

The Training Needs Assessment for the Street Children Development Program in Bangladesh

A.K.M. Jamal Uddin*
Hassan Imam Khandaker**

Abstract

Training Needs Assessment (TNA) of the staff working for street children programme in Bangladesh is a conscious effort to evaluate the individuals in respect to their attitudes and knowledge, information and skills they provide for their particular job in the organization. Training is the means by which competence level of the worker is raised to match his/her job demands adequately and thereby maximize organizational output. The philosophy or concept of training is relevant only in the context of organization which is an association of a number of people who have consciously opted to work together for some common purpose. For achieving the purpose, certain activities are to be performed by the members. An activity or a group of related activities assigned to a person is what a job technically means. In this milieu, TNA becomes increasingly important as the organization grows in size and complexity. The findings of the TNA are applied to design the training programme as per requirement of the job of the staff as well as smooth operation of the programme activity. This generally makes an impact on such attitudinal changes of a person that would make him better suited to his jobs. It is an attempt to increase his productivity towards a better outcome of the organization. The success of an organization and its continuity depends upon efficient performance of the various jobs that it has. Relating these issues of training, this article is an attempt to understand the conceptual measurements of Training Needs Assessment (TNA) for the Street Children Programme in Bangladesh.

Keywords: TNA, Organization, Training Needs Assessment, Street Children, Constraint, Development, Design, Drop-In-Center, Learning Environment.

* Dr. A. K. M. Jamal Uddin, Professor, Department of Sociology, University of Dhaka, Dhaka.

** Hassan Imam Khandaker, Development and human rights activist.

Introduction

Training Needs Assessment (TNA) of the staffs working for street children programme is a conscious effort to evaluate the individuals in respect to their attitudes and knowledge, information and skills they provide for their particular job in the organization. Training is the means by which competence level of the worker is raised to match his/her job demands adequately and thereby maximize organizational output. The philosophy or concept of training is relevant only in the context of organization which is an association of a number of people who have consciously opted to work together for some common purpose. For achieving the purpose, certain activities are to be performed by the members. An activity or a group of related activities assigned to a person is what a job technically means. In this milieu, TNA becomes increasingly important as the organization grows in size and complexity. The findings of the TNA are applied to design the training programme as per requirement of the job of the staff as well as smooth operation of the programme activity. This generally makes an impact on such attitudinal changes of a person that would make him better suited to his jobs. It is an attempt to increase his productivity towards a better outcome of the organization. The success of an organization and its continuity depends upon efficient performance of the various jobs that it has. In their Street Children Project, many organizations have developed their skills and capacities by accessing basic services like health care, vocational and life skills training, savings, counseling, sports, recreation and nutrition support. Drop in Centre and Night Shelters provide a safe environment for street children to getting access to these services. This initiative ultimately reduces incidence of child abuse and exploitation. Children have been rehabilitated for integration into the community and where appropriate with their families. Parents, community leaders and employers are active participants in projects activities through attending in planning & monitoring of project activities (Khan 2001).

A network of organizations uses to raise awareness of issues and advocate for child rights. The core participant is the Project Manager of these street children project. So it is essential for him to identifying the gap of his staff and take initiative for their development to achieving the project goal, objective and the expected results of the project. To achieving the project goal objective and the above mentioned expected outcomes of the project require skill and potential project staffs. So it is right time for the organization to identifying the knowledge and skills level of the project staff for their development to run the project smoothly. Children living in the street are a serious violation of their rights. It is a threat to global civilization. It is more acute in developing countries the scenario in Bangladesh is more alarming (Khan 1999). A huge number of street children are engaged in hazardous and exploitation work for their survival (Salauddin 2001a). There are very few works conducting on the street

children. Relating these issues of training, this article is an attempt to understand the conceptual measurements of Training Needs Assessment (TNA) the organizations working on street children have developed while they run their Street Children Programme in Bangladesh. The research work tries to explore the various training needs of the staff those who operates the street children program under government and non-government organizations, which would be very helpful to the participants, the organization and the society to work better for the development and prospects of the street children.

Objectives of the Study

The unprecedented growth of street children is a major concern and impediments for socio-economic development that inhibits the path of childhood advancement in the early age. Though a number of development organizations, partners, donor agencies and GO in Bangladesh have taken a bunch of measures to reduce and address the growing number of street children, in fact, the number of these street urchins is gradually increasing. So, the major question is that, what are the major limitations and constraints of the interventions taken by GO and NGOs? In real scenario, the fact is that these children are the victims of the difficult circumstances not because of their own faults but because of sheer negligence from the family and society as a whole. Moreover, there is a very scant significant change in the life and livelihood of street children that indicates the major loopholes of development organizations and partners' agencies those who involved in the change of the destiny of these urchins. The major insight of this study is to explore probable initiatives to promote training activities for personnel's of the project.

- Development of training plan for the staffs and Peer Educators of street children project, related development organizations to achieve the goals and expected outcomes of the project.
- Analyze the job and identifying the knowledge and skill level of the staffs to operate the IDOSC project properly.
- Recommend the training requirements for the IDOSCP staffs and Peer Educators on the basis of the study to ensure the qualitative program.

Methodology

The street children and street child-worker interviews and focused group discussions with street children were the sources of information about street children. The street children interviews were the major sources of information that was triangulated with information from child-care workers, and focused group discussions with street children separately. It was through this participant observation, interviews, survey techniques and focused group discussions, which amass biographical information; sustainability of their earning sources, HIV and AIDS, STIs knowledge,

attitudes and sexual behavior, causal factors, perception of street children's situation and other relevant information about street children was obtained. Moreover techniques of job analysis and need assessment of project personnel are considered as secondary method of data analysis. The study has targeted mainly the street children of the projects operated in Dhaka city.

