

IFTDO News

Number 3 - 2014



IFTDO
International Federation of
Training and Development
Organisations

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**IFTDO INVITES PROPOSALS
FROM FULL MEMBERS TO
HOST FUTURE IFTDO WORLD
CONFERENCES IN 2018
ONWARDS**

Are you ready for IFTDO 2015?



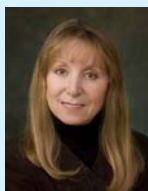
IFTDO 2015 Technical & Research Committee
@ IFTDO President 's abode, hard at work to put together
an engaging and energising conference in Kuala Lumpur

The 44th IFTDO World Conference & Exhibition, 2015, Kuala Lumpur

IFTDO 2015 Organising Committee is glad to note that we have received papers from many parts of the world for this conference. We thank all paper presenters for their interest and kind support. Now we would like to invite delegates, exhibitors, and sponsors to join us in making this conference a success. We believe you will gain invaluable insights and business leverage from this world conference.

You can get updates from www.iftdo2015.com

Chair's Message



This is my final contribution to the IFTDO News as Chair of the Executive Board. Since my first message as Chair, there have been two successful IFTDO conferences, 2013 hosted by ISTD in New Delhi, India, and 2014 hosted by the Dubai Police Academy in Dubai, UAE. Plans for the 2015 IFTDO World conference in Kuala Lumpur, Malaysia are well underway and, hopefully, that valuable learning, sharing and networking opportunity is already in your calendar. World Conferences have been and remain a valuable part of what IFTDO provides to its members and the field of HRD.

Strategic Direction

Two broad statements define the strategic direction that we have used to guide us on the Executive Board in integrating the efforts and initiatives pursued by IFTDO committees and where the real work of the Federation is accomplished.

- Continuously strengthen the value of IFTDO as a federation which actively encourages and supports access to and collaboration between member organizations as well as strategic partners, in order to provide effective leadership in the field of HRD with both global context and local relevance
- Maintain an up-to-date data base of available IFTDO member and strategic partner research and insights into HRD practice as well as research and insights directly developed or sponsored by the Federation in order to facilitate access and/or actively disseminate best practice and research

These are not just words. Beginning with a strategic direction allows us to more effectively integrate and coordinate the efforts of our committees. I share below some of the achievements in support of our strategic direction.

IFTDO Committees, Initiatives and Accomplishments

Global Awards: The Scientific Committee oversees the highly successful Global Awards Program, now in its 6th year. Not only does this program recognize the achievements of organizations and their people, it also raises the profile and publicizes real life examples of how a focus on people and performance can and has made a tangible difference. The article on Abbott in this issue of IFTDO News is testimony to this. A library of success stories is building from our award winners, to guide and inspire other organizations and their people

Research: The Scientific Committee has also led an initiative to establish a joint research project with reciprocal member the University Forum for Human Resource Development (UFHRD). Global HRD Practices is the focus. After publicizing a call for proposals, researchers have been selected and the research is underway. A more detailed update is part of this issue of IFTDO News.

Voice of the Membership: The Membership Committee has continued to develop and implement annual surveys to maintain open communication between the Board and the IFTDO membership. In addition, the crowd-sourcing tool, waggi® is being used as a mechanism to support engagement and the exchange of ideas across the membership on selected topics. Another valuable initiative from the Membership Committee is the development of a matrix format for member profile information to be implemented on the

www.iftdo.net website when it is re-launched. Member profile information gathered and presented in such a format should substantially improve the ability of members to locate other members with common interests, as well 'as' to facilitate the ability for members and non members to identify sources within the IFTDO membership for resources (products and services) they desire or require. Finally, the Membership Committee is playing an important role in the revamp of the IFTDO website which is currently in process. We expect the new and improved website to be launched by the end of 2014. The re-launched website will be more visually appealing, have more content within the site and through links to member sites, organized in a more accessible format and designed to encourage and support engagement and collaboration across the membership on a global basis.

Global HR Dialog: An issue of some real importance globally, Skills for Employability, has been raised by the Developing Countries Committee (DCC) This will be pursued through a highlighted event within the upcoming 2015 Conference in Kuala Lumpur and, subsequently, as the focus of a summit organized by the IFTDO DCC. Earlier this year organizers of the UN's Department of Public Information/ Non-Governmental Organizations (UN DPI/NGO) 65th Conference: Beyond 2015, issued a Request for Proposals to member NGOs interested in conducting a workshop. IFTDO prepared and submitted a proposal under the leadership of the DCC, which was one of only 32 proposals accepted. The session took a broadened view of employability, as a truly global issue, presented via a diverse panel. An article covering the UN session appears in this issue of IFTDO News

Conferences: World Conferences have always been an important part of the valuable services provided by IFTDO to members, non members and the field of HRD more widely. IFTDO continues to offer conferences that move from country to country each year organized by a full member organization with the coordination and support of our Conference Coordinating Committee (CCC). However, in addition to World Conferences, Regional Conferences (also coordinated and supported by the CCC) allow IFTDO to reach organizations and professionals closer to home, therefore expanding our ability to reach more professionals, in a meaningful way.

Newsletter (Publications): IFTDO News, at least for the present, is the only IFTDO publication. However, through the Scientific Committee we will continue to consider other additional vehicles for disseminating research and in order to encourage and facilitate critical discussions of important HRD issues. IFTDO News has a new Editor, who has introduced a new style, which we hope everyone finds valuable. The newsletter editor will have a significant role in the re-launched website and has played an active role in the revamp effort.

Resources: IFTDO also has a Resources Committee that is very effective as it works to identify sources of sponsorships, as well as support for specific programs, such as the Global Awards.

It has been a rewarding opportunity to serve as Chair of the IFTDO Executive Board. I thank the members of the Executive Board and, in particular the Committee Chairs, who contribute so much time, energy and effort to advance the Federation and its strategic direction. I also thank our dedicated Secretary General, whose commitment is unsurpassed. Last, but certainly not least, I thank the membership. It has been an honor and a pleasure to serve you.

Secretary General's Report



The main activities since the last Newsletter are as follows:

1. Revamping and Development of IFTDO Website. Angel Vision, USA, has been engaged for this assignment which is presently underway. The new website is expected to be functional soon. It will enable members to access and exchange knowledge and experience more effectively.
2. IFTDO, which has consultative status with UN ECOSOC, conducted a workshop on Skills for Employability on August 27, 2014 at the 65th Annual Conference of UN Non-Government Organizations (NGOs). A report on the Workshop appears in this Newsletter.

3. The next meeting of the IFTDO Executive Board and Committees is scheduled on November 9-10, 2014, at Bahrain

4. An Announcement inviting entries for the IFTDO Global HRD Awards 2015 has been issued. Details are available on our web site www.iftdo.net.

5. The 44th IFTDO World Conference will be organized by our Full Member Malaysian Association of Learning and Development at Kuala Lumpur on August 24-27, 2015. The last date for submitting Paper abstracts is over. The organisers are now in the process of selecting the papers to be presented.

Members are requested to send brief write-ups on their major events/ activities for publishing in the Newsletter/uploading on the web site. Also, each member should make use of one-page provided free of cost on our web site www.iftdo.net to promote its activities.

Dr. Uddesh Kohli
Secretary General

EVOLVING THE HR FUNCTION AS A BUSINESS PARTNER: REGIONAL IFTDO CONFERENCE IN CONJUNCTION WITH 7TH BAHRAIN HRD CONGRESS

This conference takes place on the 10-11th November. The underpinning theme is the question of the status and positioning of HR and the extent to which the HR Function is changing and needs to change further in order to make a stronger contribution to organizational performance. All three key note speakers will address this issue.



Peter Cheese is Chief Executive Officer with the UK based Chartered Institute of Personnel and Development. Peter took over as Chief Exec in 2012 and has made no secret of his view that the HR profession is at something of 'inflection point'; a concern that given the changes in the world of work, the workforce and workplace, much (most?) of what is done in HR is no longer fit for purpose. Peter is committed to making the CIPD a body which can lead the profession to focus upon strategic HR and HRD. Peter has been instrumental in driving the Valuing your Talent initiative: a framework and metrics to effectively measure the value of an organization's people (see more in "Aligning Business and Learning: CIPD News and Research" later in the newsletter).

Dr. Palan is Chairman and Chief Executive Officer of SMRT Holdings Limited, a company listed on the ACE Market of Bursa Malaysia Securities Berhad and the Pro-Chancellor of Cyberjaya University, Malaysia. Dr Palan is firmly committed to the development of competence frameworks within organizations; believing that a match between person and job is a fundamental role for HR. From this underpinning his focus in this conference is the forces that are shaping the future of the HR function.

Tim Murray was appointed Chief Executive Officer, Aluminum Bahrain B.S.C. (ALBA) in 2012. He played a major role in ALBA's successful 2010 Initial Public Offering 'IPO' on both the Bahrain Bourse and the London Stock Exchange. Tim will draw on his experience working in ALBA to develop a perspective on "HR as a Business Partner". Whilst not unique to HR, the business partner model has a basic aim of helping HR professionals integrate more thoroughly into business processes and to align their day-to-day work with business outcomes.

