

Training Needs Assessment for Capacity-building

Daman-e-Koh, Islamabad
(May 6th – 7th, 2010)



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1. Introduction

Training Needs Assessment (TNA) is an essential activity for the training or any other development function. TNA is a very important step for the designing and development of any training programme. To be efficient and effective, all training programs must start with a needs assessment. The assessment begins with a *need* which can be described as a gap between what is currently in place and what is needed, now and in the future.

This two day training workshop on Training Needs Assessment for Capacity-building was designed to increase the participants' knowledge and experience to understand the concept approaches and components of TNA. This training course was held in Daman-e-Koh - Islamabad from May 6th – 7th, 2010.

2. Training Course Objectives

After successful completion of the training course, the participants will be:

- Able to know the Principles and Practice of TNA;
- Will aware with the different TNA approaches;
- Able to design and implement TNA tools.

3. Training Course Outcomes

At the completion of the training course the participants will be:

- Able to understand the concept of Capacity-building and Training Needs Assessment;
- Aware of the different approaches of Training as well as a systematic approach of TNA;
- Able to develop the TNA tool;
- Able to design a TNA form.

4. Training Participants

Thirty five participants registered themselves for this valuable training course. These participants came from different governmental and non-governmental organisations. The list of the enrolled participants is attached as Annexure I.

5. Training Team

Training team of this knowledgeable course is based upon five members. The list of the training team which includes their name, designation and organization are attached as Annexure II.

6. Training Programme

The training course was comprised of various knowledge giving sessions and their practical manifestation. Training programme was based on two days which includes lectures, presentations and group work. Complete details of the training sessions are attached as Annexure III.

7. Training Method

The following training methodology was used for the training course.

- Lectures and Handouts
- Participatory Activities

Lectures handouts presentations played best teaching method in this training course especially for communicating conceptual knowledge and to fill the gap between lecturer

and audience. Moreover, a participatory approach served as an effective tool to enhance knowledge. The participants were blessed with a good study environment to work in group activities. The training workshop contains a variety of group activities which enable the participants to gain the basics of TNA and to generate TNA form.

8. Sessions Detail

8.1. Introduction to Pakistan wetlands Programme

The workshop began with the unique activity in which participants were divided in groups. Each group comprise of two in which every participant introduced his or her counterpart to other participants by using the Tool 1 Form. A friendly environment was given to participants to know and understand each other for the attainment of successful workshop while any kind of language barriers were banished in this training course.

Afterwards a detailed introduction of Pakistan Wetlands Programme was given by Mr. Ahmad Khan, Director of Regional Programme of Pakistan Wetlands Programme. He also discussed the importance of wetlands. He further told that Pakistan Wetlands Programme has undertaken to conserve globally significant wetlands biodiversity in Pakistan while alleviating poverty.

8.2. Capacity Building - An Introduction

After the elaborate introduction of Pakistan Wetlands Programme a detailed session was given by Tahir Mehmood on the introduction of Capacity-building. Capacity-building is a process aimed at improving the skills of individuals, groups, organisations, institutions and communities for carrying out key functions, solving problems, defining and achieving objectives and understanding and dealing with the requirements needed to manage these matters effectively.

8.3. Need Assessment - An Introduction

Training Needs Assessment is a tool that helps you create a superior workforce. Needs assessment is used for identifying gaps and to provide information for a decision on whether the gaps could be addressed through training. The needs assessment is the first step in the establishment of a training and development programme. It is used as the foundation for determining instructional objectives, the selection and design of instructional programs, the implementation of the programs and the evaluation of the training provided. These processes form a continuous cycle which always begins with a needs assessment.

The assessment is part of a planning process focusing on identifying and solving performance problems. These performance problems may be related to knowledge, skills and attitudes. TNA is usually related to organizational and individual performance. A needs assessment means that the individual assessed has a defined job performance or that an organization has defined objectives and goals. A training needs assessment provides the information needed for developing a training plan that is based on the learning needs of the participants.

8.4. Training Approaches

In this session different approaches related to the training had discussed. There are two approaches involved in training, one is Intervention Approach and second is System Approach. According to an Intervention Approach training is an intervention for solving problems involving employees. It focuses on performance and/or organizational results as corrections to problems. In this steps will be taking place when performance issue is identified. In Systemic Approach training is a part of a continuous improvement process, fully integrated in the regular process of organizational improvement. In this approach some steps done only once.

