Internship Report on

"Professional Training & Development of Field Employees in Room to Read Bangladesh"

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LETTER OF TRANSMITAL

Date: 11 January 2017

Mr. Tamzid Hossain
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Subject: Submission of Internship Report.

Dear Sir,
I am pleased to submit hereby the Internship report on**"Professional Training &Development of Field Staffs in Room to Read Bangladesh"** for your kind evaluation. To prepare this report, I have given my best effort that would enhance the project report.

This report attempts to describe my observations, learning during the study this course.
I made sincere efforts to study related materials, documents, program operations, annual reports and operational systems of Room to Read Bangladesh and examine relevant records for preparation of the Internship paper as comprehensive and informative as possible within the time allowed for me. Due to various there may be some mistakes for which I beg your apology.
I would be glad if you accept the term paper and also requesting to consider limitations with a soft view that had made due to my limitations and oblige thereby.

With the Best Regards,

_____
Supriya Mondal
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Acknowledgement

The theoretical knowledge that is gathered form the Educational institution is not sufficient to aware the subject matter rather the practical knowledge. In order to resolve the contrast between these two areas, I was assigned to prepare a report on **"Professional Development of Field Program Operations Employees in Room to Read Bangladesh".**

I, Supriya Mondal, First of all, would like to express my gratitude to almighty God for keeping me mentally and physically sound to prepare this report. I would also like to express my heartiest gratitude & thanks to those people, because without their dedication and contribution this project would not have been possible and would not get the successful compellation.

I would like to take the opportunity to express my gratitude to my Internship advisor, **Md. Tamzidul Islam,** Internship Coordinator & Assistant Professor, School of Business, BRAC University for his valuable suggestion constant encouragement and keen interest at every stage of this study, without his supervision that would have been extremely difficult to accomplish.

I would also like to thank **Mohammad Mazhar- Ul- Alam** for his continuous support & inspiration regarding completion lf my Internship report.

I would also like to pay my gratitude to **Mr. Khaled Saifullah (Communication & Documentation Officer), Mr. Zoynal Abedin (Field Manager of Natore Field Office), Mr. Shykhuluzzaman Minar (Field Manager of Dhaka Field Office), the Instructional Design & Teacher Support team and the Girls' Education Program team** for their endless cooperation & priceless suggestion.

Finally, I humbly appreciated the endurance & assistance of the entire individual at Room to Read Bangladesh office who spent their time in making me able to complete my Internship Report.

Table of Contents

S.I.	Name of the Topic	Page Numbers
1.	**Introduction of the Project**	1-3
2.	**Organization Part**	
	2.1 Organization Overview	4- 6
	2.2 Organization's Strategy	6
	2.3 Room to Read's Core Values	6
	2.4 Range of Program Implementation Area in 2016	7
	2.5 Organization Staffing Strategy	8- 11
	2.6 Key Responsibilities during my Internship Period	12- 13
3.	**Project Part:**	
	3.1 Disputes we had when hired Field Staffs	14
	3.2 Problem Statement	15- 16
	3.3 Purpose/ Objectives of the Project	17- 19
	3.4 Time Line	20
	3.5 Limitations	20
	3.6 The Literation Review: Recommendation & Strategy	21- 30
	A) Strategy for Literacy Program Field Employees	30- 43
	B) Strategy for Girls' Education Program Field Employees	44- 47
	C) Strategy for Individual Professional Development	48- 49
	3.7 Methodology	50- 51
	3.8 Findings & Conclusion	52- 54

Executive Summary

This research report is a partial requirement of the Internship phase of MBA program, BRAC University, Bangladesh. The topic of this research project is **"Professional Training & Development of Field Employees in Room to Read Bangladesh"** was assigned and approved by my Internship Supervisor and I have got full support & assistance from my Organization Supervisor. The report has been prepared by following the guideline provided by Internship Management Committee of BRAC University. As a result I have divided the whole report into 4 parts: Prefatory, Organization, Project and Supplementary. I have started with an introduction of the project and on the Organization Part I have focused on Room to Read's Background, Overview and strategies. Thereafter I have covered the Program activities in Bangladesh focused on Literacy Program and Girls' Education Program. Both Programs are directly operating in Natore and Dhaka Districts with Government Primary Schools and GEP still have partnership with a local NGO in Sirajganj.

On the Project part the prime portion has come on which I have worked for the last 2.5 months. It is based on Professional Training & Development practices for Field Employees in Dhaka & Natore and what can be done to make the process more effective. When I have started working on it, I have collected data, information, materials on Literacy program and Girls' Education Program from different sources. I have been able to gather information and discuss with Country Office/ Field office Technical Team, Program Operations Team including Field Managers, LMF, LC and SM. I sit with our Field Employees in both Natore and Dhaka to know their Competency level in work related skills, chose some of them as sample to know their practice and area of improvements, visit schools under their clusters, talk to School Management Committee, Teachers and our Children.

In this aspect my report, I have planned and execute some modification on Training & Development modules and materials for Field Employees in both GEP and LP and applied on them on a Training in December. As a result their level of communication skills, performance and motivation has increased. Along with these, I also focused on individual training opportunities for Field Staffs contributed by organization to provide them a broad forum to develop themselves and create prospects for more exposure in future.

1. Introduction of the Project:

Room to Read is operating its programs officially in Bangladesh since January 2009. Though the journey of Room to Read has started from 1998 through a unique thought of a person named Mr. John wood. He was in a top position that time in Microsoft and once while enjoying a vacation in Nepal he discovered the need of books for the children in schools in rural areas. He saw that children want to read books (both curriculum and non- curriculum) but there wasn't sufficient books in schools and there wasn't any school library. He went back to USA with a thought and came back with 3000 books to Nepal after a year. He started the functions with a name of 'Books for Nepal' and later on the expansion of program activities go beyond from book distribution. Then the organization has named Room to Read and as a Co- Founder Mr. Dinesh Shrestha and Ms Erin Ganju joined with Mr. John Wood.

Until December 2013 Room to Read was implementing its Programs through partnership with different local organizations. That time the structure of Literacy Program was consisted of Reading Room, School Construction, Literacy Instruction and Local Language Book Publishing. LP program was operating in Sirajganj and the partner organization through which Room to Read were implementing was SHARP. They are also implementing Girls' Education Program in Sirajganj. Alongside, in Brahmanbaria, another partner organization was implementing Room to Read's Literacy Program which name is Environmental Council Bangladesh. The partnership have been built through Mutual Agreement stating terms and conditions with a specific time range.

From January 2014 there have been a major changes took place all over in every country offices of Room to Read which is known as **Convergence** or **Direct Implementation.** Rather than concentrating on partnership mode, organization has started implementing its programs by itself. It was a tremendous change that occurred in Room to Read and at the same time it was very challenging too because the program operations then started their journey from Natore, a new district with diversified culture, customs and local practices. Before that there was only 28 staffs in Room to Read Bangladesh, but after implementing programs directly, the number of staffs has become almost 44.

A new field office has been established with new infrastructure and facilities and moreover a big group of new people has to get on- board coming from different backgrounds.

In 2014 there were only one field office based in Natore and it was supported and monitored by the main office/ country office in Dhaka. Thereafter from January 2015 the program activities has been extended to Dhaka rural areas. Before that Room to Read only focusing on rural development and the program design & strategy were quite similar for outside of Dhaka. But entering into Dhaka city and adopting Urban Strategy was very challenging for RtR. Till now we are working in 765 Primary and Secondary Government Schools and under our program there are 195, 163 students as our beneficiary.

Illustration 7: At a glance Room to Read Bangladesh

- The concept of the project has come from the time of Direct Program Implementation/ Convergence in Field
- Tremendous growth of Field Staffs in different districts
- Lack of capacity and skills of employees to perform in field
- Need of Training and Development while working with schools
- Initiate and Plan for professional skill-based training for Literacy Program & Girls' Education program staffs

2. Organization Part:

2.1 Organization Overview

Room to Read's innovative model focuses on deep, systemic transformation within schools in low income countries during two time periods which are most critical in a child's schooling: early primary school for literacy acquisition and secondary school for girls' education. With a focus on the quality of education provided within the communities and ensuring this outcome is measured, Room to Read has created a model that can be replicated, localized and sustained by governments. Room to Read is transforming educational experiences and impacting future generations with a belief that World Change Starts with Educated Children.

Room to Read is an international organization working in Asia and Africa with our focus on two areas where we believe we can have the greatest impact: Literacy and Gender Equality in education. We work in collaboration with communities and local governments across Asia and Africa to develop literacy skills and a habit of reading among primary school children, and support girls to complete secondary school with the life skills they'll need to succeed in school and beyond. It employ local teams, which are personally invested in their nation's educational progress and familiar with the challenges ahead. They speak the language, know the customs, and understand what it takes to implement each program successfully.The head office of RtR is located at San Francisco, California. The countries that Room to Read is operating are:

Illustration 1: Area/ Country of Room to Read Programs

Room to Read Bangladesh focuses on literacy and girls' education where literacy rates are among the lowest in Southeast Asia. Our Literacy Program encourages fluency and informs national curriculum, while our Girls' Education Program uses acting to help girls graduate and negotiate key decisions.

- Room to Read Helps Overhaul National Curriculum

After launching our programs in Bangladesh, literacy education improved at primary schools across the country. The national government took notice, and in 2010 it invited Room to Read to join a national curriculum overhaul committee. This was the first time nonprofit organizations were invited to join the government curriculum revision process and influence national literacy textbooks and teachers' guides. In 2011, we led a national round-table discussion on how to best teach early grade literacy skills in Bangladesh. Our findings and recommendations were submitted to the Bangladesh National Curriculum and Textbooks Board and published in newspaper articles, blogs and official reports.

- Girls Advocate for Education through Theater

Bangladesh has one of the highest early marriage rates in the world. About 66% of girls marry by age 18, and over one-third are married by age 15. This illegal but common practice often leads to girls dropping out of school. To combat this trend, students from our program in Bangladesh often use acting and performance art to advocate for prioritizing girls' education over early marriage. Performing in front of their peers, families, community members and government officials, girls build their confidence and teach the value of delaying marriage to keep girls in school.

