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THE EFFECTIVENESS OF TRAINING NEED ASSESSMENT (TNA) PRACTICES FOR ELECTED REPRESENTATIVES IN BANGLADESH: A STUDY ON UNION PARISHAD

Abstract. This research on training needs assessment aims to identify the technical, management, and leadership skills and competencies that are lacking among elected Union Parishad members in Bangladesh. The study used both qualitative and quantitative approaches and was conducted in the Chandpur District. Four unions in three Upazilas were randomly selected from the EALG project list, and 52 Chairmen, Members, and Women were interviewed. Additionally, seven Key Informant Interviews (KIIs) were conducted with relevant professionals. The report revealed deficits in training for Union Parishad chairmen and members. Since the functions of chairmen and members differ, their training needs also vary. Members and chairs should prioritize training in ICT, Good Governance, and Service. Strategy, budget, and audit training should be the second priority for chairmen while training on citizens' welfare and service-related cross-cutting issues ranks third for members and fourth for chairmen quantitatively. Qualitative interviews underscored the importance of training. Notably, the combined results of chairmen and members placed training related to the general functions and activities of chairmen and members sixth, while experts feel that it is vital. Most participants recommended a seven- to 10-day district-level training with a local government or rural development organization field trip. Local government experts, especially those with experience in Union Parishads, are recommended for providing the training.

Key words: TNA, Representative, Union Parishad, Local government, Bangladesh.

Introduction

Local government institutions (LGIs) will always expand their duties (Boyle & O'Riordan, 2013). LGIs provide central government services to locals (Rhodes, 1996). As federally legitimized representatives, they provide services and uphold laws and commands. Union Parishad (UP) is Bangladesh's last and most effective local government body in terms of organization and service performance (Sarker, 2006). The ultimate gateway and implementer for residents at their doorsteps (Hasan, 2016).

Over the last few decades, global public sector administration and management have changed due to globalization and technology advances. The Government of Bangladesh has various governance duties due to its slogan of 'Putting Citizens First'. However, the administration prioritizes implementing the Sustainable Development Goals (SDGs), Perspective Plan, 7th five-year plan, and constitutional requirements for local government empowerment. To achieve goals efficiently and

successfully, LGIs are the most important authority. LGIs need diverse knowledge and abilities to conduct programs and projects due to their many responsibilities and duties. Union Parishad has long been criticized for inefficiency and ineffectiveness. Central government programs and policies have yet to reach citizens. This suspicious tipoff led policy experts and the government to investigate why certain initiatives and programs were not adequately implemented.

In addition, the elected representatives of the local government (Union Parishad), i.e., Chairmen and Members, had to be more innovative, charismatic, skilled, and adept in leading the Parishads and their jurisdictions in the changing local governance environment. Additionally, Union Parishad is the best decentralized central government institution for addressing individuals at their doorsteps. The elected representatives of Bangladesh's UPs must be measured to maximize development initiatives and preserve law and order at the local level.

Problem statement and significance of the research

Effective implementation at all levels of government depends on the dedication and performance of those engaged. To equip implementing staff with skills and expertise for performance, an effective curriculum is needed. Local elected officials have a big role in grassroots policy implementation. They must decide for their jurisdictions and management and then implement those decisions. The Union Parishad is responsible for administration, establishment, law-and-order, citizen welfare, and social and economic growth under its domain. They must also focus on five-year plans, rural infrastructure development, maintenance, and monitoring, education, health, family planning, agriculture, and disaster risk reduction. The Union Parishad delegates must also mediate family issues and protect women and children. UP members must lead and manage governance concerns at this most effective and critical tier of local government in addition to these tasks and responsibilities.

The findings of this study have important ramifications for the efficiency of government and the provision of basic services in Bangladesh. Improving capacity-building initiatives for local elected representatives is the goal of this study, which examines the influence of TNA practices on training program design, execution, and results for Union Parishad members. In addition, the research can help improve local governance processes and community development outcomes by naming and tackling problems with TNAs like political interference and limited resources. This will lead to policy suggestions backed by evidence that Union Parishad members can use to their advantage. It helps determine where target employees need particular training to perform better. First, identify what's wrong or why it needs to be better, then how to fix it, then who's responsible for what, and finally what training is needed and when. This research aims to address the above issues to improve the current condition and maximize the elected representatives of the UPs' production and performance.

General Objective

The primary focus of this training needs assessment study is to determine the gaps in technical, managerial and leadership skills and capacities of the elected representatives of a local government institution (Union Parishad) in Bangladesh.

Specific Objectives

The study's auxiliary aims are:

- To determine whether any training is needed for them to play effective roles and responsibilities by the elected representatives of Union Parishad.
- To determine the areas in which training are needed with the degree of needs.
- To explore the preferable methods and forms of required training.

Literature Review

Elected officials have an important role in defining governance structures and policies at the local level, especially in nations like Bangladesh, where decentralized governance exists. Union Parishads (UPs), the lowest level of local government in Bangladesh, are primarily in charge of grassroots governance and service delivery. Given the importance of their positions, it is critical that elected representatives receive proper training to carry out their responsibilities successfully. This literature review investigates the efficacy of Training Need Assessment (TNA) techniques for elected representatives in Bangladesh, focusing on Union Parishad members.

