

April 22 – 23, 2002
Lockwood Hotel, Murree

Policy Dialogues

Trainers' Retreat 2002

Retreat Report

Facilitators

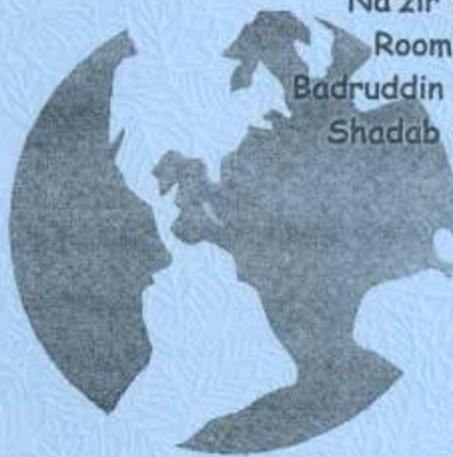
Qadeer Baig

Na'zir Mahmood

Roomi Hayat

Badrudin Palanpurwala

Shadab Fariduddin



Report by

M. Anis Danish, Training Officer

Ayesha Shoukat, Programme Officer



NGO Resource Centre
(A Project of Aga Khan Foundation)

*Human Resource
Development Network*



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Trainers Retreat 2002

Summary

Introduction

For a solid impact of training, besides good and relevant contents, training techniques play a vital role. The un-precedent growth in the field of Information Technology has changed the landscape of training and as a result new methods and techniques are being developed in the training world. The challenge for the trainers is to keep abreast with new experiments and innovation in the field of curriculum development and training delivery and to acquire new learning in these fields.

To enhance the quality and outreach of citizen sector training, - NGO Resource Centre has been facilitating *Trainers' Retreat* as an annual event since 1999. The Retreat is a forum for citizen sector trainers and training managers from across the country, which provides them an excellent opportunity for, cross fertilization of ideas, innovations and sharing best practices in the training field. The focus of Retreats of 1999 and 2000 was on *Training for Capacity Building* and *Distance Learning* respectively, while the theme for Retreat 2001 was *Values in Training*. The theme of this years' retreat '**Enriching Training Methodologies**', was reflective of the aims and discussions of the previous retreats ('Training for capacity building', 'Distance Learning' and 'Values in Training'). It was felt that there should be a forum where trainers could get together and share common experiences and discuss common issues, which would lead to more effective training programmes.

The success of the fourth **Annual Trainers Retreat 2002** can be assessed by the fact that it was attended by more than thirty-three trainers (27 men and 6 women) from 28 organizations from all over the country which were actively engaged in capacity building in the development sector. Mr. Qadeer Baig, Deputy Director NGORC, Mr. M. Na'zir Mahmood, Training Manager and Mr. Roomi Hayat, Chairperson HRD Network were the facilitators of this Retreat. Mr. Baddrudin Palanpurwala, from Tapal Energies and Mr. Shadab Fariduddin were the resource persons while M. Anis Danish and Ms. Ayesha Shaukat assisted and managed the Retreat 2002.

The **concept** of the Retreat was therefore:

- To formalize a process to improve the quality, relevance and effectiveness of training provided by citizen sector training institutions
- Share on a self help basis: information on best practices, sector standards
- A national resource group on citizen sector training



Trainers Retreat 2002

The **objectives** of the Trainers retreat 2002 were:

- Discuss new developments in delivering effective training - methodologies adopted by successful trainers
- Review the potential of technology as a tool for 'interactive learning' for enhancing quality and outreach of programmes
- Draft code of conduct for sector trainers and training managers and draw a roadmap for its implementation

Both resource persons, Mr. Badruddin Palanpurwala, General Manager, Human Resources of Tapal Energy, Karachi and Mr. Shadab Fariduddin, Principal Consultant of KSBS, Karachi presented talks on "Enriching Training Methodologies". The sessions on each day were followed by discussions among the participants and the consultants. Mr. Arshad Akif of HRDC, Islamabad gave a presentation on 'Values in Training', and discussed ways in which the Code of Conduct for trainers and training managers could be redrafted and practically implemented.

