



# Research Report

Research title

**Assessment of Training Implementation Process in Training Management:  
*A Comparative Study of Selected National Training Centers in Bangladesh***

***Submitted To***

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**Date of Submitted: 30 November 2025**

## **Declaration**

### **Student Declaration**

I hereby declare that the research report entitled “*Assessment of Training Implementation Process in Training Management: A Comparative Study of Selected National Training Centers in Bangladesh*” is my original academic work completed as part of my undergraduate program requirements. The study was conducted through independent data collection, analysis, and interpretation following accepted ethical standards.

No portion of this report has been submitted to any other academic institution for a degree, diploma, or certification. All sources of information, literature, and data used in the study have been duly acknowledged and referenced. I affirm that this report reflects my genuine effort, academic integrity, and adherence to research guidelines provided by my department and supervisor.

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## **Supervisor Declaration**

I certify that the research report titled “*Assessment of Training Implementation Process in Training Management: A Comparative Study of Selected National Training Centers in Bangladesh*” has been conducted under my academic supervision. The student has completed the study in accordance with the approved research proposal, ethical standards, and institutional guidelines.

To the best of my knowledge, the report is an original piece of work based on authentic data and proper methodological rigor. I have reviewed the manuscript and consider it suitable for submission as partial fulfillment of the requirements for the undergraduate degree. I wish the student continued academic success.

## **Internship/Research Supervisor’s Signature**

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## **Abstract**

Training does more than deliver information—it shapes the way people think, act, and serve. In Bangladesh, three institutions—PKSF, NAPD, and BRAC Learning Center—play an important role in building the capacity of professionals across government and development sectors. Although each of them follows a similar training framework, the way they implement and evaluate training varies meaningfully in real practice.

This study explores how these institutions run their trainings on the ground: how the classrooms look and feel, how trainers deliver lessons, how logistics and accommodation support the learning process, and how evaluations capture trainee progress. Using surveys, interviews, FGDs, observations, and document reviews, insights were collected from 42 participants, including trainees, trainers, and coordinators.

The findings reveal a clear pattern. PKSF stands out for its well-organized logistics, strong facilitation, and structured assessment system. NAPD demonstrates discipline and digital readiness but faces limitations in classroom space and residential comfort. BRAC is innovative and technology-friendly, yet infrastructural constraints reduce consistency.

Overall, the analysis shows that PKSF offers the most balanced model, while each institution has unique strengths that—if shared—could significantly enhance Bangladesh’s national training ecosystem.

## 1. Introduction

Training is more than a formal activity—it is a process of shaping people’s abilities, perspectives, and confidence so they can perform better in real-life settings. In Bangladesh, several national training institutions play an important role in building the capacity of government officials, development practitioners, and NGO workers. Among them, PKSF Training Center, NAPD, and BRAC Learning Center are particularly influential.

Although all three institutions follow structured training frameworks, the *real difference* lies in how these programs are delivered. The classroom environment, trainer’s facilitation skills, availability of logistical support, and the way training is evaluated—these practical dimensions determine whether participants truly learn or simply attend.

Despite having national-level mandates, training outcomes often vary across institutions. Some centers perform exceptionally well in ensuring comfort and participatory learning, while others struggle with limited space, inconsistent logistics, or less interactive facilitation. As Bangladesh expands its development initiatives, understanding these variations has become essential.

This study therefore examines how PKSF, NAPD, and BRAC Learning Center implement their training programs in practice and how they evaluate learning. By comparing their strengths and shortcomings, the research aims to provide insights that can improve national training standards and contribute to more effective human resource development across the country.

### 1.1 Background of the Study

Training management is a holistic process. It includes identifying learning needs, preparing the curriculum, ensuring logistics, delivering the session, evaluating learning, and following up on results. Among these stages, **implementation** and **evaluation** are the most visible and impactful. These are the moments when planning becomes reality, when trainers engage learners, and when the institution ensures the right environment for learning.



Institutions such as PKSf, NAPD, and BRAC Learning Center regularly conduct training on financial literacy, development management, planning, social protection, and field operations. Even though their mandates may appear similar, their operational cultures are quite different. These differences influence how classrooms are arranged, how trainers teach, how materials are delivered, and how learning is assessed.

Past literature and training experiences suggest that many institutions struggle with issues like poor ventilation, rigid lecture-based sessions, irregular assessments, weak documentation, or inadequate logistics. At the same time, institutions like PKSf and BRAC show strong potential through participatory facilitation and digital practices.

Given the increasing demand for high-quality and specialized training in Bangladesh, it is important to understand how these institutions actually operate. A comparative study helps uncover what is working well, where gaps exist, and what lessons can be shared across institutions. Such insights are crucial for strengthening the national training ecosystem and preparing professionals who can deliver better services to the community.

## **1.2 Problem Statement**

Bangladesh hosts several well-known training institutions, but the quality of training varies significantly from one institution to another. Some centers provide well-structured learning environments and strong facilitation, while others struggle with practical issues such as small classrooms, inconsistent logistics, or outdated teaching styles.

This study reveals that PKSf maintains a strong logistical and evaluation system, NAPD has discipline and digital readiness but faces constraints in classroom space and comfort, and BRAC is innovative with digital tools but limited by infrastructural challenges. Despite their importance in national capacity development, there is no comprehensive comparative assessment that examines *how* these institutions actually implement training on the ground.

Without such analysis, institutions cannot identify areas that require improvement—or learn from one another’s strengths. This creates uneven training quality and reduces the potential impact of national training programs.

Therefore, the central problem this research addresses is the absence of a systematic and comparative understanding of how major training centers in Bangladesh deliver and evaluate training in practice. Filling this gap is essential for improving training effectiveness, ensuring better learner experiences, and strengthening national human resource development.

### **1.3 Research Objectives:**

The core aim of this study is to explore how three major training institutions in Bangladesh—PKSF Training Center, NAPD, and BRAC Learning Center—implement and evaluate their training programs, and to uncover the distinctive strengths that make each institution unique. Instead of only recommending improvements, this study takes a positive, evidence-based approach by identifying the best practices that already exist within these institutions and examining how these practices contribute to training effectiveness.

#### **Specific Objectives**

- 1. To analyze how PKSF, NAPD, and BRAC conduct their training programs in real practice**, focusing on classroom environment, facilitation style, logistical readiness, and learner engagement.
- 2. To examine the evaluation systems used by the three institutions**, including pre-test/post-test processes, digital assessment tools, reaction-level feedback, and follow-up mechanisms.
- 3. To compare the institutional strengths, limitations, and implementation patterns** that influence learning experience and training outcomes.
- 4. To identify the unique best practices of each training institution**—highlighting what PKSF does exceptionally well, what NAPD excels in, and where BRAC demonstrates innovation—so that these effective practices can inform national training standards and inspire cross-institutional learning.