The Value of Training for Elected Representatives

Training programs for elected officials are widely seen as critical instruments for improving their ability, performance, and governance effectiveness. According to Sharma and Mitra (2019), well-designed training efforts can provide elected representatives with the information, abilities, and attitudes required to fulfil their positions effectively, resulting in enhanced service delivery and community development.

Contextualizing TNA Practices in Bangladesh

Local governance in Bangladesh confronts elected representatives with unique difficulties and opportunities. Hasan et al. (2020) contend that the decentralized governance system typified by Union Parishads necessitates targeted training interventions that address the individual requirements and constraints experienced by local elected representatives. TNA provides a full understanding of these demands, which is critical for developing effective training programs.

The effectiveness of TNA in improving performance

According to research studies, TNA practices have a favorable impact on the performance of

elected officials. For example, Rahman and Uddin (2018) discovered that Union Parishad members who participated in TNA-based training programs had significantly improved their awareness of governance concepts, communication skills, and problem-solving abilities. This shows that TNA is an effective method for detecting training requirements and tailoring interventions accordingly.

Challenges and Limitations

Despite the potential benefits, implementing TNA methods has several problems and constraints. Alam et al. (2021) cite insufficient resources, poor institutional capability, and political intervention as challenges to conducting successful TNAs for elected representatives in Bangladesh. Addressing these issues is critical to ensuring the longevity and efficacy of training programs.

Emerging Trends and Innovation

Recent advances in TNA methodology and technology provide potential to improve the efficacy of training interventions for elected representatives. According to Hossain et al. (2022), integrating participatory techniques, ICT technologies, and data analytics can lead to more comprehensive and data-driven TNAs. Embracing such advances can result in more targeted and effective training activities.

Training Need Assessment (TNA) methods are critical in improving the effectiveness of training programs for elected representatives in Bangladesh, particularly at the Union Parishad level. TNA facilitates the creation and implementation of individualized training interventions to improve governance performance and service delivery by understanding the specific learning needs and difficulties experienced by elected representatives. However, addressing issues such as resource limits, institutional capability, and political intervention is critical to realizing the full potential of TNA methods in Bangladesh's local governance context. Furthermore, adopting recent trends and innovations in TNA techniques can improve the relevance and efficacy of training activities for elected officials.

Methodology

Study Design

This is a cross-sectional study designed for having a specific analysis of the situation within a time period, and the study was completed between January 2023 to June 2023.

Study Method

The study was conducted using a mixed method approach, which included both the qualitative and quantitative approaches. This triangulating approach was used to conduct an in-depth analysis of the study and its lucrative outcomes.

Study Area

This study has been conducted in Chandpur district of Bangladesh where the EALG program is being implemented. The findings were more generalized when it covered a broader geographical area, considering the time limitation and resources, the study has been deployed in 4 Unions of 2 Upazilas of Chandpur district. Detail study location is given below:

Study Population and Sampling Technique

The target population for the study were the elected representatives e. i., Chairmen and Members of the Union Parishads of selected Unions. The citizens, Standing Committees' Members, and civil society has also been reached. The government officials who are responsible for executing the policies and programs in the said area were also be the target people. The sampling technique for the study were purposive sampling for both quantitative and qualitative part.

Determination of Sample Size

As we know that there is a total of thirteen (13) elected representatives in a Union Parishad. The chairmen, general members and women (reserved seat) members has also been reached. Thus, for the selected four unions, there were a total of 52 elected members who has been reached to assess.

Sample Distribution

Table 1 – Sample Distribution

Sample Distribution					
Method	Upazila/Area	Union Name	Chairman	Member	Total ER
Survey Questionnaire	Faridganj	Balithuba (East)	1	12	13
	Chandpur Sadar	Rampur	1	12	13
	Haimchar	Algidurgapur (South)	1	12	13
		Haiemchar	1	12	13
	Totals				52
Key Informants Interview (KII)	BARD representative			2	
	Standing committee member			2	
	Local government Expert			3	
	Totals			7	

Data Collection Instruments and Techniques

Only a questionnaire survey and KIIs were used to collect the primary data. The details of the data collection techniques are provided here.

A. Questionnaire survey

Data was collected using a semi-structured questionnaire. The necessary and present ability in every particular and common skill was measured using scaling methodologies. Data collectors interviewed elected members face-to-face to conduct the questionnaire. The questionnaire included open-ended, closed-ended, and Likert scale items. We purposefully contacted 52 chairmen and members to gain information into these four unions.

B. Key Informants Interview (KII):

Interviews with seven important informants from a variety of backgrounds were used to gather information. These individuals included government officials who were in charge of the problem, think tank representatives, and experts on the subject. The people who took part in KII were picked from non-government organizations, educators, and experts who are very interested in this topic. Another person from the UNDP project who works with EALG also reached for the KII.

Based on the study's objectives and a gaps analysis approach, the analysis strategy was laid out. In line with the study goals, suitable quantitative analysis, such as descriptive statistics analysis, has been conducted for the quantitative section. Data input and analysis were conducted using SPSS and MS Excel. The qualitative portion of the research made use of content analysis.