This years' Retreat organized by NGORC was also the last one of the series to be organized by NGORC- from next year the Retreat will be organized solely by the HRD Network who have also helped facilitate the logistical arrangements for this years Retreat.



Trainers Retreat 2002

Proceedings Day 1

M. Anis Danish and Ayesha Shaukat opened the session by welcoming the participants and facilitated the introduction round. The training started on the first day with recitation from the Holy Quran by Mr. Ijaz Qasim (Strengthening Participatory Organization). Mr. Naz'ir Mahmood (NM), Training Manager, NGORC welcomed the participants and introduced Mr. Qadeer Baig, Deputy Director of the Resource Centre.

Mr. Qadeer Baig, Deputy Director of the Resource Centre introduced NGORC and the concept behind the Retreat. He explained the concept and the objectives of the annual training retreat. He elaborated the concept of Trainers' Retreat i.e. to formalize a process to improve the quality, relevance and effectiveness of training provided by citizen sector training institutions and share information on best practices, sector standards and trainers' retreat acts as a national resource group on citizen sector training. It was an annually organized event with a selected theme. The first and second retreats were held at LUMS on Capacity Building and Distance Learning in 1999 and 2000 respectively. The third retreat has held in Murree in 2001 with the theme of Values in Training. Qadeer Baig summed up three retreats review and introduced the theme "Enriching Training Methodologies" for the retreat 2002.

Mr. Badruddin Palanpurwala, a certified trainer of trainers presented his talk on training methodologies, which are current in the development sector. Training, he explained, is a highly flexible and effective tool for problem solving, which has to be tailored to different situations. The important factor, which the trainer must consider when designing a training programme, is to study its efficacy; choosing the right methodology at the right time was the key to successful training. No single methodology could be said to be an ideal one, the choice depending on the situation where it was to be applied.

Training methodologies or approaches are quite varied and include lecturing, case studies, group discussions, role plays, story telling, brainstorming, simulation, panel discussions, games, questionnaires, in-tray exercises, field trips, on-the-job training, mentoring, demonstration, dramatization, problem solving, exhibition, exercises, coaching, distance learning, programmed learning, quizzes, competitions and experimentation. Training aids at the disposal of the trainer are also diverse: Chalkboard, flipcharts, transparencies, slides, audio and video aids, and handouts.

Mr. Palanpurwala also summarized the ADDIE concept, which is briefly given below:

Analysis: to analyze what is going on, looking at the data, statistics, through interviews, observations, and surveys to make inferences about the prevailing situations.



Trainers Retreat 2002

Design: By the end of the first step the trainer should have made a through diagnosis and identified a comprehensive, multilevel set of treatment or approaches, which could help the community. To design a broad macro level plan of action and system of measurement of what has to be delivered in the training.

Development: A process of detailing what exactly has to be delivered on a micro level and the effectiveness of the training.

Implementation: The objective would be to implement and maintain the solutions, which were designed. Keys to the success of this step would be the planning of the sequence for introducing the various treatments and the support of the trainees.

Evaluation: The objective of this step would be to gather data on whether any change in the trainee's perceptions has occurred or not. It is however important to note that evaluation procedures are developed along with the solutions or the training which is being designed. The data is then gathered at the last stage for feedback and follow-up. The evaluation process starts when the entire process starts and it is an ever changing and ongoing process.

Mr. Palanpurwala then went on to briefly define all the *training methodologies* and their relative advantages and disadvantages.

- **Case study:** It is used to give a participative exercise in order to understand the relevant issues. It helps participants involve actively and provide learning opportunity to be used in practice real problems in a given situation.
- **Role-play:** The purpose of role-play is to provide action learning and objective feedback regarding performance and give an opportunity to see problems as others see them. There are different types of role-plays used for different occasions i.e., interview, conflict resolution, leadership training etc.
- **Story telling:** An art of capturing people's attention, sending a message to the audience, and establishing rapport, building credibility and a team for greater achievement. It involves reflection of your past learning, understanding the meaning of inherent in them and use stories to send key messages to the variety of audiences and contexts. Stories should be developed according to audience, key messages, your role in story, emphasis other characters and overall delivery.
- **Distance learning:** The basic concept behind this methodology is to remove the geographical distance between the trainer and the participant. It provides two way of communication in an interactive mode. It is facilitated mainly by technology.



