

Comparative Assessment of Training Implementation in National Training Centers in Bangladesh¹

Muhammad Mahbubur Rahman²

Shaid Hasan Manik³

Abstract

It's the process of change that allows workforce, institutions and the community progress. In countries like Bangladesh, near completion of the development has created such good networks -for training a person to do the job from just the planning table down to 'on floor' – have bridged lacuna between policy design and its implementation into field. This study compares the training strategies and evaluation systems of three national-level training institutes which are significant—PKSF, NAPD, and BRAC Learning Centre. The study will be conducted using a mixed method design which draws on quantitative survey data collection methods complemented by qualitative interviews, FGDs, structured observations and document review. The sample was composed of 42 respondents (apprentices, instructors and course moderators).

Findings reveal that the implementation quality of PKSF is relatively superior, due primarily to its participatory facilitation, ISO-based evaluation system and strong logistical support. NAPD seems typical of South African responses to social unrest and rebellion in its combination of technological preparedness with bureaucratic efficiency, on the one hand, and crippling restriction by infrastructural insufficiencies, on the other. BRAC exhibits its creativity and digital innovation but faces financial constraints and paucity of evaluation. The study is based on Kolb's Experiential Learning Theory, Kirkpatrick's Four Level Evaluation Model and Stufflebeam's CIPP Framework which takes into account institutional differences. Findings suggest that the addition of participatory learning supported by digital technology and standardized assessment has significant potential, positive or negative, to transform training in Bangladesh.

Key words: Training; Community progress, Participatory facilitation, Evaluation System.

1.0 Introduction

Learning, is the central business of today's HRD and organizational performance. Successful training doesn't just mean that employees are learning new skills, it means they're able to apply them to their work and see measurable performance improvements as a result. In Bangladesh at least, (recent) developments confirm that the activities of training institutions are an essential condition to such a significant and efficient realization of development policies and organizational changes at local level. Bangladesh in the last four decades or so has invested substantially in terms of time and resources to develop training institutions such as BPATC, NAPD, PKSF and BRAC Learning Centre. Although the roles of such institutions are diverse, they share a common purpose in building institutional and human capacity. But there are many signs that

¹ This study was carried out under the supervision of Palli Karma-Sahayok Foundation (PKSF). Copyright @ PKSF and the authors.

² Researcher, and training professional with experience in capacity-building and organizational development. Manager (Training), PKSF Training Center, PKSF

³ Fourth-semester student in the Department of Sociology at East West University, Aftabnagar, Dhaka.

have experienced structural advances and some state mobilization, but not yet the creation of a good service up to institutional levels.

A disjunction between the design of training and its translation into practice in education and capacity building literature has long been recognized. Too much “content dumping” still occurs in all too many learning events and not enough focus is placed on getting learners to actually BE involved in the experience, change an actual behavior and deliver real organizational impact. Replicating the model International models such as Kolb’s Experiential Learning Theory, Kirkpatrick’s Evaluation Framework and Stufflebeam’s CIPP Model have been employed to evaluate and improve training systems. But, it has applied a very little in context of Bangladesh. This study, therefore, aims to explore and compare the practice of training implementation in three prominent Bangladeshi RTOs-PKSF, NAPD and BRAC Learning Centre. It explores the impact of institutional cultures, facilitation approaches, logistics and evaluation on the effectiveness of trainings. The approach is for analysis to be a summary of institution capacity, what are strengths and weaknesses and best practice from speakers on which national training policy can be advised.

1.1 Research Objectives

The objective of this study will be to:

RO-1: Examine how training and implementation methods vary across the PKSF, NAPD, and BRAC Learning Center.

RO-2: Identify the key drivers of quality and impact in training delivery.

RO-3: Critically assess current appraisals and feedbacks in the context of existing theoretical frameworks.

The use of a composite model for the development of national training management in Bangladesh.

1.2 Rationale of the Study

Training is not just a one-time event. It’s a continuous practice that connects individual learning to organizational change. Bangladesh’s Vision 2041 and National Skills Development Policy require effective and transparent training in situations. But lacking a disciplined review process, and the application of consistent standards across the board, even carefully conceived programs aren’t likely to make the kind of lasting impact Charter Promise has the potential to deliver. Attempting to close that policy gap, the current study offers an evidence-based crosswalk that can help standardize management.

1.3 Scope of the Study

The study focuses on the delivery of programs, not the development of curriculums and policies making. It Comprising of classroom managing, logistics support and instructor quality in addition to evaluation and participant satisfaction. The research conducted in public, semi-government and non-government organizations also reflects diversified management practises among the training efforts across Bangladesh.

