

Training Policy & Guidelines

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Preface

This *Training Policy and Guidelines* document is developed to serve as a reference source for the education business process of the Ethiopian Civil Service College. It is intended to be a "Users' Guide" to assist all academic staff members of the College in their various responsibilities of carrying out the education business.

This policy and guidelines document contains description of appropriate procedures to help the users better understand the training business processes at the Ethiopian Civil Service College. This should provide for more consistency as well as promote efficiency and effectiveness. All policies must be approved in writing by the President of the College. The guidelines include several features that should help the user. It is generally organized into major functional categories as summarized by the Table of Contents.

The Policy and guidelines are available on the college website: www.ecsc.edu.et. Besides, a copy of the policy and guidelines is distributed to every Institute and specialized team in the College. Any member of staff seeking clarification on any part of the Training Policy and Guidelines should consult any specialized Team Leader, the Director of the Institute or the Vice President for Academic Development.

This policy is an outcome of a collective effort. Hence, I would like to express my very sincere appreciation to Dr. Nigussie Negash, Ato Zenebe Teklie, Ato Alemayehu Seberu, Ato Asefa Wubalem, Ato Lantera Nadew, and Ato Mulugeta Endris who drafted the Policy and Guidelines. I also like to thank the members of the steering committee of the Business Process Re-engineering Project of the College, Dr. Samson Kassahun, Ato Abera Lulessa, Ato Yimer Mohammed, Ato Ayele Mulugeta, Ato Wagari Negari, and Ato Getachew Weldemariam, for their invaluable contribution to the enrichment of the documents.

Dr. Haile –Michael Aberra
President, Ethiopian Civil Service College

PART I: - Training Policy

Introduction

Since its establishment in 1995, the Ethiopian Civil Service College (ECSC) has played a significant role in building the capacity of public service through its training programs.

Various training courses have been offered for public servants from the Federal institutions and Regional States at different levels.

In achieving the results through training, the College has been guided by its vision and mission both informed by the 1996 re-establishment regulation. After a visioning conference held at Debre-Zeit, the vision and mission were revised as follows to accommodate the changing demands of the public service.

2.1 Vision

The vision of the college is to become a centre of excellence for building an effective, efficient, transparent and accountable civil service which contributes to the development and transformation goal of Ethiopia (ECSC Visioning Conference, Deber-Zeit, 1998).

2.2 Mission

The college has been mandated with improving the effectiveness, efficiency, transparency and accountability of the Ethiopian Civil Service on a continuous basis through:

- *Making ECSC a leading civil service institution exemplary in terms of effectiveness, efficiency, transparency and accountability in service provision,*
- *Provision of training and specialized educational programs that cater for the needs of the Civil Service,*
- *Training and certifying professionals.*

Based on the vision and mission stated above, the College has developed a Five-Year Strategic Plan (2004-2008) emphasizing and expanding public service capacity building through training programs. The new strategic direction of the college states that short-term training programs will be the focus of the College and, thus will be expanded and strengthened.

In the mean time, the Ethiopian Civil Service College has realized the need to re-engineer its training services to increase effectiveness and efficiency. By doing that, it aims to enhance its contribution to public sector capacity building and increase efficiency and effectiveness in public service delivery.

The re-engineering project has revealed some areas of transformation in the practice in terms of quality, quantity and diversity in training provision. The training business in the College has been observed to be content-transmission based, in stead of practical delivery that facilitates knowledge and skills transfer to the workplace.

2.3 Objectives of Training Business

The training business of College is geared towards achieving the following objectives:

- Address training needs of the civil service by designing generic courses that are designed after thorough training needs assessment;
- Entertain single client needs for specialized training and fill up job gaps;
- Enhance effectiveness and efficiency through ICT;
- Provide training wherever and whenever demanded to the extent possible; and
- Enable civil servants to effectively and efficiently discharge the desired job responsibilities.

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2.4 Definition of Terms

Core staffs are full time employees whose main duty is conducting training in the Institute/centre.

