CAPACITY BUILDING COMMISSION

NATIONAL TRAINING CONCLAVE 2023

Learning Design Manual

Learning Design Manual

Illustrating the practice of learning design through a case example

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in Capacity Building Commission

List of Abbreviations

BEO	Block Education Officer
CBC	Capacity Building Commission
FLN	Foundational Literacy and Numeracy
iGOT	Integrated Government Online Training
MDO	Ministry Department Organization
NCERT	National Council of Educational Research and Training
SIASTE	State Institute of Advanced Studies in Teacher Education

INTRODUCTION

1. | What is Mission Karmayogi?

Government officials are critical to the delivery of a range of public services and core governance-related functions. They play a vital role in formulating and implementing a policy that subsequently guides public service delivery efforts across the country.

A. The challenges in capacity building of our civil services:

India's civil services capacity building landscape has highlighted the following challenges

- **Lack of alignment with overall national priorities:**
  Government officials currently work in silos (geographical, departmental and sectoral) instead of adhering to a larger unified vision aligned to national priorities. This directly affects training interventions that cater to these specific silos.

- **Lack of targeted training:**
  Current training interventions are generally based on factors such as tenure of officials, seniority, availability of funding, availability of courses etc. They are not targeted towards specific needs of positions, government priorities, national vision, technological developments, future requirements etc. A detailed assessment and thus new training interventions are needed to address the existing gaps in the capacity of civil servants and the responsibilities that their role requires to fulfil; and to make them future-ready.

- **Lack of continuity:**
  Existing training interventions are sporadic and unstructured. There is a lack of opportunity for continuous learning across various stages of an official's career.

- **Restricted access to learning opportunities:**
  Currently training opportunities are available only to a limited number of officials based on factors such as seniority and grade.

- **Lack of a learning ecosystem:**
  Officials don't have access to an ecosystem which approaches learning in a holistic manner and is in sync with adult learning principles.

Constant challenges emanating from disruptions such as the COVID-19 pandemic and the need to ensure socio-economic development, require civil servants to be resilient and well equipped to do their job. To address these evolving needs of the civil services, Mission Karmayogi was launched by the Union Cabinet in September 2020. The Mission aims to create a citizen-centric and future-ready civil service, with the right attitude, skills, and knowledge aligned to the vision of New India.

B. Aim of Mission Karmayogi:
Many civil servants consider themselves to be mere salaried employees or karmacharis who are cogs in the wheels of the larger government machinery. The Prime Minister wants to see the mindset shift to that of karmayogis, as individuals

imbued with the spirit of action, service, and humility.

Mission Karmayogi is aimed at improving execution capacity of the state at all levels by enabling:

- Government officials to learn and grow continuously
- Government officials to collaborate across departments and regions, breaking down silos and empowering officials with access to information
- Government leaders to execute their mandate with high fidelity
- Assessment of progress of each MDO/organisation (MDO) & thereby the overall success of capacity building efforts through institutions such as the Capacity Building Commission and the Special Purpose Vehicle

C. Mandate of the Capacity Building Commission

The Capacity Building Commission (CBC), formally constituted as an independent body in April 2021 is considered the heart and soul of Mission Karmayogi. Core to the overall institutional framework, CBC's focus is to drive standardisation and harmonisation of capacity building efforts across the Indian civil services landscape. CBC's mission is to create optimal learning opportunities for each civil servant with the objective to build an agile and future-ready civil service.

The CBC defines capacity building as the process to build, develop, and enhance the ability, talent, competency, efficiency, and qualification of individuals, organisations, and institutions to increase the execution capacity of the state and achieve common national goals.

2. | Objective of this manual

A. Why this manual?

1. Need to create a learning & growth-based ecosystem to build capacity in the State

Shifting the focus from conducting training as an administrative requirement towards creating a learning and growth-based ecosystem is essential to building the capacity of the state.

2. Need for building ability in the system to design training programs based on the latest learning methods

The practice of Learning Design has always existed in the system. Someone who builds the curriculum has played the role of a learning designer. The method of learning has evolved to build itself around the context of learning, learners and desired objectives. It is essential as a trainer, or a training institution to have the ability to design a learning experience based on learning design principles.

3. Need to design training programs for civil servants based on adult learning principles

It is also important to recognize civil servants as 'adult learners ', who are capable of bringing in the richness of their experience, perceptions and a wide range of abilities. And that they can be engaged in a committed effort towards the service to the citizens. Such a training program will then enable the learning process of a learner to be relatable, relevant and useful for them for enhancing their performance.

B. Case example:

This manual attempts to explain the practice of learning design through an example of building capacity at the state level.

Consider this example:
Capacity Building Commission in partnership with the Department of Elementary Education under a state's Department of Education wants to build the capacity for achieving success under the Nipun Bharat mission . This will aim at capacity building of Block Education officers who will further work towards building capacity of principals and primary education teachers towards achieving the state's goal of Foundational Literacy and Numeracy (FLN) levels.
CBC facilitates in identifying a training partner to build and implement training of the Block Education officers. This partner could be NCERT or State Institute of Advanced Studies in Teacher Education, Haryana (SIASTE) or even a private institute such as Azim Premji foundation

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[1]*Children and adults are different kinds of learners, and both of them learn for different reasons and with different motivations. While research worldwide suggests that adults learn with more enthusiasm, adults make the choice to learn something specific to be able to use the learning in what they do. They learn best when they find something useful, and compatible with what they already know, and see it as an upgrade to be able to do what they do in a better way.*
Thoms, Karen. (2001). They're Not Just Big Kids: Motivating Adult Learners. https://files.eric.ed.gov/fulltext/ED463720.pdf

creating a meaningful impact in the field of elementary education.

Let's assume that the Central Institute of Educational Technology (CIET) under NCERT is the training partner. I am the Deputy Director, Mr. Shrivastava at CIET, and in charge of building the training programme.

C. Who can use this manual?

This training manual on learning design will help me, the Deputy Director, as a trainer to design and assess the implementation and success of the training.

While this document is intended and built for the training partner, this can also guide CBC's and the state, ministry or department's review practice of the training program.

As a guiding document, it can help build an effective training program to train the beneficiaries (eg- Block Education Officers in the above example) to learn new skills or new ways of achieving targets without being overwhelmed; and thus incorporate new skills in their daily work.

DESIGNING A TRAINING PROGRAM

3. | Understanding the learner & context for training

As a trainer, I should understand my learners and their context first.

Block Education Officers (BEO) main function is to administer, supervise, inspect, guide and control education at the taluka level. Concerning primary education, they are responsible to provide educational material and teaching aids to the primary schools and share progress with District Educational officers.

BEOs need to catalyse the achievement of "universal acquisition of foundational learning skills by grade 3" under Nipun Bharat mission.