Results and Discussion

52 elected Union Parishad delegates from four Unions of three Upazilas in Chandpur District were surveyed. Chairmen, members, and women (reserved) responded to the quantitative survey. Seven specialists, standing committee members, and government representatives were interviewed as important informants. The researcher used informal interviews to determine the training needs of elected union representatives and the activities and functions of UP chairmen and members, as well as the competencies and skills needed to perform those functions. Cross-checking with the Local Government (Union Parishad) Act, 2010, Union Parishad Service Manual, and other legal documents, the investigation discovered 35 things under six primary tasks and activities that might be assessed. General Functions and Activities of the UP, Financial Management, Resources and Fund, Planning, Budget & Audit, Purchase and Reporting, Information, Good Governance and Services, and Citizens' Welfare and Service-Related Cross-cutting Issues are the six main competencies. All fifty-two respondents rated the 35 functions and abilities and representative performance in the poll. Training demands depend on the importance-performance gap.

Demographic Information of the Respondents

Following is the demographic information provided to the respondents about their positions and other service-related information.

Table 2 – Detailed Study Area

Detailed Study Area				
Division	**District**	**Upazila**	**Union Name**	**Number of UPs**
Chattogram	Chandpur	Faridganj	Balithuba (East),	1
		Haimchar	Algidurgapur (South), and Haiemchar,	2
		Chandpur Sadar	Rampur	1
Total				04

The table 02 represents the detailed study area with Union, Upazila and Zila names. The study covered a total of four (04) Unions namely; Balithuba (East) at Faridganj Upazila, Algidurgapur (South) and Haiemchar Unions at Haiemchar Upazila and Rampur Union at Sadar Upazila at Chandpur District in Chattogram Division.

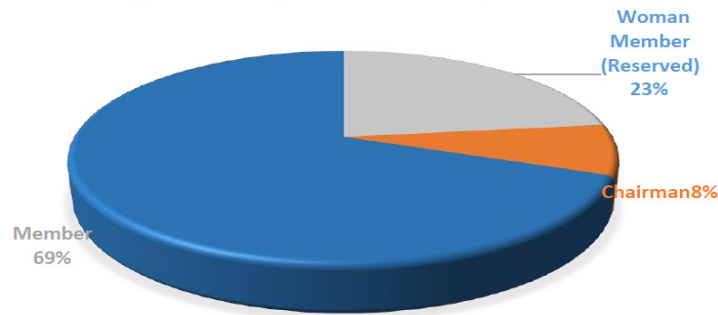### Designation of the Respondents

Figure 1 – Scenario of Respondent

Figure 1 shows the number and percentage of responses in each category. Though all poll respondents were elected Union Parishad officials, they were mostly Chairman, member, and women (reserved) members. Actually, a union has a chairman, nine members from nine Wards, and three women (reserved) from three Wards. Four Chairmen, 36 general members (70%) and 12 women from reserved seats at four Unions were responses.

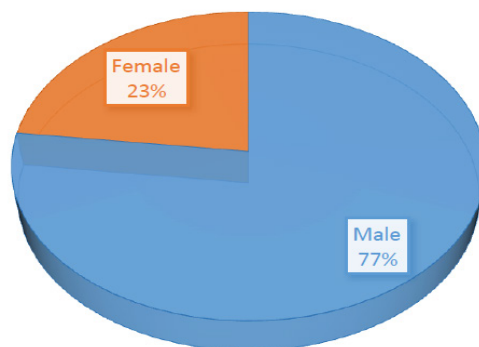### Gender of the Participants

Figure 2 – Scenario of gender aspect

The gender breakdown of responders is seen in figure 2. Though the survey found a gender disparity, the organogram of the Union Parishad and designated seats for women determined the gender allocation. Twelve ladies (23% of total respondents) responded. The remaining 40 responders were male, accounting for 77%.

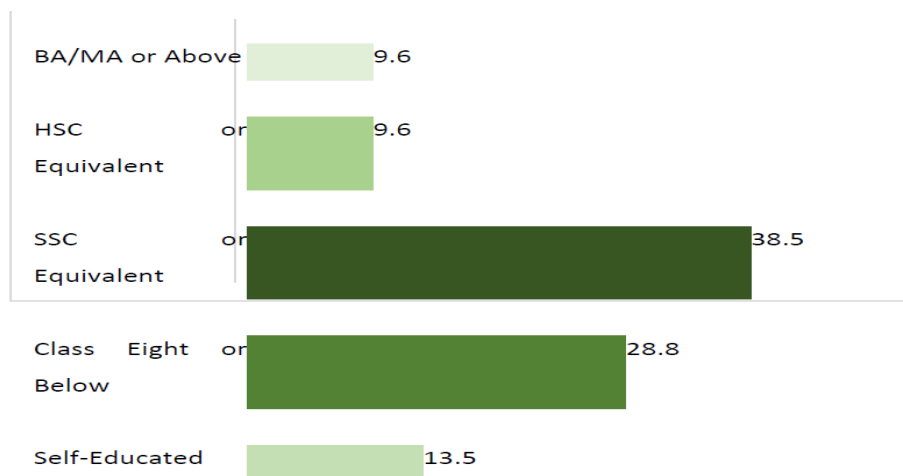## Educational Attainments of the Respondents

Figure 3 – Educational aspect of the respondent

The research also examined individuals' educational attainments (figure 03). Around 13% of responders are self-educated. Over 25% of respondents passed class eight or lower. The biggest number of responders was SSC or equivalent passed (38.5%). About 9.6% of respondents completed the HSC or comparable test and the same percentage passed the BA or MA or higher or equivalent degrees.