Delivery is the provision of training face-to-face or via video conference or internet.

A Director is a business leader at the Institute/centres who gives overall direction for the training service.

Marketing concerns the promotion of training service through various media.

A Program Manager refers to the full time member of staff are responsible for organising the training in the institutes/centres.

Training is confined to short skills courses offered to public servants to improve their competence in their jobs.

2.5 Rationale for Training Policy and Guidelines

This policy is prepared to facilitate the transformation of the training system of the College by providing activity-oriented, quality-training materials. Quality material development depends on the consideration of the need, level of competence, professional experience and academic qualifications of trainees without which learning cannot happen. Therefore, the guidelines will help the trainers:

- to manage the training process effectively and efficiently
- to internalize the what and how of training business process
- to make training implementation easier and effective
- to effectively implement the policy of the College

2.6 The Scope of Training Policy

The policy covers the training service provided in all institutes/centres in the College (on-line, on campus) or tailored and generic courses. The policy addresses all issues of the training business process and to the end, that is, offering training and assessing its impact.

2.7 Major Training Policy Issues

1.7.1 Training Management

The training service will be organized as a core business in different thematically organized Institutes. This enables each Institute to draw on knowledge and skills of the academic (teaching and research) staff grouped into the specialized teams.

- The College Policy recognizes that the teaching staff have also the responsibility to assist in offering training courses. However, the teaching staff should not be assigned to training at the expense of teaching work.
- The College/Institutes should employ core staff for the training service.
- The Training in the Institute will be organized by a full time Manager, who plans the training courses in consultation with the Institute Director.
- Training will be offered after contract is signed with the client organization or its representative.
- For legal reasons, the contract will be signed by the College President or his/her delegate. The contract shall specify quality of service (training, materials, and hospitality), the cost of facilities and professional fees.
- The training credit will be the credit equivalence (workman-hour) determined across the College's core businesses based on the established teaching credits.
- The training and material writing shall be executed as per the quality indicated in the TOR.
- An internal contract shall be signed between the Centre/Institute offering the training and the trainer.
- The academic staff or trainer/consultant shall be offered rigorous training of trainers before being assigned to conduct training.

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- The trainers will be evaluated by trainees, specialized team leader, program manager and peers as appropriate for major focus of work 75%. For specific training on the spot evaluation will be done by trainees and program manager (specific training coordinator).

1.7.2 Training Program Inception/ Program Design

ECSC training program shall be designed based on the gap(s) identified by research outputs and demand/request of the customers on the priority areas of public services related to ECSC vision and mission. Customers' consultation/collaboration in the process of training design should be continuous and smooth. In addition to the generic courses, there will also be focus on single client needs.

1.7.3 Market Training

ECSC shall promote and market training services to the wider public along with its facilities through convenient media.

1.7.4 Training Materials Preparation

ECSC's training material preparation shall include practical activities and examples related to the actual situation of the organization to which training will be offered. Training materials should ensure integration of theory and practice. Training materials shall be reader-friendly and enhance self-learning.

1.7.5 Plan Training

Effective training delivery should be carried out and guided by collaborative training plan.

1.7.6 Delivery/Facilitation

- ECSC shall provide training flexibly on-job, on-campus or on any customer preferred area either on-line or face-to-face.
- Training shall be problem-solving. All training will target alleviating the actual problem that the client organization suffers or plans to tackle. More time and attention will be given to practice. Each trainee will be closely followed and coached during the practice. The practice aspect will be based on actual tasks that the trainee is expected to perform after completing the training session.
- Delivery will be highly participative and practice based. Training will be trainee- centred. All trainings will relate theory with the actual tasks that the trainees will undertake after going back. Trainees will be encouraged to participate and share views in the training session (details of the methodology will be shown in the guidelines).
- Training should follow adult learning principles and customer care. Methods of adult learning will be implemented. During training, care and personal respect are encouraged to persuade adult trainees to participate in sharing views. Trainers should be cognizant of this aspect and foster the actual training needs and preferences. Remedial training may be given on an individual basis.
- Training will focus on skills; but it should balance knowledge, skills and attitudinal aspects based on the trainees' or clients' needs.
- ECSC shall provide coaching service in on-job training while the trainees implement the training in the actual

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workplace. This will enable the trainees to do the job with creativity, innovation and efficiency.

