs and then to VC- This phase will be followed by DHR presenting such plan to the Recruitment and Human Resources Board for approval.

#### **6.1.3.3. Establish and Manage Staff Training and Development Databases**

There shall be clear management of staff going for training based on the plan and need. The training programs that shall be attended by staff should be recognised and accredited. In order to smoothly implement training policy SUZA shall establish:

#### **6.1.3.4. Staff Training and Development Database**

The database shall contain information on members of staff on various training programs, local and abroad. It shall show categories, such as type of training, places of training, level of training, and expected period of training, sponsorship conditions and time of expected completion of the training.

#### **6.1.3.5. Training Program Database**

The DVC PFA, schools, institutes and directorates shall create and to manage respective and inter alia databases, which are easily retrievable. These databases should consider the following:

- i. Recognised and accredited institutions nationally, regionally and globally and;
- ii. Accredited and quality training programs

- iii. Training needs, their relevance, level, skills mix, period when such programs are offered and places, types of certifications of such programs, estimated costs per course package, etc.
- iv. The schools, institutes and directorates' databases should be connected with the Human Resources' database.

**a. Location and Responsibility for staff's Training Database**

The training database shall be maintained at schools/institute/directorate levels, but updated, networked and closely monitored by the DHR through training unit. Quarterly reports extracted from such databases shall be reviewed regularly by the R&HR board.

**b. Managing the Databases**

The policy process aspects shall be improved by various strategies of monitoring and evaluation. It is required that the databases established in the DHR synergised and networked with colleges, schools, institutes and departments. The management and sustainability of the databases and evaluation processes shall be viewed as a continuous process.

**6.2. Monitoring and Evaluation**

**6.2.1. Requirements to Undertake Monitoring and Evaluation**

SUZA shall establish instruments and schedules for monitoring the systematic implementation of the policy. The responsibility for this shall lie within the Department of Human Resource in collaboration with the planning department. The monitoring and evaluation shall be undertaken as follows:

- a) Monitoring shall be undertaken in quarterly basis. The Training and Development Unit shall prepare the training analysis report in quarterly basis.

- b) Evaluation shall also be contracted by members who are external to the institution. External evaluations will be conducted at least after every three years of policy implementation that will effectively inform an institution on various aspects of performance more objectively than the internal monitoring.

### **6.2.2. Frequency and Indicators of Monitoring and Evaluation**

The monitoring and evaluation frequency and indicators shall be as follows:

- a) There shall be annual monitoring reports originating at departmental level, but managed by the school deans, institute directors and the director of human resource. The reporting format shall be designed by the Directorate of Human Resource.
- b) There shall be a spontaneous and systematic evaluation of training needs and mapping out of the expectations against inputs utilisation.
- c) There shall be at least one external evaluation every three years to comprehensively inform the University management on the status and performance of the training activities.
- d) Impact or outcome evaluation shall be done on a needs-based approach, e.g. when it is desired to review the performance of training programs, and their popularity, relevance to changing needs, effectiveness, and market responsiveness, etc.
- e) Both cost-benefit and cost-effectiveness analyses shall be applied to rationalise further SUZA's investment on training activities.

### 6.3. Monitoring and Evaluation Indicators

The policy will consist of three kinds of indicators that will be used for Monitoring of training and development activities. The table below show the indicators

