

Competency Profile of Indian Training Providers

GIZ Project: Strengthening of the Competencies of India Training Providers for
Sustained Development of Management Training for International
Cooperation (SCITP)

INDEX



Implemented by
giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

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1. INTRODUCTION



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1.1 Background

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in cooperation with the Department of Economic Affairs (DEA), Ministry of Finance has successfully implemented (from 2013-2016), a joint programme – Strengthening Management Capacities for International Cooperation Management (CICM). CICM had the following major components – Action Learning and Exposure Programme (ALEP), capacity development of training providers, High Level Dialogue and Alumni. During the evaluation of the programme in 2016, the partner requested for the continuation of training programmes in order to enhance capacities of the participants in managing effectively their role in the arena of international cooperation. Also, it was realized that there are several open areas that need a closure to make the previous project sustainable. The results of the discussions and the insights gained during the evaluation were used for designing an offshoot project- Strengthening Competencies of Indian Training Providers (SCITP).

The project aims to strengthen the management capacities of the key partners of the German bilateral Development Cooperation project in India by means of dialogue, training and networking opportunities and thus to improve the fundamentals necessary for a successful cooperation of Germany with India in the area of development and international cooperation. The present specific measure represents the last intervention which ensures the sustainability of the project.

The new extension project envisages strengthening the abilities of development partners and other stakeholders in International cooperation, in ways that will help them enhance their contribution to developmental outcomes. It is designed to enable “effective steering” of competency development of individuals; and linking personal development of individuals in the organization to the overall capacity development efforts of partner countries.

The programme is implemented through three fields of Action, applying approved Human Capacity Development instruments (learning formats) such as training & action learning, learning journey & exposure, peer learning, e-Learning, high level dialogue, addressing the different hierarchy levels and target groups.

One of the programme components focuses on capacity development of Indian training providers in order to continue the implementation of capacity development modules around the topic of International cooperation project management. As a result, the network of partners and training providers already established in the preliminary project should be expanded and stabilized on the one hand; on the other hand, the expansion of the network in other important target regions of German Development Cooperation is taking into account the fact that for the implementation of bilateral development cooperation projects (and national development projects), training is of considerable importance in federal states. Project partners mainly resort to the regional training providers for the further training of the staff.

In the wake of DEA’s request for the continuation of the GIZ-facilitated training programmes under CICM and an associated handholding exercise that would allow the establishment of sustainable internal solutions towards the replication of the training programmes on the part of the partner, a series of Trainings of Trainers (ToTs) is envisaged in the year 2018. The Academy for International Cooperation (AIZ) is entrusted with the task of designing and implementing the ToTs and facilitating a consultation workshop as a concluding event of the SCITP project. This activity along with the ToTs also comprises of the integration of trainers in the implementation of the ALEP module. The participants of the ToT’s are senior leadership as well as senior faculty members of these Training Provider Institutions. These

participants consist of those who have been already qualified in the preliminary project as well as some new. The participants are from 6 training institutions from across India, that have been identified by considering certain factors that have been discussed in detail in the fifth chapter of this document. The expectation from the training provider component is twofold: (i) to train at least three members from each of these six institutions in order to build their capacities to facilitate the ALEP modules independently, and; (ii) to hold a consultation workshop in which all project partners convene to discuss the sustainability of the training programmes through the six Indian training provider institutions. The consultation will see GIZ and AIZ in the facilitative mode, the training providers in a sharing mode and DEA and DoPT in a commitment mode.

1.2 Scope and structure of this document

This document aims to identify the competencies that training providers deem necessary for their training programmes they conduct. The document also looks at identifying the needs of trainers themselves for them to deliver such training programmes. In order to do so, it draws upon the need assessment methodologies such as personal interviews with the representatives of the respective training institutes. The findings of this competency profiling exercise aim to furnish information that may be useful for designing the series of Trainings for Trainers that GIZ sets out to conduct with the help of AIZ.

The document is divided into two sections. The first section (chapter 2 and 3) discusses the competency framework from a global as well as Indian perspective. Chapter 2 captures a global overview of competency framework, touches upon its origin and seeks to shed light on the need for having competency frameworks. On the other hand, chapter 3 discusses the competency framework for civil services in India.