2.0 Literature Review

2.1 Global Perspectives of Practice Implementation of Trainings

Training is often considered strategic weapon for organizational growth as well as human development. Training is a deliberate and systemic attempt to change attitude, knowledge, or skill behavior through learning experiences in which remnants of the environment affect these changes so that performance on the job is improved (Goldstein & Ford, 2002). Salas et al. (2012) also emphasize, that the success of a preparatory program depends on how the training/ facilitation expert delivers it - including trainer competence (training leading/facilitating), learning context and progress control.

Arthur et al. (2003), in a meta-analysis indicated that how what methods of design and delivery were used still mattered to learning retention and secured behavior change. Skill in its use promotes better training results, and fosters organizational creativity and adaptability. On the contrary, inadequately developed training can lead to resources being spent in vain and low motivation and few changes in behavior (Noe, 2017).

Participation, reflection and exploration in training can also increase retention and transfer of training (Rowold, 2007). Cache A group of closely related concept is very relevant to the training in developing countries like Bangladesh, where most of the training programs are still lecture-based and non-participatory.

2.2 Regional and Local Studies

Several challenges related to a training delivery in the South Asian context. According to Al-Ajlouni (2020) research finding, the public sector in developing countries generally does not gain from standardized evaluation tool, while low in efficiency. Similarly, a study in Bangladeshi government sector institutions found that there was no monitoring of learning achievements or performance after training (Islam and Rahman 2016).

A comparative study by Chowdhury et al. (2017) reported that progress is made in infant and young child feeding training infrastructure has been achieved in Bangladesh but there are some differences in facilitation, logistics and assessment. PKSF emphasis on participatory learning and feedback, for instance as NAPD is still too documentation-heavy. BRAC, in the meantime, has innovation and technology-based education included but weak results measurements post-implementation.

These findings underscore the cross-institution comparative utility in determining how a wide range of management, resources and evaluation strategies might affect implementation outcome.

2.3 Gaps in Existing Research

- The reviewed work suggests three essential points:
- The strength of a training strategy is no better than the implementation of that strategy.
- Typical evaluation frameworks shield the transparency and accountability.
- Optimal models can be built only through comparative institutional analysis.
- Theoretical Framework

Building on three closely allied theoretical models (i.e., Kolb's Experiential Learning Theory, Kirkpatrick's Four Level Evaluation Model and Stufflebeam's CIPP Evaluation Models) the study employs a multifaceted approach to evaluate training implementation.

3. The conceptual Development Framework Theory

3.1 Theory of David A. Kolb's Experiential Learning (1984)

"From Kolb's theory, successful learning is the product of four-ring model.

- Concrete Experience (CE): Actively doing or encountering something directly, allowing learners to gain firsthand experience that becomes the basis for reflection and learning.
- Reflective Observation (RO): Reflect on what happened and how it relates to generic principles.
- Abstract Conceptualization (AC): Participants draw conclusions or theories.
- Active Experimentation (AE): Try out new ideas for a change.

Theory of Kolb is used for teaching and learning in participatory pathways– e.g. simulations, case studies, group discussion-all are common tools applied by PKSf and BRAC. It reflects the principles of adult learning (andragogy) in terms of self-direction, relevance and reflective thinking.

3.2 Kirkpatrick's Four-Level Evaluation Model (1998)

Kirkpatrick formulated a four-level model for assessing the impact of training as presented in hierarchical order:

- Level-1: Reaction: How trainees feel about the training (– e.g. satisfaction questionnaires).
- Level 2: Learning: What people learn, how much they have learnt; what new knowledge and skills are gained.
- Level 3: Behavior: Using learning on the job as a consequence of training.
- Level 4: Results – Impact on the organization, for example, increased productivity or quality.

The majority of these centers assessed only Levels 1 and 2, and Levels 3 & 4 were severely neglected in Bangladesh. It is at Output Level 1-2 by PKSf providing feedback, whereas its equivalent after care system (Level 3) is in short supply. Regular post-course evaluations are used by NAPD, while BRAC is trying digital follow-ups with unsystematised data collection.

3.3 Daniel L. Stufflebeam CIPP Model (2003)

The **Context, Input, Process, Product (CIPP) Model** provides a comprehensive framework for evaluating training systems. **Context analysis** helps identify the needs, problems, and objectives that the training must address. **Input analysis** reviews available resources, strategies, and methods to ensure an appropriate and effective training design. **Process evaluation** assesses the quality of implementation, monitors activities, and identifies areas requiring improvement. **Product evaluation** examines the outcomes and overall impact of the training.