Three tracked session compliment the key note speakers:

Competency and Talent Mapping in Employee Development: to what extent are such tools and processes critical to harnessing employees talents and skills in pursuit of organizational success?

Technology Drivers for the New World of HR: in a global, flat and connected new world, technology is a key driver of change. Is this also the case with HR?

Building a Value-Based Organization: in the wake of scandals in recent years involving high profile organizations there is a growing call to focus on value-based organizational development with the prime objective of generating business sustainability through relationship development. What is HR's role in such developments?

The Conference will also feature an interactive 'intergenerational' focus group discussion between members of the 'young' and 'old' generation on

the theme of "Shifting HR From Admin Centric to A Strategic Partner".

The Conference will take place at The Diplomat Radisson Blu Hotel in Manama Bahrain. A report on conference will appear in IFTDO News No 1, 2015.

IFTDO ADVISES UNITED NATIONS ON SKILLS FOR EMPLOYABILITY

At the August 2014 Annual Conference of UN Non-Government Organizations (NGOs), IFTDO conducted a workshop on Skills for Employability. The IFTDO session focused on the centrality of work as a development goal in anticipation of the UN's reformulation of the Millennium Development Goals expiring in 2015. While much attention has been given to important goals such as human rights, health, poverty eradication contribution, if adopted, will strengthen the possibility of achieving other development goals. Goal number 8, for example, sometimes described as the 'capstone' goal is to develop a global partnership and resonates soundly with IFTDO's mission and goals. The IFTDO team joined several other NGOs, all affiliated to the UN's Economic and Social Council, in meeting the UN's challenge to bring to global attention the elements of a sustainable development program. In this capacity, IFTDO represented human resource management and development professionals and others engaged in workforce development.



Carol Panza, IFTDO Chair, introduced the workshop proceedings. Ms. Panza laid out the proposition that skills for employability is a global issue. That is, while the consequences of gaps and misalignment of skills for employability are certainly more keenly felt in developing economies, all countries face these issues and none have the luxury of simply continuing to do or provide what they have in the past. Ms Panza highlighted the point that available public and private education and training resources have so far failed to effectively resolve, no less prevent, significant gaps and mismatches in skills for employability in countries that are mature as well as emerging, large and small, rich and poor. This is an issue that is truly global in the scope of its impact and fundamental to the functioning of all economies. It calls for integrated and future-focused attention to this issue on the part of governments, educational institutions, for profit corporations and other businesses, large and small, as well as NGO's and other nonprofit organizations, in order to make large-scale and sustainable progress toward reducing employability issues.

Tayo Rotimi, IFTDO Chair of Developing Countries Committee and principal IFTDO Representative to the United Nations and its Economic and Social Council, described work being undertaken in Nigeria on meeting the skills requirements of industry through a comprehensive program of skills development. An important contributor at the governmental level in getting better matches between the skills possessed by youth and the needs of industry is the Industrial Training Fund, the agency charged with skills development. As examples of citizen initiatives, an Academy, under sponsorship of McTay Consulting, has benefited more than 200 people in addition, a Leadership Academy, established and led by Mr. Rotimi is engaged in equipping young Nigerian entrepreneurs with skills for success in leadership. A healthy economy needs all the talent available to it and it is in the interest of all to contribute to economic success through quality employment. If there is a slogan for this it is "Dreams don't work unless you do."

Uddesh Kohli, IFTDO Secretary General and Senior Advisor to the UN's Global Compact initiative, also Chair Emeritus of the Construction Industry Council of India, discussed the role that industrial councils can play in meeting the skills requirements of council members; in this case the construction industry. The construction industry in India employs millions of workers needing a variety of construction skills which are not taught in sufficient numbers in external institutions. Moreover, the pace of construction is increasing and hence skill shortages present major problems for construction enterprises. In this context, the Construction Industry Development Council have created a curriculum for over 50 construction trades requiring for graduation proven competence in the trade in which trained. Much of the training takes place on site under supervision of designated skilled workers and supervisors. The numbers trained, in training, and potential trainees are significant, demonstrating that industrial councils can take successfully the lead in organizing and administering comprehensive skills development programs for their industrial members who might on their own be unable or less able to do so.

Carol Jenkins, Executive Vice President for Global Development, World Learning, discussed how international organizations can address worldwide skills development needs through empowering individuals and institutions. For example, in Algeria, a World Learning project works to bring together key persons in workplace and educational institutions to bridge the challenges each faces in optimal employable skills development and utilization. A product of the project is to gain recognition by the participants of the unique circumstances and cultures of each country and to reach accommodation on achieving results. Elements of successful efforts require setting up career centers, establishing internships and helping students to understand the skills requirements of the careers they wish to pursue. Management training is provided to assist them in appreciating that mismatches in education and career needs can be addressed. Students receive soft skills training in getting a job, public speaking, networking and community engagement. Projects begin with formal analysis and conclude with evaluation of results.



Dino Correll of the United Nations-affiliated, International Labor Organization (ILO), offered insight from the international and global perspective associated with the ILO's work in countries around the world. The ILO's "Employment and Decent Work for All" agenda is an important driver for enhancing and achieving the United Nations' objective of sustainable development. Mr. Correll reinforced the fundamental importance of the premise of the workshop i.e. that skills for employability are essential. Currently, one of two youths are unemployed or underemployed. Moreover, the ILO's cost-benefit calculation shows that each one dollar of investment in skills development produces many dollars of return. In addition to workforce skills misalignment, there are a number of other important elements in assessing workforce quality and readiness. Forced labor persists for 21 million persons and child labor for 168 million others. These and other malfunctions of economy and society impinge heavily on workplaces and skills alignment issues.

As a follow-up to the Conference, IFTDO submitted comments for inclusion in the Conference Final Document to be addressed to the United Nations General Assembly for action in 2014 and 2015.

JOINT IFTDO/UFHRD RESEARCH

The research project is a comparative study of HRD professional practices and is being led by Professor Jim Stewart at Coventry Business School. The research team met in early October,



with Bob Morton acting on behalf of the IFTDO/UFHRD Joint Scientific Committee, to discuss and review progress. The major outcome was agreement on which countries to use as cases for each continent. Based on an analysis of the results of the Delphi style study stage of the project, and on knowledge of contacts to facilitate access, it was decided to use Germany for Europe, both Taiwan and India for Asia and Nigeria for Africa. Because of current concerns about travelling to Africa, it was also decided to utilise Skype and/or conference calls for Nigeria. Protocols for managing the consistent conduct of focus groups to be held in each country are currently under development. Visits are planned to take place in early 2015. An additional major outcome was agreement to extend the life of the project because of delays in completing the Delphi study and because of the new timing of the IFTDO 2015 World Conference. The final report will be presented as originally planned at that event.

Progress on developing the literature review and on designing a questionnaire for an online survey was also discussed. This questionnaire is intended to be completed by HRD professionals in as many countries as possible in each of the three continents. Access to these professionals is intended to be facilitated by IFTDO members. So, the plan is that details of how to access the questionnaire when ready will be sent to the IFTDO secretariat who will then distribute these to IFTDO member organizations. IFTDO member organizations will then seek engagement from their members to complete the questionnaire. Thus, the intention is to have an extensive and wide dataset reporting professional practice across the three continents. IFTDO members, therefore, are asked to be aware of the imminent request and to be prepared to support the project by encouraging their membership to participate in the survey.

The project team and Bob Morton were all satisfied with progress and with the outcomes of the meeting.

IFTDO GLOBAL AWARDS ENDORSE ABBOTT'S STRATEGIC HRD

Rhona Howley; Learning and Development Solutions Manager, Abbott Ireland.

In 2013 Abbott Ireland which forms part of the Abbott global healthcare company was the overall winner of the IFTDO Global HRD Award 2013. This award was presented by the President of India in at the IFTDO World Conference in Delhi.

The submission was based on the journey of our site in Clonmel to become a high performing organization (HPO), marrying high regard for people with high results and achievement of site strategy. The Clonmel site is part of our Vascular Division and is a leading medical device manufacturer, producing stents and catheters for the treatment of coronary artery disease, with a diverse workforce of over 1,000 people. Leadership Development was utilised to affect the change as it has previously been shown that Leadership plays a key role in such a transformation. All people leaders from Directors to Line Supervisors were educated on the change. They were supported to become change agents and further supported to change to a more facilitative style enabling empowerment of employees with a focus on employee development. As to be expected on such a journey we met significant intangibles and challenges. Many of the outcomes were difficult to measure; we were largely reliant on anecdotal evidence. For the initiative to be validated by a distinguished panel of academics and professional experts through the IFTDO Global Award process assured the company that we were putting best practice in action and in many respects pioneering use of same.