Trainers Retreat network 2002

- **Interactive Multimedia:** This indicates the relationship among the user (learner), software and facilitator. There are four levels of multimedia learning; level one is customized linear presentation, level two is instructor – led nonlinear presentation, level three is facilitator – led training and level four is self -aced training.

At the end of presentation Mr. Baddurdin briefed about the role of mentor. Mentors serve as guides, allies, catalysts, savvy insiders and advocates.

The basic idea given in his talk was that training involves not just the trainer but also the medium and the content to be communicated. All the different approaches were participatory, requiring interaction between the trainees and the trainer. The trainer could use the latest technology (TV / radio broadcasts, multimedia, audio / video conferencing) in his training approaches, the approach however could only be successful if he/she correctly assessed the training needs of the target audience and the key message to be delivered. Mr. Palanpurwala's presentation involved the assembled trainers who discussed the situations they had to face and the approaches they had used in training. Most of the participants discussed the areas in which their organizations were involved in development sector and the various techniques used as standard practices. A few brief excerpts of what was discussed is given below:

Mr Saghir from Rozan explained that in his organization training was used as a tool for progress and bringing about attitudinal changes.

Mr. Ghulam Mustafa Baloch and **Mr Ijaz Qasim** talked about training practices in Strengthening Participatory Organization which Mr. Baloch called “experiential training”. What started, as the bilateral project in 1987, became a support organization in 1993. SPO identifies the organization, gauges the programme requirement, workshops are then conducted to support this. Except the addition to Participatory Rural Appraisal techniques (PRA), the methodologies being used were similar to what Mr Palanpurwala had detailed earlier in workshops concentrating on Development Planning Management focusing on Organizational Development, leadership, situational analyses, TOT, project proposal development. Environment and gender were also part of the workshop themes.

Ms Aqeela Nadeem talked about training techniques being used in **National Rural Support Programme -IRM** in workshops focused on gender, leadership and management. These include interactive lectures, role plays, brainstorming, group work simulations, presentations, games, field visits, case studies, group exercises, games, question and answer sessions and computer based programmes.

Mr. Ali Naqvi from IDSP explained the mandate of his organization, which focused on developing human resource. It is a fact that he said that development is a process, which has



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global and local implications. The effort was infusing generative learning among community activists (IDSP learners) by introducing the alternative concepts of development, which are rooted in indigenous learning and reflective mechanisms.

Dr Ghazala Usman, Quality Manager of Marie Stopes Society talked about her organization, which was the NGO promoting family planning and working in reproduction health. With 30 centers in Pakistan and head offices in Karachi, the organization concentrate on imparting training to Resource Providers and setting up centers/ clinics for community based workers. The organization also has outreach services, which focus on setting up camps. In the training conducted by the Marie Stopes Society the emphasis is on changing general attitudes towards gender and health issues.

Ms. Samina Yasmin from Heal Trust Lahore talked about the different training packages for different target groups such as CBOs, NGOs. The methodology used is participatory and includes using pictures, story telling etc. Audio / visual aids were also used in training conducted by Heal Trust.

This exercise in experience sharing, which involved all participants and led an exchange of views, knowledge and issues is faced by the trainers during the year. The crux of this general discussion was that all training programmes focus on bringing about an attitudinal change. Follow-ups are necessary to gauge the appropriate resources required, use of tools and context as per the situation. Indigenous and localized/resource sharing with a combination of technology achieve enhanced results.

Technologies Enrich Training Methodologies

Mr. Shadab Fariddudin emphasized the impact of technology on both the trainer/instructor on the one hand and the trainee /learner on the other. He compared the conventional techniques of imparting training with modern ones based on information technology.

This he argues has also led to two dimensions of impact between the trainer and the trainee. In the *first dimension* the content is shared between the instructor and the trainee equally while in the second dimension, the level of learner participation is higher. The trainee or learner will now control this environment where new technology has enabled the trainee to learn at his /her pace. Thus the objectives, sequence, methods, materials and the evaluation of the training are delegated from the trainer to the trainee.