The CIPP model emphasizes continuous improvement through both **formative evaluations** (pre-training and during-training calibration) and **summative evaluations** (post-training assessment). This makes the model particularly relevant in structured environments such as **NAPD**, where planning, documentation, and accountability are central to training management.

3.4 Integrative Conceptual Model

In addition, these three theories (Kolb, Kirkpatrick and CIPP models) in the integrated form result a comprehensive assessment of training implementation as:

- Theory Kolb's Theory is theory Specifications, a hypothesis about how people develop concepts.
- The Kirkpatrick model measures what learning achieves.
- CIPP ensures that the method is monitored and improved.

By taking these two angles, process quality and outcome efficiency are included in this study. That is his triangulation here, placing the analysis into theoretical rigor and then to some extent reflecting how 'this one' fits Bangladesh's institutional regimes.

4. ResearchMethodology

4.1 Research Design

A comparative mixed method approach was used in the research with triangulation and reliability to be reached through both quantitative and qualitative methods. This strategy is allowing the data to be cross-validated across levels, from quantified measurements to contexts of occurrence. Quantitative aspects are represented by questionnaires that returned digital feedback results on satisfaction and institutional productivity for users. Qualitative methods (FGDs, KIIs and observations) were used to identify stakeholders while at the same time malting complementary information on behavioral, environmental and organizational factors.

4.2 Study Sites

For this, three different types of training hiss institutes were selected to represent the diversity that exists in the Bangladeshi training system:

- **PKSF Training Center:** PKSF is a development organization established by the Government of the People's Republic of Bangladesh. It operates through more than 200 partner (NGO) organizations across the country, focusing on credit programs, education, healthcare, and social development activities for the past 35 years, guided by national values and principles. Recently, PKSF Training Center has emerged as a separate division, and its activities are progressing in alignment with the evolving needs of the time. PKSF Training Center is currently offering 18 courses based on demand. Notable among them are: Behavior Science & Mindset, Behavioral Nudge in MFIs, Leadership for Development Professionals, and AI for Workplace Productivity.

- **National Academy for Planning & Development (NAPD):** The National Academy for Planning and Development (NAPD) is a national training institution under the Ministry of Public Administration, Government of the People's Republic of Bangladesh. It provides training to employees of government, semi-government, autonomous, and private organizations in areas such as planning and project implementation, procurement management, strategic planning and leadership, financial management, project evaluation and monitoring, e-governance and e-commerce, human resource management, office management, language education, and information technology, among others. Additionally, upon request, it offers training on any subject to employees of various government, semi-government, autonomous, and private organizations.
- **BRAC Learning Center:** BRAC is a global leader in pioneering and scaling proven solutions to poverty and inequality. Founded in 1972 as a small relief effort in post-war Bangladesh, we are now the world's largest southern-led development organization. BRAC's solutions-focused service delivery and systems change model operates across Asia and Africa and has reached 145 million people. Behind this effort, BRAC's 18 training centers across the country play a continuous collaborative role, collectively known as BRAC Learning Centers. Among these, information from the BRAC Learning Center located in Uttora, Dhaka, has been included in this study.

4.3 Sampling Strategy

A purposive sampling plan to ensure that resource people were involved in training for implementation. The total sample was 42:

- 27 trainees
- 9 trainers
- 3 coordinators
- 3 administrative officers

Year-of-training for the current year's trainees (2024–2025) was also reported to ensure relevance and currency of experiences.

4.4 Data Collection Methods

The data were from five complementary instruments:

- **Specific questionnaire:** For participants, a structured questionnaires were used to survey on general satisfaction with learning environment, trainers, content and logistics.
- **KII: Key Inform- ant Interview** with staff trainers and coordinators to identify strategies and organizational barriers.
- **FGDs:** This was a method to capture group experiences and perceptions.
- **Structured observations:** Research personnel observed lessons, using checklists that were organized around classroom environment, trainer-learner interaction, and technology.
- **Review of Documentation:** To ensure triangulation, we reviewed departmental documents and evaluation forms and course materials.

4.5 Data Analysis

The quantitative data were analyzed by the use of SPSS for frequencies, means and percentages as descriptive summary. Qualitative thematic analysis was done using the coding technique (open, axial and selective coding). Patterns were compared between institutions and themes extracted.

