Study on the Effectiveness of Training
Provided by
Gandaki Province Training Academy

Gandaki Province Training Academy

(An ISO 9001:2015 Certified Academy)
Gandaki Province, Pokhara

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This study was conducted by the team of experts from SAMUHIK ABHIYAN, Kathmandu. The opinion expressed in this report are of the study team and they do not necessarily represent the opinion of Gandaki Province Training Academy whatsoever.t

GREETINGS

Training stands as a pivotal conduit for the dissemination of knowledge and skills among both governmental officials and employees. In the context of the country's paradigm shift towards a republican and federal framework of governance, the salience of training and interventions aimed at capacity development has accentuated. These interventions play a pivotal role not only in the dispensation of services marked by effectiveness and efficiency but also in catalyzing proficient developmental governance and instigating comprehensive reforms within the public sector. Nonetheless, the efficacy of such training programs perennially finds itself ensconced in the crucible of scrutiny.

The comprehensive scrutiny of the efficacy of training and allied capacity development interventions, conducted by the Gandaki Province Training Academy (GPTA), meticulously elucidates the endeavors undertaken by the GPTA to augment the proficiencies of elected officials and employees operating within the Provincial Government and the Local Levels. The discernments and prescriptive insights encapsulated within this report assume paramount significance in the institutionalization of training paradigms and other nuanced interventions geared towards augmenting capacities in the domain of public sector governance.

Commendations are extended to GPTA for its assiduous efforts in fortifying the edifice of the Provincial Government and Local Levels through multifaceted initiatives such as training, research, and deliberations on contemporary socio political issues. It is my conjecture that the findings proffered by this exhaustive study will not only redound to the benefit of public sector training institutes but will also accrue substantial utility for entities within the non-governmental spectrum dedicated to the implementation of programs designed to enhance capacity. Profound gratitude is extended to all those who have both directly and indirectly contributed to the meticulous execution of this study and the resultant formulation of this comprehensive report.

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Surendra Raj Pandey
Chief Ministert

Acknowledgement

I believe that the findings of this study will provide valuable insights not only to the public sector training institutions but also to the stakeholders involved in capacity development in Nepal and the beyond.

Rishi Ram Pandey
Executive Director

EXECUTIVE SUMMARY

The Gandaki Province Training Academy (GPTA) has been conducting training programs to enhance governance capabilities at the provincial and local levels in Nepal. Assessing the effectiveness of these training programs is crucial for evaluating their impact and value. This study aims to assesss the effectiveness of training programs conducted by GPTA, taking into account participant reactions, learning outcomes, behavioral changes, and organizational results.

This study evaluates the effectiveness of training programs conducted by the GPTA. It focuses on assessing the relevancy of such programs, participants' learning and application of knowledge, improvement in performance, impact on service delivery, and identifies areas for improvement in training development and management. The study employs a mixed-method approach, integrating quantitative surveys and qualitative interviews. Surveys collect data on participants' recall of learning, attitudes and behavioral changes, as well as the impact on public services. The study includes 110 participants (80 quantitative surveys and 30 Key informant interviews) from 11 districts. Data analysis involves quantitative and thematic analysis.

The general demographics of the respondents indicate a proportional representation from various districts of the Gandaki province, with the highest proportion from Kaski. The study findings reveal that the training programs have been effective in equipping participants with a range of skills. The results showcase the percentages of male and female respondents who reported acquiring specific skills, such as monitoring and evaluation, vital registration, technical skills,

communication skills, leadership skills, accounting and budgeting skills, and public service delivery skills.

The study findings demonstrate that the training were highly relevant to the needs and expectations of the respondents. The majority of participants perceived the training to be highly relevant, indicating that the programs provided valuable and applicable knowledge and skills.

The recall, application, and transfer of knowledge were assessed in the study. The findings indicate that a substantial proportion of the respondents demonstrated a high level of confidence in recalling the knowledge acquired from the training. The majority of participants expressed confidence in applying the knowledge to their work environment. Additionally, a significant number of respondents reported being confident in sharing the knowledge they had acquired with others.

The implementation of action plans developed during the training was also evaluated. The findings reveal that slightly over half of the respondents had implemented action plans. Among those who had prepared action plans, the majority perceived them to be effective in their workplace.

The impact of the training on service delivery was a key aspect evaluated in the study. The findings indicate that the majority of respondents perceived an improvement in public service delivery after participating in the training.

Furthermore, the study examined the effectiveness of the training in specific areas. For example, the e-bidding training enhanced participants' procurement skills, resulting in improved efficiency, transparency, and effectiveness in their procurement activities. The service-entry training contributed to enhancing participants'

confidence and abilities in handling administrative and accounting responsibilities. The vital registration training equipped participants with the essential skills to resolve registration-related issues and operate an online system. The gender-responsive budgeting training led to improvements in budget allocation practices at Local Level, making them more inclusive and equitable.

The study also identified the challenges faced by the respondents. Limited resources and inadequate support from elected members to execute their action plans were common challenges encountered by both male and female respondents. Additional challenges include unsupportive colleagues, the need to balance conflicting interests, and a wide range of other difficulties.

Based on the study findings, several recommendations are proposed to improve the effectiveness of future training. Some of the key recommendations include conducting refresher training, providing additional training for elected officials, re-evaluating the duration of the training, emphasizing the promotion of knowledge sharing among female participants, and offering follow-up support to strengthen the implementation of action plans. These recommendations aim to address the identified challenges and improve the overall effectiveness of the training programs.

The study concludes that the training programs have been successful in providing participants with relevant knowledge and skills. The training sessions have had a positive impact on participants' confidence in recalling, applying, and sharing knowledge. The action plans implemented in the workplace were perceived as effective, and the trainings have demonstrated positive outcomes in services delivery and efficiency improvement. However, challenges persist, and additional skills and follow-ups are required. The recommendations provided may further enhance the effectiveness of future training and address the challenges identified.

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CHAPTER-I
BACKGROUND

1.1 Context

The implementation of federalism in Nepal has necessitated the improvement of governance capabilities at the provincial and local levels, to ensure transparent and accountable service delivery in accordance with federalism principles. In response, Gandaki Province Training Academy (GPTA) has been actively organizing various training and capacity-building programs for officials and employees at the provincial and local levels in Gandaki Province.

GPTA is an autonomous knowledge center established under the Gandaki Province Training Academy Act, 2019. It aims at changing behaviour and improving performance of elected, nominated, and appointed officials and staff working in Provincial Government and Local Levels. It facilitates the implementation of the Provincial Government's vision and the Programs of Local Levels; and supports in the improvment of governance and institutional capacity of governmental/semi-governmental organizations and the Local Levels.

GPTA aims to be a Center of Excellence for competent and well-versed Provincial Government and Local Levels. Enhancing the competency of elected officials and personnel working in the public sector through high quality training, problem-based research, issue-based dialogues and demand-based consultancy services are its core functions. GPTA has the following mandate as per its act:

(a) Conduct training for the elected officials and staff working in Provincial Government and Local Levels to enhance their competency.

(b) Support in the implementation of policies, plans, priorities and programs of Provincial Government and Local Levels.

(c) Support in improving service delivery of Provincial Government and Local Levels by enhancing their institutional capacity.

(d) Carry out research, studies and policy dialogues to generate new knowledge and/or contribute to existing knowledge base.

GPTA has set out its core values as Integrity, Professionalism and Innovation. Its focus areas are: (a) performance-based training; (b) problem-based research; (c) issue-based dialogues; (d) demand-based consultancy services; and (e) knowledge management. GPTA's Training Policies are to:

(a) Associate training program as an integral part of staff administration.

(b) Associate training program with the performance of elected, nominated and appointed officials in Provincial Government, Local Levels and Public Institutions.

