CAPACITY BUILDING FRAMEWORK: TRAINING PROCESS FOR IMPROVED PERFORMANCE

[A SYSTEMATIC TRAINING MODULES FOR THE TRIBAL RESEARCH INSTITUTES]

Sponsored by

Ministry of Tribal Affairs

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Indian Institute of Public Administration

Conducted by

Centre of Tribal Research and Exploration (COTREX),
A Centre of Excellence (CoE) under the Ministry of Tribal Affairs, Government of India
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IIPA- inspiring excellence is a way of life
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New Delhi 110002

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CAPACITY BUILDING FRAMEWORK: TRAINING PROCESS FOR IMPROVED PERFORMANCE

AN INTRODUCTION

Systematic Training Modules for the Tribal Research Institutes is prepared for imparting a standardized and systematic training of the trainers for all the Tribal Research Institutes working under the Ministry of Tribal Affairs, Government of India. It compiles the training activities of Ministry of Tribal Affairs, United Nations Population Fund (UNFPA), Department of Personnel Training, and other development organizations programs that were conducted to strengthen the training capacity of tribal communities, institutes, organisations engaged in tribal development and welfare.

Aims

The training module aims to:

⁜ Provide systematic training to the Tribal Research Institutes (TRIs) and to the personnel engaged in tribal welfare programmes,

- Prepare a standardized training programme for the TRIs
- Raise participants' awareness on how tribal communities plays a key role in the nation's social, political and economic activities
- Sensitize the participants to development issues relating to tribals and to enhance their capacity to understand, analyse and utilise indigenous dimensions/considerations in development process.

Objectives

The objectives are to:

- Equip participants with training based on standardized approach
- Revamp the Instruction methods during training programmes
- Identification of issues, complete module and session plan to be designed,
- Develop Training material, Manuals which will serve as standardised tools for training programmes for TRIs.
- These will further include: Trainer Guides, supporting documents and Handouts, Information Education and Communication (IEC) material (flipbooks, charts etc.)
- Feedback form has to be standardized
- Training calendar has to be developed
- TNA on PESA, FRA and MFP

Course content

- Part 1: Training Need Assessment and Systematic Training Approach
- Part II: Experiential Presentation
- Part III: Technical Sections, Evaluation and Feedback

Methodology

- Lecture cum discussion
- Group discussion
- Field Visit
- Case Studies

Participants

…………………………………………………………..

Duration

Three Days Programme

How to use the module

- This module is meant for use by the resource persons/Course Directors. Before starting the training programme they must thoroughly familiarize themselves with the module.
- The module contains details of a 3 days programme. Each session indicates the following sequence.
  - § **Session title:** This identifies the topics of the session. Each session should begin with a brief outline of the topic.
  - § **Duration:** This shows the duration of the session. The resource persons should be told to complete the session within the allotted time. Any deviation will upset the training schedule.
  - § **Session Objectives:** This describes what the participants will be able to gain in terms of knowledge, skill or attitude by the end of each session. The facilitator may explain the objectives before commencing each session.
  - § **Content:** The contents to be covered in each session are given. The resource persons should go through these and ensure that all items are covered in the session.
  - § **Methodology:** The methodology to be adopted for each session is given. However, the resource persons can choose other methodology to make the session more interactive and participatory.

§ **Guidelines to facilitator:** These are instructions to resource persons for handling the sessions effectively.

- The course director of this training programme should adequately equip himself/herself by reading the relevant literature on the subject and preferably by attending tribal training programmes.

- Though it may be necessary to bring in outside experts as guest faculty, it is essential that one faculty from the CoE function as the Course Director providing continuity to the training and to support and facilitate the learning process.

- The reading material provided is for the Course Director/ resource person. The resource person should read them before starting the programme so that he/she gains a thorough knowledge in the subject area. The participants may be given separate set of reading material in the form of brief articles on each topic covered in the module.

- It is desirable that this is supplied to them well in advance or at least on day one of the course.

- The select bibliography is meant for the Course Directors and resource persons handling sessions. They may equip themselves by reading the books, articles etc. referred to. Besides, they may refer to other materials they come across since the bibliography given is only a select one.

- A glossary of terms relating to gender is also given in the module. We suggest that the course directors and resource persons go through it. Copies of this may also be supplied to the participants along with the reading material or as hand out.

- A select list of Web links on tribal welfare is provided and the course directors/resource persons are advised to update their knowledge on recent developments in the field by using the same.

- The suggested timings of the programme are from 10:00 am to 5.00 pm. This is required for adequate coverage of all sessions in a day. It is better to make the programme a residential one. This will enable the participants to spend the evening hours in studying cases, go through the reading material, exchange their views and so on.

- Each session has to be participatory and experiential. The participants may be encouraged to ask questions, seek clarifications, share their personal experience and express their views freely and frankly.

- The reading material provides national level data on demographic and other aspects relating to tribal welfare and standardization of training in TRIs. However, the resource persons should present national and

state level data relating to the respective state on various topics and discuss the same. This way the participants will gain more insight into the issues closer to home.

- Case studies depicting the local situation may be prepared in advance for use in the sessions.

- Feedback from participants is very important and useful for making the necessary modifications. This may be done as part of the session on the last day.

- The course has to be sufficiently flexible, in terms of time allotted to each session and content, to accommodate the requirements of the participants.

DAY ONE

PART –I

SESSION I

REGISTRATION, DE-FREEZING, INTRODUCTION TO COURSE, INAUGURATION, AND COURSE EXPECTATIONS

The broad objective of the first day's programme is to enable the participants to broaden their knowledge base on concepts and issues relating to gender and development process.

Introduction to course should cover the following:
- Background of the programme
- Objective of the course
- The course content/ module and methods
- Ground rules   (Duration: 20 minutes)

De-freezing Exercise

The objectives of the Exercise are to:
- Create a friendly training atmosphere
- establish a good rapport among the participants and the facilitator
- enable the participants to express their views in a free manner.

Duration: 15-20 minutes)

Methodology

Exercise: Find your Partner

The facilitator may prepare two sets of cards one set with names of persons who were instrumental in changing the status of women in India and the other set with the events/ incidents they are associated with. Distribute these cards, one each, to all the participants. Ask the participants to choose their partners based on the cards they are given. Allot 15 minutes for the pairs to acquaint with each other. After this is done, each participant may introduce her/ his partner to the entire class. In case any participant finds any difficulty in choosing the right match, the facilitator may help them.

There are alternative ways of dividing the participants into pairs, for

example by making matching picture cards such as needle-thread; paper-pen; table-desk and so on.

Course Expectation

Exercise

The participants may be divided into four groups and asked to spend 15 minutes to discuss and write down on flip charts their expectations from the course. This may be presented by each group. The facilitator should explain how these are covered in the programme or the reason for not meeting them. For example, one group may demand inclusion of a session on gender budgeting or gender mainstreaming, which obviously is outside the scope of the module.

Logistics and Administration

Divide the participants into three groups, each group to take charge of time management, rapporteuring and recap and cultural events.

Tea Break   (Duration: 15 minutes)

Defreezing Games: Alphabet Puzzle

> *Group size: 10 to 30*
> *Time: 10 to 20 minutes*
> *Materials: Cards, pins, boards, flip-chart, wrapping paper and markers*

Objective: To encourage communication between participants.

When to use: To facilitate introductions at the beginning of a group event.

Steps:

1. Before the session, collect all the names of the participants and facilitators who will be present.
2. Jumble the letters of each person's name in a pronounceable way (e.g. Neil to lien, Nuzhat to zunath, Sue to use).
3. Prepare cards with the new names written on them.
4. Pin all the cards on a board and keep them covered with paper.
5. When you are ready to play, uncover the cards.
6. Ask participants to find their own names on the board.
7. The facilitator can begin the process by picking out her card and reading it aloud, pronouncing her actual name.
8. Encourage the participants to keep the process light and lively.

II. Skills I have & Skills I need

> *Group size: 10 to 25*

Time: 45 to 60 minutes

Materials: Flip-chart paper, markers and masking tape

Objective: To encourage participants to identify their strengths and weaknesses.

When to Use: At a time in the workshop process when it would be helpful to encourage self-reflection.

Steps:

1.   Ask participants to list, on flip-chart paper, all of the skills they possess and the areas where they need strengthening. Ask them to keep the list to themselves.
2.   Ask them to think of the one skill they do best.
3.   Ask each participant to act out their skill without using any words.
4.   Ask the rest of the group to guess what each person's mime represents.
5.   Put the lists on the wall and let the participants walk around and read them.

Debriefing:

Discuss the following:

- The number and variety of skills each individual has.

- The fact that different individuals have different strengths/weaknesses.

- The total composition of skills in the group.

SESSION II

ESSENTIALS AND FUNDAMENTAL NEEDS OF SYSTEMATIC AND STANDARDIZED TRAINING: AN INTRODUCTION

Model of systematic approach to training

To operate training in a systematic manner, it has to cover inter related stages and processes as graphically depicted in Figure 1 below:

Figure 1
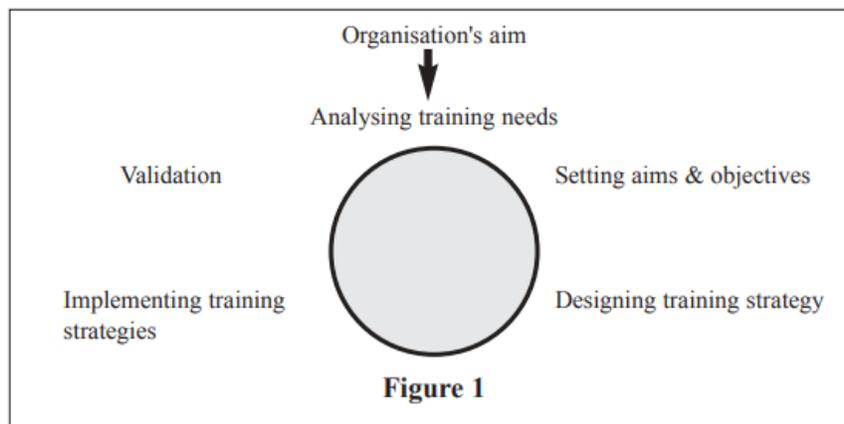
Organization's aim: Understanding the organization's aims and needs and how the aims are met by range of jobs that exist in the organization.