5. Ethical Considerations

Written consent was obtained from all respondents. Institutional consent was obtained from PKSF Training Center (PTC), National Academy for Training (NAPD) & Development and BRAC Learning Centers (BLC). Security and privacy of personal information were strictly maintained and no identifying details were disclosed.

6: Findings and Analysis

A summary review of evidences has been presented in this chapter based on data derived from PKSF Training Center, National Academy for Planning and Development (NAPD) and BRAC Learning Center. The analytical method compares institutions' effectiveness in the context of training and their efficiency focusing on findings from surveys, FGDs, KIIs, structured observations and document review.

6.1 Training Implementation across Institutions

6.1.1 Classroom Environment and Seating Arrangement

Indicators	PKSF Training Center	NAPD	BRAC Learning Center
Room Size & Space	Well-organized; spacious; allows group work	Clean but small; restricted movement	Adequate but less refined; limited group space
Seating Comfort	Comfortable and structured	Rigid; less flexible	Basic and informal
Lighting & Ventilation	Excellent natural light and airflow	Fully air-conditioned; less natural ventilation	Moderate light and ventilation
Cleanliness	Very clean, well-maintained	Clean but densely arranged	Clean but less polished
Teaching Equipment	Whiteboard, flat panel, markers	Smart board, multimedia	Multimedia only
Accessibility	Easily accessible	Well-structured, limited space	Distant from main road
Participant Feedback	Highly positive	Positive but space complaints	Mixed opinions

Impact of classroom space on learner engagement the classroom is a potent factor in stimulating the learner's engagement. PKSf's training halls are spacious and sufficiently lit facilities, which promote interaction and group teaching. The set-up also allows Kolb to learn experientially with mobility and engagement. Where NAPD feels stuffy and static, even while bleeping into the future, such templates are a barrier to the creative task ahead. BRAC's down-to-earth architecture reflects its no-nonsense approach to community education and training-simple, but highly effective in providing services right at the grassroots. So the philosophy of institution is embodied in materiality.

6.1.2 Logistic Support and Teaching-learning Material

Indicators	PKSF	NAPD	BRAC
Material Distribution	Timely and complete	Timely but sometimes delayed	Occasionally incomplete
Digital Tools	App-based assessments	Smart board, laptops	Limited multimedia use
Coordination	High administrative efficiency	Formal but slow	Responsive yet unstructured
Trainee Support	Personalized assistance	Centralized and hierarchical	Quick but inconsistent

The logistics of the PKSf operation are a showcase in administrative efficiency – training material goes out well in advance, sessions start timeously and feedback will be processed efficiently. NAPD is more political while bureaucratic, and BRAC is inconsistent but reactive. These indicators demonstrate that logistics efficiency is no longer a technological system but more of an issue within organizations.

6.1.3 Accommodation and Living Facilities

Indicators	PKSF	NAPD	BRAC
Room Cleanliness	Excellent	Good	Moderate
Space & Comfort	Spacious and comfortable	Compact	Moderate
Amenities	AC, lockers, attached bath	Basic but functional	Basic with shared facilities
Food Quality	Very good, hygienic	Acceptable; hygiene concerns	Good, well-cooked meals
Residential Environment	Quiet and relaxed	Disciplined and formal	Friendly and casual

The well-being of learners has a significant influence on motivation to learn. Clean air-conditioned rooms of the PKSf and good balanced meals all contributed to satisfaction, concentration. NAPD's disciplined backdrop brings order, but there isn't as much socializing. BRAC fosters a non-constrictive, community setting conducive to frank dialogue, but it can also be a hit-or-miss. The estimates indicate that quality of hospitality is positively associated with ROL the post-training use of skills was highest for PKSf Some estimation. Other studies/details Method results Training agency showed higher use of skills compared none are found in unpublished work Indices used differ across studies none were involved.

6.2 Trainer Skills and Training Methods

Indicators	PKSF	NAPD	BRAC
Trainer Competence	Highly skilled; participatory	Strong theoretical expertise	Innovative digital approach
Pedagogical Methods	Group work, case studies	Lecture-based	Storytelling, online quizzes
Feedback System	Continuous and reflective	End-of-course only	Digital form-based feedback

Skills of the trainers of PKSf Our trainers are knowledgeable in adult learning - theory while combining theoretical contents and activity based methods. Their provocative discussions lead students themselves to take responsibility for their learning. None of the DAPN ones were ever meant to be in person event (DAPN itself is a strictly online con), but the emulating NAPD(s) were always formatted as traditional lecture, which jives with bureaucracy if not attendance. We like the innovative BRAC (videos, peer feedback) but there is no coherent pedagogic framework. This supports the Kirkpatrick Model in which⁵ reaction and learning are predicted to be relevant to upward training transfer.