Information Technology has taken over all aspects of the human life because there has been a shift from the Industrial Age to the Information age where networks, limitless digital resources and information and communication technology have provided innumerable possibilities for human development. IT and the Telecom industry and Computer industry have converged in this



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age to form a valuable link for human advancement. With respect to capacity building there are more training approaches/processes available to the trainer: ADDIE, and Training Need Assessment with the relevant technology to deliver the training. Distance learning can be achieved in a more interactive manner as choices such as advanced distributed learning and web based games and virtual simulation are also available to the trainer. Through interactive multimedia alone trainees are able to work in different environments, which could be prescriptive, democratic and cybernetic.

Mr. Shadab Fariddudin ended his presentation on the note that in future there will be two types of groups existing, one those who could use/know the information technologies or those who are not.

Proceedings: Day 2

Mr. Na'zir Mahmood reviewed proceedings of day one. He summed up the previous day's discussions with the idea that a variety of methods being used with some improvisation to achieve the desired objectives and keep the interest alive of the participants. However, the delivery of information and knowledge/skills are very essential and core purpose.

Human Resource Development Network (HRDN Network)

Ayesha Shaukat briefed HRDN background, its objectives, working mechanism, membership, benefits for a members and future activities. HRDN was founded after a series of seven workshops from 1997 to 1999. The focus of these workshops sponsored by NRSP, ESMA, AKRSP and IUCN was "Networking for Sharing Training Resources". The basic idea was to enhance members' professional competencies through meaningful development interventions by facilitating research, training and capacity building activities, sharing information, resources and expertise at the national and international levels. The aim is to empower individuals to participate fully within their workplace and community so that they are able to contribute to society as responsible citizens. In the third world, the support structures to carry out many of the technical functions associated with capacity building as far as Human Resources is concerned are missing. Professionals who specialize in institutional and capacity programming are not easily available in the third world. Organizations working in the development sector can thus do much to fill this need for collaborative learning by organizing themselves so as to capture and disseminate their own experiences. More support is needed for institutional and professional evaluation, compilation of best practice; need assessment and planning of training programmes.

The Network has grown organically within the region and there is potential for the Network to grow further. As a non-profit, non-governmental organization and, it concentrates on resource



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persons and organizations working within the development arena; however individuals from the corporate sector can become members of the network even if their organizations could not.

The Network also has focal points and local chapters within and outside Pakistan: Islamabad, Muzafferabad, Karachi, Peshawar, Khatmandu, Colombo and Khimphu (Bhutan). Approximately 100 individuals and 40 organizations had joined the Network, some of which were networks themselves such as the RSPN. NGORC, Karachi had also recently joined the HRD Network. HRDN had helped NGORC with the logistical arrangements of the Retreats 2002 and NGORC had handed over the Annual Retreat to the network.

Later, **Mr. Arshad Mahmood Akif** made a presentation on a *Code of Conduct for Trainers*, which was drafted, during the last retreat. The participants reviewed code of conduct and some changes were proposed. The general consensus was that values, whether individual or corporate, should be *positive*, and carry a sense of accountability.

In the general discussion, which took place it was pointed out that a different kind of training was available in the corporate sector, which is aimed towards enhancing the capabilities of an organizations' workforce. It was also pointed out that these programmes were more focused and result-oriented, since a regulatory factor existed in the form of competitive market. In the development sector the workshops were generalized and there were no market mechanisms, which call for accountability for trainers.

Mr. Akif summarized the argument presented by Mr. Rafique Jaffar in the Retreat in 2001 with the idea that values involve our sense of what is right and wrong and are therefore both positive and negative in influencing our interaction with the rest of the world.



Trainers Retreat network 2002

Code of Conduct for Trainers (Draft 2002)

General

- Self development should be a continuous process
- Trainers should work according to their competence so that quality of the training is not compromised
- One should realize and admit ones' limitations
- Mutual respect and due acknowledgment should be an essential element of every ones' conduct
- Unbiased attitudes and gender sensitivity should be demonstrated at all levels.