- Training delivery should follow the principles of adult learning. This refers to addressing multiple trainees' intelligences through consideration of different learning styles and/or involvement of the appropriate sense organs in the process of learning.

1.7.7 Evaluation and Impact Assessment

- The outcomes of training will be regularly assessed once in three years to update or change the training program. This can be ensured by a collaborative relationship between the College and public institutions.

1.7.8 Training Certification

- Any training offered by ECSC shall be certified on the basis of training objectives attainment. Certification will be based on the attainment of course requirements such as attendance and performance (as indicated in the course brochure).
- Certification will be signed by the Institute Director.

1.7.9 Training Quality Assurance

ECSC's training shall have clear formal mechanisms of checking the quality of training through internal and external agents.

1.7.10 Trainer's Responsibilities

In order to accomplish the mission of ECSC, skilled and dedicated trainers are required. The trainer shall have the following major responsibilities:

- Commitment to vision, mission and goal of ECSC training service
- Demonstration of individual and team working skills
- Understanding the priority areas of the public sector
- Researching in training business process
- Devoting 75% of work load on training, 25% for other core businesses.
- Academic members of staff are expected to devote up to 25% of his/her workload to training.
- Training hour equivalence will be as indicated in the College workload policy; although this will vary according to the teaching load.
- A trainer should deliver sessions of 19-20 credits/week equivalent to 12 credits /week for teaching. A member involved in training has to work 39 hours/week

1.7.11 Requirement

- Skill in effective training planning and delivery

1.7.12 Incentive Systems

- Trainer(s) who excel in training services shall be awarded based on the plan of College Incentive System.
- The performance in training will be used in promotion and consideration for further training opportunities

PART II :- Training Guideline

The ECSC new Training guidelines reflect the new training policy issues arising from the re-engineered training process to address ECSC customers' needs for quality, diversity, speed and cost of service. This document outlines the guidelines that will help the performers (trainers) and training managers in implementing the new directions.

2.8 ECSC Training Approach

In order to achieve the desired level in providing quality training that leads to individual and organisational development service, training at ECSC has shifted its emphasis in the following manner.

Former Assumptions	Current Assumptions
<ol style="list-style-type: none">1. Content- transmission based2. Trainer as all- knowing3. Passive receiver of information4. Considering trainees as children5. Request-Response relationship (Customer-College)6. Compartmentalized training focusing on generic open courses	<ol style="list-style-type: none">1. Practice based training2. Active involvement of trainees3. Considering trainees as experienced adults4. Collaborative relationship(Customer-College)5. Combination of generic and single-client focused training through integration of training with consultancy

Individual- or organization- centered training involves the following important phases.

1. **Analysis** of the organization's needs and identification of training goals which, when reached, will equip learners' with knowledge and skills to meet the organization's needs. Usually this phase also includes identifying when training should occur and who should attend as learners.
2. **Designing** of a training system that learners and trainers can implement to meet the learning goals; it typically involves identifying learning objectives (which culminate in reaching the learning goals), needed facilities, necessary finance sources, course content, activities and sequence of activities.
3. **Development** of a training "package" of resources and materials, including, e.g., developing audio-visuais, graphics, manuals, etc.
4. **Implementation** of the training packages, including delivering the training, support group feedback, and clarifying training materials. This phase can also include conducting the sessions and administrative activities (such as copying, scheduling facilities, taking attendance data, etc).
5. **Evaluation of** training before, during and at the end of training.

This framework guides the ECSC training process from program inception through delivery to evaluation.

2.9 Training Program Inception

In the new design the customers' needs are the inputs for the process. Training programs may be conceived from various angles such as felt-needs (requests), identified problems (tailor-made), consultancy-based (unfelt-needs, research-based) and/or a combination of these. To address these needs, therefore, three types of training courses such as generic, tailor-made and research-based can be developed respectively.