6.3 Assessment and Evaluation Systems

Indicators	PKSF	NAPD	BRAC
Evaluation Model	ISO-based structured forms	Administrative evaluation forms	Digital Google Forms
Pre- & Post-Test	Conducted systematically	Exam-based, less aligned	Limited pre-testing
Reaction Evaluation	Detailed and standardized	General satisfaction only	Creative but irregular
Behavioral Evaluation	Occasional	None	Emerging digital follow-up

Accountability for the institutions is the key need of assessment. Farms are integrated to the lectures and these courses are ISO Standard (ISO 9001, 5010). Pre- and Post-tests measure learning gain quantitatively reasonably well. While the review by NAPD is formal, it includes no

behavioral cues and BRAC's internet-based creativity adds flexibility but not rigor. The findings are indicating that the optimum can be achieved through a hybrid model covering the PKSf structure-based and BRAC innovation-Model – towards process (CIPP's Process Evaluation) iota Product evaluation)

6.4 Results of Focus Group Discussions (FGDs)

Thematic Area	Best Performer	Key Comments from Participants
Food & Hospitality	PKSF	"Clean, timely meals; excellent hospitality."
Trainer Quality	PKSF	"Highly interactive and motivational."
Learning Environment	NAPD	"Comfortable but too formal."
Digital Innovation	BRAC	"Creative, though occasionally disorganized."
Evaluation & Feedback	PKSF	"Systematic and fair."

Trainees' voices resonated on several themes in hospitality and pedagogy and evaluation. PKSf trainees spoke positively about both comfort and mutual respect amongst staff and between trainers. NAPD students appreciated professional discipline, yet desired more interactive sessions. BRAC learners were inclined towards digital innovations but reported them as not being trustworthy. These conversations together validate the statistical results—we find that while infrastructure matters, it does so within the realm of human warmth, complexity with a hint of participation and timely feedback.

6.5 Observation Checklist Findings

Aspect	PKSF	NAPD	BRAC
Trainer Engagement	High energy; interactive	Formal and directive	Dynamic but uneven
Learner Interaction	Frequent group work	Moderate	Sporadic participation
Learning Materials	Well-organized	Standardized	Limited
Environment	Comfortable, well-lit	Clean but tight	Functional

PKSF emerged as a lively, interactive classroom atmosphere in which facilitator intervention continued. The NAPD does have can't, but cannot affect the game once its power level settles—in other words, there are no creative elements on which to improvise and learn. Some of BRAC's excite-the-monkeys sessions are free-for-all polemics. The practice of PKSf facilitation fits nicely with the principles of experiential learning—learning occurs through a cycle of experience, reflection and then practice.

6.6 Document Review Findings

Aspect	PKSF	NAPD	BRAC
Documentation Type	Manuals, reports, evaluation forms	Course schedules, handbooks	Internal manuals
Accessibility	Publicly available	Restricted	Limited access
Evaluation Records	Digitized, ISO-compliant	Narrative summaries	Digital but incomplete

Culture documentation in PKSF makes it more transparent and accountabilities. Twice, the times went all-digital — in 1999 when it was an early mover and again, a year ago, when peers like The Independent were still in print — it is extraneous and inscrutable. Its archives (digitized even while we were photographing news pages with our bodies), are quality control; they provide institutional memory. NAPD's hard paper work is fine for admin reports, but not a complex analysis. BRAC has its own in-house manuals, which provides flexibility but limits outside scrutiny. This institutionalism is said to depend on openness and digital integration.

The findings reveal a consistent pattern:

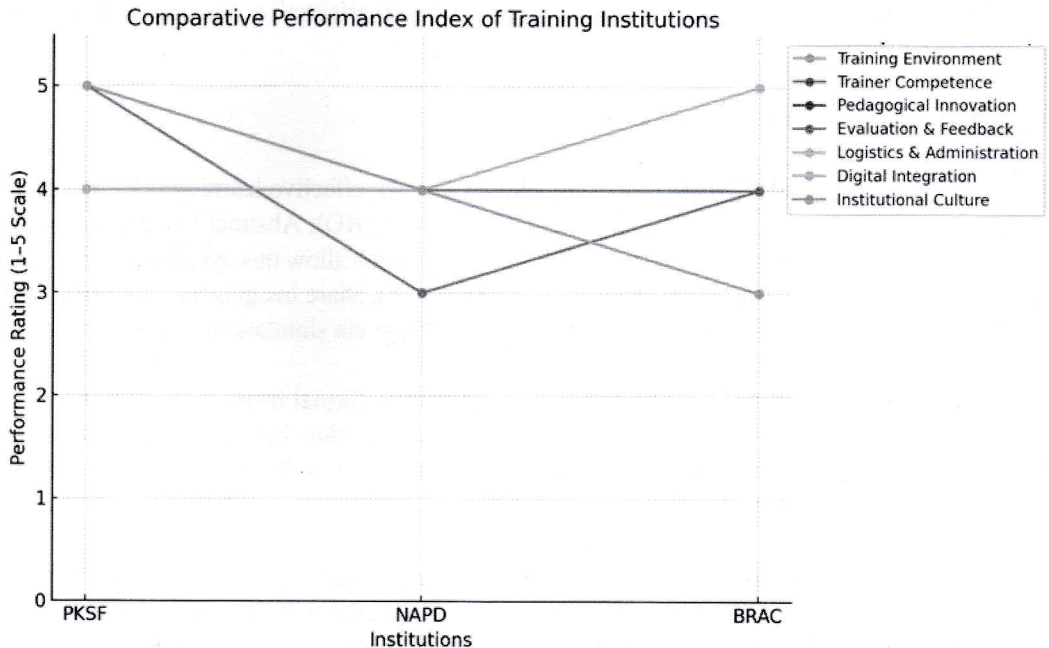
- **PKSF** stands out for its participatory methods, infrastructure, and evaluation rigor.
- **NAPD** performs well in discipline and policy training but lacks flexibility.
- **BRAC** excels in innovation and digitalization but requires stronger consistency.

In conclusion, training effectiveness in Bangladesh is largely determined by institutional culture, leadership commitment, and evaluation strategy. PKSF's ISO-driven participatory structure presents a model for replication, while NAPD and BRAC illustrate valuable lessons in digital adaptation and innovation diffusion.

7. Figure Interpretation

The comparative graphical summary demonstrates that PKSF consistently leads in both quantitative and qualitative dimensions of training implementation, followed by NAPD, which shows strength in discipline and digital infrastructure, while BRAC demonstrates creative innovation but needs improvement in evaluation and consistency.

The overall index score clearly reflects PKSF's balanced integration of experiential learning and administrative excellence, making it a model for replication in Bangladesh's national training policy framework.



8: Discussion

This chapter presents an interpretive discussion of the findings presented in Chapter 5 through the lenses of **Kolb's Experiential Learning Theory (1984)**, **Kirkpatrick's Four-Level Evaluation Model (2006)**, and **Stufflebeam's CIPP Framework (2003)**. The discussion connects institutional practices of **PKSF**, **NAPD**, and **BRAC** with theoretical and empirical perspectives from existing training and organizational learning literature. The analytical aim is to identify the underlying principles explaining institutional differences in training implementation and evaluation.

8.1 Overview of Theoretical Integration

The comparative results indicate that **PKSF's** success in training implementation derives from a participatory, reflective, and learner-centered approach consistent with Kolb's experiential learning cycle. The institution's strong facilitation, evaluation structure, and administrative efficiency demonstrate alignment with Stufflebeam's CIPP model, emphasizing continuous improvement through context, input, process, and product evaluation.

By contrast, **NAPD's training structure** follows a rigid, formal, and lecture-driven pattern that fulfills the learning component of **Kirkpatrick's Level 2 (Learning)** but lacks deeper behavioral and organizational assessment. **BRAC's approach**, characterized by digital experimentation and flexible facilitation, corresponds more to CIPP's process evaluation dimension, though inconsistencies in feedback and data use limit its effectiveness.

Thus, institutional variation reflects differing emphases on experiential, evaluative, and systemic learning mechanisms.

8.2 Classroom Environment and Learning Process

According to **Kolb's Experiential Learning Theory (1984)**, effective learning is a continuous cycle of Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE). PKSf's training rooms allow this cycle to occur organically. Learners engage in role plays and group exercises (CE), share insights through reflections (RO), derive conceptual takeaways (AC), and test knowledge via simulations or fieldwork (AE).

NAPD, despite having well-equipped classrooms, prioritizes formal instruction over reflective interaction. Its structured setting supports knowledge acquisition but restricts collaborative learning and experimentation. **BRAC's environment**, in contrast, is flexible and fosters innovation but sometimes lacks academic rigor or consistency.