Having receiving the award the site has continued to achieve notable culture change focusing on integrating high performing behaviours into the broader organization and developing and understanding key HPO messages. One example of this is the introduction of continuous improvement huddles with the assembler population. This is a practice to foster true inclusive engagement and cross functional collaboration where groups are brought

together to solve challenges in their work areas. Topics are provided by the people working in the area and simple brainstorming tools are used to harness the expertise of the people actually working in the area. Such practices have further facilitated the achievement of site goals.



At a corporate level we have been encouraged to continue our strategic leadership development and together with our Business Excellence focus, we have adopted the Shingo Model for Operational Excellence. Earlier this year Abbott was one of only three companies to receive the 2014 Shingo Prize, which is awarded to organizations that demonstrate a culture of operational excellence across all functions and roles (see www.abbott.ie and <http://shingo.org/> for further details).

In 2014 we won an IFTDO global HRD Award Certificate of Merit for Driving Business Outcomes through Focused Talent Management Strategies and which was presented by the Crown Prince of Dubai at the 43rd IFTDO World Conference (pictured). Again this endorsed a priority strategy for us. Winning the award has been recognised internally across the EMEA region, and has encouraged shared learning within our organization. Educating our wider organization on the recognition achieved from the IFTDO allows our business to realise the merit of our strategy and approaches. It has led to benchmarking activity both internal and externally.

Our success in the IFTDO awards has motivated us to continue innovating and keep HRD as a strategic priority to drive business results and grow our business.

ALIGNING BUSINESS AND LEARNING: CIPD NEWS AND RESEARCH

Event Report

A joint CIPD and Towards Maturity (a benchmarking research company) event in July addressed how learning and development leaders can achieve greater alignment between business goals and L&D activity. Whilst a powerful discourse now exists that this is fundamental to enable L&D to make a real contribution to organizational success the activities that lead to better alignment are still not common practice. The Towards Maturity 2013-14 Benchmark – New Learning Agenda (2014) indicated that only half of L&D leaders analysed the business problem before recommending a solution. “Only 36% worked with senior business leaders to identify business metrics that needed to be improved through learning” (CIPD, 2014a). The main focus of the event was how such a situation can be improved. Discussion explored the tensions between being more strategic but not losing sight of the need to get the basics right. A case study from Liverpool Victoria (a major UK insurance company with over 5700 employees) provided a focus to the discussion. There was a call to ‘be brave’. Jason Pitfield Training Manager at LV argued “We now challenge the business as much as we get challenged and that’s welcome. It’s important to be brave – you’re not making progress unless you’re sticking your neck out” (CIPD, 2014a). A significant part of the event’s discussion looked to the future and how in a context of rapidly changing business environments, L&D can shape and construct appropriate response and indeed ‘co-lead’. Whilst technology was seen as a key enabling tool discussion echoed issues arising from the L&D Survey earlier in 2014 (CIPD, 2014b) in terms of not ‘blindly following fads’ and being sidetracked by the inflated claims of some e-learning providers. Five skills for L&D were agreed to be critical:



Business transformation influenced fundamental changes in learning delivery including:

- looking at learning through a new lens – with business leaders heading learning delivery
- enabling L&D to spearhead a new outcome-based agenda for call-handlers – shifting focus from learning inputs measured by happy sheets to behavioural change measured by business KPIs
- focus on key behavioural changes that can be influenced
- using learning technologies to help deliver change, ensuring competency with each element before moving on

Source: CIPD, 2014a

- business skills and the ability to ‘hold the mirror up’
- the ability to collaborate, share knowledge and ‘curate effectively and help others do the same’
- how to ‘foster curiosity’ and treat ‘learners as critical participants and co-creators’
- an awareness of how to use technology to maximise learning, in recognition of wider technological developments
- continually behaving consistently – delivering against mutually agreed business objectives.

Kandy Woodford, Director of Learning at NatGen Social Research (Britain’s largest independent social research agency) summed up this skill set very powerfully with her contribution that “You need to walk the talk. There is a lot of talk about social and collaborative learning, but unless you’re seen to do it, it doesn’t change the business.”(CIPD 2014a)

References:

CIPD, 2014a, Aligning business and learning; Event Report (Member only resource)

CIPD, 2014b, Learning and Development Annual Survey Report. Available at: <http://www.cipd.co.uk/hr-resources/survey-reports/learning-development-2014.aspx>

Towards Maturity, 2014, Towards Maturity 2013–14 benchmark – new learning agenda: full report. Available at: <http://www.towardsmaturity.org/2013benchmark>

CIPD RESEARCH

Valuing Talent: Valuing Talent is the final report on the VyT project.

Metric	Level	Business Model Value Driver
Return on People Employed	Outcomes	Outcomes measure the quality of outputs and the resulting impact at business level from the combination of inputs and activities
1 Employee Engagement Survey Score	Outputs	Outputs add measurable value to the organisation and are the result of effective human capital management activities
2 Recruitment costs	Activities	Activities convert the human capital input level into higher level outputs through human capital processes and activities
3 Training and development costs	Activities	Activities convert the human capital input level into higher level outputs through human capital processes and activities
4 Staff Compensation and Benefits Costs	Inputs	Inputs are the basic components of human capital resources and fundamental data about the workforce. (e.g., financial, human or manufactured capitals)

Source: Hesketh, 2014, Managing the value of your talent: key findings and conclusions, CIPD

Three professional bodies representing the accounting, management and human resources professions - CIMA, the CMI, and the CIPD - together with the RSA, have collaborated on this project. Sponsored by the UK Commission for Employment and Skills (UKCES) and Investors in People (IIP), the research was designed to help employers better understand the impact their people have on the performance of their organization and make better people management and workforce investment-related decisions. Through the research the CIPD have developed a common framework for the range of human capital information and measures that organizations might use (See Table). Based on a wide range of input, four primary human capital measures were identified which we believe organizations should report externally in their annual reports.

A separate document provides a detailed discussion of the framework and which is also freely available from the CIPD at: <http://www.cipd.co.uk/hr-resources/research/managing-value-talent-framework-human-capital.aspx>

Experiencing trustworthy leadership: This is the third report in a series on leadership, produced from a collaboration between the CIPD and the University of Bath. It looks at how followers experience trustworthy senior leaders within some of the UK's major corporations and institutions. The research is set in the context of declining trust in senior managers, exacerbated by recent high profile financial scandals and irregularities in some of the world's most prestigious organizations. The research focus has been the experience of leaders' colleagues, their teams and the managers who work alongside them. Four underpinning themes are identified:

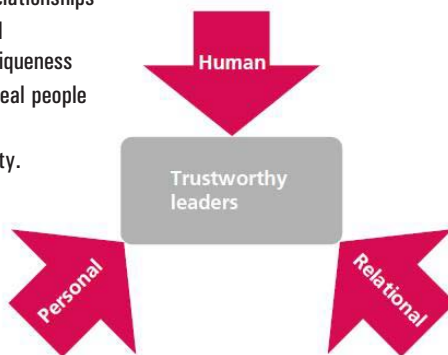
- the centrality of relationships
- the recognition and development of uniqueness
- engagement with real people and
- mutual responsibility.

Followers experience those leaders as trustworthy who they perceive as human, personal and relational.

The report notes that this presents challenges for both aspiring and current leaders "as well as those charged within the HR profession for selecting and developing such people in the future".

The report advocates a practice principle which is termed the 'reciprocity of vulnerability'. This, it is argued, captures the sense that both the leader and the people working with them need to feel trusted as well as trust others. The report concludes with challenges and implications for HR. For example, the report highlights that trust requires a sense of proximity, frequent interactions which cannot easily be achieved through global mass communication systems.

As regards leadership development the report is critical of those programmes which do not allow sufficient time for leaders to explore 'who they are as a human being', arguing that there is potential for HR to create development practices that can enable leaders to explore themselves from a holistic perspective. The first report was published in 2012, titled "Where has all the trust gone?", available at: <http://www.cipd.co.uk/hr-resources/research/where-trust-gone.aspx> The second, published in April 2014, showed that the ability to deliver business results alone may have overly dominated the selection of senior leaders during times of economic growth in some businesses or sectors: "Cultivating trustworthy leaders"; <http://www.cipd.co.uk/hr-resources/research/cultivating-trustworthy-leaders.aspx>



ATD NEWS AND RESEARCH

Organizational Learning

Two recent ATD Whitepapers report on research into how the Learning & Development function can impact organizational learning. Both address key challenges for L&D, firstly managing change and secondly 'big data'.