Analyzing training needs: Finding out what people need to learn. This is done by:

- Analyzing the knowledge, skills and attitudes/behaviors that each job requires; and
- Assessing the degree of competence of job-holders to meet those requirements.

Setting aims and learning objectives: Specifying what trainees should be able to do as a result of training.

Designing training strategy: Deciding on a strategy to meet training needs, e.g., by designing courses / modules, suggesting various methodologies, deciding key learning points trainees must grasp and also sending some learning material (preview) to trainees.

Implementing training strategy: Putting the training into practice.

Validation: Internal/external: Establishing and assessing the quality and effectiveness of training.

The entire process is covered by the term Systematic Approach to Training (SAT), which can be depicted as follows:

Figure 2
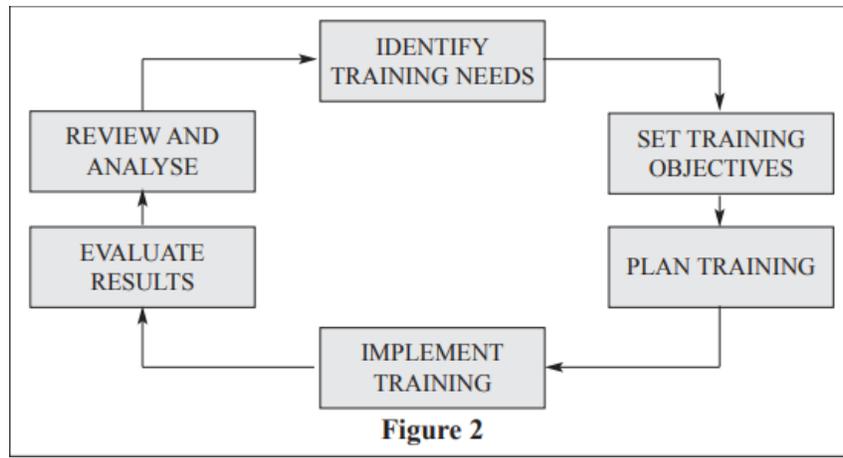
It is apparent that the term 'training' is not simply organizing classroom sessions. There is more to it. This process can help us to identify the role of the personnel responsible for organizing training and implementing the training policy. It would be worthwhile to discuss each of these segments in some detail.

SESSION III

SYSTEMATIC APPROACH TO TRAINING

Introduction to the Systematic Approach

After agreeing that training is important and training function should be managed in a focused manner in Government and competency approach should be incorporated into the training process, then the fundamental question comes to the fore, "How should the training process be managed? . Should it be managed at all or not?" Trainers of Government are doing their jobs anyway, using the wisdom they have acquired mostly from their predecessors, from their colleagues, from their experiences and mistakes – whether there is a formal training or not. The problem is that the learning acquired through such unstructured means may be outdated, inefficient and ineffective. In the absence of a structured system of training, several chaotic and inharmonious work practices may get into the system and get institutionalized. The following table clearly establishes the advantages of Systematic Training over Unsystematic Training:

Systematic Training	Unsystematic Training
Training is part of the Department's overall planning process in pursuit of organizational goals.	Training is not part of the Department's planning process and arises on the basis of ad-hoc needs.
The Department will have a training strategy which is committed to employee development.	The Department will have no training strategy and thus training is low priority.
Behavioral and trainerial skills are planned for and developed accordingly	Behavioral and trainerial skills are learned 'as you go along'.
Training requirements are systematically identified	Training requirements are not properly identified as trainees are sent for training through a nomination process
Training modules are designed and delivered to develop specific competencies	Training modules are generic and many a time may not address trainees' needs
Training is systematically evaluated and corrective actions are taken up	No systematic evaluation and hence no corrective measures

Considering the above, the fundamental question – whether the training process should be managed and if yes, how to manage that – can be easily answered with a 'yes'. As to the second question, there is a Systematic Approach to Training (SAT), through which, training process can be properly and – as the name suggests – systematically managed.

SAT says that, to achieve the objectives of training and get better results,

Training activities should be carried out, through a 'planned process', or a 'group of planned processes' rather, instead of leaving it to the informal and unstructured learning of individuals. Therefore, the Training Trainer needs to adopt such systematic approach for making the training function useful to the Department. The Systematic Approach to Training (SAT) is a methodology for managing training function in a Department. It is an orderly and logical approach for an end-to-end training function and ensures that the trainers are properly equipped with necessary knowledge, skills and behaviours to discharge their duties successfully.

Stages of Systematic Approach

Systematic Approach to Training (SAT) is based on the following basic tenets.

- Training should be demand-based and not supply-based
- Training should be a response to a stimulus – should be given against identified training needs, but not just to send a few nominations
- Training program should be designed to achieve specific objectives, address specific competency requirements and should be given to a specific target group
- To the possible extent, the training content should be delivered using adult learning techniques so as to bring about learning among the trainees
- Training programs should be evaluated at various levels and at various stages, to take corrective actions, if required
- Training function should be given due importance, like any other functions of the organization and professionally managed.

Founded on the above principles, the Systematic Approach to Training (SAT) is implemented through the following four stages.

- Training Needs Analysis
- Design & Development of Training
- Implementation of Training
- Evaluation of Training

Training Needs Analysis (TNA)

Training needs analysis is a stage, where the requirements of training are identified. As described in the basic tenets above, any training should be imparted to address specific identified requirements (demand-based). Therefore, the very first stage should be a systematic identification of training needs, after which, further details have to be worked out.

Analysis is a study carried out to figure out what is required to be

done. The analysis phase is the building block of a training program. The basis for who must be trained and in what they must be trained is formed in this phase. The outcome of this phase is the foundation for all subsequent training / development activities.

Training Needs Analysis is also referred to as Training Needs Assessment or Training Needs Identification. During this stage, Needs Assessment or Analysis is performed to determine and articulate the targeted organization's or participant group's learning, training, and performance needs.

On several occasions, it can be observed that Government Departments do not give due importance to this stage and are very eager to go ahead with some training. However, in reality, if Training Need Analysis is not done before formulating training programme, it may end up in colossal loss of time, effort, finances and faith in training. By not conducting TNA, training programmes may prove to be irrelevant and counterproductive and may render least results. On the contrary well researched training programmes elevate performance, enhance results and ensure development.

Training Needs Analysis (TNA) can be carried out internally or externally. If it is taken up internally, Training Trainer should carry out this exercise, with the help of the resources deployed in Training Cell and this demands a lot of commitment on part of the Head of the Department and also the Training Trainer. If it is taken up externally, then the Training Trainer should anchor and facilitate it so that the external Consultant / agency can carry out the actual exercise.

Design and Development of Training

In this stage, it should be ensured that suitable training modules are identified / designed to address the training needs identified. The content should be properly organized to impart necessary knowledge, skills and behaviour to the trainees. The usefulness of this stage is to ensure that the training is well designed keeping the needs in consideration, that it is designed in a structured manner and that all important aspects of training delivery are thought through. It is ensured here that the trainees are given a well-planned training program and not nominated for just another training program. This stage primarily has major activities such as Review of an Existing Module, Design of a New Module and Development of the New Module.

Design and development activity can again be done internally and externally. If it is chosen to be done internally, then the Training Trainer should carry out this exercise, with the help of the resources deployed in Training Cell and a team constituted for this purpose consisting of Subject

Matter Experts and training experts. Again, this exercise demands a lot of commitment on part of the Head of the Department and also the Training Trainer. If it is taken up externally, then the Training Trainer should anchor and facilitate the process so that the external Consultant / agency can carry out the design and development of the new training module.

Implementation of Training

Implementation encompasses taking the results of the development phase into the actual conducting of training. The major output of the implementation phase is trained personnel. The Annual Training Plans are prepared based on the Cadre Training Plans and other training interventions and then based on the Annual Training Plans, quarterly / monthly training calendars are prepared to help the Training Trainer track the implementation of training. Wherever the existing training modules are found suitable, the trainees concerned are sent for those training programs. Similarly, the new modules designed and developed to address specific training needs are implemented as per the schedules.

During this phase, managing logistics is an important aspect because the training programs may be conducted either in the Training Academies attached to the Departments or in other venues such as CTIs and ATIs. Proper monitoring of the training implementation is necessary and it should be ensured that required knowledge / skill evaluations are carried out as planned and required feedback is given to the trainees.

Evaluation of Training

As seen in the basic tenets of training in the previous pages, every training that has been organized should be evaluated against its objectives, for its usefulness to the Department. This enables the Department to take corrective actions and course corrections in their training management systems.

Evaluation is done at various stages of training process. It may be done at the end of the training to know the learning of the trainees; it may be done at the end of the program to get feedback on the design of the program and its delivery, the trainers and logistics involved. It may also be done to evaluate the change in the job behaviour of the trainees, after certain period of completion of training. Based on the feedback received, improvement measures can be devised and implemented so that gaps can be plugged in, in the further implementations of the training module.

Again, training evaluation can be done internally and externally. If it is chosen to be done internally, then the Training Trainer should carry out this exercise, with the help of the resources deployed in Training Cell.

Again, this exercise demands a lot of commitment on part of the Head of the Department and also the Training Trainer. If it is taken up externally, then the Training Trainer should anchor and facilitate the process so that the external Consultant / agency can carry out the training effectiveness evaluation.