8.5. Training Needs Assessment

TNA is a process of collecting information about the concerned organisation or department's need that can be accomplished by conducting training. The need can be a desire to improve its performance or any deficiency. The needs assessment helps a trainer as well as the person requesting for the specific training to improve its performance. TNA assessment involves:

- Organization analysis.
- Task analysis.
- Person/learner analysis.

Organizational analysis is to align training with business strategy and to ensure there are resources and managerial support for training. An Organization analysis involves determining the appropriateness of training given the organization's strategy, resources (financial and development) available for training and transfer after training and support by managers and peers for training and transfer.

Task analysis is to identify the important work-related tasks and knowledge, skills, behaviors, abilities; determine if the content and activities are consistent with trainee on-the-job experience; and to develop measurable and relevant content, objectives and methods. Person or learner analysis is to ensure that trainees have the basic skills, motivation, prerequisite skills or confidence. Conducting a TNA requires gathering data at the organization, task and person/learner level. Each level includes specific questions, data sources and collection methods.

8.6. TNA- A Systematic Approach

In this session Mr. Tahir Mehmood defined TNA as a systematic approach and before conducting needs assessment following questions must be addressed.

- Who requires a needs assessment?
- Why is a needs assessment required?
- What ought to be the scope of the assessment?
- Whose needs will you focus and at what level?
- What kinds and amounts of data should be collected for assessment purposes?
- What sources techniques and methods might you use for data collection?
- What are the constraints on data collection?
- What can be investing in people, money, and time?
- What needs assessment products meet the purposes, constraints, and resources?

Exact identification of training needs is the most significant and fundamental task. A Needs Assessment is a systematic exploration of the way things are and the way they should be.

8.7. TNA- Tool Development

In this session Mr. Tahir Mehmood discussed the tool development of TNA. The purpose of this activity was to familiarize with the terminology, tools, and methods of needs assessments, which will help in making more informed decisions about how and when to use needs assessments in support of program or project objectives. After completion of this session a group activity of TNA tool development was assigned to participants. After that activity participants had the basic knowledge of the following concept:

- ❑ Development of assessment techniques such as survey as questionnaire
- ❑ Where to fit needs assessment in respective project
- ❑ Basic steps of TNA

8.8. Needs Assessment and Results Chains

In this session Mr. Tahir Mehmood linked all the components of needs assessment with each other. Needs assessment is an interlinked process in which each component is related to other component.

8.9. Designing TNA

A detailed session was given on the topic of designing TNA. In this session different methods and techniques for the designing of TNA form were discussed. Needs assessment process involves twelve important steps e.g. purpose of the need assessment, planning of the assessment team and available resources (time, money, expertise), establishing the goals and objectives, audience's characteristics (number of individuals, skill, knowledge and educational level, attitude, abilities, etc), conducting the literature review and search relevant data, select data collection methods, determine sampling scheme, design the collection instrument, gathering and recording the data, data analysis, data management, combine data and create report.

8.10. Training Evaluation

To get the feedback and participants remarks, evaluation activity was conducted in the end of the training workshop. For this purpose a detailed evaluation form covering all the session presented by different resource person were distributed among the participants. It had questions, in which the participants were asked to rank different components and aspects of the training on the scale of 1 – 5 (1 - Poor, 2 – Fair, 3 – Good, 4 – V. Good, 5 – Outstanding). After gathering the information from the feedback received, the overall rating of the training course comes out 64%. The Evaluation Summary is attached as Annexure IV.

9. Closing Ceremony and Participants Comments

The training workshop had received several interesting and useful comments while participants shared their views about the training course. These comments were in terms of suggestions, appreciations and criticisms which proved to be very essential for the future trainings on this topic. After the evaluation activity a certificates distribution ceremony took place. In this ceremony Dr. Shahzad Jahangir, Umeed Khalid, Dr. Ejaz and Ahmad Khan were invited for awarding the certificates.

10. Way Forward:

This is an introductory level workshop to enhance the knowledge of trainees in the respective field. This training course got a good response. In future advance level training courses will also be organised by Pakistan Wetlands Programme that will help in fulfilling the needs of the participants from various departments.