The second section (chapter 4 and 5) of this document is related to GIZ and the organization's engagement with the competency framework which has been used in designing ALEP under the CICM project. While chapter 4 touches upon the GIZ approach towards developing competency-based solutions and captures the essence of the competency framework devised under CICM, chapter 5 focuses on the competency profiling exercise itself (including its objective, methodologies and findings).

The competency profiling study concludes with a short summary of this document.

Presented below is section A, that discusses the competency framework from a global as well as Indian perspective.

SECTION A (COMPETENCY FRAMEWORK AT A GLANCE: GLOBALLY AND IN INDIA)



2. COMPETENCY FRAMEWORK FOR CIVIL SERVICES ACROSS THE WORLD

2.1 A global picture

In 1973, the American psychologist David C. McClelland published a study – ‘*Testing for Competence rather than for Intelligence*’¹. In the study, he underlined how personal competencies (motives and personality traits) or individual characteristics are significant determinants of employee performance and success – more than conventional psychometric tools such as IQ and aptitude. McClelland is often credited with launching the competency theory in Human Resource Management.

Competency management was first introduced in the US and the UK in the 1980s, as a parallel development to the beginning of New Public Management and as a response to the organizational and cultural changes taking place. Since the end of the 1990s, competency management has become an actual trend in government. With widespread application in the private sector, this competence-based approach has been increasingly used in the field of public administration as well. The incentive of using it in the public services is that it provides leverage for change, increases the employability of public servants and makes for an excellent communication tool with an established code of conduct and common language to achieve organizational goals.

The changing face of an increasingly globalized world has given rise to complexities of all kinds and at numerous levels and the area of governance and public services is no exception to it. In the extremely demanding, diverse and digitally connected societies of the current times, civil servants all over the world are dealing with challenges of unparalleled complexity. In the face of such a dynamic environment, it becomes imperative that their skills and competencies are adapted according to the reality of the models of governance in the present times.

This idea has been a subject of numerous studies on competency frameworks for public servants, which have been conducted on a global scale as well as in the context of individual countries. The key guiding principles or pointers that have formed the basis for such studies include the identification of: (i) skills and competencies that meet the present needs and shall also serve those of the future (ii) ways in which civil servants can invest in these skills, in order that they can be agents of informed policies and effective service delivery.

As opposed to a job-oriented framework, the need for a competency-based framework rests on the certain unneglectable factors that constitute the reality of the rapidly changing world. These include the importance of interpersonal relationship, effective communication, team work, willingness to support the change or ability to learn quickly. These trends create a need for developing strategic leadership in public sector. Expectations from public officials include accountability, professionalism, integrity, social maturity and need for innovation. Competency based management helps in determining and explaining specific abilities – knowledge, skills and behavior that are needed for specific job, and ensuring successful work delivery.

It is noteworthy therefore, that values such as honesty, commitment, transparency, integrity, impartiality and objectivity form the core of competency frameworks of numerous countries, whose

¹ McClelland David, C., Testing for Competence Rather Than for "Intelligence"
<https://www.therapiebreve.be/documents/mcclelland-1973.pdf>

public services deploy the framework in order to facilitate the recruitment, performance management and training and development of staff.



2.2 The OECD experience

One of the relevant examples for this is the OECD Competency Management², which most of the selected OECD countries introduced as a part of a broader reform or change process with a focus on leadership, behavioral and cognitive competencies.

Furthermore, in order to assess the changes in the skills needed in today's civil services, a public governance review document by the OECD on civil service skills³ identifies four areas, whereby each of them represents specific tasks and skills required in the relationship between the civil service and the society it serves. These areas are 'policy advice and analysis', 'citizen engagement & service delivery', 'commissioning and contracting' and 'managing networks'. The framework identifies various skills under the professional, strategic and innovative categories.

A few top competencies that are highlighted in competency profiles by OECD are values and ethics, achieving results, strategic thinking, communication, team work, problem solving, professionalism, interpersonal relationships, efficiency, self-development, initiative, coordination, vision, adaptability, loyalty, innovation, reliability, negotiation among others.