Managing Change

"Change Agents: the role of Organizational learning in Change Management" reports on research into the opportunities for L&D to assist organizations manage change more effectively. The Greek philosopher Heraclites is usually accredited with saying that 'The only constant is change'. The ATD research provides ample testimony to Heraclites words. Their research indicates that most organizations are encountering change scenarios more frequently than in the past. Over one quarter suggested that their organizations experience major change initiatives "about every eight weeks"! But, a key finding is that less than 20% rated their organizations highly effective in managing change. Any evaluation of change management training that does take place is limited, contributing to an uncertain relationship between L&D and organizational change. The research highlights the unique positioning of L&D to make a difference: it is the people elements that are "the vital links enabling the execution of organizational change are helping to sustain changed states longer term" (ATD, 2014a). It explores barriers such as shifting project timelines and the exclusion of the L&D function from change planning and decision making. Through the qualitative data generated in the research the full report explores the sorts of learning practices most likely to make a positive difference. A key message is that L&D needs to adopt a holistic approach to learning for change. The Whitepaper cites Walter McFarland, co-author of *Choosing Change*, who argues "it's not about teaching the latest process for change, it's about creating a new kind of organization optimized for change and changing" (ATD, 2014a).

The survey part of the research was completed in March, 2014 and involved 765 business and learning professionals; nearly two-thirds with workforces of over 1000.

'Big Data'

Not dissimilarly "Big Data, Better Learning?" explores the potential of this relatively recent phenomena for use by the L&D function. The definition of 'big data' used by the research is volume (the vast amounts of data generated every second), velocity (the speed at which data can be moved) and variety (the increasingly different types of data). To this might be added veracity - the messiness of the data, particularly that generated through social media etc. The scale of the challenge facing L&D is highlighted in the ATD's research. Findings suggest that while 'big data' commands much interest, a very uneven landscape in terms of actual use and importantly, effectiveness of use. A key challenge appears to be not so much generating the data but in its analysis and interpretation. Only 15% of survey respondents characterised their organizations 'big data' analytical capabilities as effective. The Whitepaper notes the views of the VP of one large "big data" software company: "Traditional learning and talent development professionals are ill-equipped to develop the statistical models and create the algorithms needed to show the true business impact of the learning interventions they implement" and who argues that what is needed on behalf of learning professionals is a "change in mindset to be more data-oriented and analytical". (ATD, 2014),

Perhaps unsurprisingly the research reveals that is in the broad area of evaluation that L&D professionals have an expectation that 'big data' will provide a valuable asset for their work. It is seen as something that should help make the learning – business connection. The research suggests that in those companies where 'big data' is in use interesting correlations between, for example motivating factors and learning effectiveness, and ROI analysis and the desire to improve learning delivery methods. However, the research provides no easy answers. There is a danger that the hype surrounding 'big data' promises more than can be delivered. Nonetheless, whilst it remains highly questionable whether the attribution problem (cause and effect) within the L&D world will be magically answered by the use of 'big data', this research begins to establish how, in large globally dispersed companies, 'big data' can strengthen all round decision making capabilities within L&D.

The research involved over 400 professionals across a range of sectors. Two thirds represented organizations with workforces of over 1000 employees.

Both of the full research reports are ATD Member publications. For more details go to: <http://www.astd.org/Professional-Resources/ASTD-Research>

References:

Association for Training and Development, 2014a, 'Big Data', Better Learning: How 'Big Data' is affecting organizational learning; ATD Whitepaper Research Report

Association for Training and Development, 2014b, Change Agents: the role of organizational learning in change management; ATD Whitepaper Research Report

McFarland, W. and Goldsworthy, S. 2014, Choosing Change: How Leaders and Organizations Drive Results One Person at a Time, McGraw-Hill

ATD Global HRD Newsletter

The ATDs Global HRD newsletter has been published on the ATD web site. It reports on the third ATD China Summit where the theme was Global Perspectives on Talent Development. The newsletter also highlights the main findings from an annual global survey on employee engagement. The headline finding is that less than one-third of respondents say they are "totally committed" to their current employers. While this percentage has remained consistent since 2012, it represents a sharp decline from 2010, when 43 percent were totally committed. The newsletter can be accessed at: http://pages.astd.org/index.php/email/emailWebview?mkt_tok=3RkMMJWWfF9wsRoIsqzNZKXonjHpfSx660QsW6G3IMI%2FOER3fQvRPUfGj4HSsZrI%2BSLDwEYGJlv6SgFSLfCMaJuz7gJWxE%3D

ISO STANDARD FOR NON-FORMAL EDUCATION AND TRAINING

IFTDOs Asia Pacific Associate Representative, Marie Deyton, outlines the development and importance of this ISO Standard.

Increasing recognition of importance of non formal education has been gaining momentum, worldwide for several years. UNESCO differentiates between 'formal' and 'non-formal education, using a definition of non-formal education as 'organized educational activity outside established recognized formal systems of elementary, secondary or higher education'. This is the context for a new ISO standard, "ISO 29990:2010: Learning services for non-formal education and training-Basic requirements for service providers". It is an ISO standard that aims to improve quality of offerings on a global market that has grown up around



non-formal education and training, such as vocational training, life-long learning and in-company training (either outsourced or in-house). It will also enhance transparency and allow comparison on a worldwide basis of learning services, offering a single alternative backed by international consensus to the huge variety of national service and management standards which now exists in the field of non-formal learning.

Development of the Standard

The procedure for the development of the ISO 29990 was launched in February 2006 with the filing by the German Industry Standards (Deutsche Industrie Normung - DIN) of a proposal to develop a new standard for learning through a process of global negotiation and consensus-building. In April 2008 the main structure of the future standard was presented and in March 2009 the first official Draft International Standard was presented as ISO/DIS 29990:2009. The Final Draft was made by the TC232 standard committee in London in January 2010. This was sent to all the national standards bodies for approval through a balloting process and in September 2010 ISO 29990:2010 was published.

Rationale and Positioning

The growing economic importance of learning in the global knowledge society has created new economic opportunities such as activity created by the provision of for-profit learning services. Non-formal education and training is an important new area in standardization, and ISO 29990 is a significant step forward in international standards development.

The objective of ISO 29990:2010 is to provide a generic model for quality professional practice and performance, and a common reference for Learning Service Providers (LSPs) and their clients in the design, development and delivery of non-formal education, training and development. The Standard uses the term 'learning services' rather than 'training' in order to encourage a focus on the learner and the results of the process, and to emphasize the full range of options available for delivering learning services. The standard sets an international benchmark for training and learning services so that there is no need for a detailed understanding of the sometimes complex national arrangements for assuring the quality of providers of learning and training services, which in some countries are non-existent or hard to fathom.

In sum, ISO 29990: 2010 provides an organizational model which is verifiable, certifiable and communicable. It increases the transparency and comparability of training services; encourages the focus on student and learning results; identifies and protects needs (explicit, implicit, latent) of all interested parties; and provides optimization of business process improving the organizational effectiveness. With its focus on the competency of LSPs it is intended to assist organizations and individuals to select an LSP who will meet the organization's needs and expectations for competency and capability development and can be used to certify LSPs. Transparency and comparability between learning service providers all over the world are now possible.

Ed Note:

- The International Organization for Standardization is a worldwide federation of national standards bodies (ISO member bodies). It is perhaps best known for the ISO 9000 family of standards addressing quality in management systems.
- Marie Dayton is Chair of Standards Australia MB016 Committee on "Education, Learning and Development" which is a mirror committee of ISO's TC232. Marie represents Standards Australia at ISO international meetings and participated actively in the drafting of ISO 29990: 2010.

IITD LAUNCH GROWTH STRATEGY

The work of the Directors, Council and Head Office of the IITD  IRISH INSTITUTE OF TRAINING & DEVELOPMENT for the past year has been focused on generating a new member offer and creating the optimum governance structure and administrative environment for the growth of the organization. In order for the Growth Strategy to be successfully implemented, the Governance and Structures of the Institute needed to be fit for purpose. This required a re-drafting of the Articles and Memorandum of Association; and agreement on the roles of the various governing groups, i.e., Council, Directors, Working Groups, and an understanding of the roles and expectations of members of these groups. (This document is available to IFTDO readers by contacting Sinead Heneghan, IITD CEO, at sinead.heneghan@iitd.ie). A focus of the work has been the value proposition for members. Targets have been set around membership growth and a number of campaigns are in place to support their achievement.



The new IITD Member offer has been developed on three strands and which are the key elements of the Institute's web site. First, the Knowledge Centre, which is a member only available area for resources, research, publications, web links, pod casts, etc. The second strand is Education and Continuing Professional Development, which outlines a range of opportunities for L&D Professionals to progress through an accredited progression route from entry Certificate level through to Masters Level. The IITD are also offering grant aid to participants. This section of the web site also gives guidance to members on examples of CPD activity and evidence. The third section of the member offer is a calendar of events and which includes a 'Guru Series' (leading authors, researchers and academics) and an 'Industry Experts Series' – presentations by senior industry practitioners who have led and implemented T&D strategies and interventions.