The Training Process

Immediately after the orientation, training should begin. 'Training' means giving new or present employees the skills they need to perform their jobs. This might mean showing a new web designer the intricacies of our site, a new salesperson how to sell a firm product or a new supervisor how to fill out the firm's weekly payroll sheets. It might involve simply having the current job holder explain the job to the new hire or at the other extreme a multi-week process including classroom or internet classes. Training used to focus mostly on teaching technical skills, such as training assemblers to solder wires. Today as one trainer puts it: "we don't just concentrate on the traditional training objectives anymore...we sit down with management and help them identify strategic goals and objectives and the skills and knowledge needed to achieve them. Then we work together to identify whether our staff has the skills and knowledge, and when they don't that's when we discuss training needs" (Ellis and Gale 2001). Training has a fairly impressive record of influencing organizational effectiveness, scoring higher than appraisal and feedback, and just below goal setting in its effect on productivity. (DeViney and Sugrue, 2004) found that establishing a linkage between learning and organizational performance was the number one pressing issue facing training professionals. Training experts today increasingly use the phrase "workplace learning and performance" in lieu of training to underscore training dual aims of employee learning and organizational performance (Sugrue, *et al.* 2005). Training programs consists of five steps (Dessler and Varkkey, 2009):

1. The first or *needs analysis* step identifies the specific job performance skills needed, assesses the perspective trainees' skills and develops specific, measurable knowledge and performance objectives based on any deficiencies.
2. In the second step, *instructional design*, you decide on, compile, and produce the training program content, including workbooks, exercises, and activities. Here, you probably use techniques such as on-the-job training and computer-assisted learning.
3. There may be a third, *validation* step, in which the bugs are worked out of the training program by presenting it to a small representative audience.

4. The fourth step is to *implement* the program, by actually training the targeted employee group.
5. Fifth is an *evaluation* step, in which management assesses the program's successes or failures.

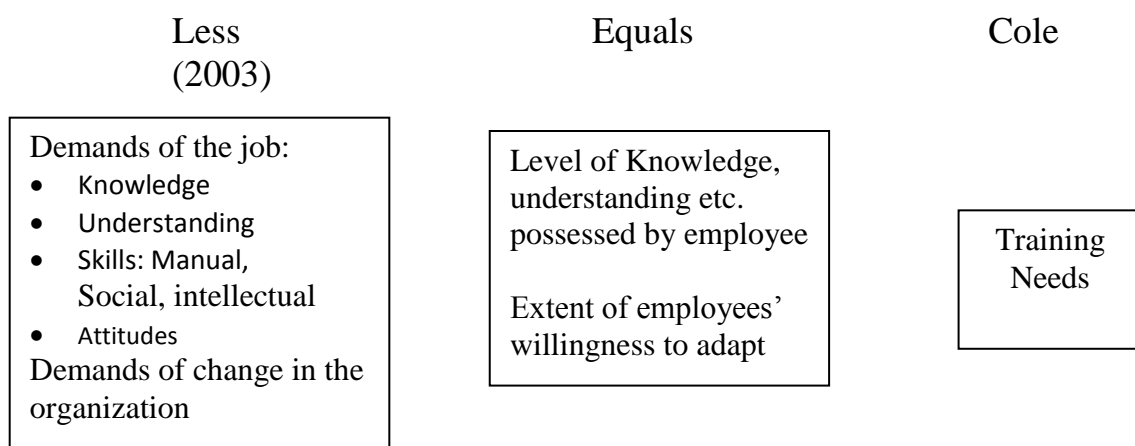
Analyzing Training Needs

Organization adopting a systematic approach to training and development will usually set about defining their needs for training in accordance with a well organized procedure. Cole (2003) proposed some procedures will entail looking at training needs from a number of different perspectives:

- i. The organization, i.e. corporate requirements
- ii. The department, or function
- iii. The job, or occupational group
- iv. The individual employee

The particular perspectives chosen will depend on the circumstances. If the issue is one of improving skills in a particular category of employees, then that occupational group will provide the focus of efforts. Usually organizations analyze training needs in response to operational weakness reported in by line managers, or to meet the demands of change. The former reason suggests that there is something of a 'fire-fighting' element in training needs analysis. The latter suggests that it can also be deployed as an element of planned change in the organization. Figure 1.1 Diagram below illustrates the nature of a training need as viewed from the perspective of the individual employee

Figure: 1.1 Training Needs Equation Cole (2003)



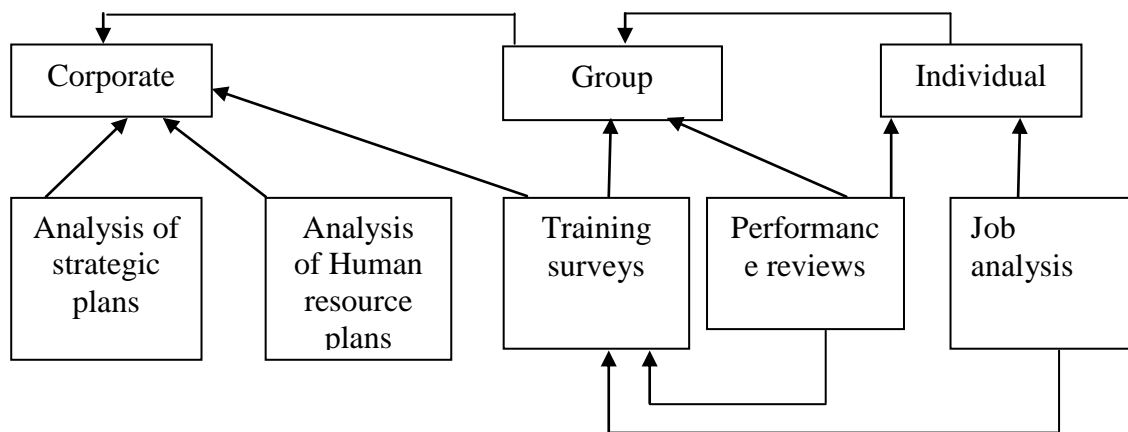
The diagram shows that the demands of the job will be made up of appropriate proportions of knowledge, understanding, skills and attitudes. Add to these factors the demands for change, and you have a picture of what is required to perform the job in the context concerned. So far as the organization is concerned, the sources of an individual's training needs are (a) the demands of the job and (b) the demands of organizational change. The former require improvements in or additions to, knowledge,

understanding, skills and attitudes; the later require attitudinal changes more than anything else.