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Generic courses are courses that are offered to civil servants doing different jobs. They aim to address generic knowledge and skills applicable across various job categories in the public service. The design of programmes should relate to the priorities set for ECSC and the negotiation with different stakeholders. According to the new ECSC training design, the inputs for design can come from ECSC civil service learning and development needs survey, and from research or review of needs analysis conducted by different public institutions. Through consultancy or direct request for specific learning and development programmes, courses can be designed and delivered for critical stakeholders of the ECSC.

2.10 Market Training

In response to its mandate, the College has to promote its mission and its services through the available convenient media. The major training issues marketed, among others shall consist of:

- The potential to manage and offer training
- The College's former efforts of contribution
- Quality and relevance of training
- Facilities available for the training
- Training methodologies and modalities
- Training outcomes

The following procedures will be followed in preparing the promotion materials:

- The preliminary products to be marketed will be produced by the Institute training team and training manager
- These are then forwarded to ECSC Public Relations and Marketing (PRM) office for professional upgrading and dissemination via internet, or printed brochures.

2.11 Learning Contract

Before joining any training course following the marketing of services, customers send in requests for enrollment, the individual trainees and the organization should complete learning contracts alongside the financial contract. Based on the learning contract sent in, materials and objectives in the already designed modules can be modified. This is done by the trainer and is supervised by the training process manager of the Institute/Centres.

2.12 Plan Training

Training plan is derived from College mission and strategic plan to transform the public service. Each institute then plans training in the area of its specialization. The training process manager is responsible for the planning of training at the Institute. The manager regularly submits the plan to the Director. Planning involves module design, materials preparation, trainer selection, resources allocation, delivery and evaluation. Plan of single-client focused training arises from consultancy work with the customer. Based on the nature of the need, objectives are set, new material and activities designed or existing ones are modified/upgraded.

2.13 Training Material Preparation

Training material consists of objectives, contents, appropriate delivery mechanisms and evaluation system.

1.13.1 General Objectives of Training

When planning delivery the long-term and immediate objectives of training should be clearly described. General objectives include the following basic points:

- The why of this training;
- How this training fills the gap/need identified;
- How this training addresses policy implications; and
- Should state the outcome of this training.

1.13.2 Specific Objectives

The specific objectives of training should comprise the three domains of learning: knowledge, skill and attitude. Specific objectives are intended behavioral changes which the trainees are expected to attain at the end of the training sessions. These shall be stated in the way they can answer the following questions:

- What is/are expected of the trainees at the end of training?
- What is/are the expected behavioral changes in the trainees?

1.13.3 Contents of Training

Contents are concepts, information, facts, principles and experiences that help trainees to bring change in knowledge, skill and attitude. Therefore, the following questions help select the appropriate contents:

- Are the contents selected valid and significant to achieving the training program?
- Are the contents selected appropriate to the trainees' background (abilities, needs, culture and values...?)
- Do the selected contents include all the domains of learning objectives?

- What should the trainees do during training in order to solve the intended work-related problems after training?
- Are the contents critical, realistic and leading to the desired change?

1.13.3.1 Trainees' Preference and Content Selection

Different individuals learn the same content differently depending on their backgrounds, own styles or preferences of learning. Training content at ECSC shall focus on content that consists of the practical involvement of the trainees in different ways. Thus, content selection should consider:

- Is the content learnt in different ways (alternative ways to support/facilitate learning)?
- Is the content practicable in the actual situation?
- Do the existing resources help to learn the selected content?