SESSION IV

TRAINING NEEDS ANALYSIS (TNA)

INTRODUCTION TO TRAINING NEEDS ANALYSIS

What is a Training Need?

A training need may be defined as "The gap between the actual and desired levels of performance that can be bridged through training."In the absence of a systematic performance measurement and appraisal system, another definition for training need that suits the context of Government Departments may be "The competency area in which an employee requires training in order to discharge the assigned duties efficiently and effectively" Taking the second definition for the present purpose, it can be clearly observed that the knowledge, skills and behaviours that are required for an employee in his / her job become the very training needs for that employee. Therefore, proper mapping of required competencies for a job / role is vital for Training Needs Analysis.

What is Training Needs Analysis?

Training Needs Analysis may be defined as "An examination of the present and expected levels of employee performance and identification of the training needs that enable them to bridge their performance gaps" Another definition that suits our present context may be "The process that involves identification of the competency areas in which an employee requires training in order to discharge the assigned duties efficiently and effectively. Training Needs Analysis (TNA) is the first stage of the Systematic Approach for Training (SAT). This is considered to be the most crucial stage as the further stages depend upon it. If this stage is well done, it can be considered that the training itself is half done. This is because the trainees can easily connect themselves with the actual training, when it is given to them, as the training actually addresses their training requirements.

As already mentioned, Training Needs Analysis (TNA) can be carried out internally or externally. If it is taken up internally, Training Trainer should carry out this exercise, with the help of the Training Cell and if it is taken up externally, then the Training Trainer should anchor and facilitate it so that the external Consultant / agency can carry out the actual exercise.

Competency-Based Training Needs Analysis

There are several approaches used to carry out Training Needs Analysis, such as job analysis, task analysis, performance appraisals, 360-degree feedback, competency-based approach etc. any one of these or a combination of these approaches can be used for TNA. All these approaches involve extensive consultations with the internal stakeholders such as trainers, section heads, function heads and cadre controlling authorities and where possible with external stakeholders such as citizens, so that comprehensive data and information can be collected.

However, for the present context and purpose, competency-based approach is taken up for carrying out the Training Needs Analysis, as the National Training Policy 2012 emphatically reiterated the need for implementation of competency approach in training. Therefore, the definitions given above can be recalled and it can be agreed to define the Competency-based TNA as the process that involves identification of the competency areas in which an employee requires training in order to discharge the assigned duties efficiently and effectively.

After agreeing to the above definition, it is time to actually carry out the Competency-based TNA. The processes concerned are described in the following pages, in the form of Standard Operating Procedures (SOPs) and the data formats to be filled in are also mentioned against the respective process steps.

As mentioned in the previous chapter, Training Needs Analysis may be decided to be carried out internally or externally – depending on the time, cost and resources available. If it is decided to carry out the TNA internally, then, it is recommended that the Competency-based TNA approach should be followed. Even if it is decided to get it done externally, as far as possible, the external Consultant / agency should be requested to follow the same approach, so that the competency-based TNA can be standardized across the Ministries / Departments of the Govt. of India.

Process of Competency-Based Training Needs Analysis

The process steps involved in it may be recalled as below.
- Map the staff services and the cadres in it in the order of their promotion (feeder post to the top level post)
  Identify the operational, supervisory and trainerial cadres in the staff services mapped
- Map the roles played by each of the cadres in each staff service
- Map the responsibilities for each role identified – for each cadre in each staff service
  Identify the knowledge, skills and behaviours required to discharge

each of the identified responsibilities for each role – for each cadre in each staff service

- Repeat the same exercise for all other deputation and independent posts

After the last step above, there will be two additional steps that need to be carried out as described below.

- Out of the identified knowledge, skills and behaviours, those areas, which can be developed through training interventions may be identified and termed as training needs for that role of that cadre of that staff service
- For the other areas, if any, where training interventions cannot help, suitable non-training interventions may be identified and implemented separately

In order to implement the Competency-based TNA, the following key processes are to be implemented.

- Decision on Internal / External Implementation
- Facilitation of External Implementation of Competency-based TNA
- Internal Implementation of Competency-based TNA

1. Decision on Internal / External Implementation

What : Decision making whether to carry out TNA Internally or Externally

Who : Training Trainer/ HoD

Why : To determine whether to conduct TNA internally or externally

Where : Department / Ministry

When : Whenever the Department wants to carry out TNA

How : 1. The Training Trainer takes stock of the situation in the Department, with respect to –

The availability of required Subject Matter Experts and other human resources

- The ability to spare the identified resources for this exercise
- The availability of other required resources
- The availability of time on hand

2. Based on the above analysis, the Training Trainer suggests whether the Department can afford to go for an internal TNA exercise or it has to be outsourced to an external Consultant / agency

3. If it is suggested to outsource the task, then one of the following resources may be considered

- DoPT Master Trainer trained in TNA
- A CTI or ATI
- An agency / Consultant suggested by DoPT, if any

- Any other agency / Consultant / institution of repute

4. The Training Trainer discusses the matter with the HoD, with the above information and then obtains the necessary decision

2. Implementation of Competency-Based TNA – Internally

In order to implement Competency-based Training Needs Analysis, the following process steps should be carried out.

- Identification of Staff Services in the Ministry / Department
- Mapping of different cadres in the Staff Services
- Identification of Employee Roles
- Mapping the Responsibilities of the Roles
- Competency Mapping Workshops
- Finalization of Competencies of the Roles

One additional step as described below should be carried out, after completing the above steps, to complete the competency-based TNA process.

What: Identify the areas for Training in the mapped Knowledge, Skills, Behaviors

Who   : Training Trainer/ Cadre Controlling Authority/ HoD
Why   : To arrive at the actual training needs
Where   : To arrive at the actual training needs
When   : Soon after finalization of the competencies of the roles
Records   : TNA report/ Training Needs Summary Format

How: 1. Based on the core competencies and specialized competencies that are arrived at in the earlier stage, the Training Trainer now jots down the areas for training in the knowledge, skills and behaviours for each cadre of the staff service.

2. Training Trainer then circulates the Roles, Responsibilities, Competencies and Training needs mapped for each cadre of the staff service, to its Cadre Controlling Authority for comments and concurrence

3. The areas of training are finalized based on the comments / remarks of the Cadre Controlling Authority and then submitted to the Head of the Department for approval

3. Facilitation of External Implementation of Competency-Based TNA

What   : Engaging the external agency
Who   : Training Trainer/HoD
Why   : To identify the external agency for the conduct of TNA study
Where   : Department/ Ministry
When   : After taking decision on engaging the external agency

How: 1. On getting the decision to engage an external resource for the design and development of the new module, the Training Trainer initiates the process

2. The Training Trainer also seeks advice from the DoPT for the identification of external agency.
3. The Training Trainer carries out correspondence with the suggested external resources and seeks technical and financial proposals from them
4. The Training Trainer follows an appropriate process and in consultation with the HoD, finalizes the external Consultant / agency
5. The Training Trainer completes the contracting formalities and the work gets initiated

Training Needs Assessment

Planning is the first step of the training management cycle. At the planning stage, the steps are divided into two:

- Training Needs Assessment (TNA) and
- Training Planning.

This manual takes up TNA.

"Training Needs Assessment" (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.

Training Needs = Desired Capability – Current Capability of the Participants

Training can reduce, if not eliminate, the gap, by equipping the participants with knowledge and skills and by encouraging them to build and enhance their capabilities. The data on the present status are vital to the evaluation or impact survey in the latter part of the training cycle. These shall serve as the baseline data. The following are some techniques for acquiring such data. These may be applied independently or in combination.

TNA is also the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance from it is creating a problem. The TNA process helps the trainer and the

person requesting training to specify the training need or performance deficiency. Assessments can be formal (using survey and interview techniques) or informal (asking some questions of those involved).[1]

Why do we need training?

Because training is a means to ensure that government officials have the knowledge and right skills to be able to do their work effectively and competently. Training may be needed when there is a gap between the desired performance, and the current performance, and the reason for that gap is lack of skill or knowledge. Training may only be able to resolve part of the problem. Thus we need to analyze the problem and find out whether training will be able to resolve it. If training is necessary, we also need to define the objective of the training and how it will help the staff member(s) become more effective. This process is called a Training Needs Assessment or Training Needs Analysis.

It is important to note that, despite many reasons to conduct training it may sometimes not be the only solution to a problem, such as:

- Lack of skills or knowledge, or experience
- Not having the right equipment or resource
- Not being encouraged by trainers and colleagues to do the right thing
- There are no standards or expectations that are set and communicated
- Bad workplace morale or conditions

Why do we need a Training Needs Assessment?

First, identify dissatisfaction with the current situation and desire for change as similarities among the requests. Each request implies that a gap or discrepancy exists between what is and what could be or should be. A learning or performance gap between the current and desired condition is called a need. TNA aims at the following situations.

- Solving a current problem
- Avoiding a past or current problem
- Creating or taking advantage of a future opportunity
- Providing learning, development or growth

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

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[1] Source: Jean Barbazette, 2006, Training Needs Assessment: Methods, Tools and Techniques

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

(Source: Jean Barbazette, 2006, Training Needs Assessment: Methods, Tools and Techniques)

Five Steps of Training Needs Assessment

The processes of Training Needs Assessment can be divided into five steps:

- identify problem and needs;
- determine design of needs assessment;
- collect data;
- analyze data; and

- provide feedback.

Step 1: Identify Problem and Needs

The first step in TNA is to identify problems and needs. Before TNA is conducted, it should be probed whether training is needed. In the public sector, it is important to identify organizational context in such aspects as policy, goal, roles and responsibilities.