(c) Associate training program with the developmental programs of Provincial Government and the Local Levels.

GPTA works with Quality Management System (QMS). It has received ISO 9001:2015 quality standard for its core functions. It has established its quality policy as follow:

We commit to continuously provide excellent and innovative training solutions, anchored on the principles of changing behaviour and improving performance, to satisfy the current and emerging needs of our stakeholders and conform to global management system standards.

We adhere to our core values of integrity, professionalism and innovation, and are committed to continually improve the effectiveness of Quality Management System (QMS).

GPTA applies Instructional Design Principles in its training programs. Instructional design is the process by which learning products are designed, developed and delivered in a systematic manner. GPTA follows the ADDIE model as a framework for developing training modules for learning activities. ADDIE stands for Analysis, Design, Development, Implementation and Evaluation of the learning activities. ADDIE is a systematic approach for analyzeing learning needs and developing instructions.

By the end of the fiscal year 2079/80 since GPTA's inception, it has designed and delivered more than 400 training sessions and other capacity development initiatives using the Instructional Design approach, specifically the ADDIE model. Through these interventions, more than 16,000 officials and the employees at the Provincial Government and Local Levels have benefited. Assessing the effectiveness of these training programs is crucial for evaluating their impact and value.

1.2 Rationale of the Study

The purpose of this study is to assess the efficacy of initiatives for performance improvement and learning implementation. The objectives of the research include evaluating the relevance of the training by tailoring the content to meet the needs of the participants, evaluating the learning and application of knowledge and skills by the participants, and measuring the improvement in performance.

By examining the impact of training in service delivery, organizations can gain a deeper understanding of how effective their training programs are in enhancing overall performance. This analysis also helps identify any gaps or weaknesses in the current training development, operation, and management processes, allowing for targeted improvements to be made. Ultimately, these insights can lead to more efficient and impactful training practices that contribute to the growth and success of the organization.

1.3 Objectives

The main purpose of this study is to evaluate whether the learning implementation of the training and performance improvement have been met. The specific objectives are as follows:

(i)   To assess the relevance of the training.

(ii)   To account for the learning and knowledge-skill implementation status of the training.

(iii) To evaluate the effectiveness (improvement in participants' performance) of the completed training.

(iv)   To evaluate the impact of the training in service delivery.

(v)   To identify areas of improvement and improvement measures in training development, operation, and management.

1.4 Limitations of the Study

With the following limitations, the efficiency of the training provided by GPTA was examined in this study:

- The study was focused only on participants and limited respective supervisors. Therefore, the study does not grasp the opinion and perception of service recipients and clients regarding the changes in performance and improvement in services delivery.

- Considering the scatter location of the respondents, some of the interviews were carried out by telephone discussion.

- The study was limited to only eight selected training types provided by GPTA.

1.5 Organization of the Report

This study report is divided into five main chapters. Chapter one discusses the background and the objectives of the study. Chapter two discusses the training philosophy, the primary training methods, and the principles of the training delivery. Chapter three describes the methods and approaches used in the study. Chapter four is the main section of the report, presenting the study's findings. Chapter five presents the study's conclusions and recommendations.

CHAPTER-II
TRAINING PHILOSOPHY

2.1 Background

The ultimate goal of any training is to improve the performance of a trainee and consequently improve the performance of an organization. Gaining knowledge is important but it is worthless until it is applied in a job.

However, most of the trainings in Nepal are not as effective as expected and do not bring about the desired change in organizational performances. Various studies and research findings indicate that the following are the primary underlying causes:

(1) Very limited focus on training need assessment (TNA); i.e., not able to determine the actual training need of individual trainee.

(2) Unable to formulate specific, 4 levels of training objectives i.e., i) **Level 1 Reaction** measures how participants react to the training (e.g., satisfaction), ii) **Level 2 Learning** analyses if they truly understood the training (e.g., increase in knowledge, skills or experience), iii) **Level 3 Behavior** looks at whether they are utilizing what they learned at work (e.g., change in behaviors), and iv) **Level 4 Results** determines if the training had a positive impact on the organization.

(3) Design of the training and development of learning

materials do not address the need of participants and training.

(4) Unable to mobilize appropriate, competent, and qualified resource persons, because of unavailability and limited budgetary provision.

(5) In most cases, experiential learning and adult learning principles are not applied.

(6) Participatory and mixed methodologies are not used to impart knowledge and skills during training delivery.

(7) Very limited post-training evaluation i.e., level 3 and level 4 goals based on Kirkpatrick model to assess the transformation of learning into practice.

(8) In most cases post-training follow-up, on-site coaching, and mentoring activities are not designed and delivered.

Developing a training program is an academic task. It should be guided by a certain principle and supported by appropriate academic theory. Training programs in contemporary academia are developed using Instructional Design Principle.

Instructional design is a systematic approach to developing effective and efficient learning experiences. It involves analyzing learners' needs, designing instructional materials and activities, developing learning materials, and evaluating their effectiveness. An instructional design model provides a framework or a step-by-step process to guide instructional designers in creating effective learning experiences.

Instructional design is the process by which learning products are

designed, developed, and delivered systematically. It may further be defined as "a systematic process that is employed to develop education and training programs consistently and reliably" (Reiser and Dempsey, 2007).

Instructional design, also known as instructional system design, involves analyzing learning needs and systematically developing instruction. It may be considered as a framework for developing modules or lessons of a learning activity. It is the entire process of analysis of learning needs and goals, and developing a delivery system to achieve the desired goals.

There are several instructional design models available, but one widely used model is the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. GPTA is adopting the ADDIE model as an implementation strategy to enhance the effectiveness and ensure the quality of the trainings.

Instructional Design
New Aproach to Training System

Analysis	Design	Development	Implementation	Evaluation
(Training Need Assessment)	(Training Planning)	(Curriculum Development)	(Training Delivery)	(Post Training Support, Monitoring, Assessment of Value for Money/ROI)

ADDIE

ADDIE's Training Development Model
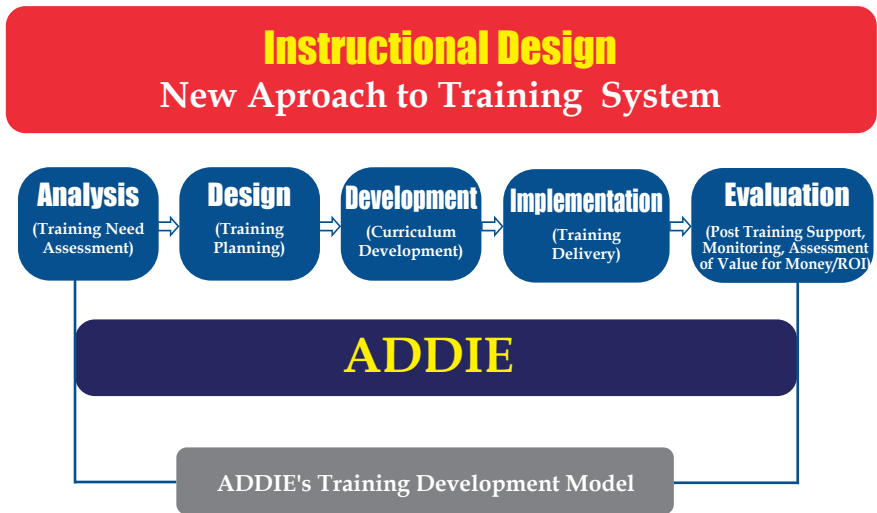
(1) **Analysis:** During this phase, the instructional designer collects information about the learners, the learning environment, and the desired learning outcomes. This includes identifying the target audience, understanding their existing knowledge and skills, and determining their learning needs. The designer also considers any constraints, such as time, budget, and available resources.