Training Needs Analysis-areas

Training needs should be analyzed, first for the organization as whole-corporate needs, second, for departments, teams, functions or occupations within the organization-group needs and third, for individual employees-individual needs. Armstrong (1996) shows interconnection of these areas in figure-1.2. The analysis of corporate needs will lead to the identification of training needs in different departments or occupations, while these in turn will indicate the training required for individual employees.

Figure: 1.2 Training Needs Analysis-areas and methods



The process also operates in reverse. As the needs of individual employees are analyzed separately, common needs emerge which can be dealt with on a group basis. The sum of group and individual needs will help to define corporate needs, although there may be some super-ordinate training requirements which can be related only to the company as a whole to meet its business development needs-the whole training plan may be greater than the sum of its parts.

Methods of Analyzing Training Needs

Needs Assessment

The first step in training need is to determine that a need for training actually exists. An organization should commit its resources to a training activity only if the training can be expected to achieve some organization goal. The decision to conduct training must be based on the best available data, which are collected by conducting a needs assessment. This needs analysis ideally should be conducted in the context of a human resource planning (HRP) program and timely and valid performance data. Companies that implement training programs without conducting a needs assessment may be making errors assessment might reveal that less-costly interventions (e.g., personnel selection, a new compensation system, job redesign) could be used in lieu of training. Despite the importance of conducting needs assessments, few employers conduct such as analysis in the context of their

strategic plans or any form of strength, weakness, opportunity, or threat analysis. A needs assessment is a systematic, objective determination of training needs that involves conducting three primary types of analyses. These analyses are used to derive objectives for the training program (Nick and Thacker 2005). The three analyses consist of an organizational analysis, a job analysis and a person analysis. After compiling the results, objectives for the training program can be derived. Many trainers suggest that a training need is any discrepancy between what exists. Thus one of the goals of the needs assessment is to note any discrepancies. For example, the World Bank recently determined through a needs assessment that many of its constituents from Eastern Europe required training in transforming state-owned businesses in to self sustaining business. The organization contracted with a number of universities to develop and provide the necessary training. Comparisons between the expected levels of performance specified (from the job analysis) and the current level of performance exhibited (evident in the person analysis) may indicate performance discrepancies. The Sheraton Corporation, for example, specified that all hotel managers must be familiar with the implications of the 1990 Americans with Disabilities Act (ADA) for hotel operations (Ivancevich 1986). A test of the law was administered, and score on the test were used as a basis for identifying those managers who needed training on the implications of the law. Performance discrepancies however should not be automatically interpreted as a need for training. The analyst must determine whether the discrepancy is a skill or knowledge deficiency, thus requiring training. If however the required skill is present and performance is skill lacking then the problem may be motivational in nature and thus require some other type of organizational intervention (e.g. new reward or discipline system.)

Organizational Analysis

An organizational analysis tries to answer the question of where the training emphasis should be placed in the company and what factors may affect training. To do this an examination should be made of the organizational goals, personnel inventories, performance data and climate and efficiency indices. This examination should ideally be conducted in the context of the labor supply forecast and gap analysis. Organization system constraints that may hamper the training process also should be explored (Nick and Thacker 2005). Training does not exist in a vacuum and the context in which it occurs has an impact on whether individuals will learn. The review of short and long term goals of the organization and any trends that may affect these goals is done to channel the training towards specific issues of importance to the firm e.g. international expansion, improved customer satisfaction, increased productivity (Nick and Thacker 2005). For example, after Merrill Lynch pleaded guilty to a number of fraudulent business practices, the new chief executive officer (CEO) ordered training in business ethics for all

employees. To reduce layoffs, IBM retrained hundreds of employees to be sales representatives. Not only was IBM able to minimize layoffs, but the larger sales staff was able to attack another corporate goal: to improve customer satisfaction. A human resource inventory can reveal projected employee mobility, retirements and turnover. The more sophisticated personnel inventories also can indicate the number of employees and skill group which can then be compared to the skills needed based on the gap analysis of the HR planning process. A computerized personnel inventory quickly revealed how many of the staff had at least basis knowledge of and experience with the new language. A review of climate and efficiency indexes is important to identify problems that could be alleviated with training. Climate indices are quality of work life indicators and include records on turnover, grievances, absenteeism, productivity, accidents, attitude surveys employee suggestions and labor management data e.g. strikes lockouts (Nick and Thacker 2005). Job satisfaction indexes derive data on employee attitudes toward the work itself supervision and coworkers. Efficiency indexes consist of costs of labor, materials and distribution; the quality of the product downtime; waste; late deliveries; repairs and equipment utilization. These data are examined to find any discrepancies between desired and actual performance. It is also important to identify any organization system constraints on training efforts.

Job Analysis

A job analysis tries to answer the question of what should be taught in training so that the trainee can perform the job satisfactorily. When conducting a job analysis to determine training needs, both a worker-oriented approach, which focuses on identifying behaviors and KASOC's and a task oriented approach, which describes the work activities performed, should be used. The critical incident technique (CIT) is particularly valuable because it provides considerable details on the job and the consequences of specific work behaviors. A task oriented approach is beneficial in identifying specific training objectives that are used in curriculum development and program evaluation (Neogi 2002). As discussed in Chapter 4, ideally more than one method of job analysis should be used to determine training needs. If interviews or questionnaires are used and discrepancies exist between what a supervisor says is an important job duty and what an employee states, these discrepancies should be resolved before any training programs are designed.

Individual Analysis

A person analysis attempts to answer the question that needs training in the firm and the specific type of training needed. To do this, the performance of individuals, groups or units on major job functions is compared to the

expected performance standards. Given these data, one should be able to determine which job incumbents (or groups of incumbents) are successful at completing the task required. Many companies use self assessments in this process. For example, Ford determined the training needs for a new computer language based on a self-assessment question questionnaire distributed to the staff. At the managerial level, many organizations (e.g. IBM, AT & T Federal Express the World Bank and the Federal Aviation Administration) use peers and subordinates to provide performance information about their managers (Bernardin, 2003). Many organizations in the service sector rely on customers for information about sales personnel. Performance discrepancies are used to indicate area needing attention (Neogi 2002). It is important to determine whether any discrepancies are due to a lack of KASOCs, which KASOCs are missing and whether they can be developed in employees through training. Individuals may lack the necessary skills or perceive themselves as lacking the skills (Bernardin, 2003). In these cases, training may be needed. In other situations, employees may have the skills yet lack the needed motivation to perform, and other action may be called upon. The U.S. Navy, for example uses miniature training and testing in order to determine skill level prior to comprehensive training.