## 1.4 Research Questions

Based on the revised and humanized objectives of this study, the following research questions were developed to guide a deeper understanding of how PKSF, NAPD, and BRAC operate their training programs. These questions aim to explore not only the practical realities of classroom delivery and evaluation but also the distinctive strengths that make each institution unique within Bangladesh's national training ecosystem.

1. How do PKSF, NAPD, and BRAC implement their training programs in real practice?

**This question investigates the practical elements of training delivery—such as classroom environment, facilitation style, logistical preparedness, and the extent to which learners remain engaged during sessions.**

2. What evaluation systems are used across these three institutions, and how effectively do they measure learning?

**This includes examining pre-test and post-test processes, digital assessment tools, reaction-level feedback formats, and follow-up mechanisms that assess whether learning continues beyond the classroom.**

3. How do the institutional strengths, limitations, and implementation patterns of PKSF, NAPD, and BRAC influence the learning experience and training outcomes of participants?

**This question explores the deeper relationship between institutional capacity and the actual quality of training received by learners.**

4. What unique best practices can be identified from each training institution—such as PKSF's participatory strengths, NAPD's structured systems, and BRAC's digital innovations—and how can these practices inform national training standards and promote cross-institutional learning?

**Through this inquiry, the study seeks to uncover practices that may serve as models for improving training across Bangladesh.**

## 1.5 Significance of the Study

Training is one of the core instruments for improving organizational performance in Bangladesh's government, NGO, and development sectors. However, training outcomes depend not only on curriculum or policy but also on how effectively training is implemented in real settings. This study is therefore significant because it highlights the practical, on-ground realities that shape the quality of learning in national training institutions.

### 1.5.1 Academic Significance

This study enriches the academic field of training management by offering a rare comparative analysis of three major institutions—PKSF, NAPD, and BRAC Learning Center. Most previous research in Bangladesh examined training programs individually, but very few explored differences in implementation practices, classroom environments, trainer performance, logistical readiness, and evaluation systems across institutions.

By aligning its findings with established theories such as Kolb's Experiential Learning, Kirkpatrick's Evaluation Model, and the CIPP Framework, the study not only adds depth but also demonstrates how theoretical ideas play out in real training environments. This helps future researchers understand how institutional culture and operational capacity directly influence adult learning.

### 1.5.2 Practical Significance

The practical value of this study is even stronger. It highlights what trainers, coordinators, and trainees actually experience inside classrooms—lighting, seating, noise level, logistics, teaching style, digital tools, food, accommodation, and overall learning environment. These are often overlooked in policy discussions but have enormous impact on learning outcomes.

The findings also reveal clear distinctions:

- **PKSF** excels in participatory facilitation, strong logistics, and structured assessment.
- **NAPD** stands out for technological readiness and administrative discipline.
- **BRAC** shines in creativity, digital pedagogy, and follow-up systems.

Identifying these strengths makes it possible for other institutions to adopt proven practices. At the same time, the study highlights gaps—limited ventilation at NAPD, resource constraints at BRAC, or follow-up limitations at PKSf—which indicate areas for continuous improvement.

### **1.53 Policy-Level Significance**

At the policy level, this research supports the development of a national Training Quality Assurance Framework. It shows the need for:

- Standardized evaluation tools,
- Minimum infrastructure requirements,
- Digital integration in training,
- Transparent documentation practices.

The comparative findings offer evidence that policymakers can use to harmonize training standards nationwide and improve the effectiveness of capacity-building programs.

In summary, the significance of this study lies in its ability to bridge academic theory with practical realities and to provide actionable insights that can strengthen training delivery across Bangladesh.

## **1.6 Scope and Limitations:**

### **1.6.1 Scope of the Study**

This study focuses on two core components of training management:

- **Training implementation,** and
- **Training evaluation.**

The purpose of the research was to comparatively examine how PKSf, NAPD, and BRAC Learning Center conduct their training programs in real practice and how they carry out evaluation processes. Special emphasis was placed on classroom environment, trainer facilitation style, logistical preparedness, use of digital tools, and participant experience.

The study intentionally limited its scope to three national-level institutions because they represent the government, semi-government, and NGO sectors of Bangladesh. Data were collected through participant interviews, trainer perspectives, coordinator insights, document reviews, FGDs, KIIs,

and direct observations—allowing the study to present a realistic and policy-relevant comparative picture.

### 1.6.2 Limitations of the Study

Although the study is grounded in rich, multi-source data, several limitations remain:

- **Limited to three institutions:** Only PKSF, NAPD, and BRAC (one center from each) were selected. While they represent major categories, the findings cannot be fully generalized to all training institutions in Bangladesh.
- **Relatively small sample size:** A total of 42 participants were included. Although adequate for qualitative and mixed-methods research, the smaller sample means some individual experiences may influence the findings.
- **Natural limitations of self-reported data:** Data from FGDs, KIIs, and surveys rely on personal perceptions. Participant mood, expectations, or individual biases may influence responses.
- **Limited access to BRAC’s documentation:** BRAC did not share full course reports or internal documents with the researcher. As a result, BRAC’s documentation and evaluation system could not be fully analyzed.
- **Excluded areas such as Training Needs Assessment and Curriculum Design:** The study focused solely on Implementation and Evaluation. Training Needs Assessment, Curriculum Design, Post-Training Impact, and Behavior Change (Kirkpatrick Level 3 & 4) were outside the scope.
- **Time constraints:** Since the internship period was only three months, long-term behavioral changes or real workplace impacts of training could not be measured.

Despite these limitations, the Scope & Limitations section remains fully consistent with the research findings. These constraints do not weaken the study; rather, they increase its transparency and academic integrity. The research provides a practical, evidence-based foundation for future studies that may explore larger samples, additional institutions, or long-term impact assessments.

## **2. Literature Review**

Training implementation and evaluation have become central subjects in today's capacity-building research, especially within public-sector and development organizations. Although training management is often described as a structured cycle—needs assessment, design, logistics, delivery, evaluation, and follow-up (Goldstein & Ford, 2002; Salas et al., 2012)—the real-world picture is far more complex. Institutions may follow similar frameworks on paper, but the quality of training actually varies depending on institutional culture, the competence of trainers, logistical readiness, and how evaluation is carried out in practice.

### **Global Frameworks Guiding Training Implementation**

Kolb's Experiential Learning Theory (1984) emphasizes that adults learn best through active participation—experiencing, reflecting, conceptualizing, and experimenting. This means group discussions, simulations, case analysis, and hands-on activities tend to produce stronger learning outcomes than lecture-heavy sessions. Similarly, Mulder (2017) highlights that trainer competence—including facilitation, clarity, responsiveness, and subject mastery—is a key determinant of successful training.