**Table 6.1: M&E indicators**

Progress Indicators	Effectiveness Indicators	Efficiency indicators
<p>Indicators to monitor training policy progress shall be on:</p> <ul style="list-style-type: none"> <li>a) Selecting criteria for programs, candidates, training places and training methodologies.</li> <li>b) Physical requirements, such as training equipment, structures and qualification of training personnel.</li> <li>c) Planned and expected utilisation of those who are to be trained,</li> <li>d) Embedded incentives for training in terms of job placement, enrichment, succession and promotion; and;</li> <li>e) Financial implications in terms of costs and the expected benefits, such that cost of inputs do not exceed the outputs and the outcome of training investments.</li> </ul>	<p>Effectiveness indicators shall include the following:</p> <ul style="list-style-type: none"> <li>a) Availability and accessibility of programs and places of training, which promise to effectively create a difference, taking into account gender equality.</li> <li>b) Impact of trained staff skills and competencies on expected performance in the workplace.</li> <li>c) Impact of trained staff on the wider community, scholars, workers, social groups, social responsibility, technological innovations, etc.</li> <li>d) Multiplier effect on whether the trained staff will impart knowledge, competencies, changed values and experience to other members of the organisation and beyond.</li> </ul>	<p>Efficiency indicators shall include the following:</p> <ul style="list-style-type: none"> <li>a) Identifying program components and levels of achievement with respect to time.</li> <li>b) Design efficiency attributes, modularisation, sequencing and the synergising of theory and practice.</li> <li>c) Relative quality when compared with alternatives.</li> </ul>

### **6.3.1. The Assumption of Policy Monitoring and Evaluation**

The purpose of any policy is to attain developmental change. Any policy has an inherent assumption. However, change has to be planned for, and the monitoring and evaluation exercises aim at assessing the attainment of a planned staff training and development change. In this case, the assumption is that if the SUZA insists on staff training and development then performance of staff is going to be increased.

### **6.3.2. Monitoring and Evaluation Functions**

Implementation of any policy may result into intended and/or unintended outcomes. Therefore, monitoring and evaluation should be part and parcel of implementing the policy. This also helps to improve the policy's intended outcomes.

#### **6.3.2.1. The Purpose of Monitoring and Evaluation**

This exercise is going to assist Deans Directors, Head of Departments and Units in order to:

- a) Improve methods of staff selection for training, identify training institutions and programs;
- b) Determine whether the staff training and development policy is implemented as planned;
- c) Identify hindrances during implementation, thus calling for interventions to deal with identified hindrances.
- d) Assess the impact of the staff training and development programs and plans.



### **6.3.2.2. Types of Evaluation to be Carried Out**

This policy identifies four types of evaluation which are relevant. These evaluations are diagnostic, process, output and outcome/impact evaluation. Schools/institutes/directorates shall determine the type of evaluation to be executed at any moment in time. Below are evaluation types identified in this policy:

- (i) *Diagnostic evaluation*, this takes place at the level of training needs assessment. It will identify gaps and work performance inadequacies resulting from poor or lack of knowledge and skills.
- (ii) *Process evaluation*, this is continuous and usually examine the inputs' adequacy, quality, timing, quantity and standards, as well as the management of the inputs and the output in relation to the realisation of stated goals,
- (iii) *Output evaluation*, this account for the actual results, in relation to the expected or planned results, to determine the amount and quality of achievements in the training function.
- (iv.) *Outcome or impact evaluation*, this examines incremental differences resulting from the training outputs in terms of improved work performance as well as improved efficiency and effectiveness

### **6.3.2.3. The Focus of Monitoring and Evaluation**

The focus of staff training and evaluation shall be on such items as shall be included in the terms of reference for evaluation and these shall be on the level of:

- (i) Inputs into the policy program.
- (ii) Implementation process and methods.
- (iii) Outputs and utilisation, and;

- (iv) Outcomes or impact.

#### **6.3.2.4. Modalities for Monitoring and Evaluation**

The Unit responsible of Training and Development in collaboration with Planning Department is going to initiate (where appropriate) some basic studies to improve the process of staff training and development at the SUZA. Such initiatives will result in the need to re-examine the policy, alter it, or improve it.

### **6.4. Commencement and Performance Review of the Policy**

#### **6.4.1. Mandate for commencement, Review and Evaluation of the Policy**

The mandate, management and development of the policy shall be the responsibility of the Deputy Vice Chancellor -PFA. The Unit responsible of Training is entrusted with executive responsibility.