² Managing Competencies in Government: State of the Art Practices and Issues at Stake for the Future
<https://www.oecd.org/gov/pem/paper-managing-competencies-in-government-state-of-the-art-practices-and-issues.pdf>

³ Skills for a High Performing Civil Service <https://www.oecd.org/gov/pem/Skills-Highlights.pdf>

3. INDIAN CIVIL SERVICES AND CAPACITY DEVELOPMENT



This chapter elaborates on the competency framework for civil services in India.

3.1 National Training Policy

- i. In 2012, the Department of Training and Personnel took the initiative of reviewing the National training Policy⁴, NTP (1996) in order to assess the existing capacity building mechanisms and to strengthen the institutional mechanism. This happened amidst recognition of the changed environment in all spheres of governance and the emerging challenges facing civil servants such as rapid economic growth, enhanced transparency through the Right to Information act, globalization, climate change etc.
 - The policy document recognizes that the individual in an organization is a key resource and should not be simply looked upon as a cost.
 - The report defines the term competencies and acknowledges that in order to transform civil services, it is vital to subscribe to an HR management system that recognizes the individual as a source to be valued, motivated, developed and enabled to achieve the ministries or department's mission. As part of this transformational process – the report states – *'it is essential to match individuals' competencies with the jobs they have to do and bridge competency gaps for current and future roles through training'*.
 - The 2012 NTP also refers to the fundamental principle of the competency framework, according to which each job should be performed by a person who has the required competencies for that job.
 - It underlines the fact that trainings need to be carried out on the basis of a comprehensive review or classification of all posts in accordance with functions that are to be performed and the competencies required for them. Once a post is juxtaposed against the competencies required for working in that post, placement and career progression of an individual can be carried out on the basis of matching the individual's competencies to those required for a post.
 - It further goes on to say that *'the training plan of each Ministry/Department/Organization needs to address the gap between the existing and the required competencies and provide opportunities to the employees to develop their competencies'*

3.2 The Competency Framework in the Indian Civil Services

- ii. Following the NTP, Department of Personnel and Training (DoP&T) in collaboration with United Nations Development Programme (UNDP) developed, in 2014, a Competency Dictionary for Civil Services⁵ and an implementation tool-kit⁶ with the objective of applying it to various Human Resource Management functions such as training, recruitment, performance management, placement and promotions.

⁴ National Training Policy 2012, Ministry of Personnel, Public grievances and Pensions, Department of Personnel & Training <http://persmin.gov.in/otraining/NationalPolicy.pdf>

⁵ Civil Services Competency Dictionary, GoI-UNDP Project: Strengthening Human Resource Management of Civil Service <http://persmin.gov.in/otraining/Competency%20Dictionary%20for%20the%20Civil%20Services.pdf>

⁶ Indian Civil Services, Competency based Human Resource Management- Implementation Tool-kit <https://dopt.gov.in/sites/default/files/Implementation%20Tool-kit.pdf>

- The dictionary is a collection of competencies for the Indian Civil Services, from which competencies for specific jobs or roles can be identified. Based on the characteristics of good governance such as accountability, transparency, equity and inclusiveness, participatory, consensus orientation, following Rule of Law, effectiveness and efficiency among others, the dictionary identifies four basic features of the civil services that include Ethos, Ethics, Equity and Efficiency. Each of these features further includes a set of competencies that are well defined and constitute the competency framework (see image below). The document then goes on to identify the behavioral indicators of the proficiency level as well as the proficiency level within the competency.
- The implementation tool-kit outlines the detailed process that is required to identify competency requirements for various positions in an organization. It contains information, resources and guidance to support organizations as they move forward with the introduction and implementation of competencies.



Figure 1: Civil Services Competency Dictionary, GoI-UNDP Project: Strengthening Human Resource Management of Civil Services (Source: Competency Dictionary for Civil Services, UNDP-DoPT)

SECTION B



This section of the document focuses on GIZ and the organization's engagement with the competency framework which has been used in designing ALEP under the CICM project.

4. THE GIZ EXPERIENCE IN DEVELOPING COMPETENCY-BASED SOLUTIONS

The GIZ approach towards developing competency-based solution acknowledges that the old paradigm of development cooperation with predefined roles between 'developed' and 'developing' nations is slowly transforming toward a new approach of international cooperation that is grounded in partnership, exchange, collaboration and co-creation in order to achieve societal goals. The new approach highlights the need for involving all players in the process of understanding the current reality, acknowledging the underlying resistance, defining the desired transformation and crafting solutions.