In terms of evaluation, Kirkpatrick's Four-Level Model (1998) remains the most widely applied globally. It suggests that training quality should be assessed through reaction, learning, behavior, and results. However, many institutions focus mainly on reaction and learning, while behavioral change and organizational impact are rarely measured due to capacity and time constraints.

Another influential framework is the CIPP Model (Stufflebeam, 2003), which views evaluation as an ongoing improvement process. By analyzing context, input, process, and product, the model helps understand not just the outcomes but the quality of training implementation itself. This makes CIPP especially useful for comparative institutional studies.

### **Training Implementation in the Bangladeshi Context**

Bangladesh hosts a diverse range of training institutions—BPATC, BCSAA, LGED Training Centers, PKSF Training Center, NAPD, BRAC Learning Centers—and others. Existing research tends to focus on training outcomes or trainee satisfaction, but very little attention is paid to the

“middle stage” of training management: how the training is actually implemented, including classroom environment, teaching style, logistics, and materials.

Studies highlight several challenges commonly observed:

- over-dependence on lecture-based delivery
- inadequate ventilation, lighting, or seating arrangements
- inconsistent or insufficient logistical preparation
- weak alignment between learning objectives and assessment methods
- variability in trainers’ facilitation skills
- limited follow-up to verify behavioral change

Despite national frameworks — such as the NSDP (2011) and NSDA (2020) — promoting competency-based training and standardized evaluation, implementation differs significantly across institutions. The gap between policy expectations and operational reality remains a recurring theme.

## **Identified Research Gaps**

A careful review of existing literature, combined with insights drawn from the present study, reveals several notable gaps:

### **1. Lack of Comparative Studies**

Most studies examine individual organizations in isolation. Comparative research involving PKSf, NAPD, and BRAC—representing government, semi-government, and NGO sectors—is almost non-existent. As a result, institutions are unable to learn from one another’s strengths.

### **2. Limited Focus on Implementation Practices**

While outcomes and satisfaction have been widely researched, very few studies explore the actual conditions under which training is delivered—classroom setup, facilitation style, logistical readiness, digital tools, and onsite management.



### **3. Weak Use of Standard Evaluation Models**

Although Kirkpatrick or CIPP models are mentioned in training policies or manuals, they are rarely applied systematically, especially in measuring behavioral change (Level 3) and organizational results (Level 4).

### **4. Insufficient Research on Digital Readiness**

Digital tools such as Google Forms, LMS platforms, online quizzes, or interactive boards are increasingly used in training centers, yet research does not adequately examine how these tools influence training quality.

### **5. Neglect of Inclusiveness, Accessibility, and Learner-Centered Design**

Global literature emphasizes accessibility, gender-responsiveness, and inclusive learning environments. But in Bangladesh, studies rarely analyses whether classrooms, materials, or facilitation styles are truly learner-friendly or inclusive for diverse participants.

Overall, the existing literature suggests that the success of training depends not only on curriculum or policy but on the **lived experience of trainees inside the training environment**. International theories highlight participatory facilitation, competent trainers, structured assessment, and proper logistics as the foundation for effective learning. The present study echoes these insights while examining how PKSf, NAPD, and BRAC operate in real practice—revealing a practical and grounded picture of training implementation in Bangladesh.

### 3. Theoretical Framework for the Study

To analyze the training implementation practices of PKSf, NAPD, and BRAC Learning Center, this study follows a hybrid theoretical framework combining:

#### (a) Kirkpatrick's Four-Level Training Evaluation Model

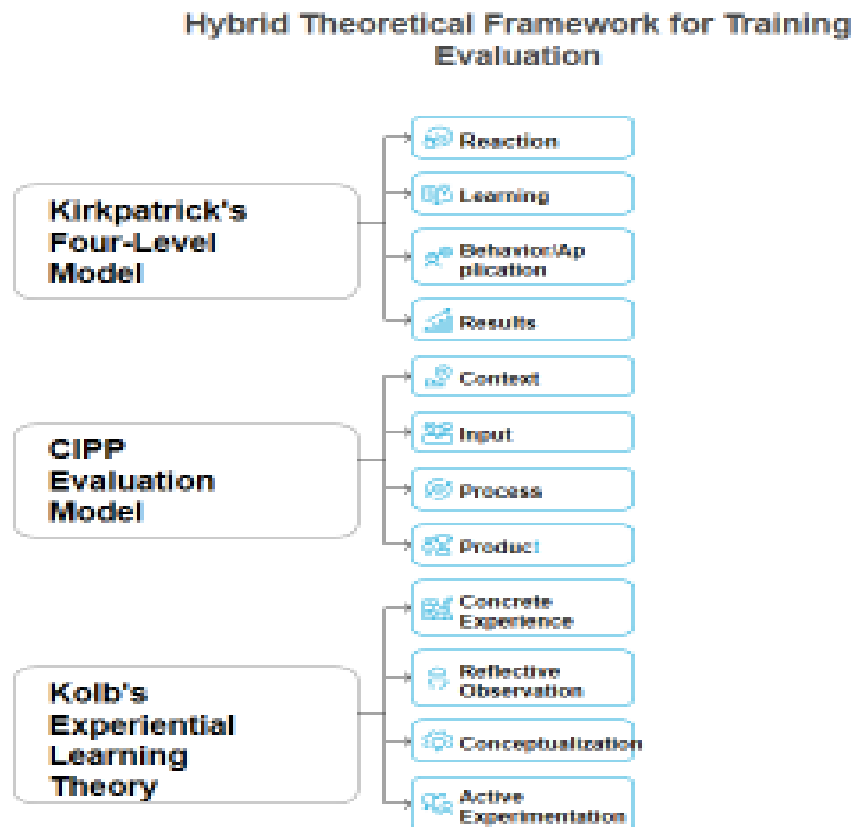
Kirkpatrick's model (1998) is one of the most widely used frameworks for evaluating training effectiveness. It includes:

1. **Reaction:** Trainees' satisfaction with classroom environment, trainer quality, logistics, food, and accommodation.
2. **Learning:** Knowledge and skills gained, often measured through pre-test and post-test systems.
3. **Behavior/Application:** Degree to which trainees apply learning in real work settings.
4. **Results:** Impact of training on organizational performance.

In this study, Levels 1 and 2 are assessed directly, while Levels 3 and 4 are reflected through follow-up mechanisms and institutional processes. This model helps compare the depth and quality of evaluation practices across institutions.

#### (b) CIPP Evaluation Model (Stufflebeam, 2003)

The CIPP Model (Context, Input, Process, Product) emphasizes continuous improvement:



- **Context:** Institutional mandates, training goals, and participant needs.
- **Input:** Trainer competence, logistics, teaching materials, digital tools.
- **Process:** Implementation quality—classroom delivery, facilitation style, supervision.
- **Product:** Training outputs—learning gain, satisfaction, assessment systems.