Realizing the policy direction of the organization, performance analysis known as "gap" analysis is conducted to look at an official's current working performance and knowledge and identify whether an official is performing as desired based on given roles and responsibilities. Then the more explicit the standard for current performance and knowledge, the easier it will be to describe the gap in performance or knowledge deficiency.

Step 2: Determine Design of Needs Analysis

The second step in TNA is to determine the following: i) target groups to be trained; ii) interviewees; iii) survey methods; iv) survey plan including schedule to be conducted TNA and persons in charge of TNA. Those items become the basis for a training course designer to either create a new training course, identify an existing one that can fulfill the need, or obtain one externally. Sometimes it may be impossible to fulfill the need, but that is not the decision of the person conducting TNA. Actually, knowing exactly what elements of information are required can serve as a guide –a road map- for your analysis.

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

Once a target group for the training, i.e., target population, is identified, interviewees for the survey are selected. It is likely that all the officials of the target group cannot be interviewed due to time constraints. Thus, sampling of the target population which will be addressed in the next section should be used.

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

Step 3: Collect Data

The third step in TNA is to collect data through:

- reviewing documents on existing training (secondary data and information); and
- conducting survey including interviews and observation at work.

It is important to collect and review secondary data and information prior to conducting interview surveys. Based on the questionnaire for individual survey and guide question for group discussion developed during the preparation stage (step 2), pre-test of the questionnaires should be conducted with officials who will be the target population to see the applicability of the questions. If tested interviewees seem to have any difficulty in answering those questions, it should be noted those points and modified the questions to make it easier to answer. The following five steps are to be taken in conducting a group discussion:

- orientation on objectives and contents of the survey for interviewees;
- explaining questionnaires (individual survey);
- conducting a group discussion with a guide question;
- wrapping up the interview; and
- modifying methods, process and questionnaires if needed.

SESSION V

DESIGN AND DEVELOPMENT OF TRAINING

Modes of Training

There are different modes in which training can be imparted. The major modes of training are described below.

Trainer / Facilitator-led Training

Trainer led training is one of the traditional modes of training, generally held in a classroom environment where one or more instructors leading the class using lecture method or some other trainer-centred methods. In today's training environment, in addition to lecture method many interactive methods have been introduced in Trainer led training. These may include hands-on-work, task-oriented learning, learning-by-doing and other techniques that engage the learner.

On-the-Job Training (OJT).

OJT is a formal training that is conducted and evaluated in the work environment. Where knowledge is the main requirement to perform a task, OJT can be an option to train people. OJT has the advantage of providing continuous training on tasks that are of immediate need to the trainee. Further, OJT can continue for whatever length of time is necessary for the trainee to achieve mastery. Many Organizations attempt to use on-the-job training programs as a "low-cost" means to train their trainers. These programs generally involve teaming a new employee with a more experienced one to learn how to do their assigned tasks.

Self-study

This is another mode in which the trainers can be trained. In this mode, the trainers will be given access to certain useful and relevant resources such as materials, books, manuals, on-line resources and soft copies of materials. Then they can go through those resources and acquire knowledge needed. This study may end in taking some paper-based or on-line tests to get declared that the training is completed. The advantage of this mode is that the learners can learn at their pace and they can do the study in non-working hours without affecting their work. This mode is very economical also. But, the disadvantages are that this self-study requires a lot of self-motivation on part of the learners and at times, the study can go on and on and on. Therefore, it is suitable for majorly the trainerial cadre trainers. Further, this mode is limited to acquisition of knowledge only and no skills or behaviours can be imparted through this mode.

e-Learning

This is another mode of training, where the trainee can register in an on-line program or course. The trainee can log into his / her account, go through the on-line resources available, take on-line tests and get an on-line certificate. The advantage of this mode is that like in self-study mode, learners can learn at their pace and they can do the study in non-working hours without affecting their work and this mode is very economical also. But, the disadvantages, like in self-study again, are that this mode requires a lot of self-motivation on part of the learners and at times, the study can go on and on and on. Therefore, it is suitable for majorly the trainerial cadre trainers. Further, this mode is limited to acquisition of knowledge only and no skills or behaviours can be imparted through this mode.

Distance Learning

Distance learning is one of the modes of training. The Departments can tie-up with prestigious universities and institutions and offer certain executive programs for their trainers. The trainers get enrolled into the courses / programs offered by the universities / institutions, attend the contact sessions offered for a brief period of time or on week-ends. They can write the term-end examinations and upon successful completion, the University / Institution awards the respective title and certificate. This mode is not suitable for those areas, where there are a lot of practical / field inputs required to complete the syllabus. As someone said "There is no distance learning program for swimming!!"

Outbound Training Programme

Outbound Training is a method for enhancing organizational performance through experiential learning. These programmes generally revolve around activities designed to improve leadership, communication skills, planning, change management, delegation, teamwork, and motivation. Participants are divided into teams and assigned tasks or activities for completion in a specified time. Achievement and performance during these activities is reviewed in group discussions to identify behaviours that lead to decreased or enhanced performance. Strategies are formulated to deal with factors that hinder, and these strategies are then put to use in the activities that follow, to test their effectiveness. In Outbound Training the facilitator challenges a group to achieve a goal, but does not explain how to successfully complete the challenge. Participants must work to find a solution individually and together as a team, and must communicate and learn from each other in order to be successful. The Learning begins with the experience followed by reflection, discussion, analysis and evaluation of the experience.

Though most of the training programs conducted by a Department belong to the trainer / facilitator-led mode of training, the Training Trainer should take a call as to which of the above modes of training can be used when, based on the subjects to be trained in, target group, cost, convenience, criticality of the training and time available. Even the modes of training such as On-the-job, Self-Study, E-Learning and Distance learning can be better structured, better implemented and better monitored if they are properly designed and developed to address specific training needs.

Types of Training

Several types of training are mentioned in the Guidelines issued on the National Training Policy 2012. The most important ones that suit our present context are given below.

- Entry Level Training: The objective of this type of training is to provide deeper understanding of the functioning of the Government and to fully prepare the new recruits for specific responsibilities that they are expected to execute on assuming charge of their posts.

- Mid-Career Training: The objective of this type of training is to provide training to all trainers at various levels / stages of their career before they are promoted to positions of higher responsibilities.

- Short-term thematic training: The objective is to build professional competencies and personal attributes in trainers, in identified subject areas.

- Orientation Training: This type of training is to be provided to trainers, who have been posted to a new Ministry / Department with the objective of familiarizing them with the goals and overall functioning of the concerned Ministry / Department.

- Workshops / Seminars / Conferences: Trainers are to be encouraged to attend seminars and other profession related workshops which will enrich their knowledge, thinking and technological developments. Through such programmes, the officers could share their own experience and knowledge in the forums and can create a learning environment.

The Training Trainer has to incorporate in the Annual Training Plan, the above types of training in the order of priority, as decided by the Department / Ministry.

Review of the Existing Modules

Once the training needs are identified, the next step is to decide the training to be given. The training should be delivered through a training

module designed to address the identified training need(s). Some suitable module might have already been designed and developed some time back, either by the Department or its training academy or a Central Training Institute (CTI) or a state's Administrative Training Institute (ATI). So, the Training Trainer should first search for a suitable training module in the available sources (DoPT, CTIs, ATIs etc.). If such a training program is identified, then it can be perused to take one of the following decisions.

- The module properly addresses the training needs concerned, therefore, the trainees can be straight away nominated to that module, wherever it is being offered
- The module is suitable to a great extent, but, a few modifications are required to make it near perfect
- The module does not address many of our requirements and cannot be taken up. Therefore, a new module has to be designed and developed

This activity is described in the process diagram below, followed by the Standard Operating Procedure (SOP) concerned.

SESSION VI

DESIGN & DEVELOPMENT OF A NEW MODULE

Once it is decided that there is no existing module that properly addresses the training needs, then a new training module has to be designed and developed. This design and development work may be carried out internally or externally. This decision has to be taken based on the resource and time constraints that the Department has. Training Trainer has to carry out this process.

While designing a new module, as the first activity, a module framework is developed indicating the essential details such as detailed program contents, program objectives, type of training, duration, target group of trainees etc. Based on the module framework, a session plan is developed mentioning session objectives, session-wise content, session timings and duration, training methods, materials/aids required etc. This activity lays down a structure for the program and serves as its blue print, making the subsequent module development easier and systematic.

The next activity is development of the trainer's material, trainee's material, PPTs and material for conducting the proposed training methods such as case studies, exercises, role plays, group activities, games etc. and also the evaluation mechanisms such as question papers, tests, quizzes etc.

Competency-based Training Module Design & Development

While designing and developing a new training module, competency-based approach has to be kept in mind. The advantage is that the output will be consciously fine-tuned to meet the intended competency development requirements. The module thus designed and developed will not only address the knowledge needs, but also incorporates the associated skills and behaviour – making the training module a holistic program. As in the present scenario, the behavioral training will not be forgotten and will get its due place in the training module.

If the Training Needs Analysis is done using the competency approach, then, the training needs so identified will be comprehensive and holistic. Then the subsequent module design and development will automatically become competency-based. Nevertheless, the Training Trainers should always ensure that the design and development of any new module is carried out using competency-based approach. This can be ensured by using the suggested New Training Module Checklist during design and development.

- Designing and developing a new training module involves the following key processes.
- Decision on Internal / External Design and Development
- Design and Development – Internally
- Design and Development – Externally

SESSION VII

IDENTIFICATION, DEPLOYMENT AND DEVELOPMENT OF INTERNAL TRAINERS

Trainers

Types of Trainers

A Trainer is the person who facilitates learning in the trainees. With reference to the training function, a trainer is as important as the Training Trainer himself / herself. Therefore, discussion on the types of trainers is very pertinent here. With reference to the Government sector training, the following are the major types of trainers.