As a learning designer, I want to understand:

a) What would the Block Education officers (BEOs) think about the training program when they receive an order for going through the same? Will they be excited about learning something new, or hope to learn how they can tackle their daily challenges at their work?
b) What is their current capability level to deliver to the goals expected of them at work?
i) Do BEOs understand the Foundational Literacy and Numeracy (FLN) competencies and are aware how students are marked or how FLN levels are evaluated at the school and block level?
ii) How equipped are BEOs to assess the FLN levels of students across their block, i.e, accumulating data from schools across their block and build data on FLN?
iii) Do BEOs actively interact with teachers or principals in their block and contribute towards their teaching techniques?
iv) Does a BEO have enough aid in terms of teaching material or supporting staff to facilitate teachers with skills for achieving FLN targets?
v) What are the challenges in adequately measuring FLN levels at the school level? Is the solution for it in their control?
c) What will be their openness to use various media, technology, or other mechanisms that may be used in the training?
i) How capable are the learners to absorb training through online and offline sessions, and through shared readings and assignments?

By being able to answer the above questions, I will be able to **put myself in the learners' shoes.** I will know the context of my learners, and also what gaps I need to fill through my training.

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[3]Adult learners are responsible decision makers for their own actions at work, which affect themselves and others too. Being in the position of a trainer, I should appreciate that adult learners are self-directed individuals, and demand to be treated the same. They demand autonomy to make choices for learning, and acknowledgement of the value they bring based on their experiences and existing skill set. As a trainer, the context of the learners should be my starting point with the backdrop of overall objectives. Ross-Gordon, Jovita M. (2003). Adult learners in the classroom.
http://robert-vroman.com/resources/Adult%20Learners%20in%20the%20Classroom.pdf

A. Gathering contextual data
Besides the demographic and organisational level data, there are more questions that a learning designer should have answers to.

- **How capable are the learners** to absorb training through online and offline sessions, and through shared readings and assignments?

- What is their **current skill level and capacity** for achieving the desired results?

- How **convinced** will the learners be about the training intervention?

- Are there generic intrinsic and extrinsic **motivations** that can be identified for the given learning cohort and their context?

- How **willing and open** are they to learn from peers and in a non-hierarchical setting?

Understanding the learners' skill level will help define a **starting point and thus take them from known to unknown,** i.e., from skills they have to skills and methods they need to learn. Understanding motivations will help identify what motivations can be leveraged and tapped into for engaging learners in the learning process.

This can be done through a pre-assessment where possible, interacting with a set of learners, seeking clarifications from the department, and/or interacting with the superiors or reporting officers of the learners.

[4]Dirksen, Julie. Design for How People Learn. Berkeley, CA: New Riders, 2012. Print.

3.1. | Assessing training needs

Different kinds of gaps will require different solutions. For example, a lack of knowledge about a process will simply require an information session or sharing a document with the learners. A lack of understanding of operating a website will require a run-through for it. Understanding a software or preparing a report will require training comprising of learning about the software and adequate practice to be able to use it effectively.

Each gap will require a different level of training effort. Defining the level of proficiency gives us clear goals and benchmarks of how much the learner needs to learn. There are different taxonomies or models available, for defining proficiency levels expected of learners to be achieved through the training. As a learning designer, I choose the taxonomy to apply, depending on the form of learning. For example, for functional competence or skill learning, I can use Gloria Grey's learning proficiency scales (refer to Annexure 1 to know more), which is more relevant to the example used in this manual. For conceptual learning, another model
may be more appropriate like Bloom's taxonomy. Similarly for other forms of learning other models may be used.

A. Identifying the training gaps:

Assume that as a trainer, I identified the following gaps that need to be addressed through training for Block Education Officers.

1. Awareness about competencies and competency-based assessments.
2. Creating large-level insights from school-level reports.
3. Functioning of teacher dashboards and online learning resources such adhyapak dashboard, or NISHTHA program infrastructure.
4. Managing resources at Block Resource Centres to all schools in their block.
5. Addressing teacher grievances.
6. Missing elements in the list of competencies for measuring FLN outcomes.

Along with the above-identified gaps, it will be useful to make BEOs familiar with the complete picture of achieving FLN outcomes in alignment with the state's goals. Some gaps can be filled by simply designing a knowledge session or document and ensuring awareness of BEOs of it. Some gaps would require BEOs to practice some new skills.
There might be some gaps which will be outside the scope of training and will need an effort at the organisation level. These should be highlighted and raised with the agency in control.

B. Devising training solutions for the identified gaps:

S.no.	Gap identified	Possible Learning remedy
0	State's goals and strategy to achieve FLN outcomes	Knowledge session
1	Awareness about competencies and competency based assessments of students.	Knowledge session
2	Creating large level insights from school level reports.	Knowledge and Practice sessions
3	Functioning of teacher dashboards and online learning resources such adhyapak dashboard, or NISHTHA program infrastructure.	Knowledge and Practice sessions
4	Managing resources at Block Resource Centres to all schools in their block.	Practice and peer learning
5	Addressing teacher grievances.	Practice and peer learning
6	Missing elements in list of competencies for measuring FLN outcomes. measuring FLN outcomes.	Institute level change & non-training interventions & non-training interventions

Along with gaps in knowledge, skill and environment, as a learning designer I should look at motivation gaps too and assess if I can address them. Through this I can focus on developing behavioral competencies, along with functional and domain competencies for enhanced performance at work.

Identifying gaps in behavioral competencies will help anticipate possible challenges that will hinder the learning journey of a learner. It can help identify situations where learners will inhibit trying new skills, or where their daily job responsibilities will interfere with learning new skills. Interacting with learners is the best possible way to identify these challenges. It can help shift focus from going "by the book" to design a learning journey and help figure what can actually work and cannot work. Identifying knowledge, skill and motivation gaps will directly feed as inputs for the learning design plan.

Environment gaps will enable CBC to manage efforts towards enabling a learning environment at the organisation level or share them as recommendations to the department.

4. | Building the learning plan

I have the gaps identified with me. I am given the conditions that I have to conduct a consolidated training of 3 days for building the capacity of all the Block Education Officers of the state towards achieving Foundational Literacy and Numeracy (FLN) outcomes, along with a 3-month engagement involving online learning and check-ins.

Is it doable?

I get only 3 days with my learners.

Not really. I get 3 months of engagement with the learners.

100% of my job comprises training the learners. The learners job is not 100% comprised of learning. If the learners can dedicate 5% of their efforts at work towards building capacity and following the learning plan, this exercise could be considered successful.

I cannot rely on a lot of in-person time with the learners, but maybe enough to build a connection initially. The success of my learning has to come from using a phygital (physical+digital) ecosystem. The tasks required to complete training should not become a burden to their jobs. I have to fit in my learning as small actions in their routine, and spaced-out lessons.

Say today is Monday, July 11, and 3-day training is to be conducted from July 22-24. I am writing to all the BEOs for the first time.

What should I do?

Should I share my achievements, how important it is to achieve FLN outcomes, how we together can make our state prosper through achieving these outcomes etc?

The answer is NO.

I have to **connect, not impress.**

The BEOs have already been mandated to attend the training. The purpose of the Department of Elementary Education for this training has already been conveyed to them.