Service Length of the Participants at the Union Parishad

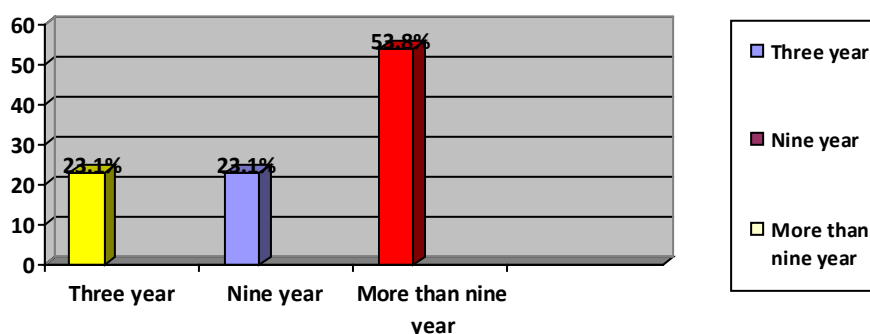**Figure 4 –** Service Length of the Participants at the Union Parishad

Service duration at the Union Parishad may improve service delivery in the future. Figure 04 shows UP Member and Chairman service duration. When interviewed, 53.8% of respondents had worked at the Union Parishad for three years. One-quarter (23.1%) of respondents have nine years of service, and the same percentage have more than nine.

Training Need Priorities

The research considers Union Parishad Chairmen, Members, and Women Members for reserved seats elected members. Thus, all three representative categories were surveyed. Chairman, Members, and women members have different roles and duties. So, the researcher sought to understand all the skills needed for different occupations. Members and women members were amalgamated into one group due to their comparable role, however chairmen were categorized separately. Due of their different leadership roles, this report separates chairman and member information. The essential discussion points include qualitative analysis. Finally, all chairmen and members receive a cumulative score based on task priority and performance.

A. Training Need of Chairmen

The chairman of the Union Parishad has tremendous influence, role, and leadership consortium. Chairman skills dominate union decision-making and planning. Under his/her careful direction, all personnel do their jobs. The chairman's training should be focused on their needs and performance. The Union Parishad chairman determined this category's training needs.
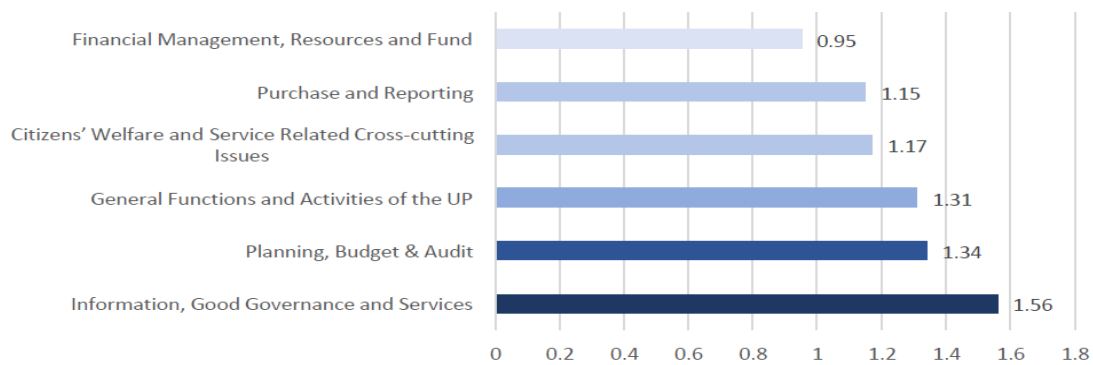

Figure 5 – Categories of competencies regarding training needs of the Chairman

The bar chart above illustrates the Chairmen's training competency categories. The mean disparities between item task significance scores and responder performance are shown. The arithmetic mean (average) ranges from 0.95 to 1.56 in several categories, indicating a wide range of training demands on a scale of 7. Information, governance, and services are the top priorities for training. Second, budget, audit, and planning training are important. The highest-counted duties include ICTs, e-governance, development project expertise, and service delivery knowledge. The result also reveals that Chairmen need less financial management, resources, finances, procurement, and reporting skills.

All Areas of Training Needs for the Chairmen

The following table 03 lists all 35 activities and competencies by training importance. By comparing task importance to performance, competencies are ranked chronologically. In various competencies, Chairmen have different opinions. The arithmetic mean (average) of training need or gap ranges from 3.25 to 0.25 in the training needs table.