Recognizing the tendency of most capacity development interventions to be often focused on providing a set of knowledge and skills pertaining to the immediate function in which individuals may be engaged, the GIZ approach to developing competency-based capacity development interventions⁷ is one that is human centred. The GIZ approach takes into account the important fact that while such subject matter based interventions focus on meeting certain specific requirements of a programme or project, they fail to take into consideration the fact, that access to factual knowledge doesn't tantamount to the ability on an individual's part, to take initiative and bring about the desired transformation that the project may seek to achieve.

- iii. In the wake of the dynamic environment and emerging demands, professionals in International Cooperation are forced to continuously strengthen their motivational and competency base to keep up with the changing context. This presupposes strong ownership by professionals to strengthen their competencies and to nurture their source of motivation and inspiration. In this regard, firstly the GIZ approach towards Competency Development centres around the inner motivational drivers of individual's search for meaning and purpose. This approach advocates the fact that if people can relate their job with a higher meaning and purpose, they are resilient, feel energized and act effectively. They can connect their life goals with the overall vision of the society, they will be motivated to give their best and take responsible actions to achieve organizational and societal goals. This leads to a sense of ownership for actions and outcomes.
- iv. Secondly, the approach advocates that Individuals are in an ever-learning mode. They may lack the right opportunities and connect but once they become aware of the areas along which competencies need to be strengthened and of the avenues available to strengthen the same, they readily and positively participate in such measures.
- v. Realizing fully the need for professionals to apply relevant knowledge and skills in their work environments, the GIZ approach underlines the importance of developing the competency framework from real challenges experienced by professionals by giving due attention to their

⁷ Strengthening Management Capacities for International Cooperation, Competency Framework for Action Learning and Exposure Programme (ALEP), GIZ in India

competency levels, organizational challenges and other special requirements in their work domain.

- vi. Lastly, the approach stresses that competencies are mere abilities or potentials of a person and that it is a person's calling, vision and core values that determine the actualization of the competencies. In view of this intricate relation between value and competency, the ALEP competency Framework for International Cooperation by GIZ identifies nine competencies based on four core values – namely Empathy, Respect, Impartiality and Professionalism.

The next chapter focuses on the competency profiling exercise itself and explains in detail, its objective, the methodologies deployed to conduct the profiling and findings of the exercise.

5. THE COMPETENCY-PROFILING EXERCISE



For the Indian Training providers to be able to integrate themselves in the implementation of the ALEP module (refer to the background segment introduction chapter), the GIZ office in India undertook a competency profiling exercise with the training providing institutes. The objective behind this was to identify the needs of the training providers for them to eventually implement the ALEP modules in their respective institutions in an independent fashion.

This chapter elaborates upon the training institutions identified in the process, the criteria for their selection, the methodology of competency profiling as well as its results. These are described as under.

5.1 Identification of the Training institutions and the criteria of identification

A total of 6 training Institutions were identified according to the factors mentioned alongside.

- 1) [Institute of Secretariat Training and Management \(ISTM\), Delhi](#): a Central Training Institute for civil employees, directly managed by the Department of Personnel and Training under the Ministry of Personnel, Public Grievances and Pensions, Government of India.

Selection Criteria: (i) Apart from providing trainings to civil officers, state governments, public sector enterprises and other organizations, ISTM is a lead institute in the areas of Training of Trainers and conducts national Training of Trainers courses. (ii) ISTM works with both the Department of Economic Affairs as well as the Indian Line ministries, both of which are partner organizations for the numerous GIZ projects and programmes in India including SCITP.

- 2) [National Water Academy \(NWA\), Pune](#): A, central training unit established by the Ministry of Water Resources, River Development and Ganga Rejuvenation, NWA imparts training to the in-service engineers of various Central/State organizations involved in the Development & Management of Water Resources. NWA also functions at the national level with a focus on conducting training courses for all water sector personnel in the specialized and emerging areas, for which the existing State or other institutes are not adequately equipped to meet the needs. Apart from this, the institution also conducts induction and refresher courses in all relevant areas of the water sector.