In my initial communications, where I set expectations and convey learning objectives, I should convey **what the learners will achieve from this training.** I should clarify the **ease of accommodating learning** to help them do their tasks better. It should be **about their success,** for them to be invested throughout.

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[5]Block Education Officers' (BEO) main function is to supervise, guide and control education at the taluka level. Concerning primary education, they are responsible to provide educational material and teaching aids to the primary schools and share progress with District Educational officers.

BEOs play a pivotal role in achieving state outcomes. They can catalyse the achievement of "universal acquisition of foundational learning skills by grade 3" under the Nipun Bharat mission.

As a learning designer, I can help the BEOs achieve their goals better by breaking down the achievement of goals into tasks relatable to their job. They will be able to implement the learnings in their daily job if these tasks are relatable and compatible to how they work. Trying to overwhelm them with the state-level objective will have a counter effect in gaining their attention towards learning.

4.1. | Designing goals for learners

I will lose my learners in the beginning if they see the below plan. On the flip side, I might really gain learners' attention, but I will not be able to deliver on the promise. I should make sure **not to overwhelm my learners or overpromise what is not feasible**

	Learners will be able to
At the end of 3-day physical training	1. Create block-level performance reports. 2. Create a resource management plan for the remaining academic year of 2022-23. 3. Gain expertise in addressing teachers' issues. 4. Recommend additional competencies to include for FLN outcomes to the state department.

Achievements from the learning process should be learning small tasks and practicing them which will eventually result in learning a new skill or a new way of doing something.

I cannot teach many new skills in 3 fully packed days. And I have 3 months in a phygital ecosystem. What if my learning plan unfolds as below?

Part-1: Learning plan for 3-day workshop

The objective of a 3-day immersive training will be to make the learners aware of the aspects of their learning modules such as competency-based outcomes or education dashboards. Since 3-day is a short span to create impact, this opportunity for physical training can act as a kickoff for the learning journey, which will ensure that learners are enabled to navigate the learning process that follows in the upcoming 3 months.

	Competency-based FLN outcomes	Generating reports from school-level data	Teacher training on operating education dashboards and using online resources	Addressing teacher grievances
3-day workshop	**Become aware** of competency-based learning and how students are assessed on them	**Learn the basics** of reading data, compiling data, and performing simple functions.	**Acclimate** with the state education dashboards and online learning portal.	**Understand** common teacher grievances and learn about possible ways of addressing those issues

Part-2 : Learning plan for 3-month engagement

For the next month, learners will engage with the online learning platform, and different aspects of it - instructions for the activity, video lessons, quizzes, reflection or check-ins. Learning goals for this month-long journey are such that the learners take small jumps towards gaining proficiency. The learning goals, presented as weekly goals in the table below are gradual progressions, from trying to comprehend something to attempting to summarise their learnings and eventually being able to analyze the subject of their learnings.

	Competency-based FLN outcomes	Generating reports from school level data	Teacher training on operating education dashboards and using online resources	Addressing teacher grievances
week 1	Look at the list of competencies for the English textbook of class 1 and comprehend how all skills are covered in the corresponding list of competencies in English to be learnt in grade 1.		Compile the list of education portals used by teachers for uploading performance data, accessing learning resources, and engaging with peers online.	
week 2	Summarize all grade 1 English competencies and see if they will help achieve the national mission standard for grade 1 of "reading sentences consisting of at least 4-5 simple words in an age-appropriate unknown text".		Look at the portals where teachers enter performance data and navigate to understand the functioning of these portals. Refer to instruction videos where available and needed.	

	Competency-based FLN outcomes	Generating reports from school level data	Teacher training on operating education dashboards and using online resources	Addressing teacher grievances
week 3	Pick a few competencies from Maths in grade 2. Analyze the tasks that contribute to a score on that competency.	Download a few data reports, and put together the data for all schools of one competency of one subject of a grade.		
week 4			Do the tasks on the worksheet shared with BEOs with several activities to be done on teacher education portals.	
End of month 1	Analyze how a student is evaluated on a particular competency, i.e., what actions are observed and what are different levels of that competency.	Able to compile data of all schools based on parameters of competency, subject and grade.		

Similar to month one, goals to enable gradual progression towards achieving the required skills can be designed for remaining months. The outcome expected at the end of 3 months is to ensure that learners are able to teach someone else what they have learnt in an efficient manner. For example, considering the module on competency-based FLN outcomes, Block Education officers should be able to explain about competencies to their teachers and also emphasize their teaching with the use of examples.

Looking at the above learning goal plan, achieving the training objectives does not seem overwhelming. It is doable.

Though, I will still not share the whole learning plan with the learners in my first communication. To keep it simple, I would prefer to share some quick wins with them. Such as shared below.

Dear Block Education Officers,

_____

_____

Together we will be able to learn about:
● 　　Understanding model performance reports made at the block and state level.
● 　　Appreciate large-scale resource management plans.
● 　　Understand how achieving FLN outcomes affects a child's growth positively.

_____

_____

The above goal chart has smaller (weekly) goals leading to a large goal (monthly), and then those large goals leading to the final learning goal. The below illustration expresses the same.
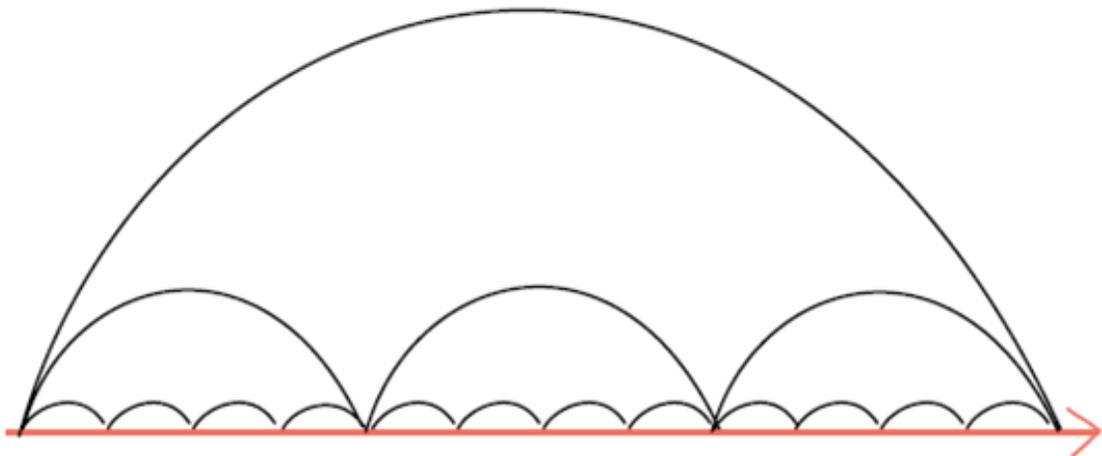

Figure: Progression of smaller goals towards achieving larger goals[6]

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[6] Dirksen, Julie. Design for How People Learn. Berkeley,[2] CA: New Riders, 2012. Print

4.2. | Understanding impact and achievement of outcomes

End of training should also ensure achievement of training outcomes through the impact on job performance of BEOs and the actual impact on end-user or the citizen which in this case are students of grades 1-3.