1.13.3.2 Content Organization

Content organization refers to the logical arrangement of the content that assists the trainees to bring about the desired outcomes. Content organization follows certain systematic approach such as:

- From simple to complex
- Concrete to abstract
- Holistic to specific

2.14 Delivery/Facilitation

The trainer plays a facilitation role during training. That means the trainer provides different interaction opportunities for the trainees to attain the specific immediate and long-term training objectives. Selecting appropriate interaction approaches (methods) depends on:

- The specific objectives in three domains (knowledge, skills and attitude)
- The content selected

The facilitator shall include a range of activities and employ different methods (lecture, discussion, simulation, brainstorming, case study, role play, and the project approach). Training delivery should also combine; *deep-end-training* and *action plans*. The former is a sandwich approach between work/practice and training based on a single-client's needs with regard to the action plan. In the latter, there is a need to provide opportunities for the trainees to prepare an action plan that can be implemented. This is usually the task the trainees perform at the end of the training course (See Annex for the procedures).

1.14.1 Understanding Adult Learners' Characteristics

Since the College enrolls civil servants who have lots of life and work experience, the training design and delivery should be based on understanding adult learner characteristics.

- Adults learn best in the atmosphere of active involvement and participation.
- Adults learn best when the content of training (learning) is close to their jobs.
- Adults are voluntary learners. They perform when they have decided to attend the training for a particular reason. They usually have reasons to come to learn. This motivation needs to be supported to encourage them.
- Adults have experience and can help each other to learn. Sharing of the experience should be encouraged.
- Adult habits are not dependent on the trainer the way children are. Treating adult learners as children is detrimental to their learning. The training process thus must adapt itself to the increasing sense of self-determination and learner autonomy if it is to maximize learning.

2.15 Delivery

To increase flexibility and meet huge demand for training in the public service, ECSC employs different modes of delivery:

1.15.1 Face-to-face delivery

In face-to-face sessions, the trainer should consider the following:

- Environment setting
- Good opening through warm up (funny openers)
- Establish ground rules with trainees
- State objectives clearly
- Create smooth transitions and clear links between sub-sessions
- Use energisers between sessions as appropriate
- Give clear instructions for tasks.
- Demonstrate for the trainees to grasp ideas.
- Clear opening and closing for sessions.
- Formal or informal evaluation of trainees' learning from the session(s).
- Don't lecture too much, let the trainees discover.
- Use a mix of training methods to address multiple intelligences
- Use flip charts and power points effectively
- Give feedback timeously

1.15.2 Online Delivery

After the BPR, ECSC decided to offer training via internet and video conferencing. This mode will enable ECSC and customers to reduce cost and use time effectively; and it will not remove the trainees from their workplaces. For effective on-line delivery the following questions shall be taken account of:

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1. Is the use of e-learning the best way to achieve the intended learning outcomes?
2. Do trainees get clearly defined learning objectives that assist them in focusing on their learning activities?
3. Does the e-learning encourage a realistic progression towards self-direction?
4. Should trainees access and use a digital archive and e-portfolio service/system?
5. Does it recognize varied starting points in levels of confidence and motivation?
6. Does the scheduling and timetabling provide e-learning that has flexibility and is responsive to trainees?
7. Can staff and trainees easily use the learning technologies and on-line resources?
8. Are learning technologies designed and implemented in such a way as to meet trainees' needs and training practice?
9. Is there an evaluation process to ensure further upgrades take into account user feedback for improvement?

2.16 Effective Trainer Characteristics

Those who facilitate the learning of adults should, have:

- A warm personality and social skills;
- Teaching skills for generating and using the ideas and skills of adult participants;
- Organizing ability;
- Skills in noticing and resolving participants problems;
- Enthusiasm for the subject and capacity to transmit in an interesting way;
- Flexibility in responding to changing needs of participants;
- Capacity to provide immediate feedback to participants; and
- Patience, confidence, empathy and credibility.

2.17 Roles of Trainees

Trainees shall have the following roles:

- Attend and participate in all training sessions.
- Interact in group work and presentations.
- Relate training lessons with the actual situation.
- Prepare action plans for implementation.

For the training to be successful, trainees should also play their part by being:

- purposeful
- committed
- active
- creative
- curious to learn new ideas
- collaborative
- good listeners
- Punctual

2.18 Roles of Employers/Sponsors

Employers should also play an active role in making training relevant and usable. They shall play the following roles:

- Identifying training needs/gaps of their employees through performance appraisal or capability reviews.
- Sending trainees for appropriate course and level.
- Participating in training plans especially single-organization focused courses
- Following up on training ideas about implementation.
- Signing learning contracts on time.
- Paying training fees on time.
- As much as possible observing training plans and delivery; and providing immediate feedback.