- Internal Trainer
- External Trainer
- Subject Matter Expert
- DoPT Master Trainer

Internal Trainer

This is an employee working within the Ministry / Department, whose potential as a trainer in particular subject(s) is identified by the Training Trainer. Subsequently this person gets trained in the Direct Trainer Skills (DTS) module of the Trainer Development Program. This person is either posted in the Academy attached to the Department / Ministry, or continues in the present post, but, whenever there is a training organized in the related subject areas, this person conducts the training programs.

External Trainer

This is a trainer from an external organization (be it private or public) or a freelancer who conducts / delivers training in certain subject areas, upon paying a professional fee by the Department / Ministry. When the Department / Ministry does not have internal capacity, they can opt for an external trainer. The Training Trainer should maintain the database of these external trainers in the relevant subject areas.

Subject Matter Expert (SME)

This is a person mostly working within the Ministry / Department and is very knowledgeable or skilful in particular subject area(s). After identified as an SME, this person may be given training in the Design of Training (DoT) and Direct Trainer Skills (DTS) modules of the Trainer Development Program (TDP) and can be used in review of the existing training modules

and also in developing new training modules in his / her subject areas. SME need not be a trainer as such, but has the capacity to conduct Training of Trainers (ToT) to the identified Internal Trainers in his / her subject areas.

DoPT Master Trainer

This is a person identified by DoPT as a trainer for certain subject areas. This person is given training in Direct Trainer Skills (DTS) module of the Trainer Development Program (TDP) and also given an intensive training in the subject areas for which he / she is identified as a trainer. This person is available for all the Ministries / Departments and can be used for training of their trainers in the related subject areas, to address the relevant training needs.

Importance of Internal Trainers

As most of the training that happens in Government sector is through the mode of Trainer / Facilitator-led Training, the role of the Trainer assumes further more importance. The effective transfer of knowledge depends a lot on the trainer because it is the trainer who can remove the mental blocks of the trainees, motivate them to learn and delete the negative perceptions regarding training, if any. Therefore, it is required to identify, induct and develop a cadre of trainers within the Government sector and particularly within the Department itself.

The advantages of the Internal Trainers are many as given below.

- Internal Trainers can deliver any training more effectively, as they are well aware of the organizational situations and internal dynamics
- Internal Trainers can understand and appreciate the training needs better than the external trainers
- Internal Trainers are professionally trained in the relevant TDP modules and also in the subject areas concerned by the SMEs
- Internal Trainers are less costly when compared to external trainers
- The training delivered through the internal training can address specific needs rather than a generic subject area
- Scheduling of training can be easier, as the trainer is available internally
- Retraining of trainers or refresher programs, if required, can be carried out more economically because of the availability of Internal Trainers

Identification, Deployment and Development of Internal Trainers

The potential trainers, who can become trainers, should be identified and trained in the relevant areas so that they can be deployed for training. Subsequently, they should be nurtured and developed further through periodical training of trainers programs. This process is depicted through a process diagram below, followed by the SOP.

SESSION VII

TRAINING PLANS AND TRAINING CALENDER

Introduction to Training Plans and Training Calender

Planning is required for any implementation – let alone training programs. Planning provides an overall picture of the flow of implementation. Instead of jumping into the implementation first and then fire-fight later, it is always better to sit and plan first and then jump into the execution. Based on this premise, yet another fundamental question – should the training programs also be planned? – can be easily answered.

It was already understood from the earlier chapters that the entire end-to-end training process should be properly planned and hence the concept of Systematic Approach to Training. Therefore, when the training requirements are getting identified methodically, the training modules are getting designed and developed systematically, why not the Training programs should be conducted in a planned manner?

The training programs decided to be implemented can be done so in a planned manner, using the Training Plans. A training plan is a document that outlines the details about the training programs that are to be conducted for the trainers of the Ministry / Department. Training plans will help the Training Trainers in planning for the required resources in advance and also systematically administering the training programmes for the trainers. As recommended by the National Training Policy (NTP) 2012, there are two types of Training Plans the Training Trainer has to pay attention to. They are –

- Cadre Training Plan
- Annual Training Plan
- Cadre Training Plan (CTP)

A Cadre Training Plan is a comprehensive training plan for the trainers belonging to a particular cadre of a staff service, developed and implemented by the respective Cadre Controlling Authority, incorporating suitable 'Training interventions' after taking into consideration the various duties and responsibilities to be performed by them from the stage of recruitment to retirement. It is a one-time activity and can be updated at a regular periodicity.

Annual Training Plan (ATP)

An Annual Training Plan is a comprehensive training plan to be prepared annually by every Ministry/ Department for all the trainers

working in it during that period (including those in the attached and subordinate offices or institutes), irrespective of the Cadre and Staff Service of such trainers. This plan includes the 'Training interventions' described in the Cadre Training Plan (CTP) of the Cadres / Services under its exclusive control, and also the 'Training interventions' required to develop 'Department-specific-Competencies' in those trainers who are posted in the Ministry / Department on a tenure basis.

- Preparation of a Cadre Training Plan
- Preparation of the Cadre Training Plan involves the following process:
- Mapping of the competencies (Knowledge, Skills and Behaviours) – cadre-wise and role-wise for the staff service under its control
- Identification of the Training Needs – cadre-wise and role-wise for the staff service
- Finalization of Training Modules / Programs – cadre-wise and role-wise for the staff service
- Preparation of a Cadre Training Plan
- Periodic Updating of the Cadre

Preparation of an Annual Training Plan

As already described above, the Annual Training Plan (ATP) is prepared for a year – a financial year (April to March). While the Cadre Training Plan is a development plan for the various cadres of a staff service, the Annual Training Plan is the actual implementable plan for the Department / Ministry as the Quarterly Training Calendars are derived from this Annual Training Plan.

- Preparation of Annual Training Plan involves the following process steps.
- Gathering Inputs for the Annual Training Plan (ATP)
- Preparation of the Annual Training Plan (ATP)

SESSION VIII

IMPLEMENTATION AND EVALUATION OF TRAINING

Managing the Financial Aspects of Training

When there is an activity, then there is a cost associated with it and it is more so, if the activity is performed by an organization. Similarly, training activity also has associated costs. It requires budgets to be allocated annually and tracked, training interventions to be planned based on the budgets and training expenditure is to be maintained properly. Therefore, in addition to managing the administrative aspects of training, the financial aspects also should be managed for the following reasons.

- Training interventions can be planned well with proper prioritization, if the budgets are known
- If the expenditure is properly maintained and tracked, the Training Trainer can know at every step whether he / she is overshooting the budgets
- There will be a proper control over the training activities
- Costing is useful in reviewing past training and deciding whether it is worth continuing or repeating particular training programs. Costing is vital to establish whether sufficient resources are available to undertake training and, if not, whether to seek out alternative resources or cancel the training.
- Costing of training allows you to account for the expenditure on the various activities. It can show what was spent on essential training and what might be considered as inessential spending.

Managing the financial aspects of training involves the following key processes.

- Budgeting
- Expenditure Management

Scheduling the Training

Once the Annual Training Plan is ready, then proper scheduling of the training programs should be taken up. While the Annual Training Plan contains all the training programs planned for the year, it does not contain the actual dates of the training programs. The proposed training interventions are tentatively arranged in the four quarters of the year, based on the likelihood of their execution. This broad plan should be further

scheduled with accuracy. For this purpose, a rolling Quarterly Training Calendar is prepared, based on which the Training Trainer accurately executes the training interventions planned in the Annual Training Plan. The process of how to prepare this rolling Quarterly Training Calendar is given below in the form of a Standard Operating Procedure (SOP).

Delivery of Training & Management of Logistics

Once the month-wise training calendar is ready, the next step is to carry out the arrangements for implementation of the scheduled training interventions. These arrangements include logistics required for the training programs. Certain arrangements need to be done before the training programs, certain other things need to be organized during the training program and some other activities need to be done once the training intervention is completed. Therefore, these arrangements are classified into the following key processes.

- Pre-Training Arrangements
- In-Training Monitoring
- Post-Training Activities

Evaluation of Training

Introduction to Training Evaluation

An accepted definition of evaluation is "Any attempt to obtain information on the effects of training program and to assess the value of training in the light of that information for improving further training". Evaluation means assessment of value or truth. Evaluation of training is the act of judging whether or not it is worthwhile in terms of set criteria / objectives. A comprehensive and effective evaluation plan is a critical component of any successful training program. The evaluation should be structured in such a way as to generate information on the impact of training at various levels.

In Government Organizations, where training is conducted in big volumes, it is further more essential to integrate training evaluation into the training function.

Need For Evaluation of Training

The Ministry / Department invest not only the funds but also the time, energy and efforts of its human resources in the training management. Having completed the training, it is better to evaluate the effectiveness of the investment. While doing this evaluation, it is likely that the results will also be used to evaluate the justification of the training function itself.

Therefore, the Training Trainer should strive to establish the benefits of training through a proper evaluation mechanism.

Although Evaluation of Training may be an uncomfortable experience, it is an essential feature of the systematic approach to training. It enables trainers to justify their existence and the professional services they offer. Further, the evaluation also provides pointers that suggest certain changes in the design of the training, to make it more effective. Most Public Organizations assess training outcome in terms of the number of courses carried out, number of trainers trained, extent of training budget utilization and the feedback of the trainees on the course, faculty and training facilities. But, the impact of training on the subsequent job behaviour of the trainees is rarely assessed in Government Organizations. This should also be made an integral part of the evaluation process so that the benefits of training may be clearly established.

Evaluation of training is vital in the training process for the following reasons.