Task Analysis

Task analysis is a detailed study of the job to determine what specific skills like-Java or interviewing the job requires. Job descriptions and job specifications are helpful here. These list the job's specific duties and skills and thus provide the basic reference point in determining the training required. You can also uncover training needs by reviewing performance standards performing the job and questioning current job holders and their supervisors (Neogi, 2002).

Performance Analysis

For current employees, performance analysis is the process of verifying that there is a performance deficiency and determining if the employer should correct such deficiency through training or some other means. There are several methods you can use to identify a current employee's training needs. Dessler and Varkkey (2009) identify the following reviewing techniques:

- Performance appraisals
- Job-related performance data (including productivity, absenteeism and tardiness, grievances, waste, late deliveries, product quality, downtime, repairs, equipment utilization and customer complaints)
- Observation by supervisors or other specialists
- Interviews with the employee or his or her supervisor

- Tests of things like job knowledge, skills and attendance
- Attitude surveys
- Individual employee daily diaries
- And assessment centre results

Techniques for Collecting Needs Assessment Data

A variety of techniques have been suggested for conducting a needs assessment and for collecting data to use in the organization, job and person analyses. Figure 1.3 lists these techniques. Lynton and Parceek (1990) proposed some techniques can be used for more than one type of analysis. These are follows:

Table -1.3 Data Sources Used in Training Needs Assessment

Organizational Analysis	Job/ Task Analysis	Individual Analysis
Organizational Goal and Objectives	Job Descriptions	Performance appraisal data
Personnel inventories	Job Specifications	Work sampling
Skills Inventories	performance standards	Interviews
Organizational climate indexes	Performing the job	
Questionnaires Efficiency Indexes	Work sampling	Test (KASOCs)
Changes in systems or subsystems	Reviewing Literature on the job	Attitude surveys (eg. Equipment)
Asking questions about the job	Training progress	
Management requests	Training Committees	Assessment centers
Exit interviews	Analysis of operating problems	Critical incidents
Management by objectives or work	Planning systems	

Deriving Instructional Objectives

After completing the three types of analyses in the needs assessment the training professional should begin to develop instructional or learning objectives for the performance discrepancies identified. Instructional objectives describe the performance you want trainees to be able to exhibit. Lynton and Parceek (1990) wanted to see that well written learning objectives should contain observable actions measurable criteria (e.g. percentage correct) and the conditions of performance (e.g. Specification as to when the behavior should occur). Although training programs can be developed without deriving learning objectives, there are several advantages to developing them. First the process of defining learning objectives helps the trainer identify criteria for evaluating training programs. This ensures that trainers are addressing important topics that have been identified through strategic planning. Also learning objectives guide trainees by specifying what is expected of them at the end of training. Finally specifying objectives makes the training department more accountable and more clearly linked to other human resource activities, which may make the training program easier to sell to line managers (Lynton and Parceek 1990).

Development of the Training Program

After a needs analysis has been conducted and the staff is confident that training is needed to address the performance problem or to advance the firm's mission, the training program is developed. This can be done by an in-house training staff or by outside consultants. Many firms now even design and manage their own corporate training centers. Noe (2005) argued that some of the 400 companies that have their own corporate universities include Ford, Disney, GE, Union Carbide, IBM, Home Depot, Xerox, Motorola, Philips Petroleum, McDonald's, Black, and Decker, Aetna Life and Casualty, Kodak and Goodyear Tire and Rubber. To develop the program, the trainer should design a training environment conducive to learning. This can be done by setting up preconditions for learning and arranging the training environment to ensure learning. Following this the trainer should examine various training methods and techniques to choose the combination most beneficial for accomplishment of the instructional objectives of the training program.

Designing a Learning Environment for Training

To design a training program in which learning will be facilitated trainers should review the basic principles of how individuals learn. Learning principles should be reviewed and integrated into the design of the training program and materials. Also issues of how to maximize transfer of new behaviors back to the job should be addressed. Finally, trainers should design their programs to meet the needs of adults as learners, which means understanding how adults best learn. For example, adult learners want to set their own goals for training since they see themselves as capable of self-direction. In addition, they often enjoy experiential learning techniques and self-directed learning more than conventional information informational techniques. They are problem-centered and are more receptive to training that enables them to solve problems of particular interest to their situation. They want to be able to apply the training they receive to their day-to-day work experience and are less interested in the program if they cannot see a direct application to their work situation.

Preconditions of Learning

Trainees must be ready to learn before they are placed in any training program. To ensure this, the trainer should determine whether trainees are trainable. In addition, trainers should try to gain the support of trainees and their supervisors prior to actually implementing the program. This is particularly important for training in sensitive areas such as diversity and gender and race discrimination.

Trainability

Before the learner can benefit from any formal training, he or she must be trainable or ready to learn. This means the trainee must have both the ability

and the motivation to learn. To have the ability the trainee must possess the skills and knowledge prerequisite to master the material. One way to determine this is to give trainees a work sample (i.e. an example of the types of skills to be performed on the job) and measure how quickly they are able to learn the materials or how well they are able to perform the skills. Assessing trainees' ability to learn is of increasing concern to corporate America. In view of the increasing technological knowledge required in most jobs many Americans are not being educated at a level compatible with the requirements of most entry-level jobs (Noe 2005). This situation appears to be getting worse in the United States since the entry level jobs of the future are being up-skilled while the pool of qualified workers is shrinking. Sun oil Campbell soup and Digital Equipment work with state and local government in partnership programs to help address literacy issues among the workforce. It's not enough that trainees have the ability to learn the skills; they must also have the desire or motivation to learn (Noe 2005). One way to assess motivation to learn is examine how involved they are in their own jobs and career planning. The assumption is that those individuals who are more highly involved will have higher motivation to learn. It is also important to assess the attitudes and expectations of trainees regarding training since their views will most likely affect their reactions to the program and the amount they learn. For example, employees who choose to attend training learn more than those who are required to attend. Some companies link successful completion of training programs and acquired skill with compensation. At Ford, employees must select 40 hours of training from a list of options. An employee must fulfill the 40 hours to qualify for merit pay (Noe 2005).