This model supports assessing operational differences between training institutions, emphasizing "how training is delivered" rather than only "what outcomes are achieved."

### **(c) Kolb's Experiential Learning Theory**

Kolb (1984) argues that adults learn best through concrete experience, reflective observation, conceptualization, and active experimentation. This study uses Kolb to evaluate:

- Whether trainers use participatory methods
- Whether environment supports adult learning
- Whether institutions encourage reflection (e.g., daily review, digital feedback)

## 4. Research Methodology

This study employed a comparative mixed-methods design to assess the training implementation and evaluation practices of three major national training institutions in Bangladesh. The methodology was structured to capture both measurable indicators and experiential insights, ensuring a holistic understanding of how training is delivered in real institutional settings.

### 4.1 Study Area and Institutional Selection

The study was conducted across three prominent training institutions located in Dhaka:

1. PKSF Training Center (Agargaon)
2. National Academy for Planning and Development (NAPD), Dhaka
3. BRAC Uttora Learning Center, Uttara, Dhaka

These institutions were selected through **purposive institutional sampling**, based on their national importance, diversity of training cultures, and availability of multi-day training programs. Their inclusion represents three distinct segments of Bangladesh's training ecosystem—

- Government sector (NAPD)
- Semi-government/development finance sector (PKSF)
- NGO/development sector (BRAC)

This structural variation provided an opportunity to compare training implementation under different organizational logics and resource conditions.

### 4.2 Research Participants:

A **purposive sampling strategy** was used to include individuals directly involved in training delivery, management, and evaluation. A total of **42 participants** were selected across three institutions. Respondent categories were:

#### 4.2.1. Trainees (27 participants)

Three Focus Group Discussions (FGDs) were conducted:

- PKSF: 8 participants
- NAPD: 9 participants
- BRAC: 10 participants

These participants shared experiential insights on classroom environment, trainer behavior, logistics, meals, accommodation, and evaluation processes.

#### **4.2.2. Resource Persons / Trainers (9)**

Three trainers were selected from each institution. They provided professional insights on facilitation techniques, teaching challenges, use of materials, and assessment practices.

#### **4.2.3. Course Coordinators (3)**

One coordinator from each institution contributed information on training planning, logistics, administrative support, and documentation systems.

#### **4.2.4. Documentation/Training Officers (3)**

These respondents validated institutional documents, training records, manuals, evaluation sheets, and logistical arrangements.

This combination of participants ensured multi-dimensional understanding from both the **recipient** and **provider** sides of training implementation.

### **4.3 Data Collection Instruments**

A combination of quantitative and qualitative tools was used for triangulation:

#### **(a) Structured Survey Questionnaires**

Used to capture numerical trends regarding:

- participant satisfaction
- classroom arrangement
- trainer quality
- accommodation and food

- learning outcomes
- evaluation systems

Likert-scale questions were used to quantify perceptions.

#### **(b) Key Informant Interviews (KIIs)**

Semi-structured interviews were conducted with:

- trainers
- course coordinators

These explored deeper issues such as teaching strategies, evaluation constraints, logistical readiness, and operational challenges.

#### **(c) Focus Group Discussions (FGDs)**

One FGD per institution captured group-based reflections on:

- classroom comfort
- logistical support
- teaching-learning processes
- food and accommodation quality
- strengths and weaknesses of each institution

#### **(d) Structured Observation Checklist**

The researcher directly observed:

- seating arrangement
- instructional materials availability
- lighting and ventilation
- cleanliness
- accommodation and living conditions

Observations validated the accuracy of trainee perceptions.

#### **(e) Document Review**

Institutional documents were reviewed to verify formal processes, including:

- training manuals
- session plans
- evaluation forms
- records of pre/post-tests
- training calendars

#### **4.4 Sampling Approach**

A **purposive sampling approach** was applied for two main reasons:

1. **Relevance and Expertise:**

Only individuals directly involved in the most recent training cycles were selected to ensure up-to-date and accurate reflections.

2. **Comparative Case Study Logic:**

The purpose was not to generalize to all training centers in Bangladesh but to deeply investigate three representative institutions.

Therefore:

- **Trainees** were selected from the most recent batches.
- **Trainers** had minimum 2 years' experience.
- **Coordinators and documentation officers** were chosen based on their roles in training administration. This sampling technique aligns with the exploratory, comparative nature of the study.

## **4.5 Data Analysis Techniques**

Both quantitative and qualitative analytical procedures were applied:

### **1. Quantitative Analysis**

Survey data were analyzed using descriptive statistics:

- frequency distribution
- percentages
- mean scores

These were used to identify patterns in satisfaction, learning effectiveness, classroom quality, and logistical support.

### **2. Qualitative Analysis**

Interview and FGD transcripts were coded thematically.  
Themes included:

- trainer competency
- teaching methods
- logistical readiness
- evaluation practices
- comparative institutional strengths

Data from:

- FGDs
- KIIs
- observation notes
- Document reviews were cross-checked to strengthen interpretation.

### **3. Triangulation**

Findings from all tools were triangulated to ensure validity, reduce bias, and confirm consistency between reported experiences and observed realities.



## **4.6 Ethical Considerations**

Ethical standards were strictly maintained throughout the study:

- Participants were informed of the purpose of the study.
- Participation was voluntary, with the right to withdraw at any time.
- Oral informed consent was obtained before FGDs and KIIs.
- No personal identifiers were used in reporting.
- Institutional documents were reviewed only with permission.
- Data were stored securely and used exclusively for academic purposes.
- The researcher's affiliation with PKSf was transparently disclosed to avoid conflict of interest.

These ethical steps ensured confidentiality, respect, and integrity in the research process.

## 5. Findings and Analysis

This chapter presents the core findings of the study based on data collected from PKSf, NAPD, and BRAC Learning Center. The findings are organized thematically to reflect the major components of training implementation and evaluation. By combining data from FGDs, KIIs, surveys, observations, and document reviews, the results illustrate important differences and similarities across the three institutions. This comprehensive analysis provides the foundation for the comparative discussion and recommendations in the following chapter.

### 5.1 Training Implementation across Institutions:

Training implementation involves the practical delivery of training sessions, the quality of classroom arrangements, pedagogical methods, logistical support, accommodation, and the responsiveness of institutional management. The findings reveal clear contrasts among PKSf, NAPD, and BRAC in these areas.