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- Sending post- training feedback on the impact of the course and the trainees' roles in the organisations.
- Assigning trainees into proper positions after training.

2.19 Training Evaluation and Impact assessment

Training evaluation is an important component of the training business process. The impact of ECSC training shall be done continuously. Training evaluation at ECSC may be classified into: *pre-phase, in-phase and post-phase* evaluation.

1.19.1 Pre-Phase Evaluation

Pre-phase evaluation mainly focuses on how specific training is organized in terms of program needs analysis before inception. In this regard major questions to be answered are as follows:

- Is the program development participatory?
- Is the program relevant to the actual problems of the customers?
- Are training materials prepared in line with trainees' profile?
- Is the contract learning set timely?
- Are learning contracts properly filled and signed by trainees and sponsoring organizations?
- Is the training plan being properly prepared and approved?

1.19.2 In-Phase Evaluation

This refers to how training is conducted in class, on-line, on-the job or through a combination of these. In doing so the following questions should be considered:

Training facilities

- Do the facilities encourage the trainees to be interactive?
- Is the training supported by IT systems?

Training delivery

- Does the training delivery achieve the intended learning outcomes?
- Do trainees get the opportunities of practice on the actual situation?
- Do trainees relate theory to their own experiences; and do they generate ideas for implementation?
- Are there flexible methodologies employed to keep each trainee actively involved?
- What is the level of these trainees achievement (low, medium, high)?
- Are there individual or group exercises during training?
- Is the trainer knowledgeable about training issues?

Training Materials

- Do the materials consist of practical examples and exercises?
- Do the materials help in self-learning; and are they easy to use as reference for implementation?

Training Overall Preparation

- What are the strengths and weakness of the training sessions?
- Is this training relevant to the actual problems of the organization?
- What is the best practice of the training program delivered?
- Are schedules and timetables flexible to the needs of trainees?

1.19.3 Post-Training Evaluation/Impact Assessment

This is the stage where we evaluate whether the overall training effort to attain the desired outcome succeeded or not. In doing so, the following important question should be considered:

- Have the trainees developed the required competence to solve organizational problems?

1.19.4 Training Certification

Certification will vary depending on training duration and quality expected.

- Successful completion of training requires 95% attendance and successful completion of tasks.
- Certificates of attendance are given for (at least 75% attendance).

Training credits can be considered in the individual's admission to ECSC undergrad or post graduate programs.

Quality Assurance

Continuous enhancement of training quality is mandatory to meet the needs of the customer. ECSC training managers and teams should ascertain that the following important issues are addressed in all courses:

- Relevance of training to the priority area of public service (directly applicable to the actual situation).
- Participation of customers in training program developments.
- Quality enhancing indicators:

- Competence of trainers (experienced and credible deliverers)
- Standard of training materials (high quality of material)
- Training facilities
- Trainees' participation
- Alternative delivery approach
 - Flexibility
 - Accounting for diversity
- Training preparation
 - Before training session
 - Using exercise, test, reviews, action plans and presentations
 - During training session
 - After training session
 - Application of learning and organizational impact assessment.
- Impact assessment mechanisms.
- Inter-relationships between customers and ECSC (managing customer interface with other business)

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Annex

What Next? Transfer of training ideas to workplace

1. Action plan:

1. Why
2. What
3. When
4. Where
5. How
6. Who

- At Institute or specialized team level?

2. Collaborative Professional Development

a) Action Learning Set

- A model for collaborative learning and development

Procedure

- Establish a group of professionals who want to reflect on practice.
- Set goals and norms.
- Plan (with other commitments).
- Decide when to meet and how often.
e.g. once a week for 1hr.
- Decide Air time allocation.

b) Peer observation

Use of laddering