11. Annexure I

Sr. No.	Name	Sr. No.	Name
1	Iftikhar-uz-Zaman	19	Zafar Khan
2	Zaitoon Abdullah	20	Sameer Ahmed
3	Abdul Salam	21	Syed Ali Imran
4	Dr. Imdad Hussain Mirza	22	Zafar Ali
5	Arif Khalil	23	Waqas Sheikh
6	Arif Aala	24	Shehrish Sajjad
7	Mian Muhammad Akhter	25	Prof. Munawar Iqbal
8	Saeed Tabassum	26	Sabahat Ambreen
9	Ghansham Das	27	Ghulam Haider
10	Muhammad Hafeez-ur-Rehman	28	Shahreen J. Mall
11	Shahid Naeem	29	Noreen Sarwar
12	Tasneem Fatima	30	Salma Malik
13	Imran Abbasi	31	Zulfiqar Ahmed
14	Shakeela Erum Butt	32	Munir Hussain
15	Mussarat Nawaz	33	Rehmat Ali
16	Rashida Hameed	34	Muhammad Arshad
17	Hameed Ahmad	35	Muhammad Rizwan
18	Amir Rasheed		

12. Annexure II

Sr. No.	Name	Designation	Organization
1	Ahmad Khan	Director Regional Programme	Pakistan Wetlands Programme
2	Tahir Mahmood	Coordinator, Training & Capacity-building	Pakistan Wetlands Programme
3	Imad Qadeer	Admin Assistant, Training & Capacity-building	Pakistan Wetlands Programme
4	Afshan Sajid	Consultant, Training & Capacity-building	Pakistan Wetlands Programme
5	Tariq Mahmood	Dive Master	Pakistan Wetlands Programme

13. Annexure III

Table 3: Session Plan		
Day	Time	Sessions
1	9:00 –11:00	<input type="checkbox"/> Registration <input type="checkbox"/> Participants introduction <input type="checkbox"/> Introduction to PWP
	11:01 –11:20	Tea Break
	11:21 –13:00	<input type="checkbox"/> Capacity Building - An Introduction <input type="checkbox"/> Need Assessment - An Introduction <input type="checkbox"/> Group Work
	13:01-14:00	Lunch Break
	14:01- 17:00	<input type="checkbox"/> Training Approaches <input type="checkbox"/> Training Needs Assessment <input type="checkbox"/> TNA- A Systematic Approach
2	9:00 –11:00	<input type="checkbox"/> Recap <input type="checkbox"/> TNA- Tool Development <input type="checkbox"/> Group Work
	11:01 – 11:20	Tea Break
	11:21 –13:00	<input type="checkbox"/> Needs Assessment and Results Chains <input type="checkbox"/> Group Work
	13:01 – 14:00	Lunch Break
	14:01-17:00	<input type="checkbox"/> Designing TNA <input type="checkbox"/> Group Presentation <input type="checkbox"/> Evaluation <input type="checkbox"/> Closing and Certificate Distribution

14. Annexure IV

Evaluation Summary

Training Course on Training Needs Assessment for Capacity-building
May 6th – 7th, 2010

Rating Criteria: (Poor - 1, Fair - 2, Good - 3, Very Good - 4, and Outstanding - 5)
Total Participants = 35, Responses Received = 26

Days	S I	Questions	Score	Rating	Average
1	Q 1	How extensive was the trainer's knowledge of the subject matters?	89	68%	
	Q 2	How effective was the trainer's style?	84	65%	
	Q 3	Did the content meet the training objectives?	82	63%	
	Q 4	How well was the content organised?	81	62%	65%
	S II				
	Q 5	How extensive was the trainer's knowledge of the subject matters?	80	62%	
	Q 6	How effective was the trainer's style?	80	62%	
	Q 7	Did the content meet the training objectives?	78	60%	
	Q 8	How well was the content organised?	75	58%	60%
	S III				
	Q 9	How extensive was the trainer's knowledge of the subject matters?	88	68%	
	Q 10	How effective was the trainer's style?	81	62%	
	Q 11	Did the content meet the training objectives?	79	61%	
	Q 12	How well was the content organised?	81	62%	63%
	S IV				
	Q 13	How extensive was the trainer's knowledge of the subject matters?	77	64%	
Q 14	How effective was the trainer's style?	79	66%		
Q 15	Did the content meet the training objectives?	75	65%		
Q 16	How well was the content organised?	74	62%	64%	
2	S I				
	Q 17	How extensive was the trainer's knowledge of the subject matters?	77	67%	
	Q 18	How effective was the trainer's style?	74	64%	
	Q 19	Did the content meet the training objectives?	73	63%	