	Competency-based FLN outcomes	Generating reports from school level data	Teacher training on operating education dashboards and using online resources	Addressing teacher grievances
End of training intervention	Can explain competencies to their teachers with an example of creating competencies around an elementary grade level skill.	Able to sort and aggregate data of all schools in their blocks based on parameters of competency, subject and grade.	Able to anticipate areas where teachers will face challenges in operating portals.	Be able to identify and devise solutions to the most common teacher grievances. Build a process for receiving teacher grievances and addressing them.
week 4	Build a block level plan to train teachers towards achieving the FLN gaps, through identifying gaps and training the teachers on them.			
Impact on citizens	**Universal acquisition of foundational learning skills by grade 3 - a child's ability to read with comprehension and perform basic maths problems by Class 3.**			

The above goal plan in its totality lists the outcomes at different levels of the training.

Example: Summarize all grade 1 english competencies and see if they will help achieve the national mission standard for grade 1 of "reading sentences consisting of at least 4-5 simple words in an age appropriate unknown text".	Quick learning win
Example: Can explain competencies to their teachers with an example of creating competencies around an elementary grade level skill.	Achieving a learning goal
Build a block level plan to train teachers towards achieving the FLN gaps, through identifying gaps, and training the teachers on them.	Achieving a performance goal
Universal acquisition of foundational learning skills by grade 3 - a child's ability to read with comprehension and perform basic maths problems by Class 3.	Achieving a win for the citizen

Based on the above understanding, there are four levels of outcomes that my learning plan should be able to achieve. As a learning designer, if I look at my design process, I can reflect that at the back of my head I am striving to achieve the **impact at a large level,** i.e, my original problem statement. In this case, the large level impact I am trying to achieve is universal acquisition of FLN outcomes. One simple way is to work backwards from here. Keeping in mind the state level outcome, I break down achievement of this outcome into improving performance outcomes for Block Education officers, and then further into training sessions. Improving job performance or enabling BEOs towards **attaining better cognitive skills** takes me closer to my goal. I can observe pieces of success through **immediate responses** of learners at each training session or a learning milestone. Subconsciously, I have already done this. A true challenge is to be aware of this process and be able to tie these stages together in a coherent way. I have to be mindful of the larger objective at all times.

Thus, evaluating the success of my program lies in success on all these **four levels,** one contributing towards another. The success on each level can be observed differently.

	Level of outcome	Evaluating success
Quick learning win	Learner	Learner's investment in learning by observing **immediate responses** to learning
Achieving a learning goal	Training program	Successful **learning**
Achieving a performance goal	Job performance	**Acquiring better cognitive skills** to enhance job performance
Achieving a win for the citizen	State level / Benefit of the citizen	Achievement of desired results through larger **impact**

The four levels of evaluating success are captured in the Kirkpatrick's model of four level evaluation. Details of the Kirkpatrick's model can be referred to in annexure 2.

Now, how do I train my learners as per the goal plan?

5. | Building the training and engagement plan

5.1. Creating learning experience to achieve job performance

I recall the **70-20-10 model of life-long learning,** which is emphasised by Mission Karmayogi's guiding principles. The model proposes that 70 percent of learning comes from **experiential engagement,** i.e, from experiences on-the-job; 20 percent of learning comes from working with others or **relational development** through interaction with others; and 10 percent is informational learning or formal training.

This is an effective model vis-a-vis life-long learning. But as a learning designer, I should not limit myself thinking that I only have the power to engage with 10 percent of their learning process, which is formal training or filled with instructions.

When the 70-20-10 model is used to guide our thinking on designing the engagement plan, here is how we could look at it:

- 70 percent of engagement with my training of Block Education officers should be to learn from what they do, and should be a reflection of their job tasks.
- 20 percent of what the BEOs do in my activity should involve peer engagement,

and learning by working with others. This could be through working on a problem together in a physical training or interacting on an online community forum in prolonged online interaction.

- 10 percent of the training only should be about conveying information, as it is necessary to introduce either new technology, or new ways of working, or a competency actually required to adhere to the new state compliance processes.

The **70-20-10 model is meant to guide me to design a training accordingly, and not leave it to the principle to take care of itself.** I will engage with the learners for a short span of their working life, such as 3 months in this case. The online learning product can stay with them for a longer time. But what they practice in these 3 months of training is a behavior that they will carry on after the training engagement ends. Thus, I have to handhold the learners to help them develop behaviors of practicing the 70-20-10 model of life-long learning and thus, **my training design should reflect the 70-20-10 practice in its actual learning tasks and milestones.**

5.2. | Ecosystem for learning

A. Components of a learning session:

The combination of following components together would define a training session:

- Pre-work
- Learner activity
- Medium
- Instruction
- Evaluation

  Consider one of the sessions in the 3-day training workshop, which is on understanding state education dashboards and online learning portals.

- Pre-work:

  My evaluation of my learning cohort, i.e, of Block Education officers is that they can engage well with pre-work. However, I have to prioritize the pre-work for the 3-day consolidated and rigorous training. Thus, for this session I choose to not have any pre-work and engage them with an actual task of their job during the session.

- Learner activity:

  Learners participate in the classroom session on revision of the state's education dashboards and online teaching learning portals.

  Half of the session, i.e. 30 mins in the session invites some learners to operate on one of the portals, where tasks are pre-designed and shuffled in a jar as chits. This relates to their actual job routine. This session also ensures learner's engagement and attention during the session. This session through this activity will form the 70 percent of immersive learning based on the 70-20-10 principle. They can take what they learn in this activity back to

their jobs, the practice of which will be constantly reinforced through the online engagement for 3 months.

- Medium:

  Classroom instruction and in-class activity

- Instruction:

  Material of the classroom prepared on education portals and simple pre-designed tasks to be selected at random by the invited learners.

- Evaluation:

  One way to observe or evaluate learners in this session will be through their participation in the in-class activity.

  I also introduce a quick pre and post quiz before each session. I have planned for the learners to take this quiz on their online learning portals, by accessing it through their mobiles. I have also planned to take these quizzes on paper, in case the mobile website does not work well at the training center, for which there will be more clarity on day 1 of the training. This simple exercise, even non-graded, will bring in learners' attention and even accountability. Learners will evaluate themselves on these pre and post tests, and see if they see a quick shift or change in how they assess themselves on a particular competence.

  The above instructions, along the relevant instruction material document or presentation would complete the design of the corresponding session.

B. Online learning ecosystem

  Let us now talk about the ecosystem which learners will stay engaged with

after the 3-day workshop.
All Block Education Officers are enrolled on iGOT online-learning portal to the learning journey/pathway called 'Achieving state targets of FLN outcomes'.