Code of Conduct for Managers

Before Training

- Believe in training as a catalyst for social change (and capacity development?)
- Ensure nominations for the appropriate participants whose profile is forwarded to trainer before the training commences
- Facilitate enabling environment for human resource development

During Training

- Provide a conducive atmosphere for training (funds, transport, logistics, providing suitable props)
- Remove any possible obstacle that participants might face

After Training

- Assess the outcome and impact of training with a view towards improving training
- Ensure utilization of training

Code of Conduct for Trainers

Before Training

- Design training which is flexible, adaptable yet focused with in built mechanisms for assessment of impact
- Update training material
- Acknowledge sources of training material
- Modify material according to the level and needs of participants
- Make a careful selection of presentation technology
- Make material gender sensitive



Trainers Retreat 2002

During Training

- Create a congenial atmosphere which ensures maximum learning
- Ensure audience participation
- Show respect for participants
- Use appropriate language
- Indicators for impact assessment to be used.

After Training

- Consider feedback
- Assess impact
- Share experiences
- Participate in follow up activities

A Code of Conduct for Participants

Before Training

- Believe in assimilating new ideas, and being open to learning
- Participate only in relevant training
- Attend training with preparation

During Training

- Respect other participants' views
- Show gender sensitivity
- Contribute to a better learning environment by participation, sharing ideas, experiences.

After Training

- Give candid feedback enabling the trainer to assess the outcome of training
- Share the learning with colleagues
- Participate in follow up activities
- Ensure that the training is properly utilized

Discussion was held on whether a credible and respected certification authority could be set up in Pakistan to certify trainers. The question was who would set up such an authority - the public or the private sector-and when set up, and would the trainers in Pakistan be ready to take the test? Quality was the primary issue here but this is a relative term of which the paradigms change in different situations. Implementation of this draft Code was also discussed. It was felt that this was a system of values, which could be promoted but never forcibly implemented or regulated. The formation of a Trainers Forum was suggested.



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At the end of the session, Mr. Qadeer Baig formally handed over Trainers' Retreat to Mr. Roomi S. Hayat, Chairperson HRD Network who acknowledged the efforts made by NGORC for this initiative and its success. NGORC had brought this forum here and provided a road map to HRD Network to get closer to the objectives of the Retreat. He said that close collaboration with NGORC would be required for the future to formally draft the Code and in its wider circulation.

Feedback

It was really good forum and we have discussed a lot on the subject, and I think now, I underwent a retraining on training methodologies which will improve me. I further hope that these kinds of training/workshops are there for us in the future.

(Naeem K. Farooqi UNICEF (WES Project) Karachi)

I appreciate the efforts of NGORC/ HRDN, who arranged this event and provided me an opportunity of learning about training methodologies and to know about other colleagues and organizations. I am leaving this place with lot of knowledge and beautiful memories. Thanks again

(Atiq Mirza, Senior Programme Officer, NRSP-IRM)

This would certainly have a very good impact on the overall social development sector. This has provided me the opportunity to interact with the trainers working in different areas of the country and helped me to better understand the community of trainers, and their way of working, besides learning some methodologies of training.

I wish good luck and also thanks both the organizations for giving me opportunity to benefit from this event.

(Hidayat ullah Khan Community Development, Action Aid Pakistan)

A very well organized event! I appreciate all the arrangements A few suggestions:

- The resource person should be selected very carefully,
- More time needed for discussion for the 'code of conduct': one hour wasn't enough for more than 25 participants. (If you really want the consensus in opinion in this regard of participants).

It was a thought provoking training retreat but there should be more emphasis on the input of trainers.

(Shahida Kazmi, Junior Programme Officer, NRSP - IRM)

It was a wonderful learning experience for me to get together with trainers from various organizations from across the country and share ideas for effective & efficient training



Trainers Retreat



2002

programmes. I would also like to acknowledge the role played by NGORC in the past four years for strengthening of the HRD components by conducting annual retreats and look forward to see the process going with more enthusiasm under the auspices of HRDN. Good luck.

Dr. Arif, Incharge Field Operations, FPAP)

The discussion went out of context at times. There seemed to be a wide gap between teaching and training. No one was invited from universities/ business institutes to attend. Importance of education was downplayed.