Selection Criteria: The main reason for selecting NWA as one of the training provider institutions is that its status a cooperating partner for the [India EU Water Partnership](#) (IEWP). IEWP was established in 2015, with an aim to bring together governments, businesses and other key stakeholders for the promotion of innovative approaches and the systematic implementation of existing policies as well as the elaboration of new policies on water protection. GIZ has been contracted by the EU to provide development and implementation support to the IEWP. The action is co-financed by the EU and Germany (BMZ) through the project “Support to Ganga Rejuvenation”.

The remaining four institutes are Administrative Training Institutes. These are federally funded institutions that seek to impart training to government officers and other staff in a bid to create a workforce that is responsive to the needs of the citizens.

- 3) [Himachal Pradesh Institute of Public Administration \(HIPA\), Shimla:](#)
- 4) [Administrative Training Institute \(ATI\), Mysore](#)
- 5) [Assam Administrative Staff College \(AASC\), Guwahati](#)
- 6) [Anna Institute of Management, Chennai](#)

Selection Criteria: These four training institutes are based in the four Indian states of Himachal Pradesh, Assam, Karnataka and Tamil Nadu, in which GIZ has had bilateral projects in the past or continues to have at present. Project partners turn to these state institutions for their training needs.

5.2 **Objective of Competence Profiling**

The competency profiling exercise was undertaken with the following two objectives:

- (i) To identify the competencies that the training institutions deem necessary to be covered as part of any training programmes for civil officials.
- (ii) identify the gaps in skills/knowledge/attitude that maybe required by the training faculty/trainers (future participants of the ToT)

The findings of the above seek to serve as the information needed by the AIZ to carry out the Training of Trainers planned as part of SCITP in 2018.

5.3 **Methodology of Competence Profiling**

In order to identify the competencies as well as the needs of the trainers from these six training institutes, in-depth personal interviews were conducted with the representatives of the Institutions⁸

5.4 **Findings of the Competency Profiling**

The interviews led to the following findings:

1. During the interaction with senior leadership team and at various levels with the faculties, of the six institutes, following are the competencies identified for designing the ToTs. Presented as a combined result of the various interviews, provided below is a list of these competencies:
 - a. **Managing Self:** Aware of physical, emotional and cognitive processes; displays a high level of self- awareness, control and drive (motivation and initiative) towards achieving personal & professional goals. Recognises, interprets, and responds constructively to physical, emotional and cognitive needs; gains a level of mastery in addressing physical, emotional and cognitive potentials for achieving desired goals.

⁸ An indicative list of questions that constituted the interviews is attached in the Annexure

- b. **Shaping Relations:** Aware of key aspects enabling powerful relations and displays ability to shape positive, professional and trustworthy working relationships with a wide range of professionals within and outside the department. Acknowledges and demonstrates respect for the beliefs, value constructs, socio-cultural practices of others and how they deal with problems and challenges; initiates processes leading to productive use of diversity.
 - c. **Mastering 'Managing for Development Results' (MfDR):** Aware of own knowledge base; displays ability to acquire new knowledge and translate this into meaningful actions. Deepening knowledge in the area of International Cooperation and MfDR useful for improving performance at the workplace.
 - d. **Communication Skills:** Aware of challenges and key success factors for result-oriented communication and displays ability to communicate constructively in contexts of diversity. Presents facts, evidence and views, both to internal and external audiences, in a clear and succinct manner with conviction and authenticity. Recognises conflicts, understands the nature of conflict, and confronts issues and challenges assumptions in an assertive and constructive way to bring productive resolution to conflicts.
 - e. **Nurturing Capabilities:** Aware of importance of continuous learning and displays high level of self-drive and nurtures the learning of others contributing to organisational capabilities. Genuinely believes in others' capabilities to develop and take personal responsibility for their development. Creates a positive environment for learning and provides developmental opportunities for individual and team.
 - f. **Thriving Excellence:** Aware of needs and potentials of improvement and displays ability to drive changes for increased workplace efficiency and excellence. Initiates and convinces others to take collaborative actions for incremental changes at workplace. Seeks out opportunities for innovation and takes risks to make changes in how things are done.
 - g. **Attention to Detail:** Having an underlying drive to being thorough and meticulous and to comply with procedures, rules, guidelines, and standards. Digs deeper and strives to reduce uncertainties and errors.
 - h. **Consultation and Consensus Building:** Ability to identify the stakeholders and influencers, seek their views and concerns through formal and informal channels. Build consensus through dialogue, persuasion, reconciliation of diverse views/interest and trusting relationships.
 - i. **Conceptual Thinking:** Understanding a situation or environment by putting the pieces together and identifying patterns that may not be obviously related. Connecting the dots while resisting stereotyping.
 - j. **Takes accountability:** Takes ownership for outcomes (successes or failures) while addressing performance issues fairly and promptly.
2. Aside from training institutions such as HIPA and ISTM that have collaborated with GIZ in the preliminary ALEP modules and have been deploying certain innovative training methods, the representatives of all the remaining institutes shared that the current training practices being