The learning journey looks as below:

Milestone	Learning section	Learning element	Duration
Week 1	Lesson	Video	5 min
	Activity	Practice	5 min
	Quiz	MCQ	10 min
Week 2	Lesson	Video	6 min
	Activity	Practice	5 min
	Quiz	MCQ	10 min
Week 3	Lesson	PDF	4 min
	Activity	Practice	5 min
	Quiz	MCQ	10 min
Week 4	Lesson	Video	7 min
	Activity	Practice	5 min
	Quiz	MCQ	10 min
Month 1	Graded Quiz	MCQ and short answers	30 min
Month 3	Final Quiz	MCQ and short answers	45 min

While building the learning journey, as a designer I have to make sure that I do not ask too much of the learner to spend on completing milestones on learning created by me. I would just want them to **interact with my learning for three purposes:**

- **recalling** information, and taking away instructions for a small activity that they can replicate at their workplace

- **engaging** with their peers and trainer through the online community, to share their doubts, achievements and enhance their learning process through a community of support

- r**eflecting** on their actions through a quiz based on the practice of the activity at the end of the week

C. Key insights for designing the online learning experience:

a. Consciously architect a 'behavior of learning:

Imagine that every week learners are engaging with the learning, but the classroom is flipped . Their workplace is their classroom. They are building a behavior of learning by doing their routine job by using a new skill or trying out a new technology. This reinforces the idea that the majority of learning, i.e., 70 percent of learning happens through immersion in the task. Learners come back to the learning portal or classroom only to raise doubts to their trainer for assistance, or interact with their learning community through a shared online community.

I have designed my learning journey in such a way that it requires the learners to be online for 20-25 mins per week . 10-15 mins probably at the beginning of the week to recall information and absorb instructions for the activity that they should try in that week. 10 mins at the end of the week to evaluate themselves based on the activity of the week, as a practice, without being graded.

b. Use nudges to prompt learners
The learner is surely pushed to engage in learning by assessment calendar. I would want them to be ideally prompted by learning milestones. And thus, my communication or nudge for a learner to go to the portal and learn or read an activity or take a quiz has to be thought out well too.
I would want the learner to read the instructions for the activity early in the week, so that they can practice that task at their job during the week. Also, I would want them to take the quiz at the end of the week and not in the middle of the week. Thus, I will time the prompt notification or email accordingly.

c. Being creative to simplify the learning
I am here to only facilitate learners to progress on their learning journey.

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[7]*The idea of a flipped classroom is around finding the best use of class-time or the learning time. The learners engage minimally with the information, and are encouraged to focus more on practicing what they are learning, or the skills they want to develop. While bringing in the flexibility, it leaves the accountability with the learner to decide their own pace of learning, and seeking support from their community of learning.*
https://bokcenter.harvard.edu/flipped-classrooms
[8]*BJ Fogg, a behavior scientist lays emphasis on taking baby steps or tiny habits to build a behavior. In his book Tiny Habits: The Small Changes That Change Everything focuses on breaking down building behaviors into smaller tasks and building them to create behavior change. His behavior change model emphasizes that an action towards building a behavior, or a behavior happens at the right combination of elements of motivation, ability and prompt.*
https://behaviormodel.org/

Learners have to be invested in their own growth, and the benefit of their end users, in this case, the children in grades 1-3.

My job is to be creative enough to make them actually do it. And a majority of my creativity is to make learning as simple as possible for it to be adapted.

The takeaway can not be a shortcut...

I had taken a workshop a few months back for the teachers of Delhi University who teach in the Bachelors of Education (B.Ed.) program. One of the teachers, Harneet at the end of the day-long workshop came up to me and asked, "what is one takeaway I can go back with?". I do not like to give away shortcut takeaways, or acronym formulas for doing a better job. However Harneer puts a serious effort to growth and is passionate for nurturing teachers who create a positive impact in the lives of their students. In respect of their sincerity and extensive prior experience, I had to treat them like an adult learner and give something. I asked Harneer that whenever they design the content or experience of a classroom for future teachers, they can evaluate it with 3Rs - relatability, relevance and reusability for the learners.

All the learning modules in my learning plan for Block Education Officers, centre around filling a training gap for their jobs. It is relevant to what they do or need to do. My weekly or monthly goals are relatable for them as they form the basis towards facilitating teachers in schools to perform their duties well, where facilitating teachers is a responsibility for the Block Education Officer. The content bites for online engagement are created such that the BEOs can take these bits, and apply directly to their jobs. They are simply and immediately reusable at their job. If one of the above factors is missed in a knowledge component or practice nudge of the learning experience, I will lose the willingness of the learner to apply what they learn. They will not go through a trial and error process with whatever they are given in a learning experience, unless the training is to build an attitude for trial and error.

An element of the learning experience has to be such that it is relatable, relevant and reusable for the learner.

D. Enabling a collaborative classroom space: The community of learning, i.e., the peers can play a significant role in enabling the learning process for each other. While the practice enables the learning process, practicing a skill with others or sharing the experiences of the practice can enhance the overall learning process. In collaborating with others, learners discuss their learnings and struggles back and forth, actively listen to others and refine their ideas. The process of peer learning can be enabled through conscious efforts in the learning design:

a. Enabling and inspiring discussions
Bring people together and get them to finish a task. Activities such as group discussions, assignments, case building and presentations etc will encourage the learners to share their perspectives, experiences and expertise with their peers. This adds value to the learning process and increases the experiences that learners bring to the table manifold. Peer learning and discussions also indirectly introduce the process of getting feedback from peers on one's own practices or reflecting on one's experiences.

The learning process focusing on the engagement of peers fosters meaningful connections that learners continue to cherish outside the classrooms. Learning design with a focus on peer engagement can make sure that learners continue to interact with their peers and learn from them. This can happen in form of activities that are part of online learning modules

or nudges to call up a peer and share the experience of a particular task.

b. Ice breakers
Ice-breaker activities are an effective way to warm up the learning space and orient students' attention towards the learning activities. They can help to create a relaxed environment and prepare students for a productive collaborative learning process. Ice breaker activities, especially those involving the physical movement of learners around the classroom or the learning space help break the monotony of the learning process.

c. A peer learning compatible learning space
Where possible, the trainer can intervene and ensure the learning space is well equipped and arranged to enable the learning process. Several arrangements of physical space such as space to move around during activities and ice breakers, or a space ensuring that learners face each other enhances the learning process and participation from learners. Some model classrooms allow the classrooms to extend to outdoor spaces thus breaking the monotony of the learning spaces. Learning process has to be playful and engaging, and thus, classroom spaces should be attractive to learners.