- To determine the extent and degree of a training program fulfilling its set objectives
- To verify the suitability and feasibility of the objectives set for the training program
- To provide feedback on the performance of the trainees, trainers, the quality of training and other facilities provided
- To identify and analyze whether the training content and training methods are in line with the objectives intended to be achieved
- To enable improvements in the assessment of training needs
- To aid the learning process of the trainees by providing the knowledge of results
- To highlight the impact of training on the behaviour and performance of individuals

Levels of Training Evaluation

It is suggested to carry out the training evaluation at the following three levels.

- Learning Level
- Program Level
- Job Behaviour Level

Program Level

The objective of this evaluation is to judge the appropriateness of the training program design and the training ambience. This involves analyzing the results of the trainee feedback given at the end of the training program on contents, training methods, training materials, trainers, duration and

timings, venue facilities such as training hall, seating, hardware and software, training aids, lunch and refreshments etc. This evaluation provides feedback on the said aspects so that they can be improved in subsequent training programs.

Learning Level

The objective of the evaluation at this level is to determine whether the intended learning in the trainees has taken place or not. This involves perusal of the results of the tests / exams / practicals / viva / demonstrations / presentations that the trainees have gone through – preferably before the training and after the training. This provides feedback on the training content and delivery.

Job Behaviour Level

The objective of this evaluation is to determine whether the given training created any impact on the job behaviour or performance of the trainees. This involves collecting required feedback from the trainee himself and his immediate superior officer as to whether there has been any perceptible improvement in his / her job behaviour. This is a little tricky, as there may be several organizational factors that would have impeded the improvements originally brought about by the given training.

Modes of Training Evaluation

Training evaluation can be majorly of the following modes.
- Internal Evaluation
- External Evaluation
- Third Party Evaluation

Internal Evaluation

This is a mode of evaluation where the evaluation process is carried out by the internal resources only. The Training Cell carries out this process right from design of evaluation criteria to carrying out the process to preparation of the Training Evaluation Report.

External Evaluation

This is another mode of evaluation, wherein, the evaluation process is carried out by the superior offices that are external to the Department / Ministry, such as the Cadre Controlling Authority. The Training Cell facilitates the process by providing required data and information and also assisting in the evaluation process.

Third Party Evaluation

This is yet another mode of evaluation, wherein, the evaluation process is carried out by an organization that is not at all related to the Department / Ministry. This organization can be a Consultant, a Private Agency or an

NGO. The Training Cell facilitates the process by providing required data and information and also assisting in the evaluation process.

Training Evaluation Process

Competency Approach in Training Evaluation

While evaluating the training program, the competency-based approach has to be kept in mind. The advantage is that the evaluation will establish whether the intended competencies have been developed in the trainees or not, not only with respect to knowledge, but also with respect to skills and behaviors. This will reiterate the need for focus on skills and behaviors. Evaluation with competency approach can throw clear light on whether competency approach has been incorporated right from the TNA stage to Design & Development stage to Implementation stage. Training Trainers should ensure that this approach is adopted in training evaluation – be it internal or external.

DAY-2: TECHNICAL SESSIONS

SESSION I

BEST PRACTICES OF TRIBAL TRAINING

Objectives:
- Participants will have an understanding of the challenges tribals face with evidence based practices.
- Participants will have an understanding of work in process with current efforts culturally validating practices based on evidence for the tribal communities.
- Participants will have an opportunity to test a tool being considered to measure tribal practices currently been implemented among the communities.

SESSION 2

PANCHAYAT (EXTENSION TO SCHEDULED AREAS) ACT, 1996 (PESA ACT)

The Constitution of India paved the way for a separate and progressive legal and administrative regime of rural India through its 73rd Amendment. To extend the provisions of the constitution relating to the Panchayats to the Scheduled Areas a special legislation called Panchayat (Extension to Scheduled Areas) Act, 1996 (PESA Act) was enacted by the Parliament.

The Act came into force on 24th December,1996 in the tribal areas of nine States, namely Andhra Pradesh, Chhattisgarh, Gujarat, Himachal Pradesh, Jharkhand, Madhya Pradesh, Maharashtra, Orissa and Rajasthan that have Fifth Schedule Areas. Most of the North eastern states under Sixth Schedule Areas (where autonomous councils exist) are not covered by PESA, as these states have its own Autonomous councils for its governance.

The fundamental spirit of the Panchayat Extension Act for tribal areas under 5th Schedule is that it devolves power and authority to Gram Sabha and Panchayats rather than delegation; hence it paves way for participatory democracy. The provision under Constitution and composition under this act calls for every legislation on the Panchayat in 5th Schedule area be in conformity with the customary law, social and religious practices and traditional management practices of the community resources. It also directs the state government to endow powers and authority to make Gram Sabha and Panchayats function as Institutions of Local Self Governance, specifically on matters of enforcing prohibition of sale and consumption of intoxicant; ownership of minor forest produce; power to prevent alienation of land and restoration of unlawfully alienated land, management of village markets, control over money lending, etc. PESA also empowered gram sabha of the Scheduled Areas to approve plans, programmes for social and economic development, identify beneficiaries under poverty alleviation programmes, certify utilization of funds by gram Panchayats, protect natural resources, including minor forest produce and be consulted prior to land acquisition.

PESA envisaged that each tier of the Local Governance is independent and Panchayats at higher level should not assume the powers and authority of any Panchayat at the lower level or of the Gram Sabha. Further, it also calls for creating the appropriate levels of Panchayats similar to 6th Schedule area, where the Administrative boundaries are Autonomous enough for self-rule.

In reality, however, since its passage PESA has almost been forgotten and has not become part of mainstream political or policy discourse. Many state governments have passed laws not fully in conformity with the central law. The implementation of the law has been severely hampered by the reluctance of most state governments to make laws and rules that conform to the spirit of the law. Weak-kneed political will has usually led to bureaucratic creativity in minimalistic interpretations of the law.

What needs to be done is to ensure that the gram sabhas in the Scheduled Areas rightfully develop as institutions of self-governance and enjoy the recognition and respect of the elected representatives and the administrative machinery. This perspective needs to be qualified with the sensitivity to allow decentralized governance to find its roots in traditional community mores and customs according to the tribal ethos. PESA has great potential in harnessing the human and social capital of the tribal people to address the problems faced by them in some of the most remote areas.

This manual is for the use of trainers or facilitators who want to manage a five-day capacity building and awareness generation training programme on self-governance by tribal communities as the country has been surcharged with new vibrancy due to the 73rd Amendment and its derivative, PESA 1996 (Panchayat Extension to Schedule V Areas Act).

Process of Manual development

In our search for greater efficiency for setting and pursuing developmental goals, training of manpower becomes an important working tool. In order to conduct a training programme on effective implementation of the PESA and self-governance by the tribal communities, a well-conceived capacitation programme assumes greater significance.

There are certain subject areas: concepts, methods and techniques, institutional framework, general planning procedures, basic exercises and case studies, which may be deemed as the essential knowledge and skills that have to be disseminated catering to the target groups. There is lack of trained personnel both in terms of numbers and adequacy of training. Training deficiencies are often noticed in the acquisition and mastering of necessary skills and techniques. The inclination of right approach towards planning also requires attention.

Objectives:

The objectives of the session are to help trainees:
- Understand the Constitutional provisions which envisage organisation of village panchayat as the basic unit of self-government;

- Appreciate the situation in tribal areas in respect of self-governing institutions;
- To understand the process of decentralized governance in tribal areas, and to reflect and engage on the historicity of tribal development in India.
- Remove the dissonance between tribal tradition of self-governance and modern formal institutions
- Understand and appreciate the place of the Fifth Schedule read with PESA in various organs of the state.
- Develop necessary sensitivities in PRI members and development functionaries to ensure that the gram sabhas in the Scheduled Areas rightfully develop as institutions of self-governance and enjoy the recognition and respect of the elected representatives and the administrative machinery.
- Create capacities and capabilities to assist in grounding traditional community mores and customs according to the tribal ethos with grassroots participatory governance to perform the recognized democratic process as required by PESA
- Promote people-centric governance through effective implementation of PESA
- Support and facilitate participatory, bottom up and holistic planning and implementation
- Enhance capacity of the elected representatives and PRI functionaries and others in order to enable the Gram Sabhas discharge responsibilities related to:
  - § Plans/programme (including Tribal Sub-Plan) and implementation thereto
  - § Selection of beneficiaries
  - § Issue of Utilization Certificates
  - § Consultation prior to acquisition of land
  - § Leasing of minor minerals
  - § Management of minor forest produce
  - § Regulation of money lending and trade in intoxicants
  - § Prevention of alienation of land and restoration of alienated land
  - § Exercising control over institutions and functionaries in social sectors

Enabling Objectives

At the end of the course, the trainees will be able to:
- · Explain the importance and significance of tribal self-governance

in the light of the history of tribal development administration in India

- Describe the concept of tribe and how does it differ from other societies, tribals' traditional self-governance systems and tribal customary laws
- Analyze the process of decentralized governance in India
- Describe the powers bestowed upon the Gram Sabha under the PESA Act.
- Deliberate and delineate the powers and functions of the Gram Sabhas in the contest of the decentralized governance system in tribal India
- Exercise the power of the Gram Sabha with reference to management of natural resources, and various other functions related to socioeconomic development of the tribal communities
- Use the acquired skills for management of community resources and social institutions.
- Organize and manage activities related to the responsibilities of the Gram Sabha with reference to approval of the plans, programmes and projects for social and economic development before such plans, programmes and projects are taken up for implementation by the Panchayats at the village level
- Monitor all state institutions within its jurisdiction e.g. schools, health centres etc, along with the functionaries under its control.
- Take necessary steps to safeguard and preserve their culture and tradition
- Explain that the PESA recognizes the gram sabha in the form of a habitation as the natural unit of the community, and its adult members constitute the gram sabha, as against the elected gram panchayat
- Argue that PESA provides for an organic self-governing community rather than an administrative unit
- Describe as to how PESA establishes the supremacy of the Gram Sabha, whose power cannot be usurped by Panchayat at the higher level.
- Explain that The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006 (FRA) has great synergy with PESA's provisions as the FRA recognizes the validity of the gram sabha to give effect to the forest rights.