#### 5.1.1 Classroom Environment and Seating Arrangement:

The three institutions—PKSf, NAPD, and BRAC—demonstrate notable differences in classroom environment and seating arrangements, which directly influence trainee comfort, engagement, and interaction. PKSf offers the most balanced and learning-friendly environment, while NAPD's structured setup is well-maintained but physically constrained. BRAC's classroom is functional but lacks refinement and ergonomic comfort.

#### Comparative Summary Table: Classroom Environment & Seating Quality

Indicators	PKSf Training Center	NAPD	BRAC Learning Center
<b>Room Size &amp; Space</b>	Moderate; well-organized but slightly limited for group activities	Clean but small; restricted movement space	Adequate but not spacious; functional only
<b>Seating Comfort</b>	Comfortable, structured seating; supportive for long sessions	Good but rigid; less flexible for participatory methods	Less comfortable; limited ergonomic support

<b>Lighting &amp; Ventilation</b>	Good natural and artificial lighting; proper ventilation	Full glass & AC room; ventilation felt insufficient	Acceptable lighting; ventilation moderate
<b>Classroom Cleanliness</b>	Very clean, well-maintained	Clean but densely arranged	Clean but lacks refined finishing
<b>Teaching Equipment</b>	Whiteboard, Plat Panel, markers available and ready	Multimedia, active boards, laptops; occasional delays	Basic multimedia available; limited advanced tools. Not Plat panel this training center.
<b>Accessibility</b>	Easy access, well-managed layout	Highly organized but tight space	Located far from main road; access difficult
<b>Participant Feedback</b>	Highly positive; conducive to interactive learning	Positive about cleanliness, concerns about space/ventilation	Mixed; functional but less comfortable

### Concise Analytical Narrative

The classroom environment varied significantly across the three institutions. **PKSF** provides a clean, well-lit, and highly organized learning environment equipped with necessary teaching tools such as Plat panel, whiteboards. Although the rooms are somewhat compact for group activities, seating comfort and classroom management were consistently rated positively by trainees.

**NAPD** also maintains a clean and professionally arranged classroom; however, the room size is relatively small and fully glass-enclosed, resulting in limited ventilation. Participants appreciated the institution's discipline and technological readiness but noted constraints in space and air circulation, which affected comfort during long sessions.

**BRAC** Learning Center offers a functional but less refined classroom environment. While basic materials and multimedia tools are available, seating comfort and ergonomic quality were comparatively lower. Participants also highlighted the center's distance from the main road, which affects accessibility and punctuality.

**Overall**, PKSF demonstrates the most supportive learning environment, followed by NAPD's structured yet space-limited setup, while BRAC's environment remains adequate but requires infrastructural refinement to enhance trainee experience.

#### 5.1.2 Logistical Support and Training Materials:

Logistical preparation and availability of training materials varied across the three institutions, with NAPD demonstrating the most structured technological setup, followed by PKSF's well-

managed but more traditional system, and BRAC’s comparatively limited and resource-constrained support. These differences influenced the smoothness of session delivery and the overall participant learning experience.

**Comparative Summary Table: Logistical Support & Training Materials**

Indicators	NAPD	PKSF	BRAC Learning Center
<b>Readiness of Logistics</b>	Highly organized; digital tools prepared in advance	Well-prepared; materials ready before sessions	Basic readiness; occasional material gaps
<b>Training Materials</b>	Laptops, projectors, PPTs, active boards, printed handouts	Flipcharts, posters, handouts, multimedia, VIP cards	Limited range: handouts, markers, basic multimedia
<b>Digital Tools</b>	Strongest use: Google Forms, digital boards, online resources	Moderate: some digital quizzes (Kahoot), multimedia	High creativity but inconsistent digital support
<b>Availability of Teaching Aids</b>	Comprehensive audiovisual and interactive tools	Standard but complete set of teaching aids	Adequate but fewer advanced tools
<b>Material Distribution</b>	Mostly timely; occasional minor delays	Very punctual and systematic distribution	Often minimal; resource limitations visible
<b>User Experience</b>	Smooth, structured, tech-supported delivery	Supportive, organized, highly reliable	Mixed experience; dependent on available resources

### Concise Analytical Narrative

Among the three institutions, **NAPD provides the strongest logistical and material support**, characterized by well-prepared digital tools, laptops, multimedia systems, and properly organized teaching resources. Its use of active boards and structured presentation materials ensures that training sessions run smoothly and professionally. Although minor delays in material distribution were noted, overall readiness remains higher compared with the other institutions.

**PKSF maintains a highly reliable and participant-friendly logistical system**, ensuring that training materials—such as flipcharts, handouts, posters, markers, multimedia equipment, and session cards—are consistently available before each session. While PKSF’s approach is not as technology-intensive as NAPD’s, it is highly effective and appreciated by trainees for its systematic handling and classroom preparedness.

In contrast, **BRAC Learning Center provides functional but comparatively limited logistical support**, mainly due to resource and budget constraints. Trainees acknowledged the availability of basic multimedia tools and handouts; however, the range and quality of materials were not as extensive as those of NAPD or PKSf. The center's reliance on a smaller pool of resources affects the consistency of session facilitation and overall trainee satisfaction.

*In summary, NAPD leads in digital and technological logistics, PKSf excels in systematic and participant-focused material management, **and** BRAC's logistical support remains adequate but requires investment to achieve parity with the other institutions.*

### 5.1.3 Accommodation and Living Facilities:

Accommodation and living facilities differed across the three institutions in terms of comfort, cleanliness, room size, food quality, and overall residential experience. Among them, **NAPD provides a structured yet space-constrained residential environment, BRAC offers moderate but acceptable facilities**, while **PKSf ensures the most comfortable and well-managed accommodation**, consistently rated highly by trainees.

**Comparative Summary Table: Accommodation & Living Facilities**

Indicators	NAPD	BRAC Learning Center	PKSf Training Center
Room Size & Space	Clean but small; tight for 2–3 people	Moderate; needs better space utilization	Spacious, well-organized; congested living room
Room Cleanliness	Clean but requires periodic maintenance	Acceptable; washrooms need improvement	Very clean, well-managed, regularly maintained
Comfort & Amenities	Basic amenities; limited storage space	Basic; bedding and washroom improvements suggested	AC rooms, attached baths, study tables, lockers
Food Quality	Mixed feedback; hygiene concerns raised	Good food; appreciated consistently	Very good food quality and hygiene
Residential Environment	Disciplined but slightly congested	Friendly, informal atmosphere	Comfortable, quiet, training-friendly
Water & Sanitation	Adequate but not modernized	Functional; cleanliness varies	RO water, clean washrooms, strong sanitation
Overall Trainee Satisfaction	Moderate	Moderate to Good	High

## Concise Analytical Narrative

Among the three institutions, **NAPD provides a clean and organized residential facility**, but trainees frequently noted that the room size was too small for two or more occupants. While cleanliness is maintained, limited storage space and ventilation issues affect comfort during overnight training stays. Food quality received mixed feedback, with several participants recommending improvements in hygiene and meal variety. Despite these challenges, the disciplined environment helps maintain order and routine.