Room to Read Bangladesh initially focused on rural areas—particularly the sandbar islands of the Sirajganj District, the low-lying terrain of the Brahamanbaria District, and the remote plains of the Natore District. We have made great strides in these districts, and our strong relationships with the local communities have helped us support primary school students and girls battling long-standing cultural barriers. In 2015, we expanded beyond rural areas and began our Literacy and Girls' Education Programs within the city of Dhaka.

For Bangladesh country office, we are implementing both of these major programs; Literacy Program and Girls Education program. Along with these, there is another major function that Room to Read is executing and that is School Infrastructure/ School Construction.

Illustration 2: Room to Read Bangladesh's Educational Program

2.2 Organization's Strategy:

"Room to Read believes that World Change Starts with Educated Children. We envision a world in which all children can pursue a quality education that enables them to reach their full potential and contribute to their community and the world". Room to Read invests in nearly one million children each year and aims to invest in the lives of at least 15 million children by 2020. It has placed 3rd in Education based organization and 26th in ranking of all NGOs worldwide.

2.3 Room to Read's Core Values:

a) Passion for Education
b) Belief in Innovation
c) Respect for Diversity and Local Initiative
d) Action-Orientated
e) Commitment to Collaboration and Partnership

2.5 Range of Program Implementation Area in 2016:

	Total	Dhaka	Natore	Sirajganj
Literacy program	280 Government Primary Schools	90 schools	210 Schools	
		Demra, Kotwali, Sutrapur, Lalbag and Mirpur	Natore Sodor, Naldanga, Gurudaspur and Singra	
Girls' Education Program	2, 480 Girls	450 Girls	600 Girls	1, 430 Girls

Table 1: Program Implementation Area

2.6 Organization's Staffing Strategy:

Room to Read Bangladesh Country Office is located at Banani, Dhaka and have 2 separate Field Offices, one is at Old Dhaka (Chankharppool) and another one is at Natore district. **Currently we have 108 employees working in Room to Read Bangladesh.**
As it is a nonprofit organization, therefore the organizational structure and operating departments are different than any other profit organizations. According to the current structure, Room to Read BD has 7 different departments and each of the department heads are reporting to the Country Director of the organization.

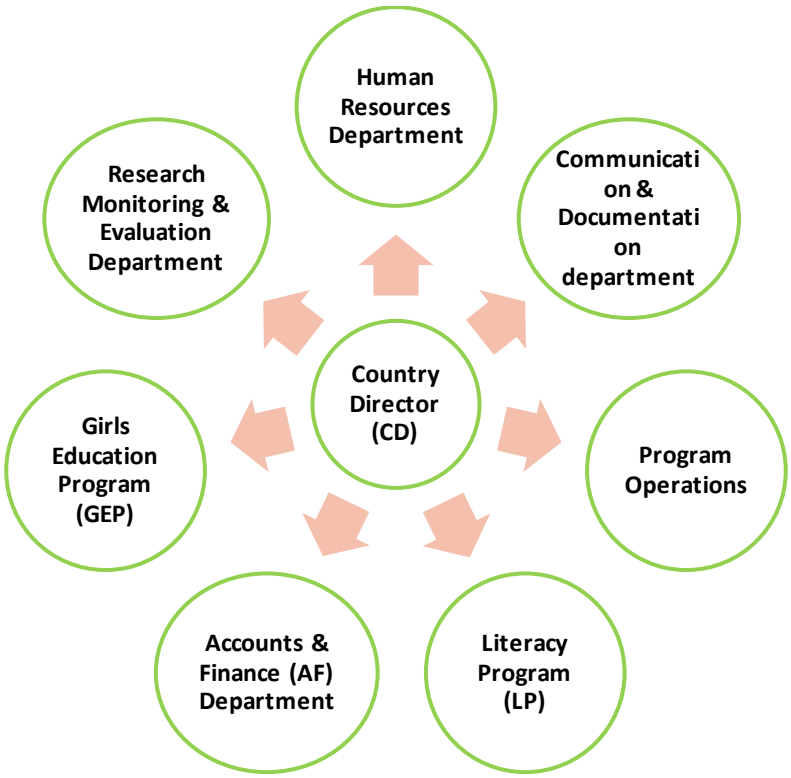


Illustration 3: Departments of RtR Bangladesh

Room to Read is a very policy oriented organization and it is operating by following many policies and guidelines such as Employee Handbook, RtR Culture, Child Protection Policy, Grievance Management Policy, Travel and Expense Policy, Financial & Accounting Policy Manual, Purchase policy etc. From recruiting a staff to selecting, placing, compensating, training, developing, performance appraisal etc are practicing as per following the policies and general practices by all country offices. The organizational structure or the **country office** is as follows:

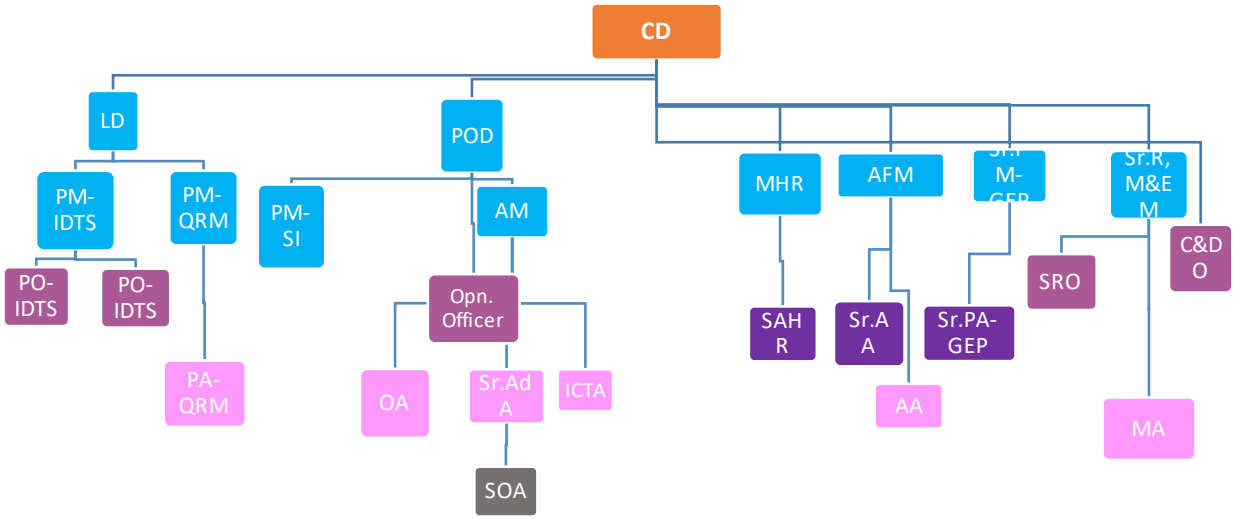


Illustration 4: Staffing Structure of Country Office

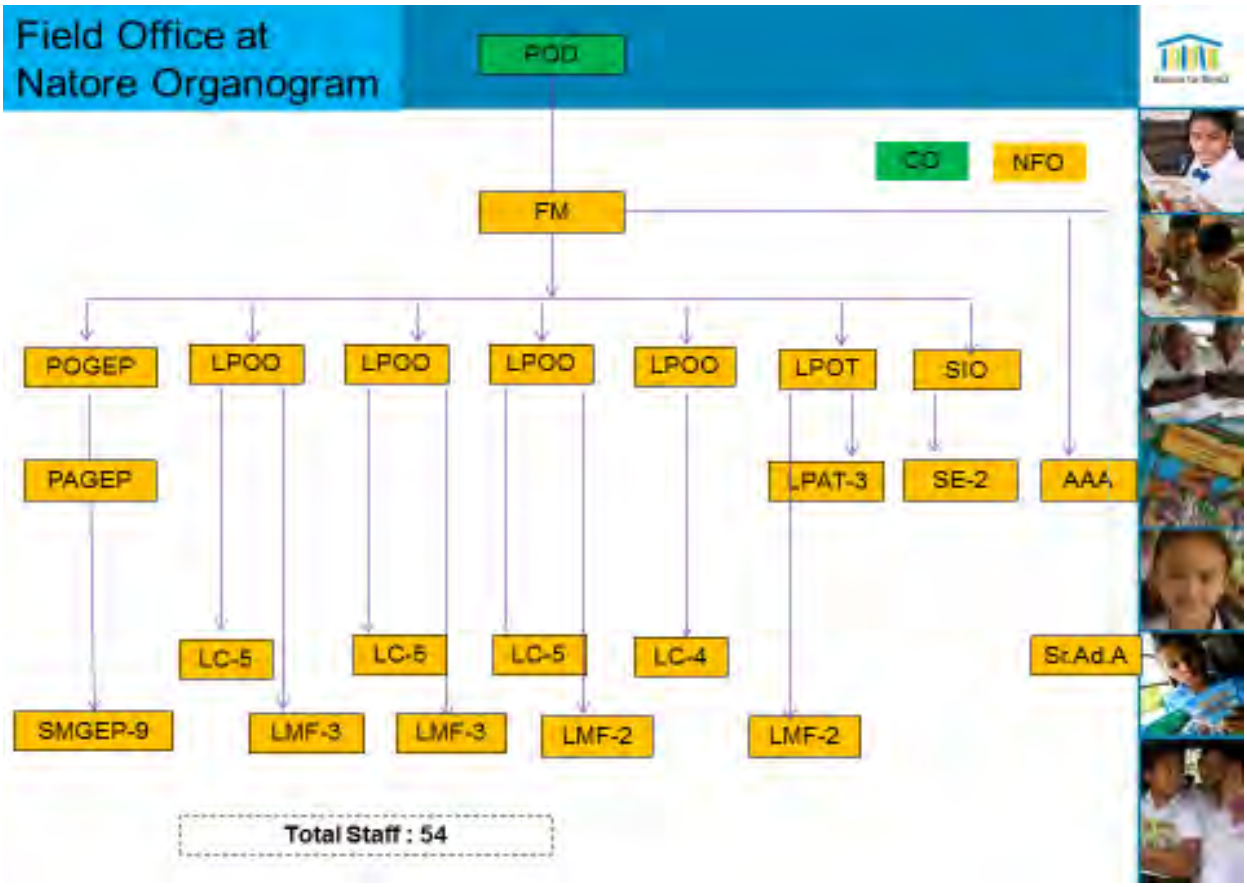


Illustration 5: Staffing Structure of Natore Field Office

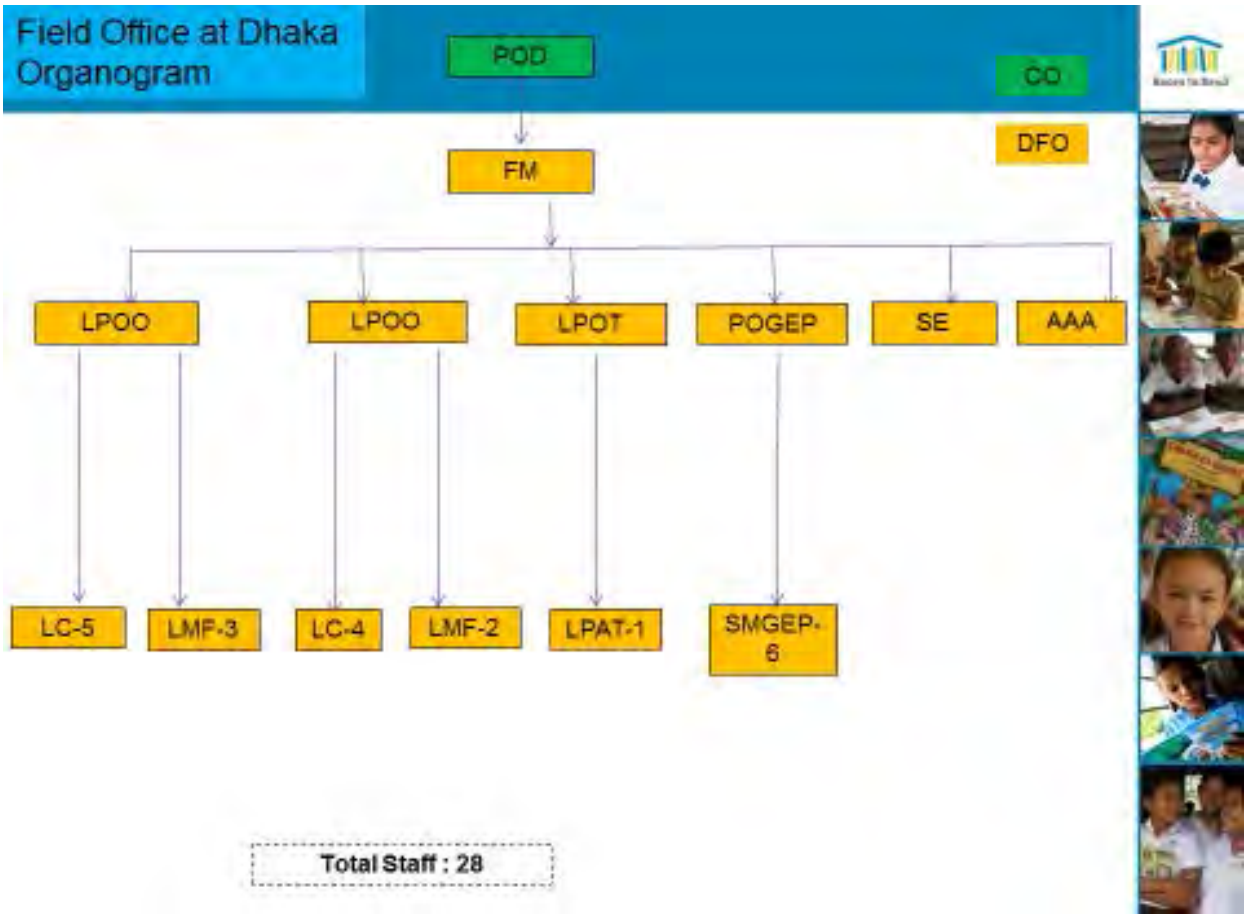


Illustration 6: Staffing Structure of Dhaka Field Office

2.7 My Key Responsibilities during Internship Period:

Hiring & Placement

- Coordinating all positions recruitment process including posting advert through online application process, resume shortlisting, arrange and take part in the interview events
- Providing training on online recruitment system of all supervisors
- Responsible for all documentation and report preparation regarding Hiring
- Conducting frequent refreshers session on Workday, Goal Setting Process, Performance evaluation process etc.
- On-board staff orientation planning and facilitation

Staff Development, Performance Management & Staff Retention

- Identifying training and development needs within an organization
- Arrange and facilitate trainings instructed by Global office
- Designing and expanding Professional training and development programs based on the needs of the organization and the individual
- Coordinates training in interviewing, hiring, terminations, promotions, performance management and various HR policies
- Ensures monitoring and appraisal of employee work results by training managers to coach and discipline employees
- Assist Senior HR Manager in executing Plan of Action based on the result of Staff satisfaction survey.
- Support Senior Manager- HR to initiate and run Performance Management Process for all staff throughout the year
- Support and train staffs on Professional Development Goal setting and Individual Development Goal setting along with Capacity Assessment
- Organize and coordinate all Team Support activities such as Day Celebration, Family Day, Annual Retreat & Team Building to enhance staff motivation and escalate retention

HRIS & Others

- Manage and update all staff related information through Human Resource Management System by using software called Workday 2.2
- Assist in timely renewal of insurance policies of staff accidental Death and Life Insurance as per the need and decision of management
- Prepare Monthly Payroll and other financial benefits such as Gratuity, 13th month Bonus, Performance Bonus, COLA adjustment
- Other regular work as well such as monthly Payroll, Staff Benefit calculation throughout the year, Annual Plans & Budget for Personnel cost, FD-6 Annexure with HR Budget

Professional Training & Development

- Analyzing the current practice of training and development specialized for Field Staffs given by Program Technical Team
- Have conducted a competency assessment for Field Staffs. It based on competency library consists of relevant competencies and skill sets for each position
- After initiating the competency assessment, I have been able to find out the gaps which need to make over for better performance in Field Level
- Along with the job specific skills, the field staffs also need to trained on Official Communication, how to maintain Internal Protocol, how to represent Room to Read at the community level
- Comprehensive meeting with all the Field Employees in GEP and LP along with their supervisors. The point of discussion was clarifying roles and responsibilities at the field level.

3. Project Part:

3.1 Disputes we had when hired Field Staffs:

- From Human Resources department, we had to hire a number of new employees who have come from different districts, different background, and different skill sets they have, different culture and practices. It wasn't easy to manage such diversification.

- While conducting Reference Check and Background Check for all field based staffs, it was difficult to authenticate and validate it.

- For some crucial and technical positions, it was difficult to get sufficient potential candidates and as a result got very little number of candidates to be called for interview. Such as Literacy Program Officer (Technical), School Infrastructure Officer etc.

- After get them on- board, the main challenge arose. To make a balanced and productive work environment was a major responsibility for us as they had come from different organizational culture and now have to united and work by following some common cultures and code of conduct.

- The remarkable impact was lack of necessary competencies the field staffs had which were needed to perform the job effectively.

- When some unskilled staffs go to field/ schools to visit the program operations then the program activities can hamper as they haven't trained adequately to do the job effectively on field.

- As the Field based monitoring positions are entry level, therefore, most of the employees have come up with fewer duration of experience or fresher. As a result without proper training and guideline on responsibilities and others, they couldn't perform well.

3.2 Problem Statement:

In organizational context Training & Development is a sub system of an organization. It ensures that randomness is reduced and learning & behavioral change takes place in structured format.
Traditional Approach of Training: Most of the organizations thought that Leaders were born, not made. Along with that training is very expensive and spending money on employees is not worthy.
Modern Approach of Training: Now most of the organizations realize the importance of training and development for employees. It is now considered as more of a retention tool than a cost. It helps to create a smarter workforce and yield results.

On this circumstance of Field Staffs in Natore and Dhaka, there has been a need of training which can be preferably defined as Professional Development. It is a learning process to earn and maintain professional credentials such as academic degrees, conferences, workshops, on-the job training and informal learning opportunities situated in practice.
Professional Development is also a process that involves the acquisition of knowledge, sharpening of skills, concepts, rules or changing of attitudes and behaviors to enhance the performance of employees. It is basically mean knowing where you stand now and where you would be after some point of time. Professional Development can be achieved through knowledge, skills and abilities (KSA).)

3.1.1 Importance of Professional Development:

- Optimum utilization of Human Resources
- To develop employee performance in the workplace
- Addressing weakness/ area of improvement when employees started working in hand
- To keep the good performance consistent for all
- Give a floor to employees for their professional development; they can develop themselves along with serve organization's purpose which ultimately help to attain the strategic goals
- Enhance employee motivation and increase staff satisfaction

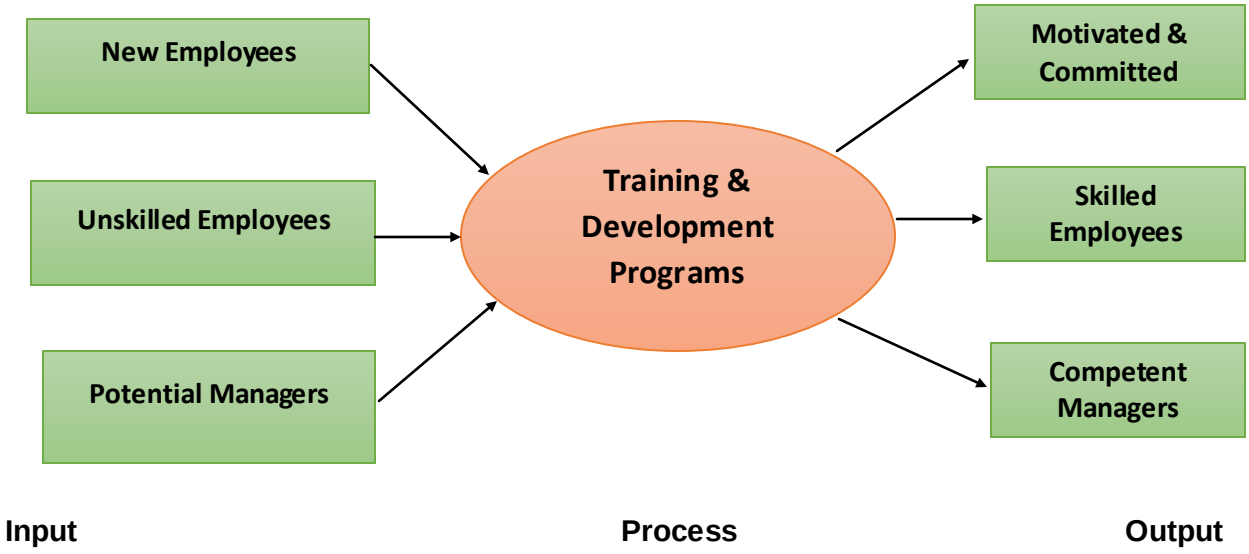


Illustration 8: Input- Output process in T&D

3.3 Objectives of the Project:

The project has been articulated on Professional Training & Development for Employees in Room to Read Bangladesh especially for the field based staffs who spent 80- 90% working time on field. Starting from the time of direct implementation, a concern of sufficient working knowledge and perform accordingly to job role and organization expectation has been arise. With a specific intension and purpose, I have developed the planning of the project and executed accordingly focused on importance of Training and Development programs for them. On the following, the Objectives of the Study has been mentioned:

- **To know the effectiveness of the training program conducted by Room to Read Bangladesh**

Training is essential for job success. It can lead to higher productivity, fewer mistakes, greater job satisfaction and lower turnover. These benefits accrue to both the trainee and the organization, if managers understand the principles behind the training process. To this end, training efforts must invariably follow certain learning-oriented guidelines. On this point, individual person based training needs have been highlighted as staffs can get professional advancement on many areas through the help of organization; could be mentoring & couching, could be financial support and could be assistant from supervisor & HR.