(2) **Design:** Once the analysis phase is complete, the designer focuses on designing the instructional materials and activities. This process involves setting clear and measurable learning objectives, defining the content and its organization, selecting appropriate instructional strategies and media, and creating assessments to measure learners' progress. The designer also creates a blueprint or a detailed plan for the entire instructional program.

(3) **Development:** During this phase, the instructional materials are developed based on the design blueprint. The content is organized, and instructional materials such as presentations, videos, e-learning modules, or printed materials are created. The materials are reviewed and revised to ensure they are aligned with the intended learning outcomes and instructional strategies.

(4) **Implementation:** Once the instructional materials are developed, they are implemented in the learning environment. This phase involves delivering instruction to the learners using various methods such as classroom instruction, online platforms, or blended learning approaches. The instructor or facilitator guides the learners through the materials and facilitates the learning process.

(5) Evaluation: The evaluation phase assesses the effectiveness of the instruction. It involves gathering data on learners' performance and their satisfaction with the learning experience. The designer compares the learners' performance against the learning objectives and identifies any gaps or areas for improvement. Based on the evaluation results, the instructional materials and activities can be revised and refined for future use.

It is important to note that instructional design models can vary in their specific steps or phases, but they generally follow a systematic and iterative process. The models provide structure and guidance to ensure that the instructional materials and activities are well-designed, effective, and meet the learners' needs.

The latest international trend in training is to improve the performance of trainees. While traditional training focuses solely on transferring of the knowledge and skills by overloading with information mostly not applicable to the actual work, the new trend of training suggests focusing on performance and results. GPTA is focusing on its programs and activities to apply learning into practice.

2.2 Review of Training Evaluation Methods

Evaluating training programs is not only essential for assessing their effectiveness but also crucial for making informed decisions that can significantly impact an organization's growth and development. This evaluation process involves several key components, including monitoring employee development, assessing practical knowledge application, identifying gaps and future training needs, justifying training investments, shaping future training plans, and

ensuring continuous improvement in the training process (Tripathi et al., 2017).

In the realm of training effectiveness research, two prominent models have been extensively explored: Donald Kirkpatrick's Four-Level Model and Jack Phillips' Return on Investment (ROI) Model. The Phillips' ROI Model provides a comprehensive framework that surpasses the measurement of participant reactions, allowing for the assessment of business outcomes and financial returns (Philips, 2016). Conversely, Kirkpatrick's Four-Level Model provides a holistic approach to evaluate training effectiveness, covering participant reactions, learning outcomes, behavioral changes, and organizational results, promoting a systematic and data-driven approach (Kirkpatrick, 1959 & Alliger et al., 1989).

Recently, the concept of evidence-based practice in training evaluation has gained prominence. This approach involves leveraging empirical evidence to make well-informed decisions regarding training effectiveness and design (Roussel & Durand, 2015). It encourages the utilization of research findings to guide decisions about training initiatives.

Furthermore, it is clear that the transition from instructor-led training to learner-centered and self-directed learning has influenced how training is assessed. Learners now play a more active role in the evaluation process (Reigeluth, 1999). Additionally, growing pressure on organizations to demonstrate the impact of training on business outcomes has propelled the evolution of evaluation methods (Phillips & Phillips, 2016).

The evolution of training evaluation methods reflects the changing landscape of learning and development within organizations. Moving from traditional models like Kirkpatrick's to contemporary approaches that focus on evidence-based practices and technology-driven analytics, the field has made significant progress. It is crucial for organizations to adapt to these changes and adopt evaluation methods that are aligned with their goals and the evolving needs of their workforce.

Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin in the United States and a past president of the American Society for Training and Development (ASTD), currently the Association for Talent Development (ATD) proposed in 1954 a very known model as "Kirkpatrick's Four-Level Evaluation". This model takes into account any style of training, both informal and formal, to determine aptitude based on four-level criteria.

Level 1 Reaction measures how participants react to the training (e.g. satisfaction). **Level 2 Learning** analyses if they truly understood the training (e.g., increase in knowledge, skills, or experience). **Level 3 Behavior** looks at whether they are utilizing what they learned at work (e.g., change in behaviors), and **Level 4 Results** determines if the training had a positive impact on the organization (Accessed at: https://educationaltechnology.net/ kirkpatrick-model-four-levels-learning-evaluation).

Kirkpatrick suggests that different levels of performance should be evaluated differently. The following table illustrates how the learning of an individual trainee can be assessed with a four-level evaluation model.

Level	What to Assess	How to Assess
Level 1 **Reaction**	Degree of participants' reaction to the learning event - What is the reaction of the participants to the training? Did the participants enjoy the training? Did they think the contents were relevant?	Trainee survey of satisfaction, daily feedback sheet, interview, etc.
Level 2 **Learning**	Degree of the intended knowledge, skills, and attitude that the participant acquired by participating in the learning event - What kind of knowledge and skill was acquired through the training? Did the participant's learning change (increase, decrease)? Did the participants learn what was intended?	Post-test, performance checklist (activity strategy sheet), etc.
Level 3 **Behavior**	Degree of the application of learning that the participants learned during training - How participants applied the knowledge and skills acquired to their work? Did the participants put their learning to use? Did the behavior and activity of participants change?	Results of action plan implementation, follow-up interview, observation, etc.

Level	What to Assess	How to Assess
Level 4 **Results**	The degree to which targeted outcomes are achieved as a result of the training - What is the impact of training on the goal of the organization? Did the quality of work improve? Did production increase (or costs decrease)? Did employee engagement and retention increase?)	Analysis of data, return on investment, client satisfaction survey, etc.

This study takes Kirkpatrick's four level evaluation model into account while assessing the effectiveness of the training provided the GPTA to the elected officials and employees working for the Provincial Government and Local Levels in Gandaki Province, Nepal.

CHAPTER-III
METHODOLOGY

This section elucidates the methodology employed for assessing the effectiveness of the training programs. A mixed-method approach, which combines quantitative and qualitative methods, was adopted for the evaluation. Extensive examinations were conducted on the training at different levels and the results were corroborated through the perspectives of the training attendees, their supervisors, and, to a certain extent, service seekers. To triangulate the quantitative findings, key informant interviews were also conducted. The approach to data collection, sample size determination, and analysis framework are detailed in the subsections below.

3.1 Data Collection Techniques

This subsection provides a comprehensive overview of the survey methods employed for data collection, including details on the sampling methodology, and the measures adopted for data analysis.

3.1.1 Quantitative Survey

This study assessed participants' recall of training learning, shifts in their attitudes, and behavioral changes. Additionally, the study examined the training's impact on their capacity to deliver public services and their contribution to good governance .

The interviews with the selected respondents were conducted in person and over the telephone in the selected districts. To capture the information, an Open Data Kit (ODK) based mobile survey application was developed. This application helped to reduce data entry errors and save time during entering survey data.

The respondents were randomly selected from a pool of staff and elected officials who have participated in various trainings provided by the GPTA. Participants for the survey were selected from the list using the outlined criteria.

3.1.2 Qualitative Survey

Qualitative data were collected through semi-structured interviews with a diverse sample of public servants and elected officials from different departments and levels of government. The interviews focused on their experiences with training programs and their perceptions of the impact of the trainings in public service delivery. The interviews were transcribed, coded, and analyzed using thematic analysis to identify common patterns and themes.

3.1.3 Sampling

The sampling method employed in this study involved selecting participants from a list of trainees trained by the GPTA. The survey targeted a total of 110 participants from 11 districts, namely Baglung, Gorkha, Kaski, Lamjung, Manang, Mustang, Myagdi, Nawalparasi, Parbat, Syangja, and Tanahun.