Gaining the Support of Trainees and Others

If trainees do not see the value of training they will be unlikely to learn new behaviors or use them on their jobs. Trainees should be informed in advance about the benefits that will result from training. If they see some incentives for training, it may strengthen their motivation to learn the behaviors practice them and remember them. To gain the support of trainees for the training program the trainer must point out the intrinsic and extrinsic benefits of attending training. At Saturn, employees are strongly encouraged to receive skills training. In a study, Amin (2007) found that 5 percent of their yearly compensation is based on the amount of training they receive. In addition to garnering the support of trainees for training, the support of their supervisors, coworkers and subordinates should be sought. For example, if the trainees' supervisors are not supportive of training, then they may not facilitate the learning process. Likewise if their peers or subordinates ridicule them for attending training, they may not be motivated to attend training programs or to learn. Trainers can improve the likelihood of acquiring others support for training by getting their opinions on the content of training, the location and the times. In addition, the owners of the practice

set a positive example by attending the training sessions themselves and by rewarding employee for participating in training and using their new skills on the job (Salauddin 2001b).

Condition of the Learning Environment

After ensuring the preconditions for learning are met trainers should build a training environment in which learning is maximized. To do this trainer need to decide how to best arrange the training environment by addressing the issues below.

Whole versus part Learning

Research has shown that when a complex task is to be learned it should be broken down into its parts if this can be done. Trainees should learn each part separately starting with the simplest and going on to the most difficult. However part learning should be combined with whole learning that is trainee should be shown the whole performance so that they know what their final goal is. The training content should be broken down into integrated parts and each part should be learned until it can be performed accurately. Then a trainee should be allowed to put all the parts together and practice the whole task. One method that combines part and whole learning is called progressive part learning. In this approach the trainee would learn one part then learn and practice that first part along with a second part then they would learn and practice the first and second parts along with a third part and so on. This might be used if the topics to be taught are somewhat interdependent.

Massed Versus Spaced Practice

Practice is important for trainees to learn a new skill or behavior. Trainers also can observe the practice sessions and provide feedback to the trainees to correct their mistakes. Spaced practice (i.e. practicing the new behavior and taking rest period in between) is more effective than massed practice (practice the new behavior without breaks), especially for motor skills. For example, it would be easier for you to learn how to play golf by having a lesson on putting and then going out to practice putting, rather than learning how to do all of the possible golf shots (e.g. putting chipping pitching driving, etc) and then going out to play. If a learner has to concentrate for long periods of time without some rest, learning and retention may suffer. It's little like cramming for an examination: rapid forgetting sets in very soon. Consequently, spaced practice seems to be more productive for long-term retention and for transfer of learning to the work setting. Of course it takes longer for spaced practice than for massed practice so trainees may resist it (e.g. they may be less receptive to attending four half day workshops than two full day sessions). Tasks that are difficult and complex seem to do perform better when massed practice is provided first, followed by briefer sessions with more frequent rest periods.

Over Learning

Over learning (i.e. practicing far beyond the point of performing the task successfully) can be critical in both acquisition and transfer of knowledge and skills. Generally, over learning increases retention over time, makes the behavior or skill more automatic, increases the quality of the performance during stress and helps trainees transfer what they have learned back to the job setting. Over learning is desirable in a program when the task to be learned is not likely to be immediately practiced in the work situation and when performance must be maintained during periods of emergency and stress. For example over learning skills for driving or flying may be important so that in a crisis situation the individual will be able to quickly remember what actions should be taken. Pat Head Summit, rated as one of the top coaches in collegiate basketball, believes in the importance of over learning, which she calls discipline. She has her nationally ranked team, the Tennessee Lady Volunteers, practice their plays over and over again in preparation for critical games.

Goal Setting

Goal setting can help employees improve their performance by directing their attention to specific behaviors that need to be changed. If employee set specific, challenging goals, they can reach higher level of performance. For example, research has shown that goal setting has led to an average increase of 19 percent. Goal setting improves performance because it affects four mechanisms: (a) it directs and focuses a person's behavior (b) it increases an individual's effort towards attaining the goal, (c) it encourages an individual to persist on the goal or work harder and faster to attain it and (d) it enables an individual to set specific strategies for attaining the goal. Training programs should include specific, yet challenging goals so trainees can reach higher levels of performance or greater mastery of the training materials. Trainees should encourage to set public goals and to record their accomplishments to ensure greater transfer of their training skills.

Knowledge of Results

For trainees to improve performance, they need to receive timely and specific feedback or knowledge of results. Feedback serves informational and motivational purposes. It tells trainees how discrepant their performance is from the desired performance and what particular skills or behaviors they need to correct. Also it can motivate them to meet their performance goals once they see that they are coming close to accomplishing them. Trainers should build into the training environment opportunities for providing feedback to trainees. For example, the trainer could give pop quizzes to trainees during the session and call out the correct answers. Trainees could quickly score their work to see how well they are doing in the session and what they need additional learning or practice in. Sometimes trainees can

provide feedback to one another (e.g. observers can be used in role-plays to provide feedback to role- players.)

Attention

Trainers should try to design training programs and materials to ensure that trainees devote attention to them. They can do this by choosing a training environment that is comfortable to trainees (e.g. that has good temperature, lighting, sets, plenty of room, snacks) and free from distractions) e.g. phone calls, interruptions from colleagues). No matter how motivated trainees are, if the environment is not comfortable to work in, trainees will have difficulty learning. Trainers also should make sure that trainees are familiar with and have accepted the learning objectives. They can do this by asking trainees to describe how accomplishing the objectives will resolve problems on the job. If trainees are able to translate learning objectives into relevant job issues, they may pay more attention to the training sessions.