This analysis supports **Goldstein and Ford (2002)**, who argue that experiential design improves retention and motivation. PKSf's combination of structure and flexibility provides the psychological safety and engagement necessary for effective adult learning—confirming **Kolb's experiential model** as a key explanatory framework.

8.3 Trainer Competence and Facilitation

Trainer competence emerged as a major determinant of training quality across all institutions. **Salas and Cannon-Bowers (2001)** assert that training effectiveness is enhanced when instructors combine behavioral modeling, feedback, and practice. PKSf's facilitators embody this through active engagement, humor, empathy, and peer-to-peer coaching. These trainers stimulate higher cognitive involvement and foster motivation through continuous interaction.

NAPD's trainers, though technically proficient, rely on lectures and PowerPoint delivery. This didactic method aligns with **Level 2 (Learning) of Kirkpatrick's model**—emphasizing knowledge gain—but limits affective learning and behavioral transfer. **BRAC's trainers** utilize storytelling, games, and digital resources, promoting engagement but lacking uniform assessment tools to verify learning depth.

This pattern aligns with **Rowold (2007)**, who demonstrated that experiential facilitation methods—such as group reflection and active simulation—produce stronger long-term skill retention. Therefore, PKSf's participatory model serves as an example of facilitative training leadership, rather than directive instruction, bridging theory with behavior.

8.4 Evaluation Practices

Evaluation systems reflect institutional commitment to accountability and quality assurance. **Kirkpatrick's Four-Level Evaluation Model (2006)** offers a framework to assess this comprehensively—measuring Reaction, *Learning, Behavior, and Results*.

- **PKSF's evaluation** effectively addresses the first two levels through structured reaction surveys and pre/post-tests. However, behavioral tracking (Level 3) and organizational outcomes (Level 4) remain underdeveloped.
- **NAPD's evaluation** is largely limited to reaction forms and administrative documentation, echoing **Salas et al. (2012)**, who observed similar trends in public training institutions globally.
- **BRAC's evaluation** employs digital tools like Google Forms and LMS feedback but lacks systematic behavior-based follow-up.

According to **Stufflebeam's CIPP model (2003)**, continuous evaluation must focus on both process and product dimensions. PKSF's ISO-based assessment mirrors this model's principles by embedding reflection during and after training. Hence, institutions applying CIPP principles better sustain improvement over time.

8.5 Institutional Learning Culture

Institutional culture acts as a mediating factor linking pedagogy with implementation quality. As noted by **Tannenbaum and Yukl (1992)**, organizations with open communication, feedback tolerance, and innovation orientation experience stronger transfer of learning.

PKSF demonstrates a collaborative culture—trainers and trainees work together as reflective practitioners. This environment encourages feedback utilization and adaptive learning, making training an evolving process rather than a one-time event.

NAPD, rooted in bureaucratic culture, emphasizes hierarchy, punctuality, and discipline but discourages spontaneous dialogue and learner-led inquiry.

BRAC, with its entrepreneurial orientation, encourages creativity and flexibility, yet its decentralized management often leads to uneven quality.

This supports **Kolb's Reflective Observation stage**, where institutional culture enables learners to translate experiences into learning. Thus, learning culture is not peripheral—it determines whether experiential and evaluation systems can function effectively.

8.6 Integrative Implications for Theory and Practice

Integrating **Kolb's**, **Kirkpatrick's**, and **CIPP** models reveals the multidimensional nature of training effectiveness.

- **Kolb's** model explains how learning occurs through experience and reflection.
- **Kirkpatrick's** model measures what learning achieves in cognitive and behavioral terms.
- **CIPP** evaluates how training systems maintain continuous quality improvement.

This triangulated theoretical approach shows that training success depends on the balance between **learner experience**, **institutional process**, and **evaluation feedback**.

For Bangladesh, adopting this integrated model has practical policy implications. A **unified National Training Quality Framework (NTQF)** should embed experiential methodologies, multi-level evaluation, and continuous process review. Institutional collaboration among PKSF, NAPD, and BRAC could generate a hybrid model combining PKSF's participatory rigor, NAPD's administrative strength, and BRAC's digital innovation.

In conclusion, theory and practice converge to suggest that effective training is not a static activity—it is a **dynamic system** where learning, evaluation, and culture interact continuously. Institutions that internalize this system develop adaptive learning capacities, ensuring sustainable human capital development in Bangladesh.