Table 3 – All Areas of Training Needs for the Chairmen

SL.	Activities and Competencies	Importance (Mean) μ	Performance (Mean) μ	Training Need (Mean) μ
1	IT/E-Governance for good governance	7.00	3.75	
2	ICT knowledge and skills	7.00	3.75	
3	Citizen Charter	7.00	4.75	

	All Areas of Training Needs for the Chairmen			
SL.	Activities and Competencies	Importance (Mean) μ	Performance (Mean) μ	Training Need (Mean) μ
4	Knowledge on/Implementing of SDGs	7.00	5.00	2.00
5	Coordination with other local level govt. agencies	7.00	5.25	1.75
6	Social Safety Nets Program management	7.00	5.25	1.75
7	Ward Shava	7.00	5.50	1.50
8	Budget preparation and implementation	6.75	5.25	1.50
9	Half yearly report of UP (LGSP)	7.00	5.50	1.50
10	EALG	7.00	5.50	1.50
11	Funds of the Parishad	7.00	5.75	1.25
12	Revenue impose and collection	7.00	5.75	1.25
13	Planning (yearly, five-yearly, dev. And others)	7.00	5.75	1.25
14	Open Budget Shava	7.00	5.75	1.25
15	Purchase management	7.00	5.75	1.25
16	Village Court	7.00	5.75	1.25
17	Innovation in service delivery	7.00	5.75	1.25
18	Formation and Functions of UP	7.00	6.00	1.00
19	Functions of Chairman and Members	7.00	6.00	1.00
20	Purchase under LGSP	7.00	6.00	1.00
21	Tender/ request for quotation	7.00	6.00	1.00
22	Half yearly report of village court	6.75	5.75	1.00
23	Information about development project	7.00	6.00	1.00
24	Leadership	7.00	6.00	1.00
25	Financial Management	7.00	6.25	0.75
26	Resources of the Parishad	7.00	6.25	0.75
27	Expenditure of the Parishad	7.00	6.25	0.75
28	Birth and Death Certificate	6.75	6.00	0.75
29	Nationality and Testimonial certificate	6.75	6.00	0.75
30	Decision making skills	7.00	6.25	0.75
31	Project management	7.00	6.25	0.75
32	Investigation of any occurrence	7.00	6.50	0.50
33	Undertaking administrative activities	7.00	6.50	0.50
34	Disaster Management	6.75	6.25	0.50
35	Human rights (understanding)	7.00	6.75	0.25

IT and e-governance for effective governance and ICT knowledge and skills are the chairman's top training needs. Citizen charter and SDG implementation expertise are the most important training needs. Other training the chairmen require is coordination with local government agencies and Social Safety Nets Program administration. In reality, most mean values of activities and competences illustrate their relevance in Union service delivery. Some tasks are important but don't require intervention training, so the Chairmen are doing well in them, such as human rights, administrative tasks, decision-making, and project management. Chairmen exhibit little interest in training on human rights, administrative responsibilities, and disaster management. Importantly, simple and general tasks like testimony certification, birth and death certification, and inquiry require no training.

Training Needs of Members

The member is the most crucial link between citizens and the government. Members are crucial to executing government policies and providing root-level services. They perform important leadership responsibilities in villages to ensure human well-being, but they need training in specialized sectors to execute and provide services effectively. In this area, members include all members and reserved ladies. Categories of competencies regarding training needs of Members The figure 06 below portrayed the categories of competencies regarding training needs of Members. All of the thirty-five activities categorized into six broader themes.

The bar chart depicts the arithmetic mean (average) difference between activity or competency significance scores and member performance. The mean value ranged from 1.39 to 1.98, indicating close training requirements groups. Members' scores place categories in virtually the same comparative order as chairmen's, except for citizen welfare and service-related cross-cutting concerns in the third segment and UPs' general functions and operations in the fifth section. Most relevance is seen in ICT and e-governance duties. Information, excellent governance and services, planning budget, and audit duties rated 1.98 and 1.97 for training needs.
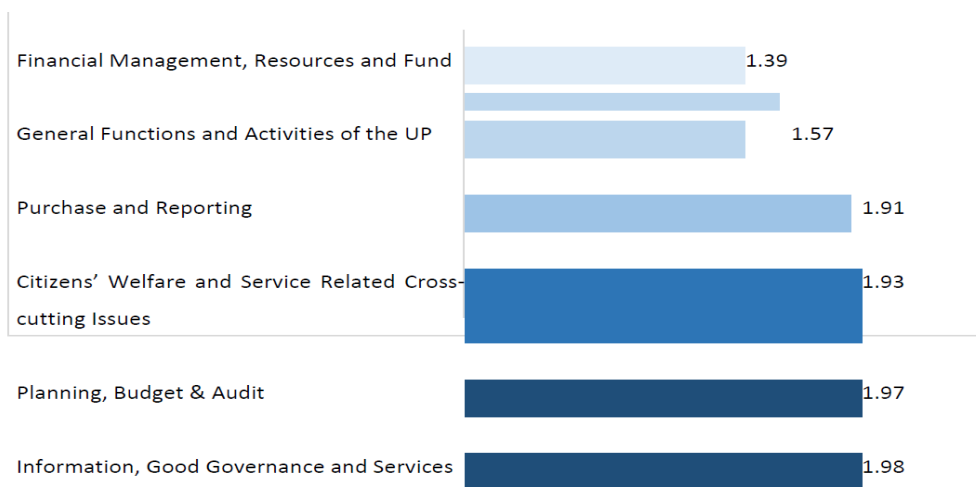