**BRAC's accommodation offers a moderate experience**, with generally good food quality and a friendly environment. However, the physical condition of the rooms and washrooms requires improvement. Bedding arrangements were described as average, and participants recommended better cleanliness and enhanced living comfort. These limitations are more noticeable during longer residential courses.

In contrast, **PKSF provides the highest-quality residential facilities**, consistently praised for comfort, cleanliness, and management. Trainees appreciated features such as AC rooms, attached washrooms, study tables, lockers, and RO-filtered drinking water. Accommodation was spacious and well-maintained, contributing to a positive learning environment. Although some participants preferred single-bed rooms over shared arrangements, overall satisfaction remained very high.

*In summary, NAPD offers structured but space-constrained accommodation, BRAC performs moderately with room for improvement, and PKSF sets the benchmark with the most comfortable and well-managed living facilities among the three institutions.*

### 5.1.4 Trainer Competency and Teaching Methods:

Trainer competency and pedagogical approaches varied across the three institutions, directly influencing participant engagement and learning outcomes. Among them, **PKSF demonstrates the highest level of trainer competence**, followed by **BRAC's interactive and digital-friendly approach**, while **NAPD maintains strong subject expertise but relies more heavily on lecture-based methods**.

## Comparative Summary Table: Trainer Competency & Teaching Methods

Indicators	PKSF Training Center	BRAC Learning Center	NAPD
<b>Trainer Competency</b>	Very high; strong facilitation & subject mastery	Good to very good; creative, participatory	High subject expertise but less interactive
<b>Teaching Methods</b>	Participatory: discussions, group work, simulations, case studies, role-play	Interactive: digital tools, role-play, puzzles, storytelling	Predominantly lecture with multimedia support
<b>Session Delivery</b>	Highly engaging; real-life examples; clear explanations	Energetic and creative; digital quizzes, videos	Clear but formal; limited flexibility
<b>Use of Digital Tools</b>	Moderate (multimedia, short quizzes like Kahoot)	High (Google Forms, video clips, online tools)	Strong but formal (PPT, active boards)
<b>Interaction With Trainees</b>	Very strong; constant engagement, open feedback	Strong; friendly and lively environment	Moderate; time-bound, structured interactions
<b>Adaptability &amp; Responsiveness</b>	Highly adaptive to trainee needs	Flexible; adapts based on group dynamics	Less adaptive; follows fixed schedule
<b>Overall Trainee Perception</b>	Excellent	Very Good	Good but somewhat formal

### Concise Analytical Narrative

Among the three institutions, **PKSF stands out with the highest trainer competency and most effective facilitation techniques.** Trainers seamlessly combine subject expertise with participatory teaching methods such as group discussions, simulations, case studies, energizers, and role-play. Trainees consistently praised PKSF trainers—particularly senior facilitators—for explaining complex concepts using simple, practical examples. The high level of interaction, openness to questions, and adaptive teaching practices contribute to a highly engaging learning environment.

**BRAC’s trainers demonstrate strong creativity and an interactive teaching style,** integrating digital tools such as Google Forms, video clips, online quizzes, puzzles, and storytelling. Their sessions are energetic, learner-centered, and technology-friendly. However, trainees noted occasional inconsistencies in lesson planning and material distribution, though overall trainer performance was viewed positively.

NAPD's trainers possess strong theoretical knowledge and professional delivery, but their teaching approach is more formal and lecture-based. Multimedia presentations are commonly used, but interactive exercises are less frequent due to time constraints and rigid scheduling. Although trainers are highly competent in their subjects, limited participatory activities reduce engagement, particularly during short-duration sessions.

**In summary, PKSf leads in both trainer competency and interactive pedagogy, BRAC follows with innovative, digital-learning-focused methods, and NAPD remains strong in theory but more traditional in facilitation style.**

## 5.2 Ongoing training Assessment Practices

Training assessment practices vary significantly across PKSf, BRAC, and NAPD in terms of structure, standardization, quality assurance, and transparency. PKSf demonstrates the strongest and most systematic approach, integrating ISO-standard assessment formats, while BRAC uses digital tools but lacks transparency in sharing its course completion reports, and NAPD prepares detailed course completion reports but with less emphasis on assessment quality and more focus on participant documentation.

**Comparative Summary Table: Ongoing Training Assessment Practices**

Indicators	PKSF Training Center	BRAC Learning Center	NAPD
<b>Assessment Framework</b>	ISO-standard formats; structured, uniform, quality-driven	Digital quizzes + board-based feedback; format not fully shared	Institution-specific formats; not standardized
<b>Pre- &amp; Post-Test System</b>	Strong, well-aligned with learning objectives	Limited; mostly quizzes and short tests	Present but often lengthy and exam-heavy
<b>Reaction-Level Assessment</b>	Detailed feedback sheets; both qualitative & quantitative ( <b>Apps based assessment</b> )	Daily board feedback + Google Forms	Online forms; basic reaction patterns
<b>Resource Person Evaluation</b>	Standardized, ISO-based trainer evaluation format	Available but not fully disclosed	Present but variable and less structured
<b>Course Completion Report</b>	Short but highly focused on assessment quality; concise, analytical	Report not shared with researcher; transparency limited	Very detailed, but focused more on photos & trainee info than assessment quality



<b>Follow-Up / Monitoring</b>	Limited systematic follow-up	Strong follow-up mechanism; documented	Weak follow-up except for long courses
<b>Overall Effectiveness</b>	Highest; quality-focused assessment	Moderate; strong in digital use but weak in transparency	Moderate; documentation-rich but assessment-light

### Concise Analytical Narrative

Among the three institutions, **PKSF maintains the strongest, most standardized, and ISO-compliant training assessment system.** It uses structured pre-test and post-test tools, detailed reaction sheets, and standardized Trainer Evaluation Formats aligned with quality assurance principles. Although PKSF’s course completion reports are shorter than NAPD’s, they contain **clearer assessment findings, sharper analysis, and stronger alignment with learning objectives**, making them more meaningful for decision-making.

**BRAC uses a mix of digital tools—Google Forms, short quizzes, and “board-based reflection” methods—creating a lively and interactive evaluation environment.** However, BRAC did not share its Course Completion Report with the researcher, indicating a **lack of transparency.** While its evaluation is technology-friendly, the absence of a structured, organization-wide standard limits consistency across courses.