The SUZA's Management reserves the right and has the discretion to engage mechanisms and internal or external experts, to evaluate various aspects of the policy, using diagnostic, process or summative evaluation, as the need arises.

#### **6.4.2. Commencement, Review and Evaluation of the Policy**

The policy shall become effective on the day it is decided upon by the Council of the SUZA. The policy is subject to review whenever evaluation reports require it, and/or after a consensus has been reached by the R&HR Board.

**ANNEXES**

**Annexure- I: STAFF TRAINING AND DEVELOPMENT BONDING AGREEMENT**

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**THE STATE UNIVERSITY OF ZANZIBAR (SUZA)**

**TRAINING SPONSORSHIP AGREEMENT**

**BETWEEN**

**(THE STATE UNIVERSITY OF ZANZIBAR -  
“EMPLOYER”)**

**AND**

**(NAME - “EMPLOYEE”)**

**THE STATE UNIVERSITY OF ZANZIBAR**

**TRAINING SPONSORSHIP AGREEMENT**

This Training Sponsorship Agreement (“Agreement”) created on this day of ..., is made and entered into by and between **THE STATE UNIVERSITY OF ZANZIBAR**, Public Corporation, established under Act No. 8 of 1999 of the Laws of the Revolutionary Government of Zanzibar, P.O. Box 146, Zanzibar (“The Employer”)

**And**

**Mr.** ....., a resident of Zanzibar with Zanzibar Identity Card **No.** .... with Physical Address ..... (“The Employee”).

Each of the parties shall be referred to individually as Party and collectively as the Parties in this Agreement.

And whereby the Employer is committed to investing in human resources as such the Employer sponsor warranting scholars to undertake further studies by sponsoring eligible Employees.

Whereas the Employee is to undertake a course leading to the award of .... Duration of study is ..... commencing in ..... and completes in .... (“The Course”).

And whereby, the Employer has felt the need to enter into an Agreement with the Employee being given the training costs incurred by the Employer and to pay the Employee full salary and a house allowance without annual incremental progress during the period of study.

And whereby, the Employee has agreed to undertake the training bond that the Employer shall sponsor Employee’s training costs as per Learning Institution Fee Structure and SUZA training costs payment standard.

**In consideration of the mutual promises and covenants in this Agreement**, the parties further agree to the terms and conditions as follows:

**1. Service**

The Employer shall provide financial service throughout Employee’s period of study as per fee structure from the Learning Institution and SUZA training costs payment standard.

## **2. Amount**

- (i) The Employer shall incur the training costs **covering .....** All training costs shall be made biannually upon timely receipt of satisfactory progressive report from the Employee. The Employer shall pay the foresaid total training costs throughout period of study unless otherwise changes have been made on fee structure by the relevant authority from the Learning Institution and SUZA training costs payment standard.
- (ii) Provided that the Employer shall not pay the Employee any amount requested against fee structure from Learning Institution or SUZA training costs payment standard.
- (iii) No payment shall be provided by the Employer to the Employee upon expiry of this Agreement.

## **3. Duration**

- (i) The Employee shall commit to complete the course in due time agreed by the parties.
- (ii) The Employer shall not pay for the costs related to any extension of study duration. However, the Employer may consider granting funded extension within the project life time for cases with proven medical reasons or those linked to natural calamities.

## **4. Study Warranting Commitment by the Employee**

In consideration of the receipt of the training funds and the permission to study leave, the Employee is hereby committed to:

- (i) Begin his studies at such time stipulated on his admission and continue diligently until he successfully completes the course in the agreed period unless he is prevented from so doing by sickness proven by a medical practitioner in writing or by other circumstances beyond his control which shall be informed of to the Employer in writing;
- (ii) Proceed with his studies and comply with the instruction as directed by the Learning Institution from time to time;
- (iii) Sit for prescribed examinations within the time fixed by the relevant authorities of the Learning Institution and satisfactorily pass such examinations unless he is prevented from so doing by sickness proven by a certificate from a medical practitioner or by other circumstances of calamities which shall be informed of to the Employer in writing;