Financial Management, Resources and Fund	1.39
General Functions and Activities of the UP	1.57
Purchase and Reporting	1.91
Citizens' Welfare and Service Related Cross-cutting Issues	1.93
Planning, Budget & Audit	1.97
Information, Good Governance and Services	1.98

Figure 6 – Scenario of Training Needs of Members

All Areas of Training Needs for the Members

The mean values of the larger categories are determined from the scores given to specific activities and abilities covered under them. Therefore, individual activities/competencies should be appraised to verify all specific areas completely. In this method, thirty-five categories of activities or skills were assessed, and the scores of members are analyzed in the table below in descending order, starting with the highest training demand and moving down. Some activities or competencies are at the top of the decreasing ranking, while those below suggest significant training needs based on Union Parishad scores.

Table 4 – All Areas of Training Needs for the Members

	All Areas of Training Needs for the Members			
SL.	**Activities and Competencies**	**Importance (Mean) μ**	**Performance (Mean) μ**	**Training Need (Mean) μ**
1	ICT knowledge and skills	6.94	2.98	3.96
2	IT/E-Governance for good governance	6.85	3.25	3.60
3	EALG	6.94	3.40	3.54
4	Knowledge on/Implementing of SDGs	6.98	3.67	3.31
5	Half yearly report of village court	6.92	3.90	3.02
6	Citizen Charter	6.94	4.02	2.92
7	Half yearly report of UP (LGSP)	6.94	4.35	2.58
8	Information about development project	6.73	4.69	2.04
9	Village Court	7.00	4.96	2.04
10	Undertaking administrative activities	6.88	4.85	2.02
11	Budget preparation and implementation	6.92	4.92	2.00
12	Functions of Chairman and Members	7.00	5.04	1.96
13	Coordination with other local level govt. agencies	6.98	5.08	1.90
14	Tender/ request for quotation	6.58	4.83	1.75
15	Purchase management	6.88	5.17	1.71
16	Disaster Management	6.90	5.21	1.69
17	Open Budget Shava	6.94	5.33	1.60
18	Financial Management	6.98	5.42	1.56
19	Funds of the Parishad	6.88	5.31	1.56
20	Purchase under LGSP	6.88	5.31	1.56
21	Resources of the Parishad	6.83	5.31	1.52
22	Revenue impose and collection	6.92	5.46	1.46
23	Innovation in service delivery	6.92	5.46	1.46
24	Project management	6.81	5.40	1.42
25	Ward Shava	6.98	5.63	1.35
26	Leadership	7.00	5.65	1.35
27	Expenditure of the Parishad	6.85	5.58	1.27
28	Human rights (understanding)	6.90	5.65	1.25
29	Social Safety Nets Program management	6.98	5.77	1.21
30	Decision making skills	6.92	5.81	1.10
31	Formation and Functions of UP	7.00	5.94	1.06
32	Planning (yearly, five-yearly, dev. And others)	7.00	5.94	1.06
33	Nationality and Testimonial certificate	6.92	5.96	0.96
34	Birth and Death Certificate	6.92	6.00	0.92
35	Investigation of any occurrence	6.96	6.17	0.79

The significance column provides the mean scores from 6.58 to This range is too narrow to affect training needs. For large changes in training demands across specific activities/performance, use the performance column. This shows the discrepancy between particular items' value of activities or

competences and actual performance. We discovered a mean training need of 0.79 to 2.00 with no significant variance. Training on ICT and e-governance, budget preparation and execution, general roles and activities of UP members, and collaboration with other government agencies is crucial for operating.