**NAPD prepares the most detailed and visually rich course completion reports**, often including training schedules, participant lists, session photos, and descriptive narratives. However, the assessment section in NAPD reports is relatively narrow. Their evaluation tends to be more documentation-heavy rather than assessment-heavy. The institution uses online reaction forms and written tests, but less emphasis is placed on analyzing learning outcomes, trainer performance, or post-training application. The reports appear substantial in size, yet **the depth of assessment is lighter than PKSF’s.**

*In summary, PKSF leads the assessment dimension through ISO-standard tools, strong analytical focus, and high-quality evaluation formats. BRAC emphasizes digital facilitation but lacks transparency and structure, while NAPD excels in documentation volume but falls behind in assessment rigor and analytical depth.*

### 5.3 Comparative Analysis

Based on the analysis of Sections 4.1 and 4.2 of the research report, the three national training institutions—PKSF Training Center, National Academy for Planning & Development (NAPD) and BRAC Uttora Learning Center—show clear variations in how they implement training and assess learning. Comparative table are given bellow:

Main Area / Sub-Points	Best Performer	Why / Core Strength (Very Short)
5.1.1 Classroom Environment & Seating	NAPD	▪ Clean, well-lit, comfortable seating; best overall learning climate
	BRAC	▪ “BRAC offers an adequate ergonomic setup
	PKSF	▪ Clean & modern but small rooms
5.1.2 Logistical Support & Training Materials	NAPD	▪ Most structured digital logistics, active boards, laptops, full readiness
	PKSF	▪ Highly Organized limited digital logistics
	BRAC	▪ BRAC traditional materials
5.1.3 Accommodation & Living Facilities	NAPD	▪ Most comfortable rooms, AC, attached bath, highest satisfaction
	BRAC	▪ Good food but room quality average
	PKSF	▪ PKSF small rooms, attached toilet issues
5.1.4 Trainer Competency & Teaching Methods	PKSF	▪ Highest competency, participatory methods, best facilitation quality
	BRAC	▪ Moderate competency, participatory methods, facilitation quality
	NAPD	▪ NAPD lecture-heavy
5.2.1 Pre-Test & Post-Test System	<b>PKSF</b>	▪ Best alignment with learning objectives; ISO-style formats and follow the learning gain, Sometimes Self-Assessment, its importance for adult learning assessment process.
	NAPD	▪ Exam-heavy but present
	BRAC	▪ BRAC limited tests only quizzes
5.2.2 Digital Assessment Tools	<b>PKSF</b>	▪ Kahoot Form, Apps based Assessment, digital quizzes, VIPP reflection
	NAPD	▪ Goggle Form, digital quizzes
	BRAC	▪ moderate digital use
5.2.3 Reaction-Level (Terminal Assessment )	PKSF	▪ Detailed, structured, qualitative + quantitative (Follow ISO Standard)
	BRAC	▪ Traditional feedback Form (Mood Metter, Formal Terminal Assessment Form (Not Follow ISO Standard)
	NAPD	▪ Basic reaction forms
	BRAC	▪ Regular follow-up, documented learning updates

5.2.4 Follow-Up Mechanisms	PKSF	▪ Limited follow-up
	NAPD	▪ weak follow-up except long courses

### Concise Analytical Narrative

The comparative data show clear institutional patterns. In 4.3, **PKSF** performs strongest in trainer competency, participatory methods, structured pre/post-tests, reaction-level assessment, and overall facilitation quality. **NAPD** leads in classroom environment, digital logistics, and accommodation comfort but remains lecture-heavy and weaker in follow-up. **BRAC** demonstrates creativity in participatory facilitation and digital use but is limited in logistics, has less ergonomic classroom setups, and conducts fewer structured assessments.

### 5.4 Findings from Focus Group Discussion (FGD)

Thematic Area	Best Performer	Indication / Comments / Logic
5.4.1 Food Quality	<b>PKSF &amp; BRAC (tie)</b>	▪ PKSF food highly praised for quality & hygiene; BRAC also consistently appreciated for taste; NAPD had mixed feedback with hygiene concerns.
5.4.2 Hospitality & Environment	<b>PKSF</b>	▪ Trainees praised PKSF's warm hospitality, supportive environment, cultural programs; BRAC friendly but less structured; NAPD formal.
5.4.3 Trainer Quality (Perception from FGD)	<b>PKSF</b>	▪ Participant's highlighted excellence in facilitation, clarity, engagement; BRAC trainers good but resource-dependent; NAPD formal lecture-style.
5.4.4 Classroom Comfort & Environment	<b>NAPD</b>	▪ Comfortable seating, clean environment; BRAC clean but poor ventilation; PKSF functional but less refined.
5.4.5 Logistical Support	<b>BRAC</b>	▪ BRAC Timely, well-coordinated materials; PKSF limited by space; NAPD faced resource constraints.
5.4.6 Accommodation Quality	<b>NAPD &amp; BRAC (tie)</b>	▪ Clean rooms, attached baths, comfortable stay; PKSF small congested rooms.
5.4.7 Accessibility / Location	<b>PKSF &amp; NAPD (tie)</b>	▪ Easily accessible locations; BRAC noted as distant from the main road—trainees reported difficulty reaching.
5.4.8 Assessment System Experience	<b>PKSF</b>	▪ Most structured (pre/post-test + reflection sheets). BRAC's Multi methods liked but unstructured; NAPD's online Assessment appreciated but basic (Goggle Form)
5.4.8 Overall Training Experience	<b>PKSF</b>	▪ Trainees highlighted learning tours, morning silence practice, cultural events; NAPD & BRAC lacked such holistic learning elements.

### Concise Analytical Narrative

Table 4.4 FGD findings reinforce this: **PKSF** consistently ranks highest in food quality, hospitality, trainer clarity, assessment structure, and overall training experience. **NAPD** is

preferred for classroom comfort and accommodation but receives mixed reviews on food and shows limited follow-up. **BRAC** performs well in food quality and logistical responsiveness but faces challenges in trainer consistency.

### **5.5 Observation Checklist Findings:**

Observation findings strongly validated trainee perceptions. **PKSF** showed the most consistent physical setup and highest logistical readiness, ensuring a smooth and supportive learning environment. **NAPD** classrooms were clean and systematically arranged but physically constrained, limiting participatory activities. **BRAC** facilities were functional but lacked refinement in furniture and dormitory comfort, and importantly, **BRAC did not provide complete or proper data on some related issues**, creating limitations in fully assessing its facility conditions. Overall, **PKSF** demonstrated superior operational readiness, **NAPD** maintained discipline despite spatial limits, while **BRAC's** assessment remained constrained due to partial data availability.

### **5.6 Document Review Findings:**

Document review shows that **PKSF** maintains the most complete and structured documentation system, including manuals, facilitator guides, evaluation records, and monitoring reports, indicating strong institutional transparency. **NAPD** possesses formal syllabi and course outlines but lacks facilitator-level documents, reflecting a curriculum-focused but less detailed documentation culture. **BRAC** retains internal documents but restricts external access, limiting transparency and preventing a full assessment of its training documentation quality. Overall, **PKSF** demonstrates the highest documentation maturity, while **NAPD** is partial and **BRAC** remains constrained due to limited access.