E. Channels for learning support and levels of engagement:
The level of engagement can often be limited by the mandate from Ministry Department or Organization who is commissioning the training program for a cohort. The case example in this manual uses engagement of a 3 day workshop followed by a 3 month online engagement. A 3-month engagement post the workshop can be difficult in some

cases, especially where the MDO might require the training to be completed in a 2 to 3 day workshop. While the training ecosystem need to evolve to ensure a significant engagement of the participants of any learning, the iGOT infrastructure can enable online engagement and community support.
Multiple channels can be utilized to support the learning process, or designing the level of engagement once a clear expectation is set with the commissioning authority. An illustrative list of the available channels or elements, not limited to, are listed below:

a. Workshops, involving participants in learning sessions over 2-3 days

b. Creating a learning community to share best practices and receive support from each other

c. On-the-job projects or activities to learn by doing, and from own mistakes & successes

d. Online learning to continue learning along with the job

e. On the job mentorship and support from the trainer or superiors as a part of the learning process

f. Virtual support through virtual coaching tools or online engagement with the trainer
Brief details of two training programs facilitated by the Capacity Building Commission is mentioned in annexures 3 and 4. They follow the principles of adult learning and learning design, emphasized in this manual, to create an impact in the life of citizens through better public service delivery.

6. | Impact Evaluation

Convocation

The training program for the Block Education Officers had kicked off on 24th July, and my engagement will end on 31st October with a summative assessment for the Block Education officers designed to measure them on the desired competencies. The state authority gave me an option to conduct a conclusive session with everyone's physical attendance on October 31st. I have requested the state authority to help me conduct a conclusive session on January 15th next year. There are multiple reasons for it:

i) I want everyone to experience that meeting similar to the idea of a convocation. I would focus on building that experience to convey the emotion of graduating to be lifelong learners, or with the commitment to grow to create a meaningful impact for their teachers and students.

ii) By January 15th, two quarters of the academic year would have passed, with the third quarter being one where Block Education officers are implementing the learnings of the training program. This would give me performance data for three stages: before the training program, immediately at the end of the training program, and 3 months after the end of the training program. Analysing the data from these three times, and putting them together will help validate the impact of my training program. My training alone will not be responsible for creating the positive impact towards better performance of Block Education officers or achievement of desired levels of Foundational literacy and numeracy (FLN) outcomes. However, I can at least claim that my training contributed in line with the overall efforts of the state for bettering the education in their state.

Do you recall the four levels of outcomes?

	Level of outcome
Quick learning win	Learner
Achieving a learning goal	Training program
Achieving a performance goal	Job performance
Achieving a win for the citizen	State level / Benefit of the citizen

January 15th, essentially, the point in time when enough time has passed post the end of training, is a good moment to look at all levels of impact through data, and maybe correlate the success (or failure) to training, along with other initiatives.

	Level of outcome	Evaluating outcome
Quick learning win	Learner	Learner's response to the learning content: Through learning session based assessments
Achieving a learning goal	Training program	Successful learning: Evaluated through formative assessments or peer or supervisor feedback
Achieving a performance goal	Job performance	Better cognitive skills to enhance job performance: Evaluated through summative assessments, or a training level pre and post assessment
Achieving a win for the citizen	State level / Benefit of the citizen	Achievement of desired results through larger impact: One of the available ways will be to look at block level, district level and state level reports. A state-wide third party assessment can also help validate the state's efforts and establish confidence in achieving of education outcomes.

Learning of children in grades 1 to 3 can be assessed through a state-wide third party assessment:

Stage 1	Stage 2	Stage 3	Stage 4
at the beginning of academic year to set a benchmark	at the end of quarter 2 to observe a shift, evaluate and plan for achieving of the targets	end of the academic year to observe progress, and additionally verify state's evaluation of FLN outcomes	Or at the end of all quarters to observe the shift based on efforts of the state and sanctioned training programs

7. Conclusion

Throughout the document, I used the example of training Block Education officers towards achieving Foundational Literacy and Numeracy (FLN) outcomes. This example aimed at setting a larger context for the training of adult learners keeping the focus on crafting learning experiences to create impact. Consider the below phrase that lies at the backdrop of efforts for achieving FLN outcomes or the NIPUN Bharat mission:

"Children who fall behind, get left behind."

This highlights that children who do not learn to read and write with efficiency face challenges in learning as they move up the learning milestones. The fundamental value of being able to learn is essential, and equally important for the adult learners. Across fields and areas of expertise, there is new information being produced and shared constantly. This also means that a set of information is becoming obsolete constantly. Thus, as teachers or rightly as facilitators we need to enable our learners to be life-long learners with their own control. Being able to treat the participants of any training that I facilitate as adults will help me create an impact through my work. Focus should be shifted from delivering my expertise of knowledge to creating a shared pool of everyone's knowledge and experiences for creating impact. This is the attitude that will help me evolve as a training facilitator and keep up with the dynamic world of knowledge and skills.
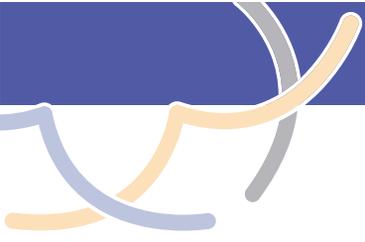
Annexure 1

One way to look at how much a learner should learn is to ask how proficient you want your learner to become. Below is a scale that lists the levels of proficiency that a learner can achieve:

- Familiarization
- Comprehension
- Conscious Effort
- Conscious Action
- Proficiency
- Unconscious Competence

Proficiency scale	Consider that the learner is taking lessons on data analysis. Below are the examples of actions that they will be able to perform corresponding to that level of proficiency, or an ability around that skill
Familiarization	Be able to read data and notice different attributes (i.e. distinguish different columns from each other) of the data or recall the design principles
Comprehension	Explain the data and what type of data it is as per the practice of data analysis
Conscious Effort	Sort the data, or filter data based on different requirements
Conscious Action	Successfully build graphs from the available data, based on different requirements
Proficiency	Successfully co-relate several graphs or apply formulas to the data to calculate or derive at more data
Unconscious Competence	Derive insights from the given data, and share it with others in a simple way, understood in common man's language

Annexure 2

Donald Kirkpatrick's Four Level Evaluation Model comprise the following:

- **Reaction -** How well did the learners like the learning process?
- **Learning -** What did they learn? (the extent to which the learners gain knowledge and skills)

- **Behavior -** What changes in job performance resulted from the learning process? (capability to perform the newly learned skills while on the job)
- **Results -** What are the tangible results of the learning process in terms of reduced cost, improved quality, increased production, efficiency, etc.?

Annexure 3

Rail Karmayogi intervention or Indian railways 'Shisht-ta Amrit' program is a training program facilitated by Capacity Building Commission for the Indian Railways organization. The intervention was aimed at motivating and energizing railway personnel, particularly the 100,000 citizen-facing employees, to contribute towards deepening the "Karmayogi Culture".

The program contributed by establishing relevance to the desire to serve (seva-bhav) and enabling the citizen-centric orientation among the frontline staff of Indian Railways across the country.

The relevance of the training was established by the senior-most leadership of the organization who recognized the need for it. With the Indian Railways Institute of Transport Management (IRITM) as the nodal agency, the partnership between a committed internal owner and a committed specialist partner, together ensured that intervention outcomes are met. This became a critical factor for the success of this initiative. The entire program was rolled out within 180 days of the training program.

The training was done with the help of a Knowledge Partner, Illumine Knowledge resources, a well-established Project Management and Consultancy firm having significant experience in Capacity building and Organizational Transformation.