(Riaz Qadeer, IPS)

A good learning opportunity, very participative & open to discussion and friendly atmosphere.

(Robeela Bangash, Free lance Trainer)

It was nice experience to be here. It provided us an opportunity to share experiences, knowledge and practices with each other. Personally, I learnt many things and got introduction of people, who would be helpful to me in future. I thank to the organizers and wish them a happy and successful future.

(Arshad Akif, Manager HRDC)

Good venue & logistical arrangement but there wasn't enough time to discuss the topic of the Retreat. Participants not focused for sharing the training methodologies rather everyone was sharing their organizations programs/ Projects details. The Code of conduct needs to be thoroughly revised by including code of conduct of MDI's.

(M. Zia-ur-Rehman, Awaz Foundation (Centre for Development Services, Multan).

It was really nice to attend this meeting. I learnt a lot from my friends. For the next time I would like to suggest that every body should discuss the problems faced during trainings and suggest solution

(Samina - HEAL Trust)

A good event. Every trainer shared his/her views and contributed very well. This type of retreat enriches the vision of the trainers during discussions. The session on IT was very informative it could be more beneficial if in next retreat new ideas and methodologies should be incorporated.

(Rafiq Jaffar, Director, Institute of Social Studies)

WELCOME

Trainers' Retreat 2002
April 22- 23, 2002
Murree



NGO Resource Centre
A Project of Aga Khan Foundation



Mission

To enhance organizations and systems that promote gender-sensitive, participatory approaches to sustainable social and economic development

Objectives

- ✦ Build greater professionalism and capacity in citizen organisations
- ✦ Promote an enabling environment for private citizen initiative in the public interest

NGORC Programmes

- ✦ Development Management
- ✦ Development Communication

Development Management

- Management Training
- Management Consulting (OD)
- Young Development Professionals' Programme (YDPP)
- Development Management Education

Development Communication

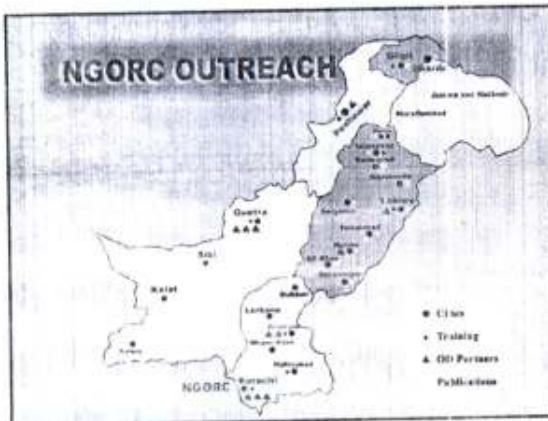
- ♦ Publications and Communications
Newsletters and booklets
- ♦ Information and Research
Database, Directories and Case studies

- ## Development Communication
- ♦ Publications and Communications
Newsletters and booklets
 - ♦ Information and Research
Database, Directories and Case studies

Website

- Hosted in December 2000
www.nipnet.org.uk
- Up-dated and Enhanced regularly through databases, Journal, Newsletter, Training Calendar, Databases etc.

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Concept of NGORC Trainers' Retreat

- To formalize a process to improve the quality, relevance and effectiveness of training provided by citizen sector training institutions
- Share on a self-help basis: information on best practices, sector standards

Concept of Trainers' Retreat cont ...

- The Trainers' Retreat acts as a national resource group on citizen sector training.

Retreat Themes

The focus of Retreats;

- *Training for Capacity Building, LUMS, Lahore - 1999*
- *Distance Learning, LUMS, Lahore - 2000*
- *Values in Training Murree - 2001*

Theme



Enriching Training Methodologies

Trainers' Retreat 2002 Objectives

Specific Objectives of the TR 2002 are:

- Discuss new development in delivering effective training – Methodologies adopted by successful trainers;
- Review the potential of Technology as a tool of "interactive learning" for enhancing quality and outreach of programmes; and
- Draft code of conduct for sector trainers and training managers and draw a roadmap for its implementation.