Fundamental to the ultimate effectiveness of the Institute is the engagement and involvement of a range of networks, formal and informal, and whose work can feed into the IITD's initiatives and encourages new members to join and participate in a wider T&D community. As part its strategic review the IITD surveyed members on their key networking needs and the barriers to addressing those needs. As a result of this feedback networking groups based on themes, rather than geography, have been successfully established. The first IITD networking group has been established on the theme of Talent Management. Over three dates, the group will explore the topic under the following sub areas:-

1. Succession Planning: identifying high potential Individuals (including graduate recruitment and the development of In-house talent)
2. Coaching & Mentoring
3. Leadership Role (in the context of driving a Talent Management Strategy)
4. Driving the Talent Management Strategy (including influencing and partnering)

Readers and IFTDO members interested in how the IITD has been restructured and their Growth Strategy are welcome to contact Sinead Heneghan, CEO at the IITD, at sinead.heneghan@iitd.ie

• First ever strategy for Further Education and Training launched

Following IITD representation on the SOLAS Further Education and Training Strategy Group a strategy to develop a world-class integrated system of further education and training in Ireland, which will promote economic development and meet the needs of all citizens, has been constructed.

The IITD has been actively involved in the strategy implementation groups which have focused on five high level strategic goals:

- Skills for the Economy: to address the current and future needs of learners, jobseekers, employers and employees and to contribute to national economic development
- Active Inclusion: to support the active inclusion of people of all abilities in society with special reference to literacy and numeracy
- Quality Provision: to provide high quality education and training programmes and to meet appropriate quality standards
- Integrated Planning and Funding: FET provision will be planned and funded on the basis of objective analysis of needs and evidence of social and economic impact
- Standing of FET: to ensure a valued learning path leading to agreed employment, career, developmental, personal and social options.

The strategy reflects a radical overhaul of the structure of the education and training sector in Ireland. It includes the streamlining of 33 existing Vocational Education Committees into 16 Education and Training Boards (ETBs), the abolition of FÁS (the Irish National Training and Employment Authority) and creation of SOLAS, the Further Education and Training Authority.

For more information on the new FE and Training Strategy in Ireland see: <http://www.iitd.ie/News/Articles/tabid/288/articleType/ArticleView/articleId/35/5-Year-FET-Strategy-Launch.aspx>

FINNISH WORKING LIFE: HR SURVEY RESULTS

HENRY – the Finnish Human Resources Association and Full Member of IFTDO - has revealed the results of its annual HR Barometer. First conducted in 2010, the survey provides the members of HENRY and the wider HR community with research information about development needs in HR work.



Findings reveal that the three biggest challenges in Finnish working life in the next few years are competencies, leadership, and interaction at workplaces. Additionally internationalization and well-being at work were also regarded as significant challenges. Amongst the three groups of respondents (business leaders, HR-leaders and union members) the results revealed considerable consensus in relation to the main survey findings.

Competences

"Linking strategy closer to the development of personnel –the challenge is to have supervisors looking forward and thinking about what we will need five years from now: competence maps and benchmarking as part of routines" (Survey Respondent)

The response, above, captures the issue. Efficiency requirements, organizational changes and new operating models require that competence is continuously under review in order to influence decision making as regards recruitment of new staff and the development of current employees. Increasingly multiple skills are required. The survey also identified the significance of tacit knowledge within competencies; both in respect of the loss of such knowledge through unusually high levels of impending retirement and how best to nurture and exchange tacit information.

Leadership

The survey reflected the global trend for organizations to be more diversified. Different cultures live side by side and the challenge is to create a corporate culture and working methods to which every individual can commit. This requires investment from companies and their management. Also generational differences are indicated in a younger generation not always sharing perspectives on work; some demanding more democratic and supporting leadership. As a whole, a clear employee engagement challenge emerged; requiring practices which genuinely get employees to commit to the organization. Relatedly, the survey indicated the challenge of enabling employees to “cope with work”. The rhythm of work has accelerated, the number of tasks increased whilst personnel has decreased. The difference between work and leisure time has become less distinct. The importance of investing in well-being at work to help maintain motivation whilst at the same time reducing levels of sickness, are challenges which stretch beyond HR into all levels of management.

Challenges in interaction and communication

“We should not forget human contact – today, the majority of communication can be transmitted via data connections, which is a big step forward but also a threat. The employee’s perspective continues to become narrower when assignments are sent via e-mail, meetings are replaced by videoconferences, cafeterias become smaller or are left unused, and work is carried out at home while eating yesterday’s leftovers.”(Survey Respondent)

That the technological revolution has created real tensions in relation to communication is powerfully illustrated in the survey respondent’s view, above. The challenge for HR is to help harness technology but without losing open interaction and discussion. “Interaction in decision-making, problem solving and resource strengthening processes is fundamental.” (Survey Respondent)

Multiculturalism

A global trend is for organizations to be less bound by time and place. Finland is no exception. A single project can involve teams from all over the world, or teams from all over the world are centralized in competence centers. The HR function must be able to operate in this environment and offer remote assistance. Foreign labor in Finland presents challenges due to language barriers as well as cultural differences, requiring an understanding of cultures in the supervision of work.

Henry is seeking to reflect the main survey findings in its seminar programme; e.g. collaborative leadership and resilience at work. The research is also contributing to the information HENRY can provide employers on comparative salaries. The results will also feed into the major European project Horizon 2020* where HENRY is collaborating with the Ministry of Employment and the Economy in Finland, with the goal of improving and enhancing working life.

The HENRY Association has nearly 3000 members from big international companies to professors in universities. HENRY is also part of the European Association of People Management Association, comprising over 30 European Human Resources associations .

For more details please contact Maija Eklof, Managing Director of HENRY at : majja.eklof@henry.fi

Ed Note: Horizon 2020 replaces the EC’s Framework programme and is the biggest EU Research and Innovation programme ever with nearly •80 billion of funding available over 7 years (2014 to 2020).

EMT-CREED: ENVIRONMENT TRAINING FOR OIL AND GAS MASTERS STUDENTS

In July EMT-CREED organized and delivered a 5-day training and development course to 14 graduate (M.SC) students of the Centre for Petroleum Geosciences (CPG) of the Institute of Petroleum Studies (IPS) within the



University of PortHarcourt in Nigeria. This training was conducted by EMT principal consultant (Patrick) with a view to providing additional knowledge to these young Nigerians who will, in due course, take up key positions in exploration and production in the global oil and gas industry regarding. Titled: “Integrating Environment & Sustainability into Exploration and Production activities” the training provided these

future petroleum geoscientists, with additional understanding and knowledge regarding the reasons why environment management, risk assessment and sustainable development should be considered important and integrated into key decisions in the field of petroleum exploration and production sustainability



The dangers and negative consequences of such issues being neglected were explained. Case studies were discussed, using the BP-Gulf of Mexico Rig incident of April 2010 and those of Nigeria’s Ogoniland versus Shell in the Niger Delta area and which was taken from the UNEP Ogoni report. Participating students pledged to make new changes should they have opportunities in the future to play active roles in the area of petroleum exploration and production.

TALENT MANAGEMENT AS A RENOVATIONAL AND CONTEMPORARY MOVEMENT

Earlier this year IFTDO Board member, Professor Abdel Bari Durra, was a keynote speaker at the fifth Knowledge Kingdom regional HR conference in Jordan. His topic was the relationship between Talent Management and HRD / T&D. Whilst Talent Management has become a theme of our times the level of understanding in the Arab world remains patchy.



Prof. Durra discussed the following topics:

- Talent Management (TM): A Historical Background
- The Relationship between TM and T&D
- Conceptual Frameworks in Talent Management

As regards the latter, three frameworks were outlined; that from Ali Abdel Wahhab (An Egyptian scholar), the American Society for Training and Development and the Society for Human Resource Management, before presenting his own integrated model. Prof. Durra offered this definition of TM “ the approach of attracting, recruiting, evaluating, developing, rewarding, retaining and deploying the best people in the organization”. Prof. Durra considers TM a basic function of any contemporary HRM department. It is a strategic role in achieving organizational goals. TM is a field of study, a practice, a function and a profession, and an integrated perspective should be adopted in respect of all these components. Furthermore, he considers TM as an open system; one which is composed of the following elements: inputs, process, outputs, the external environment (the immediate and longer term), feedback and the boundaries of the system. All these aspects need to be integrated.

Ed Note:

- Readers may also be interested in a paper entitled “Human performance technology movement (HPT): the principles and implications to the Arab environment”, also authored by Prof. Abdel Bari Durra For further details on either papers please contact Prof. Durra at: info@knowledgekingdom.com.jo.
- Knowledge Kingdom is an IFTDO member. They provide training services, consultation and research for organizations in both the public and private sector; within and outside Jordan,

Introduction

In a major report in 2013 the ILO talk of “a generation at risk” (ILO, 2013). Similarly, a special report for the UKs Financial Times in 2014 suggest the world risks “losing the next generation” (Murray, 2014). The issue underpinning both these reports is youth unemployment and the consequences of such for youth development, the transition into adulthood, career development and indeed the economic prospects of those countries with high levels of youth unemployment. Of the world’s 200m jobless people 75m are under the age of 25 according to the World Bank. The ILO report that youth unemployment and its scarring effects are particularly prevalent in three regions: the European Union, the Middle East and North Africa. In these regions youth unemployment rates have continued to soar since 2008. In developing countries where 90 per cent of the global youth population lives, stable, quality employment is especially lacking. Here governments face major challenges regarding the quality of available work for young people. Significant demographic shifts in some developing countries are making the task of finding jobs for young people even more challenging. In sub Saharan Africa, for example, the labour force is growing by about 8m people a year while in south Asia the figure is a staggering 1m a month (World Development Report 2013).