- **To know whether employees are aware about their responsibilities and authorities or not**

After employees have been selected for various positions in an organization, training them for the specific tasks to which they have been assigned assumes great importance. It is true in many organizations that before an employee is fitted into a harmonious working relationship with other employees, he is given adequate training. Training is the act of increasing the knowledge and skills of an employee for performing a particular job. The major outcome of training is learning. A trainee learns new habits, refined skills and useful knowledge during the training that helps him improve performance. Training enables an employee to do his present

job more efficiently and prepare himself for a higher-level job. The essential features of training may be stated thus:

- Increases knowledge and skills for doing a particular job; it bridges the gap between job needs and employee skills, knowledge and behaviors
- Focuses attention on the current job; it is job specific and addresses particular performance deficits or problems
- Concentrates on individual employees; changing what employees know, how they work, their attitudes toward their work or their interactions with their co-workers or supervisors
- Tends to be more narrowly focused and oriented toward short-term performance concerns
- Training is needed to bridge the gap between what the employee has and what the job demands
- Training is needed to make employees more productive and useful in the long-run
- Training is needed for employees to gain acceptance from peers

❖ **To improve Organizational Climate and increase the morale of employees**

For learning to take place, intention to learn is important. When the employee is motivated, he pays attention to what is being said, done and presented. Motivation to learn is influenced by the answers to questions such as: How important is my job to me? How important is the information? Will learning help me progress in the organization?
Environment plays a major role in training. It is natural that workers who are exposed to training in comfortable environments with adequate, well-spaced rest periods are more likely to learn than employees whose training conditions are less than ideal. Generally speaking, learning is very fast at the beginning. Thereafter, the pace of learning slows down as opportunities for improvement taper off

- **To know whether training program is conducted successfully or not**

According to training calendar or plan, employees can follow up and see whether the training program is conducted successfully or not. When staffs see training programs are conducted as per plan and staffs are getting benefited, then they take it very positively.

- **To know about the work culture of the organization**

Positive Reinforcement consists rewarding desired behaviors. If a behavior is rewarded, it probably will repeated. The reinforcement principle is also based on the premise that punishment is less effective in learning than reward. Punishment is a pointer to undesirable behaviors. When administered, it causes pain to the employee. He mayor may not repeat the mistakes. The reactions may be mild or wild. Action taken to repeal a person from undesirable action is punishment. If administered properly, punishment may force the trainee to modify the undesired or incorrect behaviors. People learn best if reinforcement is given as soon as possible after training.

Every employee wants to know what is expected of him and how well he is doing. If he is off the track, somebody must put him back on the rails. The errors in such cases must be rectified immediately. The trainee after learning the right behavior is motivated to do things in a 'right' way and earn the associated rewards. Positive feedback (showing the trainee the right way of doing things) is to be preferred to negative feedback (telling the trainee that he is not correct) when we want to change behavior.

3.4 Time Line:

The time duration of the internship was 3 months in documents given by the University Authority. By discussing with my Supervisor for this project, I have taken around 2 months of time line to think and plan about the project, conduct the survey or verbal conversation with the field staffs, collecting and summarizing all necessary documents related to the project from organizational sources.

3.5 Limitations

In undertaking this study, I have faced a number of problems and some has made the process delayed. The limitations are:

A) The research method usually different for corporate firm and non-profit organization or NGO. Therefore, I have faced some difficulties collecting some general information including existing Program Operations staffs training materials, conversations with field staffs and collecting relevant information from them.
B) There were some issues regarding organizational policies and guidelines such as Confidentiality Agreement, Conflict of Interest etc.
C) After initiating the research process, I had to visit different schools in Natore and Dhaka of different clusters. After observation, then coordinate and organize my findings with other collected data were a bit difficult.
D) For the time limitation I could not gather more information to justify exact condition. During the research I had major responsibilities and various training & events also took place. As a result my project submission got really delayed
E) Total number of staffs were big enough under my study and I faced a difficulty to choose sample from them
F) Eventually I met dilemma after collecting the information while plan for recommendation as I am a Non-Technical Person and I was focusing on professional training development for field staffs who are under Program Operations but playing Technical role in the organization

3.6 The Literation Review: Recommendation & Strategy

The quality of employees and their development through training and education are major factors in determining long-term profitability of a small business. If you hire and keep good employees, it is good policy to invest in the development of their skills, so they can increase their productivity.

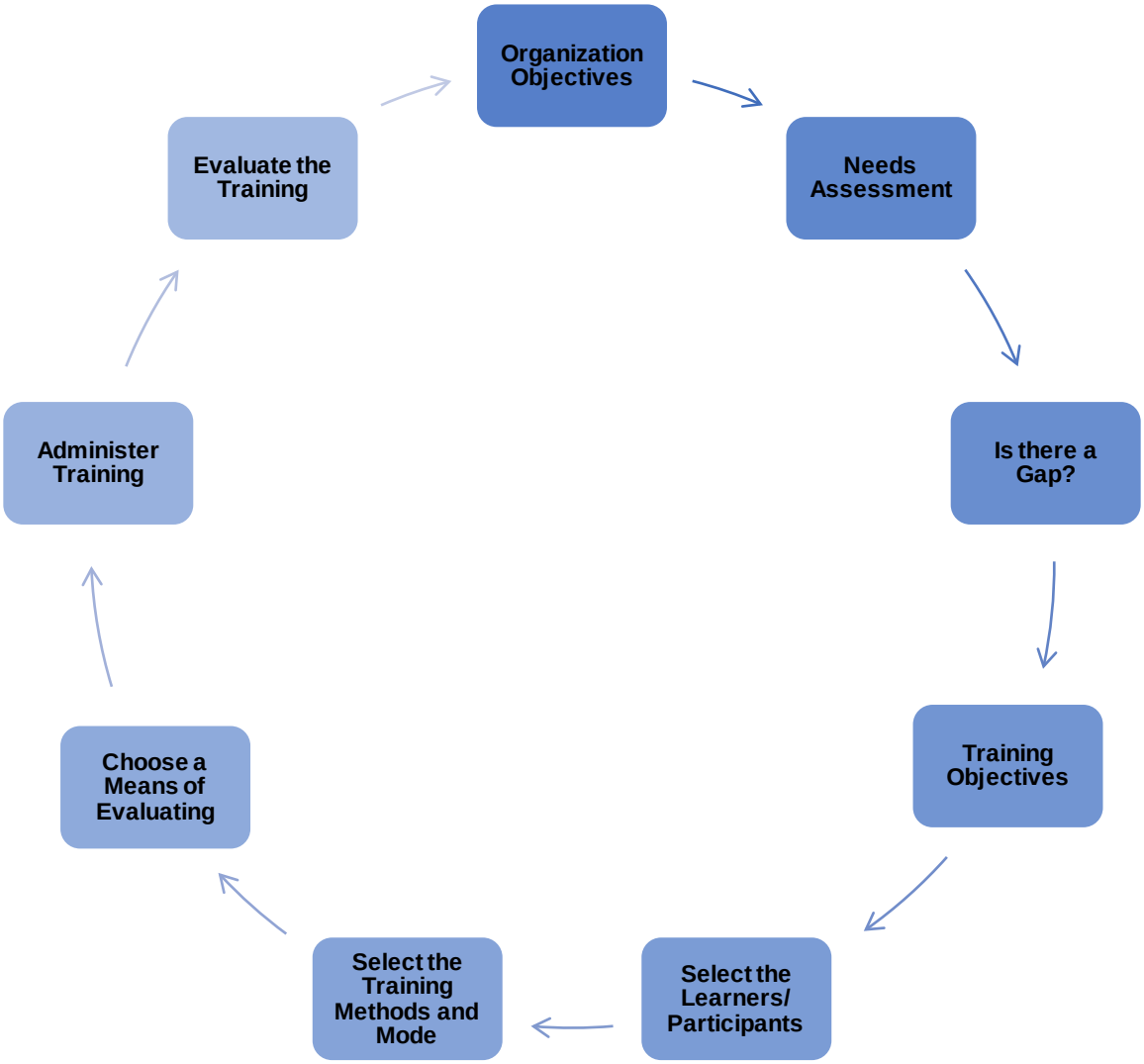
Initially training often is considered for new employees only. This is a mistake because ongoing training for current employees helps them adjust to rapidly changing job requirements. A full-fledged training program can make positive impacts on employee's performance and organizational productivity such as:

- Increased productivity
- Reduced employee turnover.
- Increased efficiency resulting in financial gains.
- Decreased need for supervision

Employees frequently develop a greater sense of self-worth, dignity and well-being as they become more valuable to the firm and to society. Generally they will receive a greater share of the material gains that result from their increased productivity. These factors give them a sense of satisfaction through the achievement of personal and company goals.