	Q 20	How well was the content organised?	76	66%	65%
	S II				
	Q 21	How extensive was the trainer's knowledge of the subject matters?	79	66%	
	Q 22	How effective was the trainer's style?	79	66%	
	Q 23	Did the content meet the training objectives?	72	63%	
	Q 24	How well was the content organised?	76	63%	64%
	S III				
	Q 25	How extensive was the trainer's knowledge of the subject matters?	83	69%	
	Q 26	How effective was the trainer's style?	76	63%	
	Q 27	Did the content meet the training objectives?	78	65%	
	Q 28	How well was the content organised?	80	67%	66%
	S IV				
	Q 29	How extensive was the trainer's knowledge of the subject matters?	90	69%	
	Q 30	How effective was the trainer's style?	79	63%	
	Q 31	Did the content meet the training objectives?	79	61%	
	Q 32	How well was the content organised?	84	65%	64%
Overall Training Evaluation					
	Q 33	How will you rate overall structure of the training module?	84	65%	
	Q 34	Did the training contribute towards the enhancement of your knowledge?	83	66%	
	Q 35	Did the trainers manage the group effectively?	82	63%	
	Q 36	Did the core faculty manage the training effectively?	84	65%	
	Q 37	Do you think you will be able to use training content in your work place?	84	65%	
	Q 38	How will you rate the lunch and tea arrangements at the training venue?	96	74%	67%
Total Score and Rating of the Training Event			3051		64%

Evaluation Charts

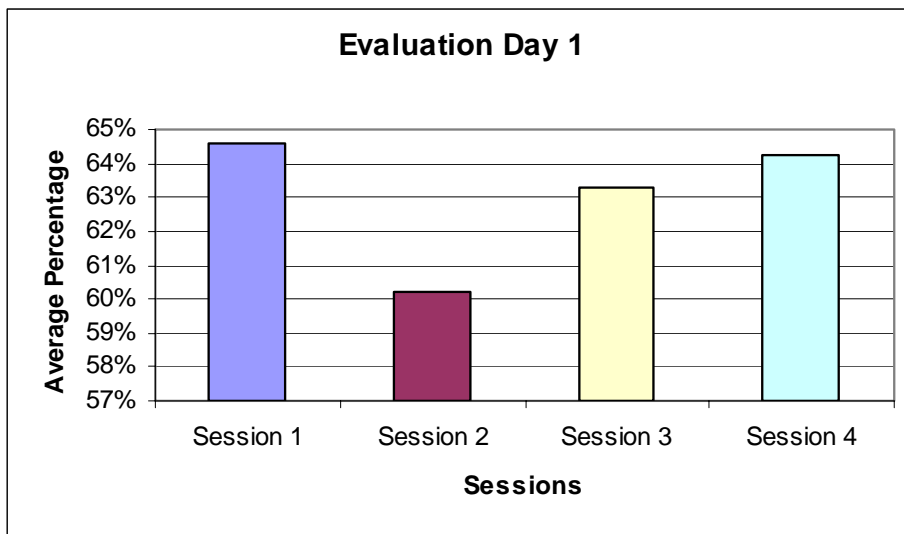


Figure 1: Graphical representation of sessions details of Day 1

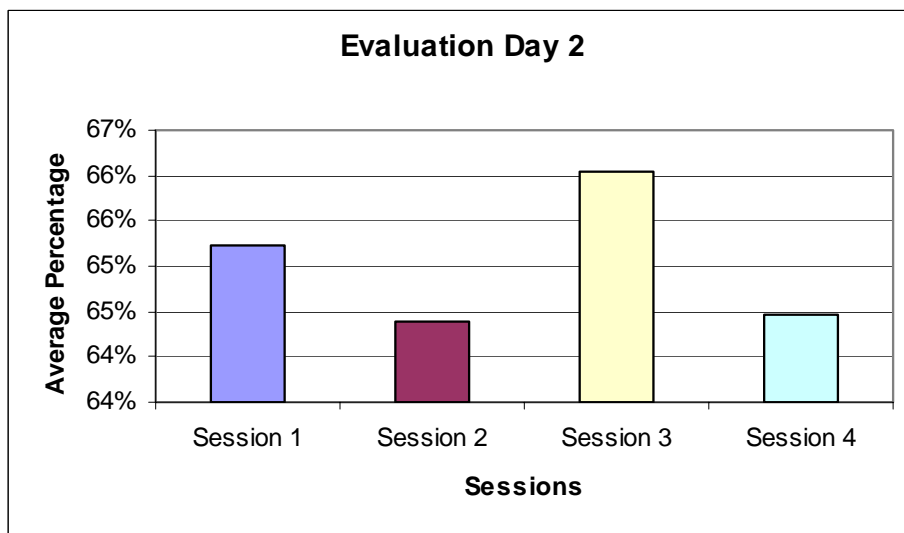


Figure 2: Graphical representation of sessions details of Day 2

15. Glimpses



Figure 4: Overall Training Activities