

Lessons Learned

1. ATI has emerged as the facilitator: ATI has transformed its role from an actual provider/implementer of training to that of an efficient manager. It ensured that trainers, trainees, pedagogy, the attendant logistics etc. are in place. The involvement of the ATI personnel was primarily in a managerial role than that in the capacity of a trainer. The last mile in the training process, i.e. imparting the actual training was done through creating and managing an extended infrastructure beyond the ATI's existing institutional setting.
2. Existing infrastructure and facilities with the ATI is not a constraint: It has clearly emerged that the reach and capacity of the ATI to provide large scale training is largely independent of the ATI's existing institutional infrastructure. Providing off site training (i.e. not in ATI facility), through Trainers drawn from institutions and agencies outside the ATI meant that demands on the ATI's physical training infrastructure and permanent training staff were not much. This implies that even small ATIs with limited infrastructure can also provide good quality training in large numbers, if it has the required bandwidth to manage the process.
3. Demand driven training in close partnership with the client departments: District administration and the line departments are two important partners whose cooperation is required for implementing the training program. The project was strategically marketed to these two entities, by highlighting the synergy of purpose of the training program and the mandate of the administrative machinery in improving public service delivery to impact positively the poor. The scale of the training program also convinced the client departments regarding the potential for a bringing about pervasive change. Senior management of the line departments and the district administration were closely involved in need assessment, training design, implementation and feedback on trainee performance.
4. Systematic approach to training : Majority of the ATIs have closely followed the DoPT model on systematic approach to training and incorporated the processes as envisaged under TNA, DTS, DoT, EoT. Following a tested approach gives robustness and credibility to the

approach followed and also makes the process amenable to easy replication.

5. Concurrent process documentation: One of the key elements for institutionalising a process/ program and enable continuous innovation is to ensure that extensive process documentation is done. Such concurrent process documentation is not a regular practice in DoPT Programs. This time it was however ensured that concurrent process documentation is undertaken. This practice has helped internalise the learning from the pilots and has also made available to DoPT and the National Documentation Centre a wealth of process data.
6. Potential trainers drawn from the concerned departments and trained as trainers: Large scale training requires creation of substantial training capacity in terms of trainers available for conducting the training programme. Such capacity was created by drawing candidates with flair and potential for training from line departments and provided training to be trainers. The pool of trainers so created, then provided actual training in the field.
7. Providing the citizen's perspective to the trainees through involvement of Civil Society Organisations: Apart from trainers from the departments and the Atis, trainers with Ngo affiliations were also involved to provide an "outside the government" perspective to the trainees. The perception of, and the expectation from, the public services and its managers was clearly elucidated.
8. Training of grass root functionaries leads to improvement in public service delivery: Reports from the field as well as the impact report (for four states) indicate that the trainees (post training) have taken up interesting and innovative initiatives at their job sites.