The Training Process

The model below traces the steps necessary in the training process:



Organization should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Firms that plan their training process are more successful than those that do not. Most Organizations/ Firms want to succeed, but do not engage in training designs that promise to improve their chances of success. Why? The five reasons most often identified are:

Time–Low budget/ fund Organizations find that time demands do not allow them to train employees.

Getting started - Most organizations managers have not practiced training employees. The training process is unfamiliar.

Broad expertise - Managers tend to have broad expertise rather than the specialized skills needed for training and development activities.

Lack of trust and openness - Many managers prefer to keep information to themselves. By doing so they keep information from subordinates and others who could be useful in the training and development process.

Skepticism as to the value of the training - Some small business owners believe the future cannot be predicted or controlled and their efforts, therefore, are best centered on current activities i.e., making money today.

A well-conceived training program can help your firm succeed. A program structured with the company's strategy and objectives in mind has a high probability of improving productivity and other goals that are set in the training mission.

Identifying Training Needs

Training needs can be assessed by analyzing three major human resource areas: the organization as a whole, the job characteristics and the needs of the individuals. This analysis will provide answers to the following questions:

- Where is training needed?
- What specifically must an employee learn in order to be more productive?
- Who needs to be trained?

What is Training Needs Assessment?

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

Training Needs = Desired Capability – Current Capability of the Participants

Begin by assessing the current status of the company how it does what it does best and the abilities of your employees to do these tasks. This analysis will provide some benchmarks against which the effectiveness of a training program can be evaluated. Your firm should know where it wants to be in five years from its long-range strategic plan. What you need is a training program to take your firm from here to there.

Second, consider whether the organization is financially committed to supporting the training efforts. If not, any attempt to develop a solid training program will fail.

Next, determine exactly where training is needed. It is foolish to implement a company-wide training effort without concentrating resources where they are needed most. An internal audit will help point out areas that may benefit from training. Also, a skills inventory can help determine the skills possessed by the employees in general. This inventory will help the organization determine what skills are available now and what skills are needed for future development.

Individual employees can be evaluated by comparing their current skill levels or performance to the organization's performance standards or anticipated needs. Any discrepancies between actual and anticipated skill levels identifies a training need.

Selection of Trainees

Once you have decided what training is necessary and where it is needed, the next decision is who should be trained? For a small business, this question is crucial. Training an employee is expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained.

Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program.

Training Goals

The goals of the employee training program should relate directly to the needs determined by the assessment process outlined above. Course objectives should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. Goals should include milestones to help take the employee from where he or she is today to where the firm wants him or her in the future. Setting goals helps to evaluate the training program and also to motivate employees. Allowing employees to participate in setting goals increases the probability of success.

Training Methods

There are two broad types of training available to small businesses: on-the-job and off-the-job techniques. Individual circumstances and the "who," "what" and "why" of your training programdetermine which method to use.

On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with

periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

Off-the-job techniques include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly.

Orientations are for new employees. The first several days on the job are crucial in the success of new employees. This point is illustrated by the fact that 60 percent of all employees who quit do so in the first ten days. Orientation training should emphasize the following topics:

- The Organization's history and mission.
- The key members in the organization.
- The key members in the department, and how the department helps fulfill the mission of the company.
- Personnel rules and regulations.

Some companies use verbal presentations while others have written presentations. Many small businesses convey these topics in one-on-one orientations. No matter what method is used, it is important that the newcomer understand his or her new place of employment.

Lectures present training material verbally and are used when the goal is to present a great deal of material to many people. It is more cost effective to lecture to a group than to train people individually. Lecturing is one-way communication and as such may not be the most effective way to train. Also, it is hard to ensure that the entire audience understands a topic on the same level; by targeting the average attendee you may under-train some and lose others. Despite these drawbacks, lecturing is the most cost-effective way of reaching large audiences.

Role playing and simulation are training techniques that attempt to bring realistic decision making situations to the trainee. Likely problems and alternative solutions are presented for discussion. The adage there is no better trainer than experience is exemplified with this type of training. Experienced employees can describe real world experiences, and can help in and learn

from developing the solutions to these simulations. This method is cost effective and is used in marketing and management training.

Audiovisual methods such as television, videotapes and films are the most effective means of providing real world conditions and situations in a short time. One advantage is that the presentation is the same no matter how many times it's played. This is not true with lectures, which can change as the speaker is changed or can be influenced by outside constraints. The major flaw with the audiovisual method is that it does not allow for questions and interactions with the speaker, nor does it allow for changes in the presentation for different audiences.

Job rotation involves moving an employee through a series of jobs so he or she can get a good feel for the tasks that are associated with different jobs. It is usually used in training for supervisory positions. The employee learns a little about everything. This is a good strategy for small businesses because of the many jobs an employee may be asked to do.

Apprenticeships develop employees who can do many different tasks. They usually involve several related groups of skills that allow the apprentice to practice a particular trade, and they take place over a long period of time in which the apprentice works for, and with, the senior skilled worker. Apprenticeships are especially appropriate for jobs requiring production skills.

Internships and assistantships are usually a combination of classroom and on-the-job training. They are often used to train prospective managers or marketing personnel.

Programmed learning, computer-aided instruction and interactive video all have one thing in common: they allow the trainee to learn at his or her own pace. Also, they allow material already learned to be bypassed in favor of material with which a trainee is having difficulty. After the introductory period, the instructor need not be present, and the trainee can learn as his or her time allows. These methods sound good, but may be beyond the resources of some small businesses.

Trainers

Who actually conducts the training depends on the type of training needed and who will be receiving it. On-the-job training is conducted mostly by supervisors; off-the-job training, by either in-house personnel or outside instructors.

In-house training is the daily responsibility of supervisors and employees. Supervisors are ultimately responsible for the productivity and, therefore, the training of their subordinates. These supervisors should be taught the techniques of good training. They must be aware of the knowledge and skills necessary to make a productive employee. Trainers should be taught to establish goals and objectives for their training and to determine how these objectives can be used to influence the productivity of their departments. They also must be aware of how adults learn and how best to communicate with adults. Small businesses need to develop their supervisors' training capabilities by sending them to courses on training methods. The investment will pay off in increased productivity.

Training Administration

Having planned the training program properly, you must now administer the training to the selected employees. It is important to follow through to make sure the goals are being met. Questions to consider before training begins include:

- Location.
- Facilities.
- Accessibility.
- Comfort.
- Equipment.
- Timing.

Careful attention to these operational details will contribute to the success of the training program.

An effective training program administrator should follow these steps:

- Define the organizational objectives.
- Determine the needs of the training program.
- Define training goals.
- Develop training methods.
- Decide whom to train.
- Decide who should do the training.

- Administer the training.
- Evaluate the training program.

Following these steps will help an administrator develop an effective training program to ensure that the firm keeps qualified employees who are productive, happy workers. This will contribute positively to the bottom line.

Evaluation of Training

Training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals.

While going through the survey and conversation with Field Employees of Program Operations Section in both Literacy Program and Girls' Education Program, I have come to know that there has been a practice of providing training while new staffs induction period so that they could perform better into the field. But it was insufficient and as a result employees felt they have some gaps while implementing program activities on hand.

Based on the survey findings and discussion with LP and GEP team, I have outlined a in detail training program for the field staffs which can increase the level of their efficiency and help them to perform job in a more better way. The process is applicable for both New Staffs and existing Staffs can also be a part in some sections of the training.

A) Strategy for Literacy Program Field Employees:

The job of a literacy coach is very important. You have a strong impact on the success of your schools. You have many responsibilities, but helping teachers to give excellent reading instruction in the classroom and conduct effective reading activities during the library period is your most important job. Below are different activities that will allow you to make sure that teachers are successful and that all children develop reading skills and a habit of reading. Each of these activities is described in detail in this manual. Tools to help you with your job are in the appendix.

School visits: Visit your classrooms at least twice per month to conduct classroom observations, meet with the principals, read with children, coach teachers, visit the library, and observe library activities.

Preparation and Arrival: Schedule visits in advance and arrive early to meet with the principal and teachers.

Classroom Observations: Observe a full literacy lesson in each Grade 1 and 2 classroom twice per month. Sometimes you will sit quietly and watch, or, when appropriate, you can also walk around the classroom to help the teacher and check children's reading.

Assessing Students: Administer informal assessments to a few random children during each visit. Assist in Student Tracking assessments twice per year.

Library Period Observations: Observe a full library period twice a month in a variety of grades to provide support to teachers in teaching library reading activities. Promote the use of the library with all teachers.

Modeling: At times in the library or classroom or during feedback sessions, model lessons or parts of the lesson for the teacher, so the teacher can learn by watching you.

Coaching Teachers: After each observation, spend time talking with the teacher. Tell the teacher what part of the reading lesson or library reading activity s/he is doing well. Give advice on a part of the reading lesson or library reading activity that the teacher needs help with. Answer questions and help to solve the teacher's problem as much as possible.

Discussions with the Principal: Spend time on every visit updating the school principal on the progress of the Literacy Program. The principal also co-signs the School Visit Record form.

Record Keeping: It is important to keep records of school visits and things noted during classroom observations. Complete provided forms after each school visit.

Other Professional Learning Opportunities: At times, you may be able to provide teachers with additional professional learning workshops or opportunities.

Working with School Communities and Local government: You will be communicating with schools and communities regularly. You represent RtR and should be able to speak accurately about the program design and have an understanding about the purpose of the program, materials, and activities. You may meet local government officials while you are visiting schools, but you will not be meeting separately with them. Refer all government requests for meetings to your supervisor.

Reporting, Review Meetings, and Professional Development: It is important to keep records of school visits and things noted during classroom observations. You will complete provided forms after each school visit and submit a report to the Literacy Program Operations Officer and the field Literacy Program Officer every month. You will meet monthly with other literacy coaches and the Literacy Program Officer to reflect on the program, problem solve, and receive training. As a coach, you are an important part of the development of the Literacy Program. You can provide feedback to Room to Read through the Monthly Report, during monthly review meetings, and throughout the school year

- ***School Visits:***

Scheduling

You will visit each classroom teacher twice per month and visit a library period each time you are at the school. At the beginning of each school term, develop a work plan outlining a schedule for all your classroom and library visits. If it will be your first visit, tell the school about the purpose of coaching visits. For later visits, schedule the time before you leave the school on the previous visit. Call the principal if you need to change the next planned visit

Preparation

Before you go to a school, make sure you have all of the tools you will need. You should bring Classroom Observation forms, Library Observation forms (be sure to have both Library Observation Forms: the Read Aloud/Shared Reading form and the Paired Reading/Independent Reading form), and the School Visit Record. You will learn about the use of these tools in this manual.