This feature compliments and develops on issues raised in the 'UN Skills for Employability' report earlier in IFTDO News. It seeks to provide a platform for debate, discussion and further research within IFTDO about this key issue of our time.

Policy Frameworks

UN

The aim of the United Nations Inter-Agency Network on Youth Development (IANYD) is to increase the effectiveness of UN work in youth development by strengthening collaboration and exchange among all relevant UN entities. It seeks to identify key joint priorities and plan collaboratively to implement related initiatives; share good practices and expertise and to promote effective cooperation among the entities in programming at country and regional levels. The UN’s SWAP (System-wide Action Plan for Youth) aims to enhance coherence and synergy of United Nations system-wide activities in key areas related to youth development as well as building a concrete plan of action for the coming years. The SWAP guides the priorities of the IANYD and sets a clear focus for the work of its member entities in the field of youth development.

ILO

The ILO is the lead body on several major initiatives which ultimately sit under the UN SWAP framework. They are influential themselves in determining policy and in seeking to raise awareness and understanding about youth development issues. Priority areas include: i) employment and economic policies to increase aggregate demand and improve access to finance; ii) education and training to ease the school to work transition and to prevent labour market mismatches; iii) labour market policies to

target employment of disadvantaged youth; iv) entrepreneurship and self employment to assist potential young entrepreneurs; and v) labour rights that are based on international labour standards to ensure that young people receive equal treatment.

From such a policy backcloth four broad initiatives as regards practice can be identified.

Education for All

Education is the foundation for development and a vital catalyst for growth. Overwhelming statistical data points to the link between education and subsequent improvements in individual prosperity and well being. According to the UN an estimated 58 million children worldwide are not going to school. This does represent progress of sorts; estimates suggest a fall from 61m in 2010 - some testimony perhaps to the myriad of initiatives that operate across the globe.

However, the UN Education, Scientific and Cultural body which released statistics in June admitted that there is no chance whatsoever that the Millennial goal of universal primary education by 2015 will be met. According to UNESCO, the situation is particularly dire in sub-Saharan Africa, where a population boom has left more than 30 million children out of school. Most of them will never embark on an education, while those who do are unlikely to finish their studies. More than a third of children in the region who entered the education system in 2012 will leave before reaching the final year of primary school.

Slum 2 School



Slum-2-School is a non-profit initiative aimed at improving access to quality education for children in hard-to-reach slums in Nigeria. Slum 2 School has engaged over 3000 volunteer young people from 25 countries to work with and mentor disadvantaged children living in slums and remote communities. The initiative not only helps children gain access to basic education but provides an excellent personal development opportunity for those that volunteer.

See more at: <http://slumtoschool.org/> and IFTDO News 2, 2014

The official figures on children not in school are troubling enough. Further concerns are generated when one looks closely at two issues; firstly the quality of provision in poor countries and secondly the indicators used alongside policy initiatives. The Campaign for Education, a collaborative partnership of national, regional and international civil society organisations, teachers' unions and child rights campaigners highlights that data on children who do attend may mask a serious issue of poor quality provision. The organization reports that more than half of the grade V rural students in India were found to be unable to read a grade II language text. Countries across Africa and Asia have resorted to meeting rising demand for education by employing contract and untrained teachers. In Togo, for example, only 15% of primary school teachers have the appropriate training, and Ghana, Liberia and Sierra Leone each have less than 50% trained. Furthermore, the report argues that oversized classes often compound such problems. In the Central African Republic there is an average of 90 children per teacher, and in Chad, Rwanda and Malawi an average of over 60 children per teacher.

As regards measures of progress Elaine Ulterhalter (Institute of Education, UK) highlights how indicators to assess EfA have subtly changed, ultimately diluting global efforts. The Dakar declaration in 2000 established a framework for EfA and included attention to childhood education, adult learning and importantly quality in education provision. However, Ulterhalter argues that the MDG framework, set out in 2001, reflects a narrowing of the agenda from EfA to universal primary education, from gender equality and concerns with participation and sustainability to a limited notion of gender parity. She asks "Can we do better post 2015"? and suggests the need for two 'new' indicators. The first relates to completion rates, cohorts of children successfully completing primary school. The second is a measure of lifelong learning and empowerment.

Employability

In principle education and training policies play a key role in equipping young people with appropriate skills in the context of changing labour markets and thereby facilitating the transition from school to work. It is recognised that higher educational attainment improves the labour market prospects of young people and that a corollary of low educational attainment is marginalization through unemployment/inactivity. Indeed, on average in the OECD area in 2009, low-skilled youth, who did not complete upper-secondary

Youth for Technology Foundation

The Youth for Technology Foundation (YTF) is an international non-profit, citizen-sector organization who partner with low-income communities in the U.S and rural communities in developing nations to create rich learning environments for young people. YTF's flagship curriculum comprises four programs designed to address key employability skills: a 'can do' attitude, creativity, critical thinking and problem solving.



The application of "appropriate technology" underpins the programs - technology that can be applied to 90% of the population in developing countries. This means primarily mobile phones, the Internet and community radio.

www. <http://www.youthfortechology.org/>

schooling, have an unemployment rate 1.8 times that of tertiary graduates (The Work Foundation, 2013). Interestingly, though, there are six OECD countries (Chile, Greece, Italy, Mexico, Portugal and Turkey) where tertiary graduates have a higher risk of unemployment than low-skilled youth.

Imaginative and innovative practices have influenced the employability curriculum worldwide. The Youth Training Foundation, for example, place an emphasis on fit for purpose technology. Within the employability rhetoric there is sometimes a view that Information and Communication Skills provide the 'magic bullet' in terms of young people's employability skills. However, research suggests a different picture. A study on the links between ICT skills and employability by the US's Technology and Social Change group determined that "ICT skills are almost never the missing link that miraculously transforms employment prospects." Lower wage, lower skill workers face a multitude of other barriers that are much more complex than unfamiliarity with ICT...ICT literacy cannot be isolated from larger social and personal contexts" (Garrido et al, 2012).

Success in converting employability skills into productive jobs largely depends on developing a better understanding of whether the right mix of skills is being taught and learned in equitable and efficient ways, whether economies and labour markets are able to fully utilise their skill potential. The ILO (2013) identify two types of skills mismatch, The first type consists of a mismatch between the supply of and demand for skills and is based on a comparison of the educational attainment of the employed and unemployed. In advanced economies the evidence suggests there is a higher risk of mismatch for those at the bottom of the educational pyramid (see OECD data above). Elsewhere the second type of mismatch is more prevalent; a mismatch between the skills young people possess and those required by their jobs. In this context IFTDO's Tayo Rotimi highlights the importance - at a governmental level - of initiatives such as Nigeria's Industrial Training Fund, in getting better matches between the skills possessed by young people and the needs of industry (see earlier report on UN/IFTDO Workshop - Page 3)

So, whilst the employability agenda has made significant strides over the last 20 years in relation to the supply side a similar attention needs to be given to the demand side within the labour market for 16 - 24 year olds. Enhancing employability is of little use if there are not the jobs that match the skills being generated. Under-utilisation of skills developed through the expansion of higher education for example, can be as problematic as those created by under-education. There must be complementary economic and social policies to promote the stronger and sustainable growth of quality jobs

Paraguay: Helping young people become skilled rural entrepreneurs

The Foundation Paraguaya runs financially self-sufficient schools in rural areas of Paraguay. It offers high-quality education to young, disadvantaged people and equips them with the knowledge and skills needed to become rural entrepreneurs by integrating traditional high-school subjects with practical entrepreneurship training. Foundation Paraguaya is one of three first-prize winners of an ILO Call for Good Practices on Youth Employment.



See You Tube video at: <http://www.youtube.com/watch?v=W8tMpsMXaec>

Entrepreneurship

Entrepreneurship now figures prominently in discussions and policy initiatives surrounding the employability and development of young people. It has become increasingly accepted as an innovative approach to integrating youth into today's changing labour markets.

Youth Business International purports to be the only dedicated global youth entrepreneurship network, operating in over 38 countries. Their focus is start-up, helping to provide a combination of training, access to capital, mentoring and other business development services. In 2012 YBI's members helped 11,884 young people to start their own business. YBI estimate that these businesses will go on to create nearly 40,000 additional jobs within three years. Such figures are impressive. However, the bigger picture is one of uncertainty about what works and why. This is particularly true

when it comes to what works best in different contexts. Recognising that there is no 'one size fits all' programme is essential as constraints young people face differ significantly across markets, culture and resources. It was this realisation that led YBI to explore how youth entrepreneurship support initiatives need to be prioritised and adapted in different contexts in order to maximise impact. YBI partnered with the Global Entrepreneurship Monitor, GEM (the world renowned annual study of entrepreneurial activity) to launch the first study of youth entrepreneurship globally, piggy backing on GEM's methodology (Kew et al, 2013).