Understanding the frontline staff and their context

A cognitive ethnographic study of frontline railway staff was conducted, to understand the frontline staff in their own context or the working environment. This process helped to understand their thought processes, motivations etc. Insights from an employer survey carried out internally by the Railways added to the understanding of the participants of the training.

A second research effort involved a detailed analysis of the Citizen Survey data carried out by the Railways across 6000 customers across India. This was combined with field visits by the Illumine

team and conversations with Railway Staff on specific challenges faced by customers and detailed modelling of 80,000 complaints from the Rail Madad customer complaints portal.

The training program

The training program consisted of a 2-day, 8-module program aimed at bringing about long-term change in the participant's thinking. The course has been uploaded on iGOT as well which can be used as a refresher for the 1,00,000 trained railway employees as part of the Mission Rail Karmayogi program from February-July 2022.

The program was enriched with powerful communication and real-life stories that enabled participants to:
a. connect with the program at a personal level,
b. encounter a 'vivid' description of their citizen interfaces
c. simulate how they can engage very differently with citizens within this life context.

Core Design Framework with strong adult learning pedagogical methods aimed at eliciting deep cognitive engagement from participants. The learning modules focused on helping the learners understand their roles, their motivations and managing citizen interactions in an effective way.

Uniqueness of the training program

A rapid prototyping methodology was implemented with field testing combined with pilot testing on the ground with sample participant groups. The aim was to align the program for maximal effectiveness in the context of Indian Railways.

Preparing the trainer

IRITM identified 1100+ master trainers who would take responsibility for conducting the program for 100,000 railway employees.

A 5-day Rapid Faculty Development Program (R-FDP) was developed. This helped a 'non-professional' teacher become capable of delivering a 'professional, pedagogically robust learning experience' supported by using an online platform.

A proprietary pedagogy-scaling platform called Pedgog, was developed and utilised by Illumine. The platform helped to

a. enable even a relatively ordinary trainer with minimum capabilities to deliver a classroom experience that meets benchmark effectiveness,
b. achieve consistent and continuous measured quality across very large numbers of participants

Annexure 4

The 2nd Common Mid-career Training Programme: A workshop on Exercising Enlightened Leadership (CMCTP) was conducted between 27 and 31 October, 2022 at LBSNAA, Mussoorie. 129 2002 batch officers from the All India Services (IAS, IPS, IFoS) and Central Group A services were in attendance. In the years to come, all of these officers will assume key leadership positions wherever they will be posted. The aim of the CMCTP was to equip those officers with knowledge, skills, and abilities that will help them exercise leadership better.

Understanding the learner

The common MCTP aims at bringing officers from different services to a common learning platform and thus help break departmental and organizational silos. It strives towards instilling a sense of national pride, mission and camaraderie among its participants, in order to be able to serve the growing aspirations of the citizens.

The broad objective of conducting the Common Mid-career training programme is threefold:

A. Breaking departmental silos

B. Common understanding of national aspirations and challenges

C. Shared learning space and community support

The objectives of the CMCTP guided by the Mission Karmayogi's principles, aims to create an ideal civil servant, the one who is imaginative and innovative, proactive and polite, professional and progressive, energetic and enabling, transparent and tech-enabled, constructive and creative. The programme provides a learning micro-ecosystem that facilitates the exploration of one's leadership style and restructures it in the context of the position one holds in one's professional sphere.

The officers of the 2002 batch were called for a 5 day training in LBSNAA for the Common Mid-career training Program (CMCTP). This CMCTP covered All India Services (IAS, IPS, IoFS) and Central Group A officers - holders of civil posts and discharging the responsibilities assigned to different Ministries, Departments, Organizations and agencies of the Union Government.

The process of designing the training program

Before the workshop, the following questions were addressed by the Training Team -
1. What will be the course design?
2. What will be the course curriculum?
3. What will be the knowledge resource required for the training?
4. How will the work allocation happen for the training team?
5. What are the tools required for the workshop?
6. What will be the preparation strategy for the training team?
7. What will be the logistical requirement?
8. Who will be a part of the training team?

Preparation for the Common Mid-Career Training Programme

For planning the CMCTP workshop, one month's preparation and coordination was required among the three stakeholder groups -

1. Organisation Team - This team consisted of the faculty and staff at the Lal Bahadur Shastri National Academy of Administration (LBSNAA).

2. Training Team - This team consisted of the Leadership Trainer - Dr R. Balasubramaniam, Member - Human Resources (HR), Capacity Building Commission; and his team - a group of 12 Teaching Associates.

3. Participant Team - This team consisted of the entire range of officers who were nominated for this training programme.

A detailed plan was executed to measure the impact of the training on the learners in an immediate manner, as well as in terms of knowledge transfer and attainment of competencies.

i. Self-survey and subordinate survey, i.e. 180-degree assessment: pre-workshop, post-workshop and after 90 days of completion of the workshop.

ii. Observations and immediate feedback during the workshop for knowledge assessment

A dedicated team of observers filled in a form at the end of each content-oriented session. Data from the form would then be aggregated in the form of a dashboard and presented to the trainer. This helped the trainer receive immediate observational feedback on how each session went.

The form captured the following information:
a. Session engagement (overall engagement of participants with the session)

b. Engagement with activities (participant engagement with activities)

c. Changes from the previous session

Each of these data points helped the trainer gauge session reception immediately at the end of each session and factor that into the delivery of his next session. The delivery was therefore changed based on the learning styles, engagement, and fatigue levels of the participants.

iii. Debriefs
Apart from the immediate debriefs after each content session, the training team also debriefed with the trainer twice every day: once in the morning during breakfast and once in the afternoon during lunch.
During the morning debriefing session, the training team provided the trainer with consolidated feedback from the previous day. The trainer then probed the training team's thinking with specific questions and briefed them on his expectations from them that day.
During the afternoon debriefing session, the training team and the trainer identified immediate action points for the rest of the day. This time also served as a mid-day reflection point.

iv. Case discussions and observations
There were two sets of case discussions. The first was in small groups of participants. Observers from the training team filled in forms. The form helped the trainer decide whether the cases discussed in small groups met the criteria for being discussed in the larger group, which was based on the maximum learning value for the participants.

The second discussion was in the larger group, where the selected cases were presented by the selected groups to the larger group of all participants. All participants then proceeded to help solve the cases presented to them. The trainer intervened where necessary and facilitated the deeper understanding and actual problem statement presented in the case.

Learning Ecosystem

The CMCTP was conducted in a nipped mode i.e. a combination of self-paced and classroom-based learning. The program design was a product of the collaboration of the Organisation Team and Training Team from the Capacity Building Commission. Based on principles of learning design and adult learning, a training program was curated that shifts the focus from conducting training as an administrative requirement towards creating a learning and growth-based capacity-building effort. It was also important to recognize civil servants as 'adult learners', who bring in the richness of their experience, perceptions and a wide range of abilities. This training program aimed at enabling the learning process of a learner to be relatable, relevant and useful for them for enhancing their performance.