Ongoing Visits: Arriving at School

Always arrive at the school at least 15 minutes before you are scheduled to begin working. First, make a short visit to greet the principal and let him or her know which classrooms/library periods you will be visiting. Ask if the principal might have a few minutes when you are finished to talk about the visit

- ***Classroom Observation***

You should observe Grade 1 and Grade 2 literacy lessons on every visit. Before beginning an observation, you should review the feedback you gave during your last visit so that you can take note of the teacher's progress in the area you agreed upon for improvement. Either check the last classroom observation form for this teacher, or ask the teacher to show you what she wrote down in her notebook last time.
When you are observing the teacher, pay close attention to how the teacher is teaching the different parts of the lesson. You should also observe the students during the lesson. Fill out the observation form as you are watching the lesson. The observation form has sections that focus

on building the teachers' skills to implement the program, from basic to advance. (See the *Classroom Observation Tools* in Appendix A). You will focus on one section of the form at a time, going from top to bottom of the page.

Step-by-Step Guide to Using the Classroom Observation Form

1. Fill in the basic information in the first two rows (date, your name, school name, teacher's name, etc.). Fill in the lesson number that you are observing that day. Fill in the number of students who are present in the class that day.
2. Fill in only Priority Area 1 until the teacher receives a "yes" in every indicator. Once a teacher has a "yes" in every indicator in Priority Area 1, fill in Priority Area 1 and Priority Area 2 during each observation. Do not move on to Priority Area 3 until the teacher has a "yes" in every indicator in Priority Area 1 and Priority Area 2.
3. Review the table below to understand when to mark "yes," "no," and "partially." When you mark partially, write why in the comment section.
4. In the Key Message for Teacher Feedback, first record 1-2 things you think the teacher did well. You should select these things from the priority list.
5. Write the one thing that you would like the teacher to work on prior to your next visit. The indicators of good RtR classroom instruction that we want to see in the classroom are listed in order of importance. You will ask the teacher to improve on the most important indicator for which you recorded a "no" or a "partially." Work on that skill with them until they receive a "yes." Then move down the page to the next indicator where they received a "no" or a "partially."
6. If, at any point, a teacher receives a "no" or a "partially" where they had previously received a "yes," go back to that skill and work on it again.

Assessing Students

During each classroom visit, do a quick, informal assessment with a few random children. Select 3-5 children (one at a time) at random and ask them to read from the most recent curriculum assessment or student revision page of the pupil book. Do not spend more than 1-2 minutes with each student. Mark their score in the space provided on the classroom observation form. You will record the number of words or letters read correctly out of the total number of words or letters attempted. In the space provided, you will write the words or letters, or write the page number from which you selected the words.

TABLE X. STUDENT ASSESSMENT PORTION OF THE CLASSROOM OBSERVATION FORM

ASSESSMENT: Randomly select 5 students and administer a short assessment of letters or words				
Name	Name	Name	Name	Name
Correct/Attempted	Correct/Attempted	Correct/Attempted	Correct/Attempted	Correct/Attempted

Observing Library Periods

You should conduct observations of the library period each time you visit a school, with a minimum of two visits per school per month. Like classroom visits, let teacher know that the purpose of the visit is to help them with the Room to Read library reading activities

Try to be seated for the observation before the library period begins. During the observation, sit quietly in the back unless you and the teacher/librarian have agreed that you will do a demonstration before the activity starts or the teacher asks for your support. You should complete a Library Period Observation Form (see Appendix X) for each library period you observe. There are two Library Period Observation Forms. One is for use when the teacher does a Read Aloud or Shared Reading Activity. The other is for use when the teacher does a

Paired Reading/Independent Reading activity. Please have both forms with you so you are prepared for any activity the teacher does with his or her students that day.

Modeling

You may model for the teacher on how to teach a part of the Literacy Program in the classroom or in the library. If you are going to model the skill during the class or the library period, you should discuss this beforehand with the teacher. You should not interrupt the teacher for an unplanned demonstration unless you have a good relationship with the teacher and you have talked about whether this would be all right. We always want to respect the teacher and her/his ownership of her/his classroom. If the teacher asks during class for you to model something, do so only if you feel prepared to provide an excellent example of the activity. Otherwise, ask to model it next time.

Coaching Teachers

The feedback meeting is a very important part of the job of a coach. This is when you reflect with the teacher on the observation and coach the teacher on how to improve her instruction. Conduct the coaching conversation the same way whether you are discussing the classroom or the library. Discussions with teachers should take about 15-20 minutes. It should be a casual discussion between you and the teacher; it is not an official meeting. The discussion should take place after the period (e.g. during break time) in a quiet location away from children and other teachers to avoid unnecessary distraction.

The first goal of the feedback meeting is to reflect with the teacher on how the lesson or library reading activity went and how she has applied the advice from the last meeting. The second goal is to help the teacher decide on concrete steps to take to improve literacy lessons or library reading activities. The result of this meeting is that the teacher will change her practice in a way that will help the children to learn better. Before the meeting, reflect on what you saw as the strengths and weaknesses of the lesson or library reading activity. Your feedback should focus on the indicators from the Priority Areas on the relevant Observation Form. Start with sharing 1-2 things from the Priority Area indicators the teacher did well. Then discuss one specific thing from the Priority Area indicators the teacher could improve upon. Choose the first indicator on which the teacher received a "no" or a "partially" (the Library Observation Form does not have the "partially" option) on the observation form (see Table 2).

TABLE 2. PRIORITY AREA-FOCUSED FEEDBACK

INDICATOR	YES	NO	PARTIALLY
Priority Area 1-Using the instructional routine			
The teacher is using the teacher's guide. She holds it or refers to it during the lesson.	✓		
The teacher uses the I do, We do, You do method.	✓		
Children had an opportunity to read independently during the lesson.		✓	
A review of student notebook shows that lessons have been followed since the last visit.	✓		
The children use the pupil book when called for by the teacher's guide.		✓	
Teacher transitions quickly from activity to activity.			✓

⇐ Use this as positive feedback

⇐ Use this, the first "no" or "partially," as your focus for improvement

⇐ Use this as positive feedback

Steps for a feedback/coaching meeting:

1. Say "Thank you" to teacher for allowing you to observe the lesson;
2. Reflect with the teacher on what went well during the lesson.

a. Let the teacher talk about what he/she thinks went well during the lesson. Use questions to start this conversation. For example:

i. What do you think children learned the most about today? How do you know? For libraries, you could ask: What do you think the children enjoyed the most today? How do you know?

b. Share 1-2 things from the list of prioritized indicators that you noted went particularly well that day.

3. Reflect with the teacher on the agreed change from the last visit.

a. Refer back to the change you and the teacher had agreed she would try based on the previous observation. If you have not already discussed this change during the "what went well" discussion, then ask:

i. Were you able to try the change we talked about last time? How did that go? How can I help?

4. Reflect with the teacher on areas for improvement.

a. Let the teacher talk first about where she thinks she could improve. Use questions to start this conversation. For example:

i. Is there anything you struggled with during today's lesson? Is there anything the children struggled with during today's lesson?

b. Share one thing the teacher could work on for your next visit. From the observation form, choose the first indicator that you marked "no" or "partial" as the skill for the teacher to work on. If the teacher is still doing poorly on the suggestion from your last visit, you may work on that same skill again.

i. Ask the teacher: "Is there a reason why you were unable to implement this part?" Based on her answer, you may need to do one of the following:

1. Demonstrate the indicator for the teacher, or play aRtR video, if available. Do this if the teacher says she does not know how to do what you are asking or that she has tried but is struggling to do it well.
2. Explain why you are making this suggestion (based on why this indicator is important (see table below) or based on what you have learned about the RtR program). Do this if the teacher says she does not understand why she should teach the way the program asks her to.

ii. If time allows, let the teacher practice the skill with you.
iii. Be patient and kind. Remember that you are here to support the teacher, not to order her to do things.

5. Conclude the discussion with an agreement – e.g., What will you work on for next time? Let us agree on the date for the next visit. Are you ok/comfortable on how to teach the skills for the next 2 weeks of lessons?

a. The teacher should write the agreement down in their Room to Read notebook. You should write it down on the observation form.

Discussion with School Principals

Meet with the school principal at the end of the school visit. The principal should sign the School Visit Record at this time. You should make sure you remembered to sign the visitor's log at the school (if the visitor's log has a space for comments, only enter positive comments. Keep constructive comments private). If appropriate, you can have a short discussion with the principal. This discussion can be casual and happen outside the principal's office. It should last no more than 5 minutes.

Thank the principal for the chance to work with the teachers. It is especially important to acknowledge the hard work of the principal in supporting literacy in his or her school. You can encourage the principal to continue to support literacy by making sure the teachers and librarian attend training or by extending the hours when the library is open to children. You can also talk with the principal about things to look for when visiting classrooms during the literacy period. For example, they can observe whether the teacher is using the I do, We do, You do method or implementing activities from the Room to Read teacher's guide.

Record Keeping

Record the following before you leave the school.
1. The School Visit Record—this record is signed by the coach, principal, and teacher to verify that the classroom and library visit took place. The coach turns all School Visit Records in to the Literacy Program Operations Officer twice per month (see Appendix X).

a. Carry a copy of the monthly School Visit Record with you to each school. Ask each teacher to sign the form after your feedback session. Ask the principal to sign the form after all classroom and library visits are complete for the day.

2. The Classroom Observation Form—fill out one form for every classroom visited. This includes a record of the agreement of what the teacher will do before the next visit (see Appendix X). If the teacher asks to see the form, you may show it to her, but she does not receive a copy to keep. If the teacher does not ask, do not show the form as it may actually be confusing.
3. The Library Period Observation Form—fill out one form for every library period you observe. This includes a record of the agreement of what the teacher will do before the next visit (see Appendix X). If the teacher asks to see the form, you may show it to her, but she does not receive a copy to keep. If the teacher does not ask, do not show the form as it may actually be confusing.
4. Teacher's Record of Next Steps—when you reach agreement with the teacher on what they will work on prior to your next visit, she will record it in her Room to Read notebook.