SESSION 3

FOREST RIGHTS ACT

Session Purpose and Learning Objective

- Provide summary information about the purpose, content and flow of the workshop
- Collect participants' expectation which can act training need assessment and offer guidance to facilitators.
- Know each other
- Participant understand the objectives and expected results of the workshop
- Setting up ground rules
- Provide brief overview of historical context of the act.
- Introduce the salient features of the Forest rights act
- Building common understanding on concept and definitions
- Informing about the typology forest rights recognized under the Act.

Session Output

- Objectives of the workshop stated and understood
- List of expectations are captured and baseline of the training is set

Session

- This is one of the key sessions on Forest Rights Act. It is necessary to set the tone of the entire training programs.
- Facilitator must take adequate care of limiting the session inputs to the desired session objective i.e. premise and introduction to concepts and definitions.
- Facilitator must recognize and inform the participants about the detailed discussion of many such concepts in the following sessions to enable participants to have a holistic view.
- Trainers must use case studies to substantiate the content of presentation.
- Facilitator must provide pre written hand out/ready reckoner of the premise of the act.
- Undoing the 'historic injustice' during colonial and post independence era.
- Recording unrecorded forest rights of tribals and other traditional forest dwellers, and vesting the rights in writing in the form of a

title.

- Recognition of Forest Rights recognized under any State law or laws of any autonomous district councils or autonomous regional councils or which are accepted as rights of tribals under any traditional or customary law.
- Tenurial security, community rights, right to ownership and access rights including the responsibilities and authority for sustainable use, conservation of biodiversity, thereby strengthens conservation regime and ensures livelihood and food security.
- FRA applies to all types of forestland.
- Forest land means land of any description falling within any forest area and includes unclassified forests, un demarcated forests, existing or deemed forests, protected forests, reserved forests, sanctuaries, national parks and tiger reserves.
- Gram Sabha is co terminus with village/habitation assembly, and is different from the Panchayat level assembly.
- Village includes old habitations, un surveyed villages, settlements and the recorded forest villages.
- Rights include responsibilities and authorities for sustainable use and conservation.
- Maintain ecological balance while ensuring livelihoods and food security.
- Rights are heritable but not transferrable or alienable.
- Rights to be recorded jointly in the name of both the spouses. In case of households headed by single heads, title deed shall be in the name of the single head whether male or female.
- No eviction and relocation till recognition of forest rights.
- Forest land cannot be diverted for non forestry purposes without completing recognition of rights under FRA.
- Evidence of occupation over three generation is not a prerequisite of claims in case of OTFDs. Only residence evidence for three generation is required.
- Same as otherwise provided in this Act and PESA 1996, the provisions of this Act shall be in addition to and not in derogation to the provisions of any other law for the time being in force.

Concepts and Definitions

The concepts and definitions needs to be interpreted uniformly across the country.

The definitions and concepts needs interpretation with due respect to the spirit of the law and central circulars.

Typology of Rights

Forest rights are perceived under categories such as rights over community forest resource (CFR), community rights, community development facilities and individual and collective forest land rights.

Community Rights under section 3(1) are different from the developmental facilities mentioned under Sec 3(2).

Typology of Claimants:

- Forest Dwelling Scheduled Tribes and Other Traditional Forest Dwellers.
- Prior to the formal, the facilitator should compile the information generated from the pre assessment format, pertaining to the role and functions of different empowered bodies/ authorities. Facilitator should take all necessary steps   to establish the supremacy of Gram Sabha and clarify its role.
- Facilitator should demonstrate the channels communication amongst various institutions.
- Facilitator must clarify the modus operandi accountability framework among different tires of institutions.
- Facilitator must carry and display the posters and flow charts depicting the roles and functions of Gram Sabha in particular,
- Facilitator should provide pre written handouts on institutional design features, its roles and functions.
- There are 4 tier institutional mechanisms, i.e. Gram Sabha, SDLC, DLC and SLMC enshrined in the law.
- Gram Sabha is the prime authority to determine the nature and extent of forest rights.
- Gram Sabha shall elect members of Forest Rights Committee, consisting of not less than 10, but not exceeding 15 persons, of which at least 2/3rd members shall be Scheduled Tribes and   at least 1/3rd of such members shall be women.
- Where there are no scheduled tribes at least 1/3rd of such members shall be women. The quorum required for any Gram Sabha meeting is at least 50% of total members of habitation/village of whom at least 1/3rd must be women.
- In addition to the above mentioned point, the quorum of the Gram Sabha to pass any resolution with respect to the claims of forest rights would require at least 50% of the claimants or their representatives and such resolution shall be passed by a simple majority.
- Gram Sabha to initiate process for determining receiving and

- verifying claims.
- Gram Sabha shall hear and resolve conflict of claims.
- Gram Sabha is empowered to protect and manage forest and can constitute Committee for protection and management of same.
- SDLC shall ensure free, open and fair Gram Sabha.
- SDLC is the authority to consolidate and examine the claims determined by Gram Sabha.
- SDLC shall raise awareness on the law and provide necessary evidence, forms and records at free of cost.
- SDLC shall prepare draft record of proposed forest rights and forward to DLC for final approval.
- Coordinate with other SDLC(s) in case of overlapping claims spread over the jurisdiction of two sub district(s).
- SDLC shall hear grievance and disputes regarding claims. It shall also hear appeals against Gram Sabha decisions.
- DLC shall further examine, consider and finally approve the claims.
- Empowered authorities cannot reject any claim without giving an opportunity to the claimant/ Gram Sabha/government agencies for hearing.
- DLC shall give detailed reasons in writing in case it overrules claims approved by Gram Sabha and SDLC
- Reasons for rejection should be communicated "in person" to the claimant.
- DLC shall provide certified copy of record of rights to the eligible claimant.
- DLC shall ensure incorporation of forest rights in relevant government records.
- Coordinate with other DLC(s) in case overlapping claims spread over the jurisdiction of two district(s).
- DLC shall hear grievance and disputes regarding claims.
- In case of disagreement amongst members of SDLC or DLC, the decision of the chairperson will be final.
- SLMC shall meet every quarter to monitor the process of recognition, verification and vesting of forest rights. Besides this, SLMC also would consider and address the field level problems and furnish a quarterly report to the Central Government in the prescribed format.
- SLMC shall monitor the claims of displaced communities and ensure the compliances of the provisions under the Act.
- SLMC shall monitor resettlement for forest rights holders, whose rights may be modified or resettled in case of declaration of CWH.

- SLMC shall take appropriate action against concerned authorities in case of contravention of any provisions of the Act and Rules.
- Tribal Departments of concerned states are the nodal agency to facilitate the implementation of law in respective states.
- Tribal Departments shall have the coordination responsibilities with other relevant departments and initiate process of convergence.
- Ministry of Tribal Affairs is the nodal agency to issue clarification and facilitative order.

SESSION 4

MFP AND SUGGESTED AREAS OF TRAINING

Introduction to Minor Forest Produce

Tribals constitute 8.6% of our population. Minor Forest Produce is very important to tribals' economy. There is lack of proper storage facility and logistics. It is, therefore, important for the Government to intervene for supporting them. The MSP for MFP Scheme provides a safety net for these tribals. Although the Scheme was launched in 2014 it had mixed result for various reasons. Some states did well but in several other States the Scheme is yet to take off. The State has to play the role of as active player and not remain a mere spectator. The Scheme needs to be taken to the next level through value addition and synergy with the programmes of other departments.

Minor Forest Produce (MFP) is a major source of livelihood for tribals who belong to the poorest of the poor section of society. The importance of MFPs for this section of the society can be gauged from the fact that majority of 100 million tribals depend on MFPs for food, fodder, shelter, medicines and cash income. It provides them critical subsistence during the lean seasons, particularly for primitive tribal groups such as hunter gatherers, and the landless. Tribals derive 20-40% of their annual income from MFP on which they spend major portion of their time. This activity has strong linkage to women's financial empowerment as most of the MFPs are collected and used / sold by women. MFP sector has the potential to create about 10 million workday's jobs annually in the country.

Government of India has taken a number of initiatives for socio economic development of tribals like introduction of Forest Rights Act, PESA Act and has been implementing schemes for development of MFP by providing financial support to State TDCCs and TRIFED for market development of MFPs. Recognizing the critical importance which MFP hold for tribals and its potential to create large scale employment opportunity thereby, helping in reducing poverty and increasing empowerment of tribals particularly women and poor people of the poorest and backward districts of the country, Govt. of India has now decided to introduce an ambitious scheme of providing fair price for the MFP collected by tribals through Minimum Support price (MSP).

Scheme of MSP for MFP

The scheme has been started with the objective of providing fair price to MFP gatherers, enhance their income level and ensure sustainable harvesting of MFPs. The MSP scheme seeks to establish a framework to ensure fair prices for the produce collected by them, assurance of buying at a particular price, primary processing, storage, transportation etc. while ensuring sustainability of the resource base. It is a holistic scheme for development of MFP trade and covers 24 non-nationalized / non-monopolized MFPs namely, Karanj Seed, Mahua Seed, Sal Leaf, Sal Seed, Lac (Rangini & Kusumi), Chironjee, Wild Honey, Myrobalan, Tamarind, Gums (Gum Karaya), Kusum Seed, Neem Seed, Puwad Seed, Baheda, Hill Broom Grass, Shikakai, Guggul (exudate), Bael (dried & without crust), Nagarmotha, Palash Kesuda (Flower), Shatavari (dried), Madhunashini, Kalmegh, Tamarind (de-seeded).