Technology Enriches Methodologies

Presented By

- **Shadab Fariduddin**
Principal Consultant, KSBS

at

- **NGORC Trainers' Retreat**

April 22, 2002

The Contrast

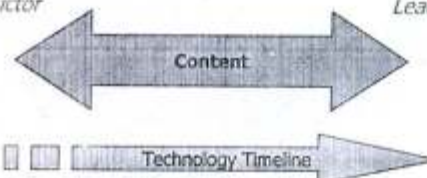
- Lecture vs. Online Lecture
- Fields Trips vs. Virtual Tours
- Panel Discussion vs. Video Conference
- Jigsaw/games vs. Games on CD's/ Web
- Training Room vs. Virtual Classroom
- Print/Slides/Chart vs. Multimedia

How is Technology Impacting

- First Dimension of Impact

*Set by
Instructor*

*Set by
Learner*

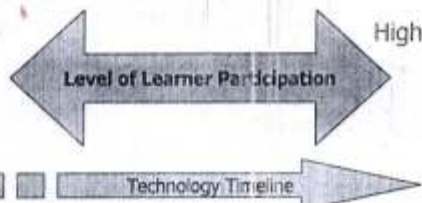


How is Technology Impacting

- Second Dimension of Impact

Low

High



Technology & the Learner Controlled Environment

- Technology helps delegates six decisions:
 - The objectives
 - The pace of the learning
 - The sequence of the learning activities
 - The methods
 - The materials to be used in the learning, and
 - The evaluation of the learning achievements

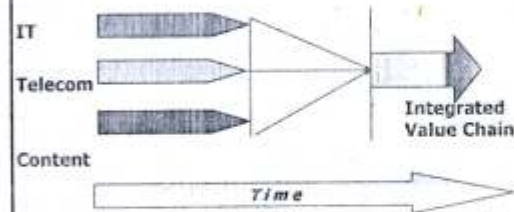
Why this is Happening

Transformation from
Industrial Age to Information Age

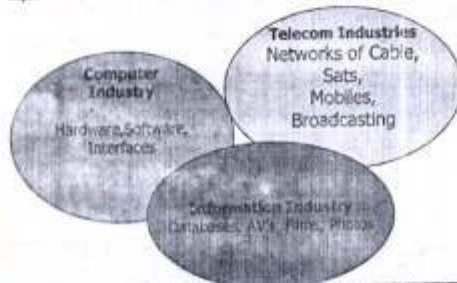
	Market Spurge
Hierarchies	Networks
Scarce Physical Resources	Limitless Digital Resources
Real Estate & Plant	Info & Communication Technology (ICT)

How this is Happening

The Convergence Phenomena



The Emerging Technologies



Training Technologies....

ONLINE MULTIMEDIA Telecom+Information
and
Information+Computer

MM NETWORK EQUIP Telecom+Computer
INTERACTIVE MM Telecom+Information
+Computer

Enriching Methodologies

Process & Types

- ADDIE
- TNA with respect to Changing Paradigm
- The Choice of Technology
- The Types to Choose from
 - Distance Learning
 - Advanced Distributed Learning
 - Web-based Gaming/Learning
 - Virtual Simulation

DISTANCE LEARNING TECHNOLOGIES

INTERACTIVE

- Audio conference
- Audio graphics
- Video conference
- Computer Conference (Internet, e-mail)
- Two-Way Satellite/Microwave
- One-Way Satellite with Keypad
- Voicemail
- Virtual Reality

NONINTERACTIVE

- One-Way Satellite/Microwave
- Radio
- Printed Materials
- Audiotape
- Computer
- Disk/CD-ROM/Laser Disc
- Videotape
- Cable/Broadcast Television

INTERACTIVE MULTIMEDIA

BASICS:

"Multimedia" means lots of media in one place- e.g. the text, graphics and pictures, animation, audio, and video on a CD-ROM or on-line service.

"Interactive" indicates that the user and software can prompt and respond to each other.

Learning Theory and IMM

Prescriptive Environments: Basically tell the trainees what they can and are required to learn. It can have several different designs, such as tutorials, drills & practice or Games & some simulations.