To ensure randomness and representativeness, respondents were randomly selected from the list of training participants for the survay. Out of the total 110 participants, 80 individuals took part

in the quantitative survey, which used a structured questionnaire to collect numerical data. Additionally, 30 respondents were specifically selected for Key Informant Interviews (KIIs), which entailed in-depth conversations to gather qualitative insights.

This sampling approach aimed to provide a diverse and comprehensive representation of the population under study, enabling a more comprehensive understanding of the research objectives. By including participants from various districts and utilizing random selection, the study aimed to minimize potential biases and enhance the generalization of the findings to the target population.

3.2 Data Analysis

The data collected through the survey were analyzed using statistical software, STATA. Descriptive statistics, such as frequencies and percentages, were calculated to summarize the quantitative data gathered from the survey responses. On the other hand, the qualitative data obtained from the Key Informant Interviews (KIIs) underwent thematic analysis.

For the qualitative analysis, the transcripts of the interviews were meticulously reviewed and coded. The coding process involved identifying recurring patterns, significant insights, and meaningful units of information. These coded units were then organized into themes and categories. The themes derived from the data formed the foundations for systemetically interpreting and understanding the qualitative findings.

CHAPTER-IV
FINDINGS OF THE STUDY

This section describes the results from both the quantitative and qualitative surveys. The results reflect the recall, application, and transfer of the knowledge acquired during training. In addition, it outlines the effectiveness of the training in terms of improved public service delivery.

4.1 Demographics of the Respondents

This subsection details the sample distribution among districts and by training type. For the survey, respondents were selected in relation to the total number of trainees in different districts of Gandaki Province. The results show that the highest proportion comes from Kaski, followed by Myagdi and Baglung (Table 1).

Table 1: Disaggregation of respondents by district

S.N.	District	Number (n)	Percentage (%)
1	Baglung	5	6%
2	Gorkha	4	5%
3	Kaski	44	55%
4	Lamjung	4	5%
5	Manang	2	2.5%
6	Mustang	4	5%
7	Myagdi	6	7.5%
8	Nawalparasi Susta East	3	4%
9	Parbat	3	4%
10	Syangja	1	1%
11	Tanahun	4	5%
	Total (N)	80	100%

Source: Field Survey, 2023

Table 2 shows the details of the training courses attended by the sample participants provided by GPTA. Of the total one fourth of the participants (25%) have received in service training, followed by 19% gender responsive budgeting.

Table 2: Training categories attended by survey participants

S. N.	Training types	Male (n=58)		Female (n=22)		Total (n=80)	
		n	%	n	%	n	%
1	Local Service Delivery Training	1	2%	0	0%	1	1%
2	Service Entry Training	1	2%	2	9%	3	4%
3	Training of Trainers	7	12%	2	9%	9	11%
4	Electronic Government Procurement (EGP) Training	7	12%	3	14%	10	12.5%
5	Public Assets Management Training (PAMS)	9	15%	1	5%	10	12.5%
6	Vital Registration Training	8	14%	4	18%	12	15%
7	Gender Responsive Budgeting (GRB) Training	11	19%	4	18%	15	19%
8	In-Service Training	14	24%	6	27%	20	25%
	Total	58	100%	22	100%	80	100%

Source: Field Survey, 2023

*The total may be greater than 100% as it is a multiple type response question.

4.2 General Findings

The introductory section on quantitative and qualitative findings begins by delineating the four essential levels used to evaluate the effectiveness of training programs. At Level 1, the study examines participants' reactions to the training, primarily gauging their satisfaction with the experience. Moving on to Level 2, the focus shifts to assessing the extent to which participants have comprehended the training material, usually measured by improvements in their knowledge, skills, or overall expertise. Level 3 delves into behavioral changes, scrutinizing whether individuals are implementing the knowledge acquired during training in their work context, thus observing changes in their actions and practices. Finally, Level 4 ventures into the broader organizational impact, seeking to ascertain whether the training has resulted in positive outcomes for the organization as a whole.

4.3 Level 1- Relevance and Reaction towards Training

Evaluation at this level captures the immediate reaction of the participants about the training. It assesses learners' satisfaction with the training. In Level 1, the study delves into participants' responses to the training, with a primary focus on assessing their satisfaction with the overall training experience. This section sheds light on the relevance of the training programs as perceived by survey respondents.

4.3.1 Relevancy of the Training

The study reveals that a significant majority of respondents, with more than three-fourths of participants (81%) perceive the training to be highly relevant. In particular female respondents

found it more relevant than their male counterparts (Figure 1). This indicates that the training programs closely align with the needs and expectations of the respondents, providing them with valuable and applicable knowledge and skills.

Figure 1: Relevancy of the trainings (N=80)
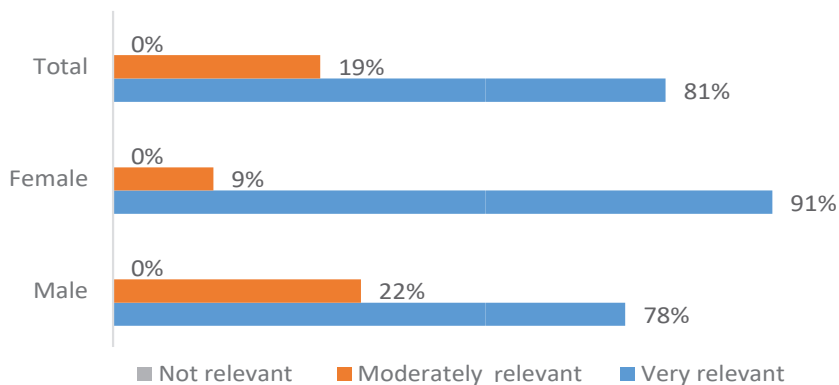
Source: Field Survey, 2023

In addition to the quantitative survey, the key informants were also asked about the relevancy of the training. The majority of participants acknowledged that the training provided them with valuable knowledge and skills that were directly applicable to their work. In-service and service-entry training covered a wide range of areas, including public service delivery, leadership development, communication skills, presentation skills, and technical expertise. Participants reported that the acquired knowledge and skills helped them better understand their roles, improve decision-making, and deliver services more efficiently.

In addition to imparting technical knowledge, a significant number of participants acknowledged the effectiveness of

various methods for reducing mental and physical stress in the workplace. Specifically, techniques such as meditation and stress management were found to assist in resolving conflicts and consequently enhancing the quality of public services delivered in their workplace, while also balancing work and personal life.

The high level of perceived relevance suggests that the training interventions effectively address the specific challenges faced by the participants while performing their jobs, enhancing their confidence, and motivating them to perform effectively in their workplace.

4.4 Level 2 - Learning

Evaluation at this level seeks to understand the extent to which participants have truly learned as a result of attending the learning event. This section explores the competencies that participants acquired through their training experiences, as well as their ability to recall and apply the knowledge obtained during these training sessions.

4.4.1 Skills Acquired through Training

Table 3 presents an overview of the distribution of acquired skills among the respondents, categorized by gender (male and female) and the overall highlighting the areas in which they have gained competency and expertise.

Public service delivery skills are reported by 35% of the total respondents(n=80), with slightly higher representation among females (41%) compared to males (33%). Accounting and budgeting skills are reported by 34% of the total respondents, with a higher representation among males (38%) compared to

females (23%). Leadership skills are reported by 28% of the total respondents, with slightly higher representation among males (29%) compared to females (23%). Additional information is presented in the table below.