Summary: School Visit

Steps in the school visit process

1. Prior to arriving at the school, notify the principal and classroom teacher that you will be visiting
2. Meet with the principal upon arrival at the school to briefly share:

- An overview of the purpose of the coach's role and what s/he will do (first visit)
- An informal greeting and ask how things are going, etc. (every school visit)

3. Go to classroom before class starts to meet the teacher and share:
4. Confirm the lesson number that will be taught that day
5. Give a reminder of the skill you agreed to work on from the previous visit
6. Review the plan or agree on any demonstrations
7. Observe the lesson from inside the classroom
8. Take notes and prepare at least two specific areas of praise and one specific area of improvement to share with the teacher, based on the indicators from the observation form
9. Conduct a coaching discussion/reflection with the teacher by:
10. Asking questions to draw out good points and challenges from the teacher's perspective;
11. Focusing on 1 key area of improvement from the observation form;
12. Explaining, demonstrating, or showing a video of the key area of improvement;

13. Discussing how the coach can support on the next visit (e.g. what will the coach observe, what demonstrations should the coach do, etc.)
14. Confirm date of next visit
15. Record the next steps on the Observation Form and ask the teacher to record it in her Room to Read notebook. Ask the teacher to sign the School Visit Record form.
16. Find the teacher for the library period before the library period starts to meet the teacher and share:
17. Confirm the library reading activity that will be taught that day
18. Give a reminder of the area you agreed to work on from the previous visit
19. Review the plan or agree on any demonstrations
20. Observe the library period from inside the library
21. Take notes and prepare at least two specific areas of praise and one specific area of improvement to share with the teacher, based on the indicators from the observation form
22. Conduct a coaching discussion/reflection with the teacher by:
23. Asking questions to draw out good points and challenges from the teacher's perspective;
24. Focusing on 1-2 key areas of improvement from the observation form;
25. Explaining, demonstrating, or showing a video of the key area of improvement;
26. Discussing how the coach can support on the next visit (e.g. what will the coach observe, what demonstrations should the coach do, etc.)
27. Confirm date of next visit
28. Record the next steps on the Observation Form and ask the teacher to record it in her Room to Read notebook. Ask the teacher to sign the School Visit Record form.
29. Meet with the Principal to:
30. Share positive comments on the visit or major problems.
31. Ask the principal to sign the School Visit Record form.
32. Sign the school visitor's log.
33. Say thank you and depart.

Working with School Communities and Local Government

As a coach, you represent Room to Read when you are interacting with schools, families, communities, and the government. Some, but not all, of the ways you might be involved with these groups include:

- You are involved with teachers and principals at the school every day as you provide on-site support. At times, Room to Read may ask you to give the school updates.
- You may interact with families and community during community engagement events such as parent meetings or literacy events.
- Government officials may attend workshops or be present at schools when you are visiting. It is unlikely that you would meet one-on-one with a government official. If a government official requests an individual meeting, refer him or her to the Literacy Program Officer and Literacy Program Operations Officer.

Your involvement with each of these groups may vary, but you should always be able to speak accurately about the program design and have an understanding of the purpose of the program, materials, and activities.

❖ ***Monthly Review Meetings: Overview***

Monthly review meetings are opportunities for you and other coaches to reflect on school visits, share your experiences, and make recommendations for improving the Room to Read program. They are also opportunities to receive updates about the program and additional guidance to address Room to Read priorities. The Literacy Program Officer facilitates review meetings. Attendance is required for coaches, with occasional participation by other RtR staff.
Review meetings may be used to learn about additional phases of the program such as student tracking, community engagement, and new activities. The Literacy Program Associate will provide a timetable for monthly review meetings.
In general, monthly review meetings will involve the following:

- Sharing lessons learned from discussions with teachers such as:

According to teachers' reflection, what do teachers feel they do well? Where do teachers feel they struggle?

According to the coach's observations, what do teachers do well and need to improve on?
How is general improvement of student learning achievement?
Are coaches experiencing challenges in their school visits? If so, the group will problem-solve.

- Receiving additional training to support program priorities, including watching the Literacy Program Officer model a skill or practicing skills or strategies;
- Receiving updated information to assist school visits, such as program updates, new activities, and example lesson plans;
- Identifying additional coach needs to enhance program support;
- Coordinating school visits and planning with the Literacy Program Officer;
- Providing suggestions and feedback to improve the Literacy Program, including reflecting on the program design, materials, and implementation;
- Action points for the next month

❖ ***Monthly Reports***

In preparation for the monthly review meetings, you will be required to reflect on school visits and discussions with teachers during the past month. You will complete a Monthly Report (found in Appendix D) to help with the reflection process. Submit one copy of this report to the Literacy Program Operations Officer. Submit a second copy to the Literacy Program Officer in the field. The field officer will use the report to track both individual teacher and coach needs and patterns in needs. This allows the field officer to provide targeted technical support.
During the meeting, coaches will share their reflections with others. Key points for coaches to reflect on prior to the meeting include:

1. Top 2 successes – what's going well, and what action resulted in these going well?
2. Top 2 challenges, reasons for challenges, and possible answers
3. If schools are proceeding according to the program timeline
4. Additional support coaches require from Room to Read

This reflection is extremely important for Room to Read. The LPO will share this information with the Literacy Director and Program Manager of Instructional Design and Teacher Support, who will use it to improve the program for better teaching and learning and enhancing support for coaches.

A summary of the record keeping and reports required is below.

TABLE 3. COACH RECORDS AND REPORTS

RECORD OR REPORT	WHO RECEIVES RECORD OR REPORT	FREQUENCY
Classroom observation form	Coach keeps	Every classroom visit
Library observation form	Coach keeps	Every library visit
School Visit Record	1 copy to Literacy Program Operations Officer	Signed every classroom and library visit, turned in bi-monthly
Monthly Report	1 copy to Literacy Program Operations Officer 1 copy to Literacy Program Officer	Monthly

❖ ***Professional Development***

Your attendance is required at all professional development and learning workshops. Some of these may take place on weekends or during school holidays. It is important that you participate actively in all workshops. You will need to practice and perfect both the classroom activities that you may need to model for teachers and the coaching process. You may also be required to attend teacher professional development workshops. Your support of the teachers is very important to help them do well in the program.

B) Strategy for Girls' Education Program Field Employees:

For the another major program of Room to Read, Girls' education Program there is a field based/ monitoring position named Social Mobilizer. In our Natore and Dhaka Offices, there are 15 Social Mobilizers working and reports to Girls Education Program Officer. By policy in this program all employees has to be female. This program has started its journey with supporting girls till Secondary level and gradually now under this program they are supporting till Higher Secondary as well.

While talking to the Social Mobilizers and the whole GEP Team, they have shared some issues happening in workplace related to their job role and problems they face when go to field to work with the school and community. For developing their existing skills, here I have tried to outline a training for them called 'Foundation Training' which can take place on the beginning of a year so that new staffs and existing staffs can receive the training together. The training can be illustrated as below:

1. Introduction Session

a) Ice breaking and Intro to each other in an interesting way (can be used color posters, VIPP cards, flip chart etc.)

b) Organization Briefing and History

c) GEP design

2. Key Components and Selection Process

a) Introducing key components of GEP such as Mentoring, Material Support, Parenting Session, Life Skills Training,

b) Selection Process of Girls, Schools and others

3**. Clarify the roles and responsibilities of SM**

4. Child Protection Policy Orientation

5. Staff Safety Policy and Data Quality Monitoring

6. Field Office Staff Guideline

7. Introducing monitoring & record keeping format

Among all these important content for Foundation Training, I think Life Skills is the most important and unique one. Therefore while providing training the LSE (Life Skill Education) has to be considered especially. The details of LSE are mentioned on below:

Why do girls need Life Skills?

The development of life skills is critical to improving girls' education and is an important component of the Girls' Education Program, which also includes Family, School, and Community Engagement (FSCE), Material Support, and Mentoring. Life skills will help girls in and beyond school. They will learn to value themselves, work hard in school, and understand the importance of a good education and a bright future. The girls will learn how to think about difficult problems, helping them solve problems at home, with friends, with future romantic partners, and in their studies.

As they complete school, the girls will face many important questions like:

- Should I study at university or a vocational school? How can I afford more education?
- What career should I pursue? Should I start a business?
- Should I get married? When and to whom? How many children do I want to have?
- How can I budget and save money for difficult times?
- How can I help others in my community?

Developing life skills will help the girls prepare to answer these and other questions, carefully consider their options, the consequences of each, and make plans to help them achieve their goals. Life skills help girls negotiate key life decisions while increasing their ability to develop healthy relationships with peers and a trusted adult mentor.

What is the GEP Life Skills Education Framework?

Figure 1. Life Skills Education Framework

The Life Skills Education Framework (Figure 1) was created to guide the development of the program design and curriculum. The framework focuses on ten life skills, which fall under three key domains: self-awareness, self-efficacy, and social-awareness. This framework shows us what we are trying to achieve with each of our girls.

Which life skills will girls learn?

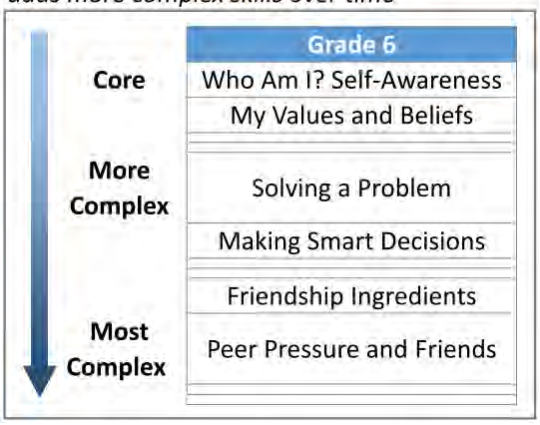
The Life Skills Education Framework's three domains (self-awareness, self-efficacy, and social-awareness) have specific life skills assigned to them. These domains of development serve as the foundation for the life skills girls will develop. The ten life skills outlined in the framework above will help girls stay in school, make responsible decisions, build healthy relationships, and achieve their goals. The life skills girls will be taught throughout the life skills curriculum are then practiced and reinforced in the life skills clubs and mentoring sessions. The definitions of each life skill can be found at the end of this document.

What did we consider when developing the curriculum?