Beneficiaries

The scheme is applicable for implementation in all the States across India. Any de-nationalized MFP / items removed from the purview of monopoly procurement in future will also qualify for coverage under the Scheme. Similarly, any nationalized / monopolized procurement MFP will disqualify for coverage under the Scheme. However, if any State willingly wants any nationalized items to be included in MSP, then it shall have to change its nationalized status accordingly.

Government of India has extended financial support for part of working capital requirement of State Implementing Agencies and also share losses, if any, with the State Governments in the ratio of 75:25. It is expected that State level agencies which were not participating in procurement process due to fear of incurring losses will now aggressively pursue procurement and marketing of identified items under MSP as they are assured of financial support as well as substantial sharing of losses. It is expected to increase quantum of MFP procurement substantially thereby benefitting tribal people. The Scheme also envisages training of tribal MFP gatherers on sustainable harvesting and value addition activities including facilitation for marketing of the produces so that natural resources can be optimally utilized in a sustainable manner.

The scheme seeks to institutionalize various medium & long term aspects of sustainable collection, value addition, market infrastructure development, knowledge base expansion of MFPs, market intelligence development etc. Strengthening the bargaining power of Gram Sabhas / Panchayats and their involvement shall also be addressed and taken care of during implementation of the scheme.

Institutions Involved

Ministry of Tribal Affairs, Government of India is the Nodal Ministry for implementation of the scheme which will announce Minimum Support Price (MSP) for the selected MFPs with the technical support from TRIFED. TRIFED will act as the Central Nodal Agency for implementation and monitoring of the scheme through State level implementing agencies. State designated agencies will undertake procurement of notified MFPs directly from MFP gatherers (individual or collectives) at haats notified procurement centers at grass root level at prefixed Minimum Support Price and ensure full & timely on the spot payment to MFP gatherers.

Evaluation

Value Addition assumes critical importance in ensuring remunerative prices to the tribals in the renewed approach. Two stage value additions would be the cornerstone for enhancing livelihood income of the tribals under the scheme. The grassroots level procurement is proposed to be undertaken through SHGs associated with Implementing Agencies. Convergence and Networking with other Govt departments / scheme shall be undertaken to utilize the services of existing SHGs, Aajivika etc. These SHGs shall be appropriately empowered to undertake the procurement operations on scientific and systematic lines. The SHG members shall undertake preliminary value addition like cleaning, grading, drying & home level primary processing under the direction and supervision of State Implementing Agency. The stock after preliminary processing shall be supplied by these SHGs to the storage of State Implementing Agencies. For higher value addition of MFPs, Big Corporates shall be involved under PPP model. This PPP model will be based on utilizing Private entrepreneur skills in undertaking processing as well as marketing of the produce and Central / State Government support in terms of creating infrastructure and providing enabling environment for undertaking value addition of systematic scientific lines. These will be sophisticated large value addition hubs managed by Private entrepreneur.

The entire operation shall be monitored through State level committee headed by Chief Secretary and district level committees headed by District Collector for effective implementation of the provisions of the scheme. The scheme will touch the lives of tribal people involved in collection of MFPs across all the States and help optimum utilization of natural resources in a sustainable manner. This scheme will be an important milestone in economic development of tribals.

DAY 3- EXPERIENTIAL LEARNING

SESSION 1

DEVELOPING EFFECTIVE TRAINERS & PERSONALITY DEVELOPMENT AND LEADERSHIP QUALITIES

Providing leadership training to trainers has a multitude of benefits to your organization, and one of the biggest benefits is building a culture of trust and respect when you invest in talent development.

Improve Engagement with Trusted Leadership

Engagement of trainers is a major factor in how well the activities perform:

- Engaged trainers are twice as likely to help others.
- They're two-and-a-half times more likely to stay late.
- They're three times more likely to do something good, even if it's not expected of them.
- They're five times more likely to recommend their employer to others.
- Engaged trainers generate better business results across the board, and they stay longer with a company when they're satisfied with their leaders.

So, how do we develop this kind of leader in our organizations?

Build Up Those Crucial Skills

Several core skills are important for trainers to motivate and lead their teams effectively. These skills take time to develop and master, but that's okay. There is always going to be room for improvement.

Communication

Communication skills include active listening, courageous conversations, good written communications, emotional intelligence, and follow-up. Communication skills are the first step toward taking leadership and management theories and putting them into practice.

Coaching

There's a difference between knowing how to do something and teaching someone else how to do it. Coaching requires a greater degree of mastery. Teams find success when their leader understands how to give

feedback on both the technical and motivational aspects of their work.

Collaboration and Teamwork

Leading collaboration is different than being an individual contributor. Leaders need to recognize the contribution of each team member and encourage their participation. Good trainers and leaders listen more than they talk, facilitating conversations around ideas and strategy instead of giving commands.

Goal Setting

Goal setting is a fine art — balancing difficulty with achievability is tough, but it's a highly valuable way to motivate the team and individual trainers.

When you've taken steps to identify which skills a trainer needs to build upon, choose one to focus on. You'll want to fill the most important gaps first. Don't overwhelm trainers by pointing out every area where they need to improve. Identify the skill that will have the greatest impact on their specific role and start there. This could be teaching a technically advanced trainer better delegation skills, or helping an up-and-coming leader develop presentation skills to improve communication. When you've chosen leadership or management skills to focus on for each individual, then you can set them on a path for improving those skills and seeing greater engagement from their teams.

- Providing training for your trainers helps them improve these important leadership skills. Training also gives them a framework for processing their previous work experience, letting them develop effective, meaningful insights to inspire their team members in the future.
- Help your leaders use experiences to build learning agility with this free guide:
- Learning Agility competency guide
- While there's no substitute for experience, new leaders need more than a trial-by-fire training when learning new skills. Formal training provides a space to get them the feedback they need to improve as a trainer and leader.

How to Lay Out Your Leadership Training

When it comes to leadership skills, there are many ways to learn. Think about the skills your individual trainers need to develop, and how you can use each of these training methods and opportunities to help them build those competencies.

Technology

Train your trainers in the specific technological tools you use in your organization, including communication platforms, project management platforms, reporting tools, etc.

Mentoring/Coaching

Connect trainers with an experienced mentor who can give them honest feedback and provide trainerial and leadership tips.

One-on-Ones

Don't let feedback wait for performance reviews! Set up one-on-one meetings between upper management and your trainers at fixed intervals — every one to two weeks typically works well for this type of meeting. Use the time to make sure that your trainers are on the same page, and to provide additional coaching.

Performance Reviews

This is a great time to review your trainers' long-term goals. Talk about what's going well and what needs work.

Peer Feedback

Encourage leaders in your organization to get together and share tips and tricks that are necessary at their level, whether it's frontline, mid-level, or senior leadership.

Individual Development Plans

Create a plan for each trainer that asks:
- What are my objectives?
- What activities should I participate in?
- What resources will be helpful?
- How am I going to measure success?
- What am I going to get done?

This style of training forms better connections between leaders and their teams, their peers, their own career and personal development, and the company as a whole.

Developing leadership skills is an ongoing effort at every level of management. Whether you're working with high potential trainers, new supervisors, mid-career trainers, or leaders who have been in the role for decades, the ever-changing workplace requires leaders to continually look at how they can build their skills to better inspire and engage trainers.

SESSION 2

EXPERIENTIAL LEARNING CYCLE (LEARNING & CAPACITY BUILDING INITIATIVES)

Purpose and Objectives

The purpose of this study was to conduct a thorough review of literature related to leadership development and experiential learning. The objectives were as follows:

1. Define key terms
2. Establish a need for leader development
3. Describe examples of experiential learning
4. Connect the need for leader development with the outcomes of experiential learning

The experiential learning cycle is the most widely recognized and used concept. The simplicity and usefulness of the four stage cycle of experiencing, reflecting, thinking and acting is the main reason for its popularity. It is an adaptable template for the creation of educational programs that actively engage learners in the learning process, providing an alternative to the overused and ineffective traditional information transmission model. In a typical application, the educator provides a direct concrete experiencing event, such as a field trip, a lab experiment, or a role play, and then organizes personal or group reflections on the experience. The conceptualization phase focuses on understanding the meaning of the experience often with the addition of related subject matter lectures or reading. Learners are then asked to apply what they have learned in their own life and work context.

Eight important insights from experiential learning cycle for trainer practice:

- Learning is an endlessly recurring cycle not a linear process.
- Experiencing is necessary for learning.
- The brain is built for experiential learning.
- The dialectic poles of the cycle are what motivate learning.
- Learning styles are different ways of going around the learning cycle.
- Full cycle learning increases learning flexibility and development.
- Teaching around the learning cycle.
- The learning cycle can be a rubric for holistic, authentic assessment

Why Experiential Learning is important

- Makes learning relatable to students: Students build on what they already know and are provided with opportunities to make connections between new concepts and existing ones.
- Increases the effectiveness of learning: Students engage in critical thinking, acquire problem solving skills and engage in decision making.
- Links theory to practice: Students have the chance to engage in the experience and practice what they have learned, see the application of the theoretical concepts in practice, process that application and make generalizations.
- Increases students' engagement, by encouraging collaboration and scaffolding between learners.
- Assists in memory retention, by building strong relationships between feelings and thinking processes. Students have the capacity to learn successfully when the information is associated with values and feelings.
- Leads to development of skills for lifelong learning, by assisting in the acquisition of essential skills and encouraging students to reflect, conceptualize, and plan for next steps.

SESSION 3

PANEL DISCUSSION ON PREPARATION OF TRAINING CALENDAR AND FOLLOW-UP

SESSION 4

EVALUATION OF THE PROGRAMME

SESSION 5

VALEDICTORY

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Notes

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