Considering these principles, the program was designed based on the details of the participants ranging from age, experience, background, etc. Since the participants formed a cohort of experienced civil servants with twenty years of experience in the service, the program design focused on creating an ecosystem for optimal learning through the combination of the following components together.

1. Self-paced Learning Element

- Online Course: Participants were asked to undertake a course titled - 'Digital Governance' available on the open platform - Coursera. The rationale for the selection of this course is to enhance common understanding and approach to a national challenge and discover means to achieve this goal. The idea was to get the participants to look at a challenge from the perspective of their organisation and to understand how the introduction of digital technology could help shape an effective response to the challenge.
- Reading: They were also asked to go through the reading authored by the Trainer titled - 'Mission Karmayogi, A Silent Revolution'. The reading elaborates on the existing challenges of the information and knowledge economy and how the move to build competency and capacity of civil servants under the Mission Karmayogi of the government of India is a welcome step.

2. Classroom Learning Element

- Course Curriculum

The workshop began with setting the expectations of the workshop and of the trainer-facilitator. It helped to bring out the perspectives and understanding of the participants on issues of leadership. Each of the below mentioned key concepts was dealt with in one or more sessions and was driven by the intensity of engagement of the participants. Each session was for around 1.5 hours and the sessions were designed to seamlessly merge into each other over the four days.
The participants got the chance to use a framework of adaptive leadership in

analyzing complex real-life challenges that they had experienced. The framework was aimed to provide them with a hands-on approach for the exercise of leadership as they move up the career ladder, and face complex problems.

The key concepts that were covered were:
A. **Understanding Leadership and Authority**
B. **Understanding 'Self' and Others'**
C. **Adaptive vs. Technical Challenges**

D. **Enlightened leadership - A New Framework for Leadership**

Material for the instruction was put together by the trainer. The curriculum was designed repurposing the concepts of Adaptive Leadership (Ronald Heifetz), Role v. Self approach (Eckhart Tolle), Drives (Nitin Nohria and Paul Lawrence), Mental Complexity (Robert Keagan), Circles of Influence (Geert Hofstede), Theory of U (Otto Scharmer), Four Frames Approach (Lee Bolman) among other concepts.

The curriculum was built around concepts from many disciplines -

Philosophy	History	Organizational behavior
Neurobiology	Literature	Neuro-economics
Political science	Social psychology	Ancient Ayurveda
Business	Strategic	
management	management	

- Learner activity - learning activities and icebreakers
  Ice-breakers and activities were used as an effective way to warm up the learning space and re-orient students' attention towards learning. They helped to create a relaxed environment and prepare students for a productive collaborative learning process. These elements of engagement especially those involving the physical movement of learners around the classroom or the learning space helped break the monotony of the learning process.
  A film screening was arranged, to facilitate for learners the understanding of a stimulative experience encouraging them to think deeply about the concepts learnt in classrooms.

3. **Case Discussions in Breakout Groups -** Enabling and inspiring discussions
  Activities such as group discussions, case building and presentations, etc., encouraged the learners to share their perspectives, experiences and expertise with their peers. This added value to the learning process and added perspectives to the experiences that learners brought to the table. Peer learning and discussions also indirectly introduced the process of getting feedback from peers on one's own practices or reflecting on one's experiences.
4. **Allied Activities for Enhancing Absorption Capacity**
A. Yoga
  For promoting physical and mental

agility, yoga sessions were planned in the morning. The yoga sessions were especially curated to sharpen the mental and physical faculties.
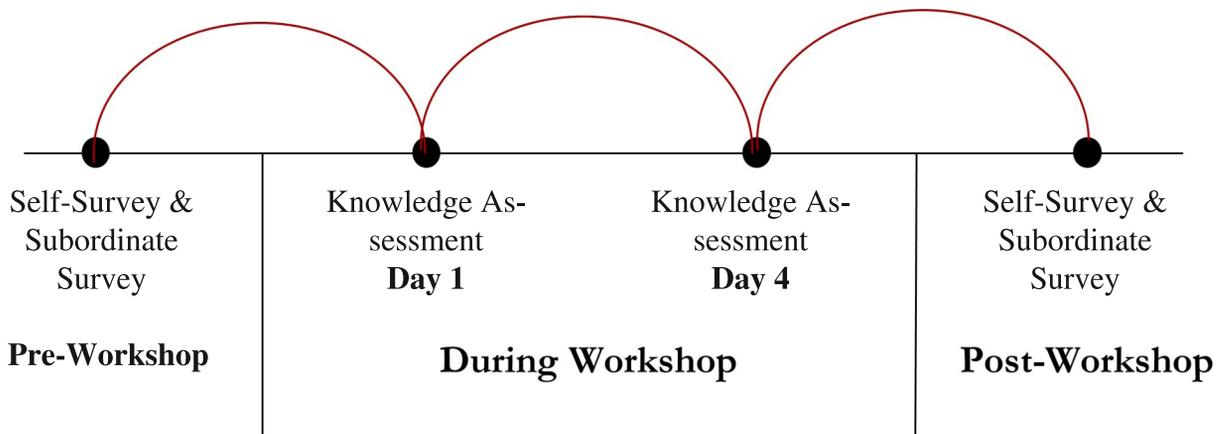
B. Food

The CMCTP planned a detoxification regime for the participants. Detoxification is a process that will set in and proceed unhindered only when you commit yourself to eating healthy, eating right and only in the right quantity. The idea is to give time to the body's digestive system to rest and recover, to allow pranic energy to heal the body instead of diverting it to the continuous process of digesting food.

Since meat and dairy are hard to digest, they were excluded from the meal plan. The use of sugar, oil and salt in the diet was also minimized. The focus was on stimulating a healthy gut by kicking off the morning with probiotic juices, followed by an assortment of fresh fruits, juices, millet based preparation for breakfast. For snacks, lunch and dinner, focus was on introducing a variety of local grains and millets along with a lot of color on the plate. From the morning juice to snacks, breakfast, lunch and dinner spread - the overarching theme of detox was captured.

Impact Evaluation

Four evaluation tools were used to assess the impact of the training intervention

Self-Survey & Subordinate Survey	Knowledge Assessment **Day 1**	Knowledge Assessment **Day 4**	Self-Survey & Subordinate Survey
Pre-Workshop	**During Workshop**		**Post-Workshop**

A detailed report on the training evaluation will be released after the final 90 day post training evaluation has been completed.

There is a need to equip the team members with the knowledge, attitude, and tools to deal constantly with the changing world of work and institutionalize the ability to respond not just to problems, but to overcome them and shape the moral and intellectual fabric of their Ministries/ Departments. A new kind of leadership,

a more collaborative and self-aware model is needed.

The workshop began with understanding the definition and nature of Leadership. It will get people to appreciate themselves and what motivates them better. In this workshop, we apply theory to practice, clarifying the relationship among key concepts–leadership, management, authority, power, influence, followership, citizenship, collaboration – to provide a practical, coherent, and clear framework.

CAPACITY
BUILDING
COMMISSION