Table 3: Major skills acquired by participating in training

Acquired skills	Male (n=58)		Female (n=22)		Total (n=80)	
	n	%	n	%	n	%
Monitoring and evaluation skills	8	14%	4	18%	12	15%
Vital registration skills	8	14%	4	18%	12	15%
Other skills	13	22%	6	27%	19	24%
Technical skills	17	29%	4	18%	21	26%
Communication skills	16	28%	6	27%	22	28%
Leadership skills	17	29%	5	23%	22	28%
Accounting and budgeting skills	22	38%	5	23%	27	34%
Public service delivery skills	19	33%	9	41%	28	35%

Source: Field Survey, 2023

*Total may be higher than 100% as it is a multiple-choice question.

The findings of the study indicate that a substantial proportion of the respondents demonstrate a high level of confidence in recalling the knowledge gained from their training. Specifically, 51% of the total respondents reported being highly confident in their ability to recall the knowledge acquired during their training sessions. In contrast, the remaining 49% respondents expressed a moderate level

of confidence in this aspect (Figure 2).

Figure 2: Confidence to recall training learning (N=80)
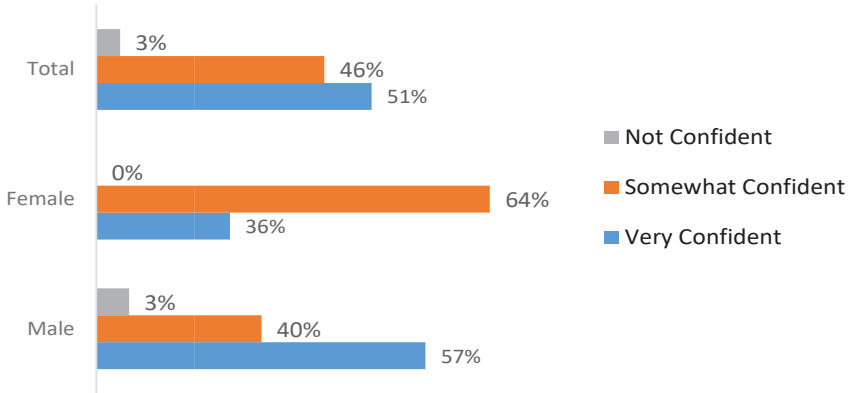
Source: Field survey, 2023

Furthermore, the study revealed that a significant majority of participants, constituting 75%, expressed a high level of confidence in applying the knowledge gained from their training to their respective work environments. The qualitative findings supported the data obtained from the quantitative surveys.

As a result of the training, participants gained new skills and felt better prepared to tackle new or unfamiliar tasks. The majority of the participants expressed increased confidence in their ability to smoothly implement public service delivery roles. One of the participants of the in-service training recalled the training learnings as below.

"The training session significantly bolstered my self-assurance in both applying existing skills and acquiring new ones, enhancing my overall readiness to excel in the role. It provided me with a practical understanding of fundamental concepts related to public service delivery and office management, making it an attainable task."

Similarly, participants who attended the Public Assets Management System (PAMS) training said that they have gained knowledge to enter inventory information into the software in a more detailed and organized way. This doesn't just help them keep track of what they have; it also enhances transparency and clarity for everyone involved.

Box 1: Enhanced Skills

"After completing the PAMS training, my abilities and skills have improved significantly. This training has played a pivotal role in ensuring timely service delivery. Notably, it has proven invaluable in optimizing time utilization while also serving as an effective deterrent against corrupt practice."

[KII - Account officer, DAO Baglung].

Furthermore, participants in gender-responsive budgeting training told that they have learned how to allocate budget for women, and other targeted groups while preparing the budget cycle in their respective Local Levels.

"Through the training, I gained a deep understanding of gender-responsive budgeting. It's not just about creating a budget; it's about preparing a budget that is detailed and broken down specifically to benefit women and disadvantaged groups. This knowledge is invaluable to me, especially in my role as the Vice-Chair of Raghuganga Rural Municipality of Myagdi District. It allows me to ensure that our budgeting process is not only comprehensive but also considers the unique needs and challenges faced by women and marginalized communities. This way, we can allocate resources in a way that promotes greater equity and inclusivity in our community's development."

The Ward Secretary of Dhaulagiri Rural Municipality, Myagdi shared that the vital registration training proved to be highly valuable in imparting crucial skills for vital registration in the online system.

"Before I attended the training, I was unsure about the necessary documents needed for verifying birth and marriage registrations. However, after completing the training, I gained the knowledge and skills necessary for handling the required documents and entering them into the online system effectively".

This suggests that the training programs have been effective in equipping the respondents with practical skills and knowledge that they can readily implement in their professional settings.

4.5 Level 3 - Behavior/Knowledge Transfer

This measure helps determine how the learning from the training event has been applied in the workplace. This section examines the extent to which the participants applied learning acquired during training to their work. This section presents the utilization of acquired knowledge and skills, changes in participants' behavior and activities, and the practical use of their learning.

4.5.1 Recall, Application, and Transfer of Knowledge

In terms of the knowledge dissemination, findings indicate that a slight majority of respondents, approximately 51%, reported a high level of confidence in sharing and orienting others with the knowledge they have acquired through their training sessions (Figure 3). This is low for female participants 27% (6 out of 22) compared to 60% for male participants (35 out of 58).

Figure 3: Confidence to share knowledge (N=80)
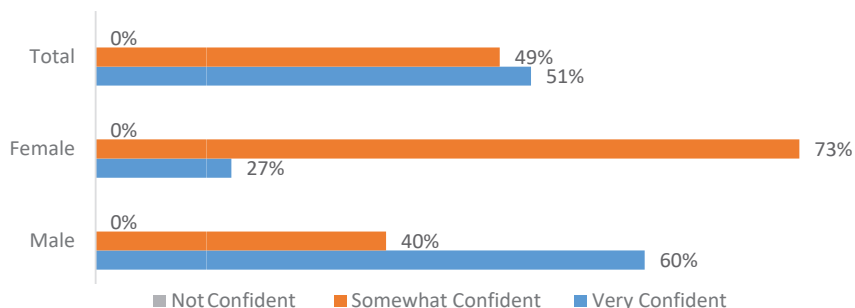
Source: Field Survey, 2023

The study further explored whether the training participants shared their learning with their colleagues. It was found that the

majority of the trainees have shared their learning with some exceptions. Box 2 illustrates how the acquisition of knowledge during the PAMS training has a ripple effect, extending far beyond the training room. Their willingness to share and the eagerness of their friends to learn are evidence of the program's impact on not only individual growth but also the wider community.

Box 2: A Ripple Effect of Knowledge Sharing

A participant in the PAMS training program described how this training has been transformative not just for themselves, but for their entire circle.

"As a participant in the PAMS training, I gained valuable skills in asset management and record-keeping. Before the training, managing our assets inventory was a challenging task. However, after acquiring these essential management skills, I found it much easier to keep track of our office assets.

What's even more fulfilling is that I didn't keep this newfound knowledge to myself. I've had the pleasure of teaching many friends, and after completing the training, I noticed that other friends began seeking my guidance and support. Even those who hadn't undergone the training would approach me with questions. I'm more than happy to share everything I learned during the training so that everyone can benefit from it. It's remarkable to see how untrained friends are still able to make use of the knowledge."

This indicates the willingness and ability to transfer their learning to their colleagues or peers, potentially fostering a culture of knowledge sharing within their respective organizations.

Based on the data presented in Table 4, the findings indicate variations in the percentages of knowledge shared across different

categories. Knowledge sharing is highest among office members, with males sharing 95% and females sharing 91%, resulting in a total of 94% knowledge shared. Elected officials rank next, with males sharing 40% and females sharing 32%, resulting in a total of 38% knowledge shared. Knowledge sharing among friends is comparatively lower, with males sharing 22% and females sharing 23%, resulting in a total of 23% knowledge shared. Sharing knowledge with community members is even lower.