Retention

The ability to retain what is learned is obviously relevant to the effectiveness of a training program. Many factors have been found to increase retention. If the material presented is meaningful to trainees, they should have an easier time understanding and remembering it. Amin (2007) argued trainers can make the content meaningful by (1) presenting trainees with an overview of what is to be learned so that they will be able to see the overall picture, (2) using examples, concepts and terms familiar to the trainees (e.g. use medical terms and example when training doctors and nurses), and (3) organizing the material from simple to complex (e.g. teach someone how to serve before you teach him/her strategies in tennis). Retention also can be enhanced by rehearsal or requiring trainees to periodically recall what they have learned through tests. (Salaudin 2001b).

Improving Development Opportunity for Street Children in Bangladesh

Needs and Constraints

With over 6% per annum population growth in urban areas, Dhaka, the densely populated capital city of Bangladesh with about 14 million populations experienced an estimated 6 million poor people living in a single room or without any room to sleep (BBS 2004). The poor children and young girls and boys are thus left alone and are not cared leading to push them in the streets to live and survive. Eventually they become “*Tokai*” (rag pickers). Due to rapid urbanization during last two decades, Dhaka has experienced a rural to urban migration of large section of poor including the children and young. The migrated children live in Dhaka city with or without parents are deprived of their very basic entitlements of food, shelter,

education and medical care. Children living in slums or in the street invariably are not registered at birth; ironically, they are often at the greatest risk of violence, exploitation and discrimination whose rights are often ignored or abused. Girls' children are more vulnerable and prey to sexual abuse and torture. The street children are neither cherished nor protected and hence most vulnerable, they suffer in silence and to be honest; for obvious reasons they are the 'victims of adult's actions', used for gains of the adults and often forced to be involved in non-standard social interactions like smuggling, stealing, pimps or prostitution etc. Most of the street children stay overnight away from their families, at public/private places. The young girls are the worst sufferers in such cases and are made 'sex-victim'. As the city lacks physical and social space for the children, the poor children also suffer from their sound physical and mental growth. The street children became the victim of severe neglect and abuse by the adults in their family and work places. Those who live with parents at night lack care and protection in most cases due to ignorance of the parents. Parents sometimes push their children into street works for earning. Parents and employers lack on child rights issues make the lives of the street children more vulnerable. Children living on and off the street are commonly known as 'street children', are particularly vulnerable to various types of abuses and exploitations. An estimate made in 1990 by Department of Social Service (DSS), Bangladesh show that there were 1.8 million street children living in urban areas in Bangladesh. Surveys conducted by DSS in 2001 also calculated around 3, 35,000 street children in Dhaka City. An estimated of around 12% of the urban labour force is children under age of 15 (BBS 2004). These children work more than eight hours per day mostly in the informal sectors as young street vendors, pointers, petty traders etc. The phenomenal growth of street children in the urban areas, particularly in the metropolitan cities, is one of the major concerns in Bangladesh. It is estimated that at present more than 400,000 children are working on the street in Dhaka City out of which about 30-40 % are girls (BBS 2004). With the exceptions of a few NGOs efforts, street children have largely fallen outside the target groups of mainstream development programs and NGOs have covered so far less than 3% of street children in their programs. Due to high mobility and volatility, a sustainable and long term development effort for street children would be recognized as one of the most challenging tasks. There are several reasons of why the children become in the street and live in the street. The major cases happen due to migration of families from villages to cities and abandon of children by the parents. Some of the street children need to earn for self and family and lack of fulfilment of basic needs also are the causes of children becoming street children. Opportunity of a little earning and freely moving make children become used to the

street environment and sometimes children do not go back to their homes where they are afraid of being tortured. Lack of care, protection support and victim of abuse and neglect in the homes also encourage children to stay and live in the street.

Objectives of the Street Children Development Project

The projects aim to provide basic services and facilities for the street children and to develop their capacity and access to income earning opportunities through providing training and vocational skills. These projects generally address the multiple needs of street children of the city with primary focus on children who work and live on the street day and night with or without their families. The projects are implemented to achieve the following general objectives:

- To increase awareness among the targeted street children with at least 50% girls and their parents and guardians on child rights issues in general and the risks and challenges of street life and on how to change their behavioural patterns.
- To reduce the incidences of sexual and other abuses to street children ensuring their access to basic needs and services through providing Day Care and Night Shelter facilities
- To develop capacity and skill of street children to earn income from self employment and other formal employment sectors through providing training on income generating activities and vocational training
- To develop a national level network with organizations working on street children issues through policy advocacy and mainstreaming of street children

Project Development Process

Improving the development opportunity for street children has been initiated by many GO and NGOs in Bangladesh since 2002. Every year they use to undertake participatory review and assessment of the project's progress in collaboration with street children, their parents, employers and community leaders and series of consultations and workshops are held. This process has highlighted the importance of the following programmatic methodologies of children's involvement in monitoring; to increase numbers of Drop-in-Centers and night shelters in order to address the needs of more children; strengthening the number and capacity of peer educators and community mobilize for psycho-social and life skills support; arranging internship facilities for children who complete vocational training; providing emergency medical treatment for children; developing a system to maintain contact with the children who are reintegrated; developing a referral system for children, especially adolescent girls, to other agencies for reintegration. A situation analysis and needs assessments carried out with street children

(SC), their parents and employers, show that many SCs in the projects area lack basic necessities such as shelter, health care, access to education, income generating activities and recreational facilities. Many street children are employed in hazardous jobs, are malnourished, sexually and physically abused and exploited and lack social protection. These findings are supported by a global study on 'Children in Difficult Circumstances' conducted by many international organizations. These projects have underlined the principles that children need life skills and critical thinking to protect themselves on the streets and that demonstrating the talents of street children to the community helps to reduce their stigma, as does integrating street children with other children in local activities/events. Where appropriate, efforts should be made to reunite the child with their family. Residency should not be offered immediately on entry to reception centers but at the night shelter for those who have no means to go back home, and parents of street children should be supported to improve the household situation. Recently project staffs conducted CCCDA in its working areas in Dhaka city. While conducting CCCDA in the community the field staff of the project found some new problems, which need to be addressed immediately. Considering the need of community, these street children development project have incorporated some new components in the project proposal as given below:

Intervention for drug users

GO and NGOs would identify the street children using drugs and provide them referral service through creating their linkage with organisations working with the treatment and rehabilitation of drug users.