used in their training programmes are traditional in nature (these mainly include lectures and demonstration with MS PowerPoint).

3. The last key finding of the interviews was the admission of the fact that the training development programmes in all institutions were either weak or absent.
4. The training institutions, therefore, exhibited keen interest and commitment to SCITP led ToTs.

After a discussion on competency profiling, this study document concludes with a short summary of its contents. This has been presented as under.

6. SUMMARY



With the DEA as its partner, the GIZ-led capacity development initiative CICM came to an end in 2016. The partner thereafter requested for an extended project component (SCITP) as a handholding exercise, in which representatives from Indian training institutions could take part in a series of ToTs, in order to become fully equipped to cater to the training needs of the government officials in the absence of the GIZ project. In order to inform the design of the ToTs, a competency profiling exercise was carried out. As a part of this exercise, select training institutions were approached from across India to ascertain the various competencies that they considered critical for conducting their training programmes and to identify the needs of their trainers, for them to be able to implement the modules covered in GIZ-led CICM and SCITP project.

The globalized, complex and rapidly changing context of the world, in which civil servants find themselves nowadays, merit competency-based training mechanisms, which are in sync with the constituting elements of current realities– such as the need for interpersonal relationships, effective communication, team work, innovative thinking and other such abilities. Numerous countries follow such a framework that highlights the relevance of competencies such as honesty, commitment, transparency, integrity among others.

The revised National Training Policy (2012) recognizes the individual as a source to be valued, motivated, developed and enabled to achieve the ministries or department's mission. It also underlines the significance of competency-based training solutions and advocates that it is essential to match individuals' competencies with their jobs. The revised policy framework also highlights the fact that the training plan of each Ministry/Department/Organization needs to address the gap between the existing and the required competencies by enabling training opportunities to the employees to develop their competencies.

As a collaborative initiative, DoPT and UNDP developed a Competency Dictionary for Civil Services in 2014. Based on the characteristics of good governance such as accountability, transparency, equity and inclusiveness, participatory, consensus orientation, following rule of law, effectiveness and efficiency among others, the dictionary identifies four basic features of the civil services that include Ethos, Ethics, Equity and Efficiency. Each of these features further includes a set of competencies that are well defined and constitute the competency framework.

The GIZ approach to developing capacity-based solutions is one that is human centred. It recognizes the limitation of subject-matter based interventions, in that they do not necessarily translate into an ability on the part of the participant to take transformative action. The approach establishes a sense of ownership for actions and outcomes by stressing the importance of linking an individual's job with their motivation and their search for higher meaning and purpose.

The six training institutions identified in this study either cooperate with partner organizations of GIZ and/or GIZ led bilateral projects at the national and state level. The institutions shared their concerns and challenges that they face in delivering trainings for government servants. Given the above two factors, all the six training providers exhibited a keen interest in and commitment to replicate the GIZ ALEP modules in their work and are eagerly looking forward to the ToTs.

Interview Questions

The representatives of the training institutes were asked the following questions during the in-depth interviews:

Q: What are the challenges you face while designing, facilitating, evaluating a learning programme?

Q: How do you currently overcome these challenges?

Q: What are the methodologies you adopt while facilitating a training programme?

Q: What are the innovations you have brought in the training programmes offered by your organization?

Q: What are the challenges you face in using innovative techniques in the training programmes?

Q: What competences, according to you, are relevant and needed by a trainer and a training institution?

Q: Have you referred to the DoPT-UNDP Competency Dictionary for Civil Services in order to design programmes in your institution?

Q: Having reviewed the Competency Dictionary as well as the GIZ competency framework, what competences, according to you, should be incorporated into training programme designs?



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