Table 4: Sharing of knowledge

Knowledge shared with	Male (n=58)		Female (n=22)		Total (n=80)	
	n	%	n	%	n	%
Office members	55	95%	20	91%	75	94%
Other elected officials	23	40%	7	32%	30	38%
Friends	13	22%	5	23%	18	23%
Community members	3	5%	3	14%	6	8%
Others	3	5%	1	5%	4	5%

Source: Field Survey, 2023

The qualitative findings also suggested that the trainees have shared the knowledge they gained during the training with their colleagues. Some examples of qualitative findings include:

"Following the training, I not only disseminated learnings to my colleagues within the office but also provided insights to the Palika chair and vice-chair. This knowledge sharing has played a pivotal role in facilitating the allocation of budget resources dedicated to women and disadvantaged groups at the Palika level."

[Officer at Kwholasothar Rural Municipality, Lamjung]

"I have shared my training insights with other office staff. Following my training, other friends actively sought my guidance and support. Friends who did not undergo the training also expressed curiosity and inquired about my experiences. I willingly shared all the knowledge I gained from the training, and my friends were able to apply it effectively, even if they were untrained."

[Trainee on PAMS from Chame Rural Municipality, Manang]

In addition to training participants, key informant interviews were conducted with the officers who supervise the trainees to validate the findings. The results of the study showed a significant improvement in performance after the participants had completed the training. This improvement was linked to the knowledge and skills they gained during the training. Nevertheless, there were instances when employees encountered difficulties in effectively applying their newly acquired skills. These challenges were primarily caused by changes or transfers in their job responsibilities. According to the supervisors, when these changes

occurred, employees often struggled to integrate their recently acquired skills with their revised roles, creating a gap between their training and practical application. In these situations, it became evident that continous support and adaptation to their evolving work circumstances were crucial to maximize the benefits of the training.

Overall, these findings highlight the positive impact of the training programs on the participants' confidence levels in recalling, applying, and sharing the knowledge they have gained. The high proportion of respondents expressing confidence in these areas indicates the effectiveness of the training interventions in enhancing their skills and competencies, which can contribute to improved performance and knowledge dissemination within their work environments.

4.5.2 Increased Level of Confidence

The study findings showed that the service entry training offered a comprehensive program that resulted significant outcomes. Participants from diverse backgrounds experienced a notable increase in confidence and demonstrated an enhanced ability to handle various tasks, including administrative and accounting responsibilities. The training proved instrumental in equipping participants with the essential skills required to perform their duties with heightened efficiency and effectiveness.

Box 3: Empowering Expertise

A service-entry trainee embarked on a remarkable journey of self-improvement through the training program. Despite initially grappling with a lack of knowledge in administrative and accounting practices, owing to his technical background, the training proved to be effective.

"The training helped me gain valuable insights into administrative and accounting practices, despite my initial lack of knowledge in these areas due to my technical background. As a result, my comfort level significantly increased. I am now actively involved in the planning and statistics division, ensuring the timely submission of monthly progress reports. Furthermore, I can implement an accounting system and continue to learn payment procedures. Overall, the training has boosted my confidence and improved my ability to handle accounting tasks effectively."

[KII - Service Entry Trainee, Baglung]

In summary, this training experience has not only boosted confidence but also significantly enhanced their proficiency in handling accounting tasks with utmost effectiveness.

One of the participants of in-service training recalls the training sessions as:

"I think it's just given me more of a context and an understanding to be able to approach new problems in my workplace in the future."

[In-service trainee, Pokhara Metropolitan City, Kaski]

These findings underscore the value and efficacy of the service-entry training in empowering individuals with the necessary capabilities for successful performance in their respective roles.

4.5.3 Improvement in Gender-Responsive Budgeting Practices

The findings are based on the key informant interviews conducted with gender-responsive budgeting trainees. Key informant interviews were conducted with elected representatives at the Local Levels to gain insight into how training impacted on budget practice. The findings suggested that training had a significant impact on the implementation of gender-responsive budgeting. Budget allocations in the past were made in lump sum without specific considerations for different target groups. However, after receiving training on the budgeting process and understanding the importance of allocating funds to women and disadvantaged groups, a new approach has been adopted.

> **Box 4: GRB Skills Enhanced**
>
> *"I recently attended a two-day gender-responsive budgeting (GRB) training program, which provided valuable insights into the allocation of funds for women and disadvantaged groups. Post-training, we've prioritized budget allocation for these groups in our Palika. This newfound emphasis has led to the allocation of additional funds for initiatives such as Women's Day celebrations and programs focusing on the health and nutrition of women and children. "*
>
> *[Deputy Mayor, Madhya Nepal Municipality, Lamjung]*

The budget is now prepared by breaking it down into different categories and allocating particular sum for various target groups. For instance, it includes funds for things like health

and nutrition programs, personality development initiatives, disability-friendly infrastructure, and Women's Day celebration. This shift demonstrates a more inclusive and equitable approach to budgeting.

Furthermore, the budgeting process has noticeably prioritized underprivileged and marginalized communities in recent years.

In summary, the training had a transformative effect on budgeting practices, leading to a more gender-responsive and equitable budgeting approach to the underprivileged communities. The budget is now allocated under different headings, considering specific programs and initiatives for various target groups. The prioritization of underprivileged and backward communities highlights a commitment to addressing inequality and promoting inclusive development.

The study further indicates that the trainings have contributed to implement the Federal and Provincial Governments' policies at Province and Local Levels. The Gender-Responsive Budgeting (GRB) training is just an example but there are several others such as, training on Medium-Term Expenditure Framework (MTEF), Fiduciary Risk Assessment and Reduction, Local Government Institutional Self-Assessment (LISA), Gender Equality and Social Inclusion, Social Accountability and Good Governance, Right to Information, Natioal Building Code, Initial Environmental Examination (IEE), Environmental Impact Assessment (EIA) etc. These initiatives have contributed to enhance the governing capability of both the Provincial Government and the Local Levels.

4.6 Level 4 - Application/ Results of the Training

In this section, the impact of training on organizational objectives is examined, with a particular focus on the extent to which specific outcomes are achieved. This comprehensive analysis includes the formulation and execution of action plans, as well as an evaluation of the training's impact on the mechanism for service delivery.

4.6.1 Application of Action Plans Prepared During the Training

GPTA has established a system of preparing action plans at the end of the training events. Trainees are asked to prepare time-bound action plan to apply knowledge and skill gained through the training into their daily job. The respondents were asked whether they have implemented action plans after participating in the training. The results showed that slightly over half of the respondents have implemented action plans (51%). Only 41% of the female trainees implemented action plans compared to 55% male counterparts (Figure 4).

Figure 4: Percentage of Participants who have implemented action plans (N=80)
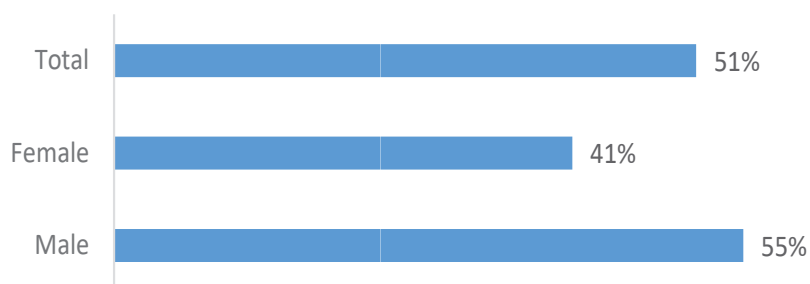
Source: Field Survey, 2023

Among the respondents who had implemented action plans (41 out of 80) were further asked about their effectiveness at the workplace. The findings indicate that among male respondents, 47% perceive the action plans as very effective, while 53% consider them to be moderately effective. Whereas only 33% of the female respondents find the action plans to be very effective, while a majority (56%) perceive them as moderately effective (Table 5).