Suggestion Box

GO and NGOs would introduce suggestion box in each DIC to receive suggestions from the children for improving the environment and facilities of DIC.

Routine Box

GO and NGOs would also introduce the system of review and feedback of the day to day work performance the project staff through participatory analysing process on regular intervals.

Payment for the children

GO and NGOs propose to introduce payment of incentives to the children during vocational training period as they cannot earn at that time.

Family visit

These projects introduce the system family visit of the street children for smooth reintegration with their families. The Community Mobilizer and DIC In-charge of the projects conduct the family visits on regular basis.

Vocational Training & Job placement

GO and NGOs organise some short-term in-house vocational training for the children in each DIC and for the long-term training (6-month to 1 year) the children would be referred to vocational institutes existing in the Govt. and NGO sectors.

Program Components

Drop-In-Centre (DICs)

Drop in Centre is the day time service centre for the street children as they do not have any self address. A number of Drop-In-Centres will be operated in vulnerable geographical locations within Dhaka city and approximately 80-100 children will be visiting to each DIC each day. This would be day time shelter home for the children who will be mobilized from around ten specific locations by the peer educators. Peer educators will be selected from among the street children and they will be developed to support their fellow mates. It is expected that each of the locations would have 2 peer educators. One peer monitor for each DIC will supervise the work of the peer educators under his/her area and be responsible for their capacity development. One Drop-In-Centre will be established for the children coming from ten locations. Children's' basic facilities like resting, bathing, sleeping, toilet, games, health and hygiene facilities will be provided. Promotion of personal savings, life skills training, counselling, functional education and training on income generation activities will be provided from Drop-In-Centres. DIC In-charge will be responsible for smooth operational of the centre. In addition, there will be one Literacy Trainer, Counselor and Community Mobilizer. Savings and skill development Trainer, Drama Trainer and Music Trainer will be engaged on part time basis. Each DIC would have a management committee (DMC) comprising of 13 members which would include children, their guardian and employers. On an average 80 children will receive services from DIC.

Night Shelter (NS):

Drop-In-Centre in the night time would become Night shelter. These Night Shelters will provide services to 25 children every day from among the children who belong to category A. Night shelter facilities will include cooking, toilet, lockers/utensils, counseling, sports and games, recreation, reading/writing, savings for the children. Children themselves will be responsible to manage the night shelter services. Night Shelter Supervisor and Security Guard will be looking after the smooth functioning of the NS.

Peer Educators

Trained Peer Educators will mobilize children from different locations where street children usually are met and gathered for a short while around

markets, parks etc These locations would be the entry point for the street children from where they will be encouraged and motivated to visit DIC. From each location 10-12 children will be mobilized and get services such as basic facilities, sports and recreation etc. For every child who will be mobilized by the Peer Educators, a profile will be developed. It is expected to mobilize a total of 2460 children from 40 locations over 3 years. Peer Educators will be selected from among the Street children and they will be given training and orientation.

Target Groups

The children, who work in the street, do not have continuous relationship with family and are exposed to physical, physiological and sexual abuse by others, are the project's target group and direct beneficiaries. The Department of Social Service (DSS) of Bangladesh Government defines Street Children as "children below the age of 18 years who are living, working, sleeping and playing on the street and are deprived of basic rights." and follows four categories of working definition for street children, these are: *Category A*: Children up to 18 years of age who work/live on the street day and night without their family. *Category B*: Children up to 18 years of age who work/live on the street day and night with their family. *Category C*: Children up to 18 years of age who work on the street and return to other family. *Category D*: Children up to 18 years of age who work on the street and return to their family.

Implementation Strategies of the Project

The project for the development of street children will be implemented through technical and financial assistance of GO and NGOs in collaboration with local community groups (Cluster committees), children groups/clubs, NGOs and government service departments including Ward/Zone committees in the cities. The key aspect of these projects would be to provide service for the children on self help basis and to build their capacity through involvement of street children and other stake-holders' participation in planning, monitoring and implementation. Each and every children group will become a children organization and their capacity will be enhanced through leadership training, peer educators development, self managed DIC and night shelter activities. Through linkage and advocacy initiatives the project will mobilize local resources like; water sanitation facilities, open air centre, sports and games, recreation centre, vocational training, health facilities etc. On the basis of these activities, the following initiatives need to be considered:

- Set up of Children Centers: Identify locations for meeting and mobilizing children for providing basic day care facilities, shelter, counseling, skill training and functional education. Drop-In-Centre and Night Shelter will

be set up to provide and maintain a hygienic physical environment and protection, develop physical and mental growth through counseling, games and sports and cultural activities and provide basic services.

- Centre based activities: The project activities have been planned to have street children's access to various basic services like awareness raising, life-oriented education, health-care facilities, vocational training, life skills training, legal counselling, growing savings habits, games and sports, recreation. Non formal education will be provided and education materials will be procured and distributed among the street children at the DIC level. Support activities will include awareness to parents and guardians, peer educator development, counselling, networking and advocacy.
- Linkages: The project will identify service-providers around the working place of the street children in order to create children's linkage with their resources. Regular contacts with these resource organisations will be maintained for managing the tasks and reviewing the progress and the street children will be referred to avail their services as per their needs.
- Identify and select potential street children as peer educators. Peer educators will be trained and supported as part of capacity building and would be assigned to identify children who need support.
- To make Street Children able creating opportunity for vocational and life-skill training and create formal job or self employment opportunities.
- Reintegrate street children with the families and communities.
- Policy advocacy and networking and linkages with children/youth club/organizations at national, regional and international levels.
- Local level networking and advocacy dialogue between philanthropists, employers, religious leaders, teachers, community leaders, GO- NGO representatives and street children will be organized
- National level advocacy workshops and seminars will be organized with lawmakers, policy level Officials, community leaders and employers on formulating policy beneficial for Street Children.
- Media campaign through radio spot, TV filler, educational and motivational film, poster, bill board and news items and articles on child and human rights etc.
- The project will observe national days, annual sports, cultural shows, awareness campaign etc