Sub-Saharan Africa has the highest percentage of youth potential entrepreneurs (60%). However, approximately a third of all young entrepreneurs in this region, with a new or nascent business, are driven to entrepreneurship by necessity. In contrast, while only 17 percent of the youth in Asia Pacific and South Asia would be considered potential entrepreneurs, ten percent of the youth are involved in either nascent or new businesses with the majority (80%) of these youth businesses being opportunity-driven. Main recommendations on the basis of YBI research include:

- keeping a local context at the heart of any programme Context not only varies between countries, but also within them and distinct regional differences should be taken into account. Differences such as ethnicity, language, urban vs rural economic activity and income disparities across regions can hinder initiatives if not properly considered at the outset
- maintaining a focus the main beneficiary: youth are not a monolithic, but rather, a very diverse group. Different categories of youth have different needs and require different support systems.
- female entrepreneurs may have specific needs Youth entrepreneurship needs to take into consideration that female entrepreneurs often have different needs compared to their male counterparts; in regions where the status and freedom of women has been challenged, female entrepreneurs need to be provided with safe spaces
- cultural attitudes to risk-taking can be pivotal: certain cultures - where failure is considered part of the learning process - will more readily welcome a risk-taking approach. In cultures that perceive failure in a negative way this can have a profound impact on how receptive young people are to entrepreneurship

There is clear need for international organizations to continue to focus on innovative pilot projects, programmes and schemes and critically, to research and benchmark activities to identify best practices.

Apprenticeship

Countries such as Germany, Austria and Switzerland are renowned for their Dual System of Apprenticeship. Dual Apprenticeship combines training in the workplace with school-based learning. This model accounts for roughly half of all entries into Germany's vocational system and is strongly associated with labour market success. It is a well resourced system and receives strong financial support. Apprenticeship availability has largely been maintained during the economic downturn. (See Crowley et al, 2013 for an account of success of German Dual System). Outside of this 'magic circle' of Dual System countries many governments are committed to the idea of apprenticeship as a way of providing clear pathways for youth development and transition to work and as contributing to economic growth. However, research suggests a very uneven landscape and real challenges facing countries seeking to build strong and effective apprenticeships.

In research across 11 countries the across both developed and less developed economies the ILO explore this landscape. The largest apprenticeship systems

as a proportion of the labour force are found in Germany and Australia, both at 3.7%. Many of the countries with lower proportions are trying to increase the numbers of apprenticeships. The research report argues it is useful to think of the eleven case study countries in terms of the 'formal' and 'informal' apprenticeship systems that have developed over time. In those countries that have well-established formal apprenticeship systems, such as Germany and Australia, the range of jobs covered by apprenticeships covers

the 'traditional trades', with a concerted effort being made to expand the systems to include newly-emerging jobs. Informal apprenticeship systems exist in countries as diverse as Indonesia, Turkey and the United States. In less developed countries such as Indonesia, India and Egypt, the existence of informal apprenticeships is the result of the multiplicity of micro, small and medium-sized businesses covering every trade. Here employers employ younger workers, sometimes for very short periods of time, and train them on the job to do very specific tasks that are not necessarily easily transferable to other work contexts. These informal apprenticeships are not regulated, and the apprentices generally do not receive any kind of certification.

Indeed, most employment worldwide is in small enterprises. The ILO acknowledge that increasing apprenticeship to the scale needed to combat youth unemployment requires increasing apprenticeship in small businesses. At an OECD conference earlier this year the sorts of constraints were identified including: operations being too limited to provide sufficient scope of apprenticeship training; concern that trained apprentices would be "poached" by other firms, leaving the SMEs with no return on their training investment; and higher relative costs compared to large firms in terms of time devoted to training by experienced. The review also identified what is working in some places to encourage SMEs to take on apprentices: pooling training across small firms; contracts that clarify expectations for post-apprenticeship employment; and public-private cost-sharing schemes. (Evans-Clock, 2014). Empirical case studies of a handful of SMEs in India compared their costs and benefits of providing apprenticeships and found a positive return for the firms as early as the first year following a completed apprenticeship, and in most cases already accruing within the apprenticeship period itself. The report tested the application of a method for providing empirical evidence of the business case for quality apprenticeship: returns on investments (Bothboek, 2014, forthcoming).

In UN and ILO circles interest is high in developing a universal workable model of apprenticeship. However, Steedman (2014) argues that to function

Moving from marginalization through apprenticeships

An ILO project in Zimbabwe is helping improve the quality of apprenticeships in the informal economy. The programme helps young people, particularly those living with disability, find decent work and escape the vicious circle of marginalization and poverty.

Matandike (pictured) is now an apprentice at "Granny's Kitchen," a

restaurant in the central business district of the Zimbabwean city of Mutare. "I can now prepare three-course meals, undertake portion control at ease, as well as construct meat pies and other confectionary products. All these things seemed like an elusive dream prior to my training". http://www.ilo.org/global/about-the-ilo/newsroom/features/WCMS_240400/lang-ja/index.htm



effectively apprenticeship "requires a delicate balancing of costs and benefits to all three parties: employers, apprentices and government. Such equilibrium will differ considerably depending upon any particular countries labour market characteristics". Principled decisions are also required: is apprenticeship for high quality jobs at the cutting edge of business and industry or is it pathway for low-achieving school leavers? This highlights the fundamental importance of the nature of work. The OECD and the ILO are clear that quality apprenticeships can serve as important pathways for a smoother transition from school to work. But they acknowledge that quality apprenticeship need access to quality jobs. Sloman (2014) in a hard hitting Black Paper argues that forces in the global economy have led to a significant deterioration in the prospects for the transition to work for today's younger generation. "Many of the quality entry-level jobs have simply disappeared", pointing specifically to the declining source of many apprenticeships in the craft trades. Sloman indicates that despite the political rhetoric supporting apprenticeships in the UK they have been devalued. Such concerns highlight the challenge captured in Steedman's point, above, about equilibrium and cast a question over the credibility of any universal model of apprenticeship.

Concluding Comments

Two recurring themes warrant highlighting. Firstly, the sheer complexity of youth development worldwide. A feature such as this can only skim the surface of what is going on within different and rapidly changing labour markets. We lack effective systems to track and compare across countries the particular difficulties facing young people. The International Youth Foundation has spearheaded the launch of a Global Youth Well Being Index (Goldin, 2014). The aspiration is to capture the sorts of data upon which initiatives can be made in areas such as health, education and economic opportunities. The progress of such an initiative warrants close attention.

Secondly, the nature of work. We need a clearer picture of how jobs are changing and will change over the next ten years and beyond. Only in such a context can fit for purpose policies and initiatives be developed as regards youth employment and development. If forecasts that the number of quality jobs will decline prove accurate then the skills mismatches at all levels within the young person labour market, that currently impede efforts to address youth unemployment and under-utilisation, are unlikely to be easily resolved. Undoubtedly for some the so called knowledge economy will offer rich rewards and superb development opportunities. However, at the other end of the jobs hierarchy no amount of wishful thinking can remove the fact that for the foreseeable future a proportion of any youth cohort will either be unemployed or take up jobs where qualifications are not needed and only the most rudimentary skills required. Demand side issues need urgent attention. How can the champions of the dominant paradigm within education and training, one that espouses qualifications for worthwhile employment, square this circle without genuine change within this aspect of the labour market.

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The Open Organization: A New Era of Leadership and Organizational Development, Philip A. Foster; Ashgate

An 'open organization' is defined as the sharing of ideas, knowledge, resources, and skills across organizational, generational and cultural boundaries within, and in some cases outside, the organization. This book highlights the challenges many 21st century organizations face in the way human capital is engaged and offers some new ideas and solutions to organizational leaders to rethink traditional organizational models



The book is divided into three distinct parts; the first explores the foundations of an open organization, covering the evolution of leadership and organization theories; the second discusses the elements of such an organization, its structure, culture and decision-making functions; while the third examines the 21st century organization, questioning who should go 'open' and reviewing the reality of creating this type of organization and addressing the matter of bringing about change.

Foster provides a sound critique on how far many organizations have moved from the closed, bureaucratic systems of the past. His ideas of how organizations might best operate in a world where adaptability "isn't just a competitive advantage...it's a requirement for survival", whilst less convincing, warrant attention and debate. In the early days of debate about the learning organization one chief exec is reputed as arguing that learning warranted between the number one goal of the organization. Not dissimilarly this book discusses how the focus of an open organization is first and foremost the members of the organization. An open organization does not necessarily mean better decisions are made but rather that the workforce can respond more quickly because they have access to collective knowledge and can make use of it. Overall, though, the positioning and management of learning remains somewhat implicit.