The Life Skills Education Curriculum has 62 sessions facilitated across grades 6-9. The curriculum is designed to help the girls learn new life skills and develop their self-awareness, self-efficacy, and social-awareness. In designing a girls' life skills education curriculum, many things are considered before each session is developed.

The Life Skills Education Curriculum was designed to give girls the knowledge and skills necessary to help them succeed in and out of school. The curriculum provides the girls with interactive, engaging, and fun activities to build the skills to improve their learning, development, and wellbeing. No matter the topic, each session includes ways for the girls to learn about, understand the value of, and practice their key life skills.

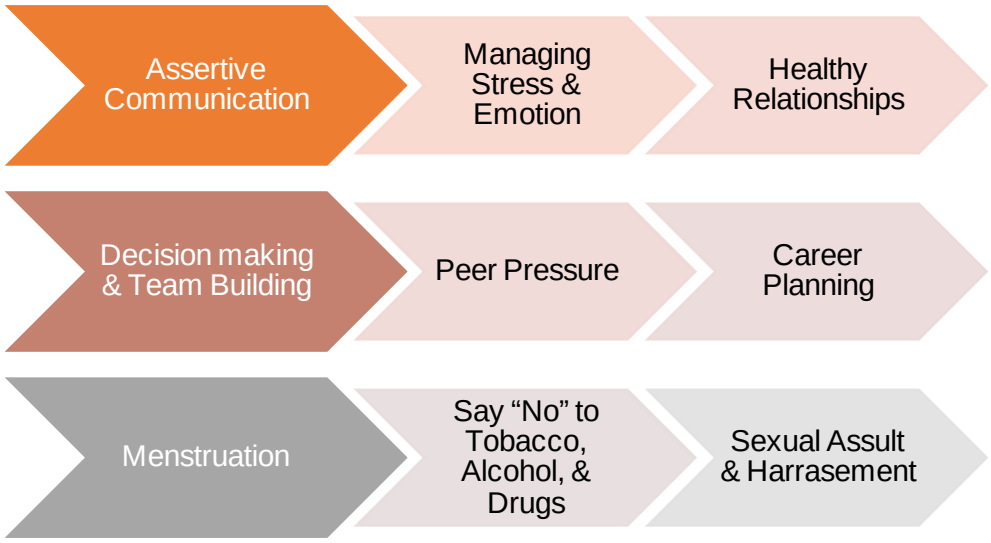
Figure 2. The year starts with core skills and adds more complex skills over time



Individual sessions reinforce more than one life skill each, so throughout each year of curriculum, each of the life skills is practiced several times. The curriculum builds skills over time, so the girls learn core skills that are needed first before focusing on more complex content and skills. Sessions build in complexity throughout each year and from year to year. Figure 2 demonstrates how sessions increase in complexity throughout grade 6.

Girls' own psychological, emotional, social, and physical development are important factors in developing curriculum so girls are ready to learn new knowledge and develop skills when sessions are delivered. Experiences that girls have at certain ages—like puberty, moving from primary to secondary school, or developing romantic feelings for someone—guide the development of curriculum sessions as well. Girls need to learn, for example, about puberty before they experience it so they understand their changing bodies and how to practice good hygiene. We also consider the girls age and developmental stage when developing curriculum so that the girls are able to process and understand complex concepts.

Insight meaning of some terms of LSE:



C) Strategy for Individual Professional Development

Other than the training and development for Program monitoring staffs focusing on improving their performance to perform their job role, there is other planning for Professional Development as follows:

- Room to Read Bangladesh is practicing initiating staff development for all staffs including field staffs. The budget usually allocated for this head as 5% of annual salary of each employee.

- From Human Resources department on the beginning of each year an email has been circulated containing Training Need Assessment asking for individual training needs. According to the training need assessment a training calendar is prepared and staffs participating on different training from institutes. Thereafter they can charge the training cost from the organization and the highest limit is 5% of annual salary.

There are different sources to determine training needs:

a. Needs Assessment Questionnaire
b. Needs Analysis
c. Employee Interviews
d. Exit Interviews
e. Employee Grievances/Complaints
f. New Equipment / Software
g. Changes in Procedures
h. Re-organization
i. Job Re-design
j. Performance Appraisal Results
k. Promotions & Terminations
l. Observations
m. Assessment Centers

n. Employment/Skills Tests
o. Focus Groups

- Other than arranging training for existing staffs, I was also gave emphasize on New Staff Orientation. Though in Room to Read it has been practicing to orient new employees including field staffs for 3-5 days with all department activities. The Induction/ Orientation Plan can be more specific and in detail so that new employees can get to know all information. The Induction Plan can include Organizational History, Overview, Mission & Vision of the organization, Organizational Strategies, HR Policies, Safety Security Guideline, Room to Read Culture, Code of Conduct, Child Protection Policy, HRIS orientation, Admin Policy, Procurement Policy, Travel & Expense Guideline, Financial Manual, Research Monitoring & Evaluation, School Infrastructure program etc.

- According to the annual plan and training calendar, some combined training or focused group training can be arranged to enhance their competency level and increase the motivation for giving their best to the organization. Such as Safety Security training, Training on Mutual Respect, Leadership Development, Supervisory Training etc.

3.7 Methodology

Methodology section is one of the parts of a research paper. Writing the methodology lies at the core of the paper, and fulfills one of the basic principles underlying the scientific method.
Any scientific paper needs to be verifiable by other researchers, so that they can review the results by replicating the experiment and guaranteeing the validity.To assist this, you need to give a completely accurate description of the equipment and the techniques used for gathering the data.

Through this section, mystudy's validity is judged, therefore it is very important. My methodology answers two main questions:

1. How did I collect or generate the data?
2. How did I analyze the data?

I have used both types of data for preparing the report and those are:

1. **Primary data:** This report has prepared through extensive use of primary data. It is collected from group of people who are related with this bank. The following methods are used in collecting primary data. These are:

a) **Direct Survey and Interviewing**: I have collected data from our Field Staffs in both Literacy Programs and Girls' Education Program with the protested and well-designed questionnaire.
b) **Personal communication**: I have gathered data through personal communication with the field staffs, their respecting supervisors, Program Heads and Managers, Field Managers in both offices and lastly to my Supervisor.
c) **Observation method**: I went to couple ofschools and both of our field offices to observe their activities.

2. **Secondary data:** Secondary sources are those which are published or processed materials. I have collected secondary data from the following sources-
    a. Various types of official documents
    b. Annual Report of Room to Read
    c. Program Manuals and Program Operations Guidelines

d. Existing Training Manual for our Field Staffs
e. HR department practices and Global policies on Training & Development
f. Take suggestions from our Global Learning Management Team

There are some other important points that has to be considered:

- Include enough information so that others could repeat the experiment and evaluate whether the results are reproducible
- The audience can judge whether the results and conclusions are valid.
- Readers need to know the reasons why you chose a particular method or procedure instead of others.
- Readers need to know that the collection or the generation of the data is valid in the field of study
- Discuss the anticipated problems in the process of the data collection and the steps you took to prevent them
- Present the rationale for why you chose specific experimental procedures.
- Provide sufficient information of the whole process so that others could replicate your study.

3.8 Findings and Conclusion

During the research paper preparation, I have gone through several situations like as talking intensively to Field Staffs in both programs, discussing with the Technical Teams, talking to Program Heads and Field Managers, communicate with School Management Committee including Teachers Students Principals. While working intensively with field staffs they have shared their practices, job responsibilities, area of improvements, insufficient competency and skills need to perform job tasks and training needs which can help to accelerate their future career growth.

Nowadays Professional Training and Development for employees have becoming a major part of the HR department's role. Because it relates to increase the skill level of existing staffs, make the new employees familiar with existing organizational system and policies, cultural comfort, succession planning, career development of employees. While working on this internship report though I have been working in Room to Read for more than 3.5 years I didn't gone through all organizational practices of Field staff Training procedures and what else can be done to make them more efficient and productive. As Field Employees are the main driving force for any Development/ Non- Profit Organization, therefore there is a need make them competent so that they can perform their job when going to Field. For this I have highlighted to modify the Training Modules and material for Literacy Program, focus more on Life Skills Training & Parenting Sessions for Girls' Education Program and regular refreshers training on existing policies initiated by HR department. Other than that Individual Professional Development opportunities are there which are provided by the organization based on individual need.

- Several Discussions have taken place with Technical Team of GEP and LP, the Field Managers and the Field Employees. Though I have picked 3 Literacy Coaches & Library Management Facilitators from each Field Offices and 3 Social Mobilizers from Each Offices (Natore & Dhaka).

- They have shared their practices, job responsibilities, area of improvements, insufficient competency and skills which need to perform their job tasks in the field level. Most of

them are aware of their drawbacks and have a feeling of need to be trained and capacitated more elaborately.

- While doing the project, I have found out it relates to organizational system and policies, cultural comfort, succession planning, career development of employees at different level.

- In non- profit/ development organizations, Field Employees are the main driving force to implement the project or program activities. As we are working with Government Primary Schools and more or less all employees have to visit schools quite often. But the Field Employees have to visit schools very regularly as their job nature requires 80- 90% of field visit. Therefore it is very important that they exactly know what to do in the field visits and how to coordinate those.

- When I have told about this project and asked for their support, all relevant employees have taken the project positively and they cooperate with me. I had to go to some schools in both Natore and Dhaka and observe classrooms with LC and LMF. I had to attend Life Skill Sessions and Parenting Sessions of GEP Girls with some of our SM. It a great learning when I had discussions with School Management Committee including teachers and principals.

- At first I had to collect all materials and modules of both Programs related to their training and development. Thereafter I had to study those and sit with our IDTS and GEP Team to understand those more briefly. I have been able to develop some of the modules and way of training to make the field staffs more efficient and flexible to work. After applying modifying training and modules, their level of performance has increased pretty much and I had come to know this from their team leaders and peers.

- Never the less, Individual Training opportunities are always beneficial and desired for Employees in any organizations. Because Training & Development is always treated as

an opportunity to develop own skills and competencies. Previously Room to Read contributed 5% of any employee's annual salary as their professional development budget but I have taken initiative and proposed to increase it 8- 10% on annual basis. Along with these, we are promoting to arrange focused group training on general topics and also encourage exposure visits for Field Staffs at other Country Offices to observe their schools and activities.

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