Coordinate on the intervention requirements based on scores

For Union Parishad members, the following coordination based on work relevance and performance helps clarify training priorities. The horizontal axis indicates policy officials' performance and the vertical axis denotes activity or competency relevance. On each axis, values rise from left to right and bottom to top. Hennessey-Hicks introduced a coordinate model that split each score spectrum in two. Performance scores below 4 indicate bad performance and above 4 indicate good performance. High relevance scores are over 4, while low important scores are below 4. Top-left box represents high intervention priority, bottom-left box represents low intervention priority, and both right boxes represent no intervention requirements.
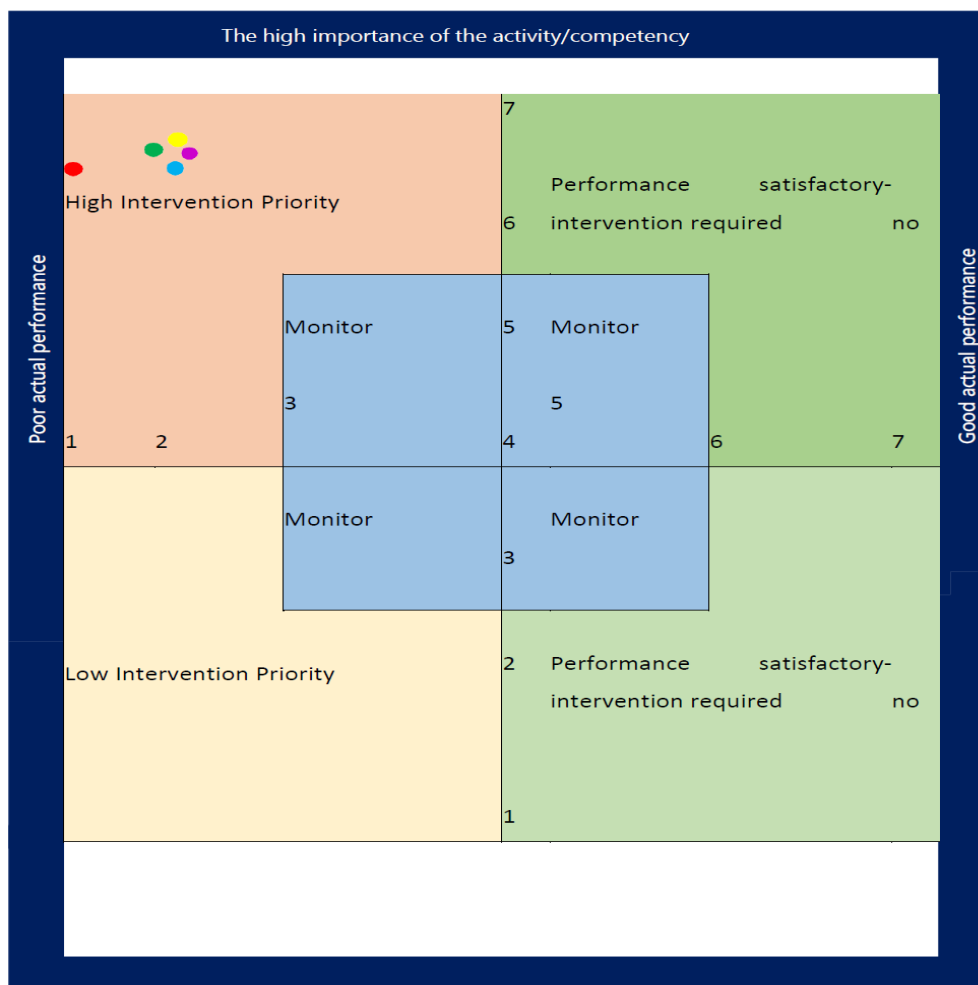

Figure 7 – Coordinate on the intervention requirements based on scores for Members

Top ten activities or competences are positioned in a coordinate in the graph above depending on their ratings. Some things have the same score and coordinate graph point; hence they have the same symbolic colors. Table 4 reveals that the top 10 items share coordinate scores (6.94, 2.98) and that three and two competencies have comparable scores, thus they are colored similarly. The other four have two distinct mean scores. Thus, the 10 things claim five graph points. Five distinct colored circles represent the top 10 activities/competences at the bottom of the coordinate. The typical values

of these categories are between 2.98 and 4.85 in the horizontal axis, indicating low performance, and 6.73 and 7 on the vertical axis, indicating significant relevance. Thus, all six broad groups are located in two successive locations. Most crucially, they're all in the top-left block, indicating high intervention priority. Most of the other 10 activities have 4 or higher mean values in the performance column, placing them in the top right box or border of two top boxes.

ICT, Good Governance and Services

Table 5 – Training Needs for Chairmen and Members on Information, Good Governance, and Services

Training Needs for Chairmen and Members on Information, Good Governance and Services			
Activities and Competencies	Importance (Mean) μ	Performance (Mean) μ	Training Need (Mean) μ
Citizen Charter	6.97	4.39	2.58
IT/E-Governance for good governance	6.93	3.50	3.43
Information about development project	6.86	5.34	1.52
Birth and Death Certificate	6.83	6.00	0.83
Nationality and Testimonial certificate	6.83	5.98	0.85
Village Court	7.00	5.35	1.65

Union Parishad elected delegates often need ICT, strong governance, and service competence. IT and e-governance for good governance competencies lead this area with a 3.43 training gap. Second, the citizen's charter is one of the most significant instruments for effective governance, yet the parishad members and chairman have been performing poorly, with a 2.58 training gap. The village court is being implemented in some selected Unions, and the study is sorted by Union, so members and chairman require additional training in those competencies. Finally, development project information, birth and death registration certification, and nationality and testimonial certificates are crucial for training.

Purchase and Reporting

Table 6 – Training Needs for Chairmen and Members on Purchase and Reporting

Training Needs for Chairmen and Members on Purchase and Reporting			
Activities and Competencies	Importance (Mean) μ	Performance (Mean) μ	Training Need (Mean) μ
Purchase management	6.94	5.46	1.48
Purchase under LGSP	6.94	5.66	1.28
Tender/ request for quotation	6.79	5.42	1.38
Half yearly report of UP (LGSP)	6.97	4.93	2.04
Half yearly report of village court	6.83	4.82	2.01

Members and chairmen are responsible for purchasing and reporting, among other activities. In tender, purchasing, and reporting, all duties must be transparent and accountable. Union members rule over the procurement committee. Thus, Union Parishad elected members require LGSP and village court tendering, quoting, and reporting training. In this area, LGSP and village court reporting have the highest training needs, with 2.04 and 2.01 training gaps, respectively. Purchase management, LGSP purchases, and tenders or RFPs require extensive training.