There are some tough ideas to get one's head around in this book. It remains to be seen if this new 'big idea' will have the resonance, attraction and sustainability of something like the learning organization, which continues to provide organizational leadership with frame of reference, if not model, for the role of learning in organizational development. But, it is worth a look to be part of the debate.

Awaken the Genius Within; A Guide to Lifelong Learning Skills Samuel A. Malone; Glasnevin Publishing

Few involved in learning and development will not have come across adults who doubted their ability to continue learning beyond formal schooling. Learning can be scary, particularly learning about yourself but what Malone seeks to do in this book is dispel the myths that surround LIFELONG learning as a privileged activity or something demanding an IQ of over 150! Early on he makes the point that we are all born with the "most amazing computer" in our heads..."but it doesn't come with an instruction manual"! Malone argues the brain needs oxygen, nutrition and love to survive and thrive" and so it is with learning. The book does not profess to supply all of these but rather to provide something of a road map through the key enabling skills that constitute lifelong learning.



Each of the book's eight chapters addresses one of these enabling skills. They include concentration, reading skills, learning maps, learning from mistakes, memory and creativity. Learning from mistakes is particularly interesting, with examples drawn from political and corporate life....In one sense Malone states the obvious when he says "if we fail to learn from our mistakes we will go making them" but in how many organizations is his argument that mistakes should be seen as learning opportunities simply empty rhetoric ?

The topics covered in the book are not uncharted territory. But what Malone succeeds in doing is to bring a blend of applied research, interesting anecdote and practical experience to construct a set of powerful arguments as regards practice. Each chapter has clear objectives and concludes with a concise, action oriented summary. Whilst some of these remain somewhat rhetorical e.g. "Take responsibility for your own learning" in the main there is plenty for the reader to address. One missing perspective is that of 'reflective learning'. In the context of 'learning from mistakes' the ability to assess critically the assumptions and behaviours of both self and others is surely a fundamental part of lifelong learning.

It is to be hoped that use of the word "genius" in the title is not off putting. It should not be. The way the book is constructed and written makes it accessible to a wide audience: students, working professionals and indeed anyone who "wants to develop and maintain a sharper mind". It is a sound introduction to learning outside of the formal classroom. As such it a worthy addition to available resources in this field.

Samuel Malone has a long standing involvement with the Irish Institute of Training and Development (see also Page 8).

Kirkpatrick Revisited

In a White Paper written for the American Association of Management James Kirkpatrick, Director of the First Indiana's Bank Corporate University and Don Kirkpatrick's son, revisits his father's influential model of evaluation. Whilst acknowledging the model has formed the flagship of evaluation for 50 years Kirkpatrick (Junior) argues it is poorly applied in practice. Most organizations he suggests do not get past Level 2; "many do not get past administering Level 1 Reaction or 'Smile' Sheets". The White Paper focuses attention on Level 3 – "the missing link because neither learning nor the business seem to take ownership of it". Kirkpatrick draws on case study material to demonstrate how organizations have sought to develop the traditional model. One such development is the use of evaluation hybrids. For example, the development of a questionnaire which is not simply targeted at Level 1 but which addresses and integrates Levels 1, 2 and 3. Kirkpatrick also notes a range of follow up practice which he argues is again rarely practiced. Specific methods might include videotaped sessions for review, virtual learning opportunities for the refreshment of past learning, action planning, the sharing of common and best practices, connecting participants to one another for reinforcement and support, and Level 3 and 4 evaluation.

The full White Paper can be accessed from the AMA web site at http://www.amanet.org/site-search-results.aspx?search_terms=Maximizing+Training+Impact

The Value of HRD

Building on strategic HRM literature, this study investigates the effects of various HRD dimensions on organizational performance. The article identifies four distinct dimensions of HRD that reflect either quantitative or qualitative approaches from either managerial or employee perspectives. The research

reported upon involved multi-source data collected from 207 manufacturing companies at three time points over a 5-year period. A series of structural path analyses confirm that HRD improves employee commitment and competence, which in turn determine the financial performance of the organization. The analysis also demonstrates synergistic interactions between the quantitative and qualitative dimensions of HRD in predicting employee outcomes. This study elaborates the distinct values of different dimensions of HRD and highlights the significance of employee outcomes as the mediating mechanism between HRD and firm performance. The findings provide practical guidelines in designing and implementing HRD programs for organizations highlighting that organizations will not accomplish the intended benefits of HRD unless they achieve employee buy-in of the HRD programs on the basis of employee perceptions of benefits.

Multiple dimensions of human resource development and organizational performance; Sun Young Sung and Jin Nam Choi; *Journal of Organizational Behavior*; 35 (6) 2014

Action Learning

The Training Journal is running a four part series looking at the fundamentals of action learning. In the first Dr Richard Hale, Professor in Management Development at the International Management Centres Association Business School looks at the origins of action learning and its role in organizational success. Hale revisits the work of Reg Revans and explores how current interpretations of action learning relate to this pioneering work. He questions if action learning is most appropriately thought of as a training method, noting that Revans was concerned first and foremost with providing a system to support organizational development and innovation, usually with an eye on a higher purpose. In the second of the series Hale explores knowledge mapping. Key steps in knowledge mapping are identified and explained. The articles offer an accessible reminder of both the potential of action learning and how it might best be deployed. The third and fourth articles in the series will be worth waiting for. Also worth noting are the you tube clips produced by Hale on action learning; see for example <http://www.youtube.com/watch?v=DZmipylQqyM>

Hale, R., The Fundamentals of Action Learning, *Training Journal*, August, 2014

Hale, R., Knowledge Mapping; *Training Journal*; September, 2014

Human Performance

Routledge Journals has made selected articles from *Human Performance* available with free access until December 31, 2014. This comprehensive reading list contains highly read articles focusing on the topics of: task performance, social desirability, leadership, and employee behaviors within the workplace. Access this reading list by going to: <http://explore.tandfonline.com/content/beh/hhuprl>



CALENDAR

12th International Conference on Knowledge, Economy and Management, 27 – 30 November, Antalya, Turkey. Organized by Istanbul Medeniyet University and University of Wisconsin Milwaukee ICKEM brings together researchers and practitioners to exchange and share their experiences and research. More details at: <http://beykon.org/eng/Default.aspx>

Learning & Development Conference; 25-28th November, Nicosia, Cyprus. Organised by the European Training & Development Federation (ETDF) and the European Association for Practitioner Research on Improving Learning (EAPRIL). Keynote speakers include Stefaan van Hooydonck (Dean

of Philips Lighting University) "Transformational Corporate Learning in the 21st century: Case Philips" and Dr. Stephen Billett (Griffith University, Australia) "Exploiting the potential of workplaces as learning environments for initial and ongoing occupational development". More details from: http://www.eapril.org/education_learning

Chartered Institute of Personnel and Development (CIPD) Performance Management Conference, 2 – 3 December, 2014, London. This two-day conference and workshop provides practical advice and tips on increasing engagement and productivity with innovative performance management strategies. More details from: <http://www.cipd.co.uk/events/performancemanagement>

6th International Conference on E-Education, E-Business, E-Management and E-Learning,

9 – 10 January, 2015, Doha, Qatar. Organised by IC4E this event is one of the leading international conferences for presenting novel and fundamental advances in the field. For more details see: <http://www.ic4e.net/>

International Conference on Human Resources Development and Management, 23-24 January, 2015 Guangzhou, China. This conference provides opportunities for the delegates to exchange new ideas and application experiences face to face, to establish business or research relations and to find global partners for future collaboration. More details from: <http://ichrdm2015.weebly.com/>

Learning and Skills 2015, 28 - 29 January 2015, Olympia, London. In conjunction with Learning Technologies 2015 this event purports to be Europe's leading showcase of workplace learning and development. The event features over 150 free L&D seminars and over 250 exhibitors. More details at: <http://www.learningtechnologies.co.uk/Content/LEARNING-AND-SKILLS#sthash.DsQptEH5.vU4rJTsg.dpuf>

Training 2015 Conference and Expo', 9-11 February, Atlanta, USA. Produced by *Training* magazine, the conference aims to give attendees the very best in skill-building content, covering all aspects of online and instructor-led training. Visit web site at: <http://www.trainingconference.com/2015/index.cfm> for more details and free webinar previews

ATD International Conference & Exposition, 17 – 20 May, 2015, Orlando, USA. One of the largest events in the field, the conference features world-renowned speakers and over 400 exhibitors. "ATD 2015 will provide the tools and resources necessary to move you and your organization forward" (conference web site). More details from: <http://www.atdconference.org/index.cfm?do=cnt.page&pg=2020&a=1>

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These Scholarships provide support for beneficiaries to attend the annual IFTDO Conference. Beneficiaries must be resident in a developing country as defined by the International Statistical Institute and must meet the following criteria:

- Participants from countries ravaged by war or just recovering from war or other hostilities
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- Indigent research students in Universities or equivalent institutions
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