## 6: Discussion, Recommendations, and Best Practices

### 6.1 Discussion

The findings of this study demonstrate that training implementation practices across PKSf, NAPD, and BRAC vary significantly, and these variations can be meaningfully explained using the theories of Kolb (1984), Kirkpatrick (1998), and Stufflebeam's CIPP model (2003). By linking the empirical evidence with established theoretical frameworks, the discussion reveals how institutional processes directly influence learning outcomes, trainee engagement, and the overall effectiveness of national training systems.

### 6.2 Classroom Environment and the Learning Process

The differences identified in classroom comfort, seating arrangement, ventilation, and lighting directly relate to **Kolb's Experiential Learning Theory**, which emphasizes that *concrete experiences* form the foundation of adult learning.

- PKSf's organized, clean, and well-lit environment enables **Concrete Experience + Reflective Observation**, supporting deeper learning.
- NAPD's constrained space and limited ventilation interfere with learner comfort, hindering the experiential cycle.
- BRAC's functional yet ergonomically weaker setup limits **Active Experimentation**, reducing interaction and creativity during group activities.

Thus, the findings align with Kolb's argument that a supportive physical environment is essential for effective experiential learning.

### 6.3 Trainer Competence and Pedagogical Approaches

Trainer performance across institutions reflects both **Kolb's ELT** and **CIPP's Process component**.

PKSf trainers applied simulations, group work, energizers, and case studies, creating opportunities for:

- **Concrete Experience** (hands-on tasks)
- **Reflective Observation** (discussion)

- **Abstract Conceptualization** (linking theory with practice)
- **Active Experimentation** (role-play, problem solving)

BRAC trainers demonstrated strong digital engagement (Google Forms, video clips, quizzes), which supports **Active Experimentation** and enhances learner motivation. However, inconsistency in lesson planning limits full implementation of the experiential cycle.

NAPD trainers relied heavily on lecture-centric sessions. While consistent with **CIPP's Input dimension** (strong subject expertise), the lack of participatory methods restricts **Active Experimentation**, reducing adult learner engagement.

These patterns reinforce Kolb's claim that adults learn better through participation rather than passive listening.

## 6.4 Evaluation Practices

Assessment practices in the institutions are best understood through **Kirkpatrick's Four-Level Model**.

### Reaction (Level 1):

- PKSF's structured reaction sheets (ISO-based) provide detailed qualitative and quantitative feedback.
- BRAC uses digital feedback (Google Forms), which increases accessibility.
- NAPD uses basic online forms with limited detail.

### Learning (Level 2):

- PKSF's pre/post-test system closely aligns with Level 2 (learning measurement).
- NAPD uses lengthy exam-style methods, which measure learning but may increase trainee anxiety.
- BRAC applies quick quizzes or short tests, limiting depth of evaluation.

### Behavior & Results (Level 3 & 4):

- BRAC shows the strongest institutional follow-up, indicating a partial alignment with Level 3.
- PKSF's follow-up remains limited, restricting analysis of skill transfer.
- NAPD's follow-up is minimal, making Level 3 and 4 largely unaddressed.

Thus, the findings show that while all three institutions conduct Level 1 and 2 assessments, Level 3 and 4 are significantly underutilized, reflecting global challenges identified by Kirkpatrick (1998).

## 6.5 Logistical and Residential Support

Through the lens of the **CIPP Model**, logistics and accommodation reflect the *Input* and *Process* dimensions.

- PKSF demonstrates the strongest Input readiness (materials, residential comfort, RO water, AC rooms).
- NAPD shows moderate Inputs but weaker residential comfort due to small room size.
- BRAC's Inputs are resource-constrained, affecting overall Process quality.

According to the CIPP model, strong Inputs (infrastructure, materials, and trainers) enhance Process quality and ultimately improve Products (learning outcomes). PKSF's superior logistics strongly support this theoretical link.

## 6.6 Digital Tools and Technology Use

Digital assessment and teaching tools illustrate how institutions align with modern learning theories emphasizing technology-enhanced learning.

- BRAC shows strong alignment with **Active Experimentation** (videos, quizzes).
- NAPD uses digital devices primarily for administrative efficiency, less for pedagogy.
- PKSF uses moderate digital tools (Kahoot, App-based evaluation), but has potential to expand further.

From a CIPP perspective, digital resources form part of the **Input**, and their effective use improves **Process** outcomes.

## 6.7 Follow-Up and Monitoring

Follow-up practices strongly relate to **Kirkpatrick Level 3 (Behavior)** and **CIPP's Product dimension**.

- BRAC shows structured follow-up using digital channels, aligning with Level 3 (application of learning).
- PKSF follow-up is limited, so behavior change cannot be fully assessed.

- NAPD follows up only long courses, not regular trainings.

These gaps highlight how institutional evaluation practices do not fully utilize Kirkpatrick’s upper levels—limiting their ability to measure long-term training impact.

## 6.8 Synthesis

By mapping the findings against Kolb, Kirkpatrick, and the CIPP model, the discussion reveals that:

- **PKSF** aligns strongly with Kolb (participatory learning), Kirkpatrick Levels 1 & 2 (evaluation quality), and CIPP’s Input-Process.
- **BRAC** aligns well with Kolb’s Active Experimentation and Kirkpatrick Level 1 through digital engagement but has logistical and documentation limitations.
- **NAPD** aligns with CIPP Input (trainer expertise, discipline) but less with experiential learning and higher-level evaluation models.

This theory-embedded interpretation enhances scientific rigor, strengthens analytical depth, and positions the study as a high-quality contribution to training management research in Bangladesh.



## 7: Best Practices of each Institutions

Thematic Area	PKSF Best Practices	NAPD Best Practices	BRAC Best Practices
<b>1. Trainer Competency &amp; Pedagogy</b>	Strongest participatory facilitation: group work, case-study	High subject-matter expertise; formal delivery	Creative digital pedagogy: storytelling, puzzles, Google Forms activities
<b>2. Classroom Environment</b>	Clean, organized, well-lit; but not supportive for group engagement	Highly disciplined, clean, structured classroom environment	Functional, interactive-friendly, moderate ergonomic comfort
<b>3. Logistical Support</b>	Most consistent: timely materials, flipcharts, multimedia	Strongest digital logistics: active boards, laptops, Google Forms	Fast, responsive logistics; immediate material support
<b>4. Assessment System</b>	ISO-standard pre/post-test, reaction sheets, trainer evaluation	Exam-based