- (iv) At all times comply with the requirements regarding conduct and disciplines of the Learning Institution;
- (v) At all times comply with the general provisions which are the public laws and the SUZA Training Policy;
- (vi) Satisfy the Employer with his attendance, conduct and learning progress;
- (vii) Submit academic progressive report from the relevant authority of the Learning Institution to the Employer at the end of every semester;
- (viii) Dedicate his full time and attention to observe and attending the course and instruction of which he was selected unless permission to undertake other work or to modify his course in content or duration is granted by the relevant authority;
- (ix) The Employee shall commit to pursue the study successfully and submit the award with the required standard to the Employer timely.
- (x) Submit returns of all payments made by the Employer with regards to the direct costs paid to the Learning Institution and direct costs paid to the Employee;
- (xi) Immediately upon completion of the course or at such time as the Employer may direct, the Employee shall leave the Learning Institution and return to the Employer's workplace whereby maximum allowance of time between completion and reporting to the workplace shall be one calendar month;
- (xii) Upon the completion of the course, the Employee shall serve the University for a period of not less than six years from the date he reports to the Employer's workplace from study.

## **5. Declaration of the Parties**

Provided always and it is here by declared by the parties that if the Employee fails and/or neglects at any time to fulfill the study warranting commitment agreed by him, the Employer shall:

- (i) Upon beginning and completion of studies in an agreed due time, failure to do so without prior formal information to the Employer, the Employer shall stop paying salary to the Employee which shall not be refunded upon his return to workplace at later time;

- (ii) Upon sitting for prescribed examinations within the time fixed by the relevant authorities of the Learning Institution without prior formal information to the Employer, failure to do so the Employer, shall stop paying the training costs both directly paid to him and to the Learning Institution;
- (iii) With regard to the satisfactory academic progress, the Employee fails to pursue the study successfully and submit the award with the required standard to the Employer timely, the Employer shall submit the Employee to The President's Office, Constitution, Legal Affairs, Public Service and Good Governance for transfer to the other Public Institution;
- (iv) With regard to the compliance with the general provisions which are the Public Laws, and the SUZA Training Policy; failure to do so the Employer shall stop paying the training costs both directly paid to him and to the Learning Institution;
- (v) With regard to the submission of academic progressive report from the relevant authority of the Learning Institution to the Employer at the end of every semester, failure to do that the Employer shall stop paying the training costs both directly paid to him and to the Learning Institution;
- (vi) In consideration with modifying his course in content, duration or Learning Institution without granted permission to do so by the relevant authority, the Employer shall stop paying the training costs both directly paid to him and to the Learning Institution and his Award shall not be considered for promotion;
- (vii) With regard to reporting to the Employer's workplace at the time agreed in this Agreement, failure to do that the Employer shall stop paying salary to the Employee which shall not be refunded upon his return to workplace at later time;
- (viii) Upon failure to return to the Employer's work place in three calendar months after completion of studies, the Employer shall terminate the employment contract with the Employee. The Employee shall pay total costs incurred by the Employer for his studies, both directly paid to him with the direct costs paid to the Learning Institution, together with the total salary paid to him during time of his absence when he was on study leave.
- (ix) Upon serving the University for a period of not less than six years from the date he reports to the Employer's workplace from study, failure to

do that the Employee shall be liable to indemnify the Employer total costs incurred for his studies, both directly paid to him and directly paid to the Learning Institution together with other additional damages that may deem fit by the Employer.

## **6. Commencement and Termination**

- (i) This Agreement's term shall commence in ..... and shall end in .....
- (ii) If the parties herein, shall for any reason desire to terminate this Agreement before the expiry of the term, either party shall issue not less than two calendar months' notice in writing to the other party. The party terminates or breaches this Agreement before the prescribed time, shall be liable to any damage or inconvenience caused by breach or termination before expiry of the prescribed time in this Agreement. Whereby, the notice to the parties in this Agreement shall be served upon the parties personally at their residence or registered post.