Democratic Environment: It shift the control of the instruction to the user. Designer and developer do not impose structured learning strategies on the learner.

Cybernetic Environment: It match IMM design to human thought processes like logic structures, conceptual environments etc. Cybernetic IMM instruction comes from cutting edge artificial intelligence research.

Levels of Multimedia Learning

Level I – Customized linear presentation:

Level II – Instructor-led, nonlinear presentation

Level III – Facilitator-led Training

Level IV – Self-paced Training

A Final Thought

In Future there will be only two types of people

Those who know IT and

Those who are jobless.

Thank you very much

#	Title	Name	Designation	Organization
1	Mr.	Abdul Malik	Consultant	ROZAN
2	Mr.	Ali Naqvi	External Programme Management	Institute of Development Studies of Pakistan
3	Ms.	Aqeela Tahir	Deputy Programme Manager	NRSP, Islamabad
4	Dr.	Arif Mehmood	Incharge Field Operation	FPAP
5	Mr.	Arshad Mahmood Akif	Manager, HRD Center	Institute of Policy Studies
6	Mr.	Atiq Mirza	Team Leader SIP	NRSP-IRM
7	Dr.	Ghazala Usman	Quality Manager	Marie Stopes Society
8	Mr.	Ijaz Qasim	Programme Specialist	SPO
9	Mr.	Khalid Iqbal Khattak	Asst. Coordinator	UNDP - Muzaffarabad
10	Mr.	Liaquat	HRD member	SBRC Swabi
11	Mr.	Mubashar Nabi Shah	Community Development Supervisor	UNDP (Area Development Project South AJK)
12	Mr.	Naeem Kamran Farooqi	Project Coordinator	UNICEF's W.E.S.Project
13	Mr.	Qurban Raza	Chief Executive	Organizationa for Participatory Development
14	Mr.	Rafiq Jaffer	Director	Institute of Social Sciences
15	Mr.	Rafiq Mangi	Program Coordinator	Indus Resource Centre
16	Ms.	Rana Maqbool Ahmed	Regional Manager	PIEDAR
17	Mr.	Riaz Qadeer Qureshi	Consultant and Trainer	Institute of Policy Studies
18	Ms.	Rifat Shams	Community Development Supervisor	UNDP (Area Development Project South AJK)
19	Mrs.	Robeela Bangash	Freelance	
20	Mr.	Roomi S. Hayat	Chairperson HRD Network	NRSP, Islamabad
21	Ms.	Samina Yasmin	Heal Trust	Lahore
22	Ms.	Shahida Kazmi	JPO	NRSP-IRM
23	Mr.	Syed Saghir Bukhari	Rabta -Police Training Program	ROZAN
24	Mr.	Tehmina Kazmi	GAD+CB, Consultant	Forestry Sector Programme, NWFP
25	Mr.	Zabit Khan	Member HRD	SBRC Swabi
26	Mr.	Zulfiquar Yusof Rao	Programme Officer	Trust for Voluntary Organization
27	Mr.	Saleem Malik	Programme Unit Management	Plan International - Pakistan
28	Mr.	Khalid Masood Chaudhary	Ex- committee Member	World Bank Consultant
29	Mr.	Mahmood Akhtar Cheema	Director Resource Unit	IUCN
30	Mr.	Waqar Haider Awan	Attorney - HRDN	HRDN
31	Mr.	Hydaiaat ullah Khan	Manager Communication	Action Aid Pakistan
32	Mr.	Azhar Saeed	Training Manager	NGORC
33	Mr.	Ghulam Mustafa	Regional Director	SPO
34	Mr.	Muhammad Zia-ur-Rehman	Chief Executive	Awaz CDS
35	Mr.	Anis Danish	Training Officer	NGORC
36	Mr.	Na'zir Mahmood	Training Manager	NGORC
37	Mr.	Qadeer Baig	Deputy Director	NGORC
38	Ms.	Ayesha Shoukat	Programme Officer	HRD Network
39	Mr.	Qasir	Asst. Programme Officer	HRD Network
40	Mr.	Shadab Fariduddin	Consultant	
41	Mr.	Baddrudin Palanpurwala	Manager Human Resources	Tapal Energy