Major Implementing Organizations in Bangladesh

Plan Bangladesh

Plan International, a humanitarian child centered development organization with no political or religious affiliation, has been working with a vision of

children can realize their full potential in societies, since last 70 years. To achieve its mission, Plan carries out development activities in 63 countries across the globe with its head quarters in the UK. Plan works with 1.3 million children, their families and communities in 46 developing countries all over the world, implementing projects at the grass roots level in health, education, water and sanitation, income generation and child rights and cross cultural communication. In Bangladesh, Plan started its operation in 1993 as the 33rd country of the Plan world. Plan Bangladesh is registered as an international NGO under the NGO Affairs Bureau of Bangladesh. Presently, Plan Bangladesh is working in five rural and two urban areas through seven Program Units (PUs). More than 200 staff and 500 volunteers in Plan Bangladesh offices and fields work with the commitment to ensure basic needs of children, adolescents, women and men, especially the vulnerable, through community participation and ownership. Plan Bangladesh implements programs in the areas of social development, health, community learning and microfinance. Total children and adults benefited directly is estimated at 350,000 in PU areas and another 500,000 in beyond Plan areas through partnerships and collaborations with the government of Bangladesh (GOB), international and national NGOs and Community Based Organizations (CBO).

Assistances for Slum Dwellers (ASD)

ASD was established in the year 1988 by a group of NGO professionals and social workers to address the basic problems for the urban slum community. The most significant idea that struck behind the emergence of the organization was the long-felt need for uplifting the impoverished slum dwelling population. The emergence of ASD was expedited by the incidence of the great flood of 1988, which caused inhuman sufferings to the citizens of Dhaka City, especially the slum dwellers. At that grave situation ASD organizers felt immediate necessity of forming an organization to work for the cause of the distressed slum community. ASD envisions a society where all strata of people irrespective of their ethnic and cultural affiliation will live an honored and peaceful life enjoying their democratic and human rights. The thematic areas/ interventions of ASD are life-oriented education & empowerment, livelihood development, health and hygiene and HIV/AIDS & AFLE, safe water, environmental sanitation & hygiene promotion, people's institution building, governance & human rights, disaster preparedness and mitigation. ASD has been working with the street children in Dhaka city with assistance of Plan Bangladesh since 2002. ASD started a 3-year 'Street Children Development Project' under a partnership agreement with Plan– Bangladesh in January 2002. Then an interim redesigned phase was started in January 2003 for 6-month period. Taking "street children community" as an important stakeholder of the

program their participation in identifying and prioritizing their needs has been ensured for designing the interventions of the project's future interventions. Through CCCD field practice/ children consultation, the program introduced Drop in Centre, Night Shelter, health & nutrition support and savings components. Over the time ASD addressed 3500 nos. of children through 4 DIC, 4 nights Shelter and 40 children group.

Project Management and Monitoring Mechanism

Staffs

Project Manager will be responsible for overall management, implementation and monitoring of activities of the project. He/she will be assisted by Skill Development and Savings Trainer, DIC In-Charge, Accountant and other DIC level staff. Night Shelter Supervisor will look after the street children staying at night shelter.

Monitoring

Monitoring system would be based on participatory approach, which is very much aligned with Participatory Monitoring & Evaluation (PM&E) Framework. The project will emphasize the participation of all stakeholders in monitoring and evaluation through developing PM&E framework. Plan and partners will jointly develop a monitoring tools and formats and will monitor the progress of the project. Monthly and quarterly staff meeting will be held to review progress, identify and resolve issues and ways and means for improving.

Reporting

Monthly, quarterly and annual report will be prepared. There will be a follow-up mechanism through feedback meetings at project level after each visit to discuss about findings and to take correctional measures, if necessary. These reports are to be sent to partners' head office and the assigned officers from head office will make field visits to make follow up of the findings and recommendations at Quarterly Review Meetings.

Evaluation and Audit

Evaluation and audit is an in-built component for this project. A base line survey will be done at the beginning to set up the MIS. Action research on various street children issues will be undertaken, a mid-term evaluation will be conducted after 18 months of the project period and final evaluation will be conducted during the last quarter of the project. Yearly audit will be done by Plan internal auditor and the final audit will be executed by a reputed external audit firm.

Program Sustainability and Linkages

Keeping in mind the sustainability issue, partners mainly focus on community involvement and community contribution. In 1st year, the project demonstrates its visibility, demand creation and make an enabling

environment. The 2nd year and 3rd year it emphasizes on community mobilization and capacity enhancement of the community people and to consolidate on building community ownership. The project creates the demand of its services through creating motivation and raising awareness among stakeholders. The advocacy and networking activities of the project ensure increased participation and contribution of the community, NGOs, activists and forums as well as respective Govt. Ministries and Departments to continue the needed services for the children. The project works in partnership with an extensive network of NGOs based in the cities. The implementing partners develop an alliance with already identified local NGOs who share experiences and learning of working with SC and act together as a network to advocate for the rights of SC at a national level. In order to provide legal support and advice to SC, the Bangladesh National Women's Lawyers Association (BNWLA) is an active member of the network. Partnerships and relationships with local government schools are strengthened and maintained in order to integrate SC into mainstream education. Health clinics run by Dushtha Shasthya Kendra (DSK) and RADDA (local Partner NGOs of Plan Bangladesh) provide health support by providing satellite clinics within the Drop In Centres. In this regard, street children are issued with health care cards, recognized by partners and ensure that they are provided with free health care. Relationship is formed with other NGOs providing health care, government health clinics/hospitals and private clinics/hospitals to enable SC to be referred to these centres. Training institutes such as Underprivileged Children's Education Programs (UCEP) and Dhaka Ahsania Mission (DAM) are also part of the network and SC are referred to these centres for vocational training.

Conclusion

It is a great opportunity for the projects for the development of street children to identifying the gap of the capacity and requirement of the project staff. The outcome of the research is also helpful to develop training plan of the projects and programs for street children. The finding of the TNA of the IDOSC project has suggested that some necessary equipment and materials is essential to reduce the gap of the project staff's performance. It is also indicate the management action regarding training planning and organize several training as per requirement of particular staff. The research analyzes the job of the staff as well as project goal, objective and activity which help the researcher to identify the actual need of the project staff. Finally, the TNA reflect the course of action for the training program development of these organizations.

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