Citizens' Welfare and Service-Related Cross-cutting Issues

Table 7 – Training Needs for Chairmen and Members on Citizens' Welfare and Service-Related Cross-cutting Issues

Training Needs for Chairmen and Members on Citizens' Welfare and Service-Related Cross-cutting Issues			
Activities and Competencies	Importance (Mean) μ	Performance (Mean) μ	Training Need (Mean) μ
EALG	6.97	4.45	2.52
Leadership	7.00	5.82	1.18
Decision making skills	6.96	6.03	0.93
Human rights (understanding)	6.95	6.20	0.75
Knowledge on/Implementing of SDGs	6.99	4.33	2.66
ICT knowledge and skills	6.97	3.36	3.60
Innovation in service delivery	6.96	5.60	1.35
Investigation of any occurrence	6.98	6.33	0.65
Undertaking administrative activities	6.94	5.68	1.26
Project management	6.91	5.82	1.08
Social Safety Nets Program management	6.99	5.51	1.48
Disaster Management	6.82	5.73	1.09

The elected members and chairman manage many residents' welfare and service-related cross-cutting concerns since they are at their doorsteps. For cross-cutting challenges, ICT knowledge training was most needed. Second, SDG implementation knowledge ranks 6.99 (mean) in relevance. Representatives want Efficient and Accountable Local Government (EALG) training; thus, they score 2.52. Training needs include leadership ability, decision-making abilities, Social Safety Nets Program management, and service delivery innovation. Human rights, investigation, and project management training for members and chairmen are also essential.

Planning, Budget & Audit

Table 8 – Training Needs for Chairmen and Members on Planning, Budget & Audit

Training Needs for Chairmen and Members on Planning, Budget & Audit			
Activities and Competencies	Importance (Mean) μ	Performance (Mean) μ	Training Need (Mean) μ
Planning (yearly, five-yearly, dev. And others)	7.00	5.84	1.16
Open Budget Shava	6.97	5.54	1.43
Budget preparation and implementation	6.83	5.08	1.75

Union Parishad elected representatives must produce yearly, five-yearly, development, and cross-cutting problem plans. Planning is important (7 out of 7) and this field has a 1.16 training gap. The Union Parishad organizes an open budget Shava every year, however its importance is 6.97 and training is 1.43. Budget preparation and implementation for development are crucial. The budget implementation keeps the existing performance at 5.08, hence this section has a 1.75 training gap.

General Functions and Activities of the UP

Table 9 – Training Needs for Chairmen and Members on General Functions and Activities of the UP

Training Needs for Chairmen and Members on General Functions and Activities of the UP			
Activities and Competencies	**Importance (Mean) μ**	**Performance (Mean) μ**	**Training Need (Mean) μ**
Formation and Functions of UP	7.00	5.97	1.03
Functions of Chairman and Members	7.00	5.52	1.48
Ward Shava	6.99	5.56	1.43
Coordination with other local level govt. agencies	6.99	5.17	1.82

Table 9 displays the Union Parishad's general functions and activities training gap. Though elected Union Parishad representatives are expected to know the UPs' main functions and operations. Members and chairmen want this part training. Most UP duties and competences are important, and their performance is close to it. Thus, these categories'

training gaps matter. Coordination with other local government agencies and officials had the highest score, 1.82 training gap, which might imply training needs. Second, training on member and chairperson roles is crucial (1.48 training gap).

Financial Management, Resources and Fund

Table 10 – Training Needs for Chairmen and Members on Financial Management, Resources and Fund

Training Needs for Chairmen and Members on Financial Management, Resources and Fund			
Activities and Competencies	**Importance (Mean) μ**	**Performance (Mean) μ**	**Training Need (Mean) μ**
Financial Management	6.99	5.83	1.16
Resources of the Parishad	6.92	5.78	1.14
Funds of the Parishad	6.94	5.53	1.41
Expenditure of the Parishad	6.93	5.92	1.01
Revenue imposes and collection	6.96	5.60	1.35

Financial management, resource mobilization, and money management are union parishad duties. This ability has the lowest relevance relative to the combined mean of the other categories, yet finance, parishad resources, and money are important. Revenue imposition and collecting scores 1.35 training requirements. Parish spending scores 1.01 training deficit. The training needed for this area is equally important.

Conclusion

In conclusion, this study emphasizes the relevance of Training Need Assessment (TNA) procedures in improving the efficacy of training interventions for elected representatives, with a focus on Union Parishad members in Bangladesh. Through a thorough examination of the literature and empirical evidence, the study has underlined the importance of

TNAs in shaping the design, execution, and results of training programs targeted at empowering local elected officials. However, problems like as resource restrictions and political intervention impede the proper implementation of TNAs, reducing their total impact. To address these challenges and maximize the effectiveness of TNA practices, policymakers and stakeholders should prioritizes investment in capacity-building initiatives for Union Parishad members, such as the use of participatory approaches and ICT tools to conduct more comprehensive TNAs. Furthermore, efforts should be undertaken to strengthen institutional capacity and reduce political pressures on TNA procedures in order to maintain their integrity and efficacy in influencing training interventions. By implementing these ideas, authorities may help enhance local governance processes and improve service delivery results in Bangladesh.

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