## **7. Warranties**

The parties hereby warrant and represent that they are fully capable of performing the obligations set forth in this Agreement.

## **8. General Provisions**

This Agreement shall in all respects be governed and construed in accordance with the Public Laws and the Training Policy of SUZA.

## **9. Dispute Resolution**

Any dispute between the parties concerning the interpretation or implementation or application of any provision of this Agreement, shall be settled amicably through mutual consultation or negotiation between the parties. If the parties fail to reach into the conclusion, the question or dispute shall be referred to the Arbitration.

## **10. Amendment**

The parties shall have the right to amend or change some parts of this Agreement provided that they shall present a written consent signed by both parties.



**In witness whereof**, each of the parties has executed this Agreement as of the day and year set forth above.

**Signed and Delivered for the said Employer,**

This day ..... of .....  
In the Presence of Head of Legal Service Unit  
.....  
.....  
(WITNESS)

}  
.....  
PROF. MOH'D MAKAME HAJI  
(EMPLOYER)

**Signed and Delivered for the said Employee,**

This day .....of.....  
In the presence of : .....  
.....  
.....  
WITNESS)

}  
.....  
(EMPLOYEE)

## **Annexure- II: NOTICE OF DEPARTURE FOR STUDIES ABROAD**

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For copies of this form must be completed and returned to the Office of the Directorate of Human Resources and Administration (Staff Training and Development Section) before a member of staff can be allowed to leave for further studies abroad.

1. Full Name of staff.....
2. Telephone.....
3. E-mail.....
4. Designation (Post).....
5. Department/ School/ institute.....
6. Date of Birth.....
7. Award registered for.....
8. Length of the Course/ Research .....Weeks/months/years
9. Expected Date of Departure.....
10. Scheduled Date of Registration / Commencement of Studies.....
11. Expected Date of Completion on Studies.....
12. Your full Residential Address.....
13. Sex..... Marital Status.....
14. If married:
  - (a) Full Name & address of your Spouse.....
  - (b) Occupation of your spouse & Full Address of his/her employer.....
  - (c) Number of Children, if any.....

16. Name and Address of next of kin other than spouse  
(State relationship) .....

15. The Overseas University Official we can correspond with e.g.,  
Foreign Student Adviser.....

16. Full name and Postal Address of the Institution.....

17. (a) Name &Address of Financial Sponsor other than the SUZA.  
.....

(b) If your studies are not fully funded from external sources state  
other amounts required.....

Signature of staff.....Date.....

Signature of your Head of Department/unit..... Date.....

Signature of Dean/Director.....Date.....

\*\*\*\*\* :

### **Annexure- III: TRAINING EVALUATION FORM**

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*(To be filled by the Participant on completion of Training and returned to Training Unite)*

Name of staff :

Title of Program :

Duration of Program :

Expected date of completion of the training:

Exact date of completion and report to you work:

What were the major topics covered?

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1. Which other topics should have been covered during this Program:

2. To what extent did the Program meet the desired objectives:

Total

Partial

Not at all

(If the response is partial/ not at all, please mention objectives not achieved, with reasons.)

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3. How would you rate the faculty of the Program in terms of Job Knowledge, Communication, training Methodology etc.?

Good

Satisfactory

poor

4. What do you think about the duration of the Program?

Too lengthy

Just right

Too short

5. What do you feel about the training material distributed and training aids used?

Good

Satisfactory

poor

6. How were the administrative arrangements (Boarding, Lodging, etc.)?

Good

Satisfactory

poor

7. To what extent the Program will help you to perform your job better?

Large extent

Some extent

None

8. What are the new ideas/knowledge/skills which you acquired from this training?

9. What are your plans to implement the learning so acquired in your job?

10. Who are the colleagues/Customers you think can benefit from your training if you share the learning

11. How and when do you plan to share the learning?

Name in full.....

Signature ..... Date.....

CC: HOD