Table 5: Effectiveness of the action plans at the workplace

Effectiveness of Action Plans	Male (n=32)		Female (n=9)		Total (n=41)	
	n	%	n	%	n	%
Very effective	15	47%	3	33%	18	44%
Moderately effective	17	53%	5	56%	22	54%
Not effective	0	0	1	11%	1	2%
Total	32	100%	9	100%	41	100%

Source: Field Survey, 2023

These findings suggest that a significant number of respondents, both male and female perceive the action plans at their workplace to be effective, with a higher percentage rating them as moderately effective rather than very effective. The low percentage of respondents reporting the action plans as not effective indicates that most individuals find the implemented plans to be satisfactory in achieving their intended goals.

In the qualitative findings, feedback from the officers regarding the implementation of action plans by trainees in their workplaces was also examined. The officers reported that there was a notable

improvement when trainees were mandated to put their training knowledge in to practice implementing action plans that explaind how they would apply it to their work. This method effectivley increased the participants' sense of responsibility.

It is essential to highlight that the training programs offered by GPTA include plans for monitoring the execution of action plans and providing on-site coaching. GPTA has started follow-up and monitoring of training with monitoring checklists. However, the officers view that these measures need to be conducted more frequently aligning with the intended objectives to assist consistent and effective implementation of action plans.

4.6.2 Impact of the Training on Service Delivery

The effectiveness of the training in delivering improved public services is examined in this sub section. The perception of the enhanced level of public service delivery categorized by gender is shown in Figure 5. After participated in the training, 95% of the respondents (76 out of 80) though that the public service delivery has improved.

Figure 5: Perception on improved service delivery (N=80)
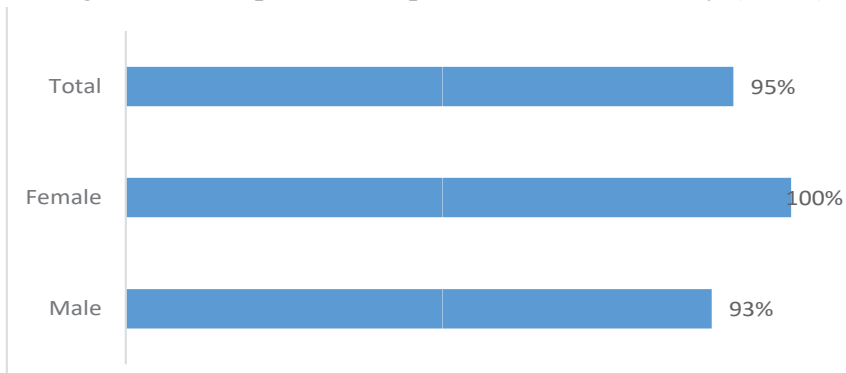
Source: Field Survey, 2023

Moreover, participants who acknowledged an enhancement in public service delivery (n=76) were further questioned regarding the level of the improvement. Out of those who reported improved public service delivery, 54% of males and 36% of females stated that they had experienced a significant improvement. Additionally, 46% of male and 64% of female respondents perceived a moderate level of improvement, as indicated in Table 6. Remarkably, not a single respondent said that public service delivery had not improved.

Table 6: Level of improvement in public service delivery

Level of Improvement	Male (n=54)		Female (n=22)		Total (n=76)	
	n	%	n	%	n	%
Improved significantly	29	54%	8	36%	37	49%
Moderately improved	25	46%	14	64%	39	51%
Not improved	0	0%	0	0%	0	0%

Source: Field Survey, 2023

4.6.3 Effective Procurement Procedures

E-bidding training has equipped the participant with the necessary skills and knowledge to prepare purchase orders, write quotations, and effectively navigate the procurement process while ensuring compliance with the legal framework. This training has contributed to improving efficiency, transparency, and effectiveness in the participant's procurement activities.

The qualitative findings from key informant participants highlighted a remarkable transformation in work practices following the training program.

"In the past, reliance on assistance from colleagues was a necessity to prepare purchase orders. However, following the training program, a remarkable transition towards self-sufficiency became evident. Notably, the processing time for preparing purchase orders decreased from an hour to a mere 5 minutes. This shift resulted in a considerable reduction in both delays and errors, underscoring the transformative influence of the training."

[KII participant PAMS training, Pokhara Metropolitan City]

The study findings suggest that the trainings have contributed to the fulfillment of legal compliances.

4.6.4 Vital Registration Skills Enhanced

The majority of the participants who attended vital registration (VR) training expressed that the training was instrumental in empowering them to effectively resolve registration-related issues while running an online system. The qualitative findings highlight that the training specifically addressed the handling of matters related to registration, providing participants with the necessary knowledge and skills to overcome challenges and dilemmas in such situations. This underscores the significant impact of the training in equipping participants with the abilities required to navigate and successfully address registration-related matters.

Box 6: Impact of VR Training: Insights from a Key Informant

The findings from a Key Informant Interview (KII) conducted with a participant of the Vital Registration System (VR) training in Dhaulagiri Rural Municipality, Myagdi, Gaindakot Municipality, Nawalparasi reveal significant insights into the impact of the training on the implementation of the VR system.

Prior to receiving the training, the participant described a prevailing sense of confusion surrounding the implementation of the VR system. The existing methodology relied heavily on the maintenance of physical records within traditional paper-based files. This earlier approach posed challenges in terms of efficiency, accessibility, and security of vital records.

"Before training, I experienced a sense of confusion regarding the implementation of the vital registration system. Previously, our method involved maintaining physical records in files. However, we have now transitioned to keeping records online. As an illustration, when preparing a child's birth certificate, we upload all the necessary documents such as the parents' citizenship documents, hospital records, and fingerprints into the system. The training significantly simplified this process, making it more manageable for us."

[Ward Secretary of Dhaulagiri Rural Municipality, Myagdi]

The training not only provided guidance on navigating the digital platform but also imparted valuable insights into the overall process, thereby enhancing the participant's ability to effectively manage and execute vital registration tasks.

In sum, this qualitative finding, derived from the KII with a VR

training participant, underscores the pivotal role of training in facilitating the transition from conventional paper-based vital registration systems to a modernized, online approach. The participant's account highlights the transformative nature of the training, resulting in increased efficiency and manageability within the context of vital record-keeping and administrative processes.

4.6.5 Decreased Processing Time and Improved Clarity

The findings of the study indicate that the vital registration process has experienced a significant reduction in completion time for the public. Previously, the process often took longer than anticipeted due to a lack of comprehensive knowledge regarding the necessary documents for vital registration. As a result, the service providers were confused and unable to effectively communicate the requirements to the public.

Box 7: Enhancing Knowledge of Document Requirements through VR Training

During Key Informant Interviews (KIIs) with participants of the Vital Registration System (VR) training in Myagdi, valuable insights emerged regarding the training's impact on understanding document requirements for complex cases.

"The training provided valuable assistance in understanding the required documents for complex cases. For instance, I was unsure about the necessary documents for individuals who had recently divorced and remarried. Additionally, I had confusion regarding the required documents for migration purposes. However, the training helped clarify these situations and provided me with a better understanding of the documents needed in such scenarios."

[Ward Secretary of Dhaulagiri Rural Municipality, Myagdi]

The findings underscore the significance of VR training in improving participants' grasp of document prerequisites for complex cases.

However, following the training program, a notable transformation occurred. Service providers gained a clear understanding of the essential documents needed for the vital registration process. With this knowledge, they were able to effectively inform the public about the required documents.