9: Best Practices

Best Practices of PKSF, NAPD, and BRAC

Institution	Best Practices	Core Features	Implications
PKSF	Participatory Facilitation Model	Experiential learning, reflection-based evaluation, ISO-certified documentation	Demonstrates the effectiveness of combining facilitation with structured evaluation.
NAPD	Digital and Administrative Integration	Smart board use, standard protocols, structured curriculum	Highlights the role of digital tools in ensuring transparency and efficiency.
BRAC	Innovation-Driven Training	Digital storytelling, community engagement, flexible learning spaces	Proves that creativity and accessibility enhance inclusion and motivation.

PKSF's structured approach ensures quality assurance and reliability; NAPD's digital readiness allows standardized learning delivery across departments; BRAC's innovation promotes grass-roots participation and adaptability. A hybrid model combining these elements would bridge the gaps among public, semi-public, and NGO sectors.

9.2 Institutional Best Practices Explained

1. PKSF: Model of Participatory and Reflective Learning

PKSF's approach embodies **Kolb's Experiential Learning Cycle**. Training involves real-life case discussions, group simulations, and reflective journals. Trainers act as facilitators rather than lecturers. Feedback loops, integrated within the process, ensure continuous improvement. This method aligns with the CIPP framework by balancing context, input, process, and product evaluation.

2. NAPD: Digital and Governance-Oriented Framework

NAPD, as a public institution, demonstrates excellent administrative rigor and digital integration. Through the use of multimedia classrooms, structured reporting, and pre-scheduled modules, NAPD aligns with Kirkpatrick's Level 2 (Learning). However, incorporating behavioral-level (Level 3) assessment could transform its rigid model into a more outcome-oriented system.

3. BRAC: Innovative and Community-Based Learning

BRAC's strength lies in inclusivity and accessibility. It integrates **digital storytelling**, **peer learning**, and **mobile-based feedback systems**, making it ideal for large-scale community outreach. However, the lack of standard follow-up and documentation weakens accountability. Applying CIPP's process and product monitoring could strengthen its sustainability.

9.4 Comparative Matrix of Best Practices

Area	PKSF	NAPD	BRAC	Hybrid Recommendation
Training Design	Experiential, participatory	Theoretical, structured	Flexible, digital	Combine experiential design with structured digital delivery
Evaluation	ISO-standard, feedback-driven	Documentation-based	Digital but unstandardized	Integrate ISO + digital analytics
Learning Environment	Interactive, comfortable	Formal, organized	Informal, adaptive	Blend comfort with digital engagement
Trainer Development	Continuous reflection	Policy-based expertise	Creative experimentation	Introduce National Trainer Certification Program
Cultural Orientation	Collaborative	Hierarchical	Community-driven	Promote adaptive and inclusive learning culture

This comparative framework underscores that Bangladesh's training sector would benefit from an **Integrated National Training Model** built on PKSF's participatory ethos, NAPD's governance discipline, and BRAC's innovation.

9.5 Strategic Recommendations for Implementation

- **Integrate Evaluation Frameworks:** Merge Kirkpatrick's Level 3 and 4 evaluations into all institutional curricula to ensure behavioral change and long-term impact.
- **Digital Transformation:** Develop a National Learning Management Platform to unify training data from PKSF, NAPD, and BRAC.
- **Capacity-Building Fund:** Create a government-endorsed fund to support research-based training innovations.
- **Annual Benchmarking:** Introduce "Institutional Performance Index" to compare annual outcomes and reward top-performing centers.
- **Gender and Inclusion Policy:** Mandate inclusive participation and gender-sensitive pedagogy across all training institutions.

This chapter underscores that the most effective training ecosystem combines **participation, reflection, structure, and innovation**. PKSF offers a model of experiential learning; NAPD provides governance discipline; BRAC contributes creativity and inclusivity. When integrated, these models could redefine training governance in Bangladesh—bridging public and private sectors through a unified national quality assurance mechanism.

Institutional collaboration, adaptive culture, and continuous evaluation represent the three pillars of sustainable capacity development. Such a framework would not only enhance training outcomes but also strengthen national human capital, aligning education and learning with Bangladesh's socio-economic transformation goals.

Conclusion:

The study concludes that effective training is a synergistic process — where learning design, facilitation, evaluation, and institutional culture interact dynamically. Institutions that embed feedback, embrace reflection, and adapt continuously are more likely to achieve transformational learning outcomes.

In Bangladesh's context, training should be repositioned as a strategic development instrument—not merely a human resource function, but a policy mechanism for achieving Vision 2041 and the Sustainable Development Goals (SDGs).

If the insights from this research are operationalized through a national framework, Bangladesh can emerge as a model for participatory and evidence-based capacity development in the Global South.

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