4.7 Challenges

Table 7 presents the major challenges encountered by the respondents in their respective workplaces. The table provides a breakdown of the percentage distribution for each challenge based on gender, including male, female, and the overall total.

Table 7: Major challenges faced by respondents at their workplace

Major Challenges	Male (n=58)		Female (n=22)		Total (n=80)	
	n	%	n	%	n	%
Inadequate support from elected members	6	10%	2	9%	8	10%
Office members are not supportive	1	2%	0	0%	1	1%
Balancing conflicting interests	1	2%	1	5%	2	3%
Inadequate resources to implement action plan	5	9%	2	9%	7	9%
Others	45	78%	17	77%	62	78%

Source: Field Survey, 2023

*The total sum may be greater than 100% as it is a multiple-choice question.

The findings reveal that the inadequate support from elected members and the inadequate resources to implement the action plans are common challenges faced by both male and female respondents, with a notable percentage of individuals encountering these obstacles. Additionally, the presence of unsupportive office

members and the need to balance conflicting interests are more prevalent among female respondents. Furthermore, the "Others" category encompasses a wide range of additional challenges, indicating that a substantial majority of respondents, irrespective of gender, encounter diverse workplace difficulties.

In addition to the aforementioned challenges, the participants identified several key obstacles which included inadequate post-training follow-up, the absence of a mechanism for implementing action plans, insufficient political will, resistance to change, and political pressure. These factors emerged as the most prevalent challenges faced by the participants.

4.8 Additional Skills Required

The study reveals that additional skills are required to improve the performance of trainees. Table 8 provides a comprehensive analysis of additional knowledge needed to enhance efficiency and effectiveness with a detailed breakdown by gender. The findings highlight the importance of communication skills (16% males, 23% females), leadership skills (22% males, 18% females), and technical skills (43% males, 55% females). The accounting and budgeting skills are also significant (26% males, 14% females). The "Others" category reflects diverse knowledge needs, most of respondents (41% males, 50% females) expressing this requirement.

Table 8: Types of additional knowledge required

Knowledge/skill types	Male (n=58)		Female (n=22)		Total (n=80)	
	n	%	n	%	n	%
Communication skills	9	16%	5	23%	14	18%
Leadership skills	13	22%	4	18%	17	21%
Technical skills	25	43%	12	55%	37	46%
Accounting and budgeting skills	15	26%	3	14%	18	23%
Others	24	41%	11	50%	35	44%

Source: Field Survey, 2023

*The total sum may be greater than 100% as it is a multiple-choice question.

Table 9 lists the recommendations made by participants to enhance training efficacy according to gender. With and overal percentage of 36%, the advice to lengthen training sessions received the highest rating, which was endorsed by both male and female participants equally. Refresher training is another strongly adviced strategy, approximatly equal numbers of male and female endorse it, with 35% of respodents highlighting its significance.

Futher more, 29% of respondents (29% of male and 27% of female) emphasized the necessity of holding more training sessions. Twenty percent of respondents agreed that it is important to improve the content of training materials, with male supporting this idea more strongly than female (9%), at 24%. Eleven percent of the respondents, mostly male (16%) suggested improving the way the training was delivered; no female respondents made this advice. Finally, three precent of respondents (a mix of both male

and female) suggested on-site mentoring. This table shows the over view of the recommendations made by respondents (male, female and overall) to improve the efficacy of training. it also gives a summary of the recommendations made by respondents.

Table 9: Suggestions to make training more effective

Suggestions	Male (n=58)		Female (n=22)		Total (n=80)	
	n	%	n	%	n	%
Increase length of training	21	36%	8	36%	29	36%
Conduct refresher trainings	20	34%	8	36%	28	35%
More trainings required	17	29%	6	27%	23	29%
Improve the content of the training	14	24%	2	9%	16	20%
Improve the training delivery	9	16%	0	0%	9	11%
Onsite mentoring	2	3%	0	0%	2	3%

Source: Field Survey, 2023

*The total sum may be greater than 100% as it is a multiple-choice question.

CHAPTER-V
CONCLUSION AND RECOMMENDATIONS

This section provides the conclusion and recommendations based on the quantitative and qualitative analysis and the fi ndings of the study.

5.1 Conclusion

The study findings indicate that the training programs have been successful in equipping participants with valuable knowledge and skills that are relevant to their work. The participants reported competency and expertise in various areas, including public service delivery, accounting and budgeting, leadership, and technical skills. The majority of respondents perceive the training to be highly relevant, aligning with their needs and expectations.

The training interventions have positively impacted participants' confidence level in recalling, applying, and sharing the knowledge acquired. The action plans implemented at the workplace were perceived as effective, contributing to improved service delivery. The training has also shown positive outcomes in vital registration skills, gender-responsive budgeting practices, and efficiency improvement.

However, some challenges persist, such as inadequate support from elected members and limited resources. Additional skills required include communication, leadership, technical, accounting, and budgeting skills. Recommendations to enhance training effectiveness include increasing the length of training

sessions, conducting refresher training, and improving training content.

5.2 Recommendations

Based on the findings and conclusion drawn from quantitative survey and key informant interviews conducted with the different stakeholders the following recommendations are made to improve the training in the future.

Recommendation 1: Refresher Training

GPTA should implement virtual refresher training at regular intervals to enhance participation and time management. By conducting these trainings virtually, GPTA could eff ectively engage participants and ensure convenient scheduling.

Recommendation 2: More Training for Elected Officials

To improve public service delivery, GPTA should conduct training for elected offi cials including the Mayor/Chairperson of Local Levels at regular intervals.

Recommendation 3: Training Duration

As one-third of the respondents said that the training length is not enough, GPTA should re-evaluate the training periods for different training in the future.

Recommendation 4: Focus on Sharing Knowledge

The findings indicate that female participants are less confident in sharing knowledge compared to their male counterparts. To address this, it would be benefi cial to provide additional

support and encouragement for female employees to share their knowledge.

Recommendation 5: Post Training Support

GPTA should prioritize the provision of comprehensive post-training support to participants, aligning with the instructional design model, particularly emphasizing Level 2 and 3 interventions. This support should encompass mentoring and coaching to assist participants in eff ectively implementing their action plans following the training.
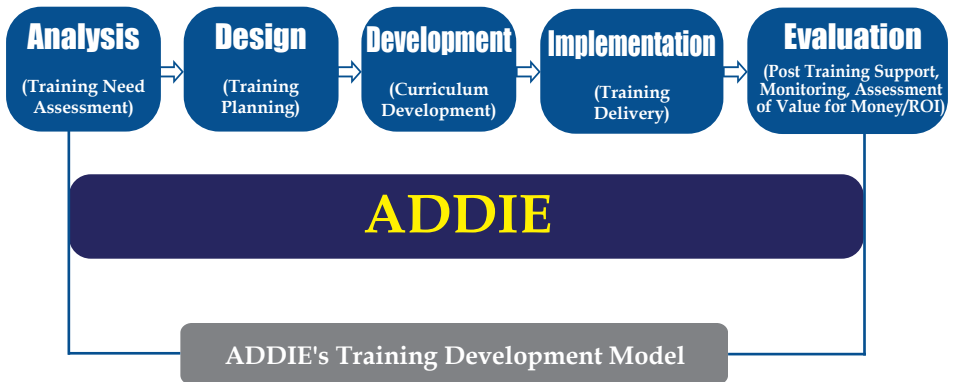
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Study on the Effectiveness of Training
Provided by
Gandaki Province Training Academy

Instructional Design
New Aproach to Training System

Analysis
(Training Need Assessment)

Design
(Training Planning)

Development
(Curriculum Development)

Implementation
(Training Delivery)

Evaluation
(Post Training Support, Monitoring, Assessment of Value for Money/ROI)

ADDIE

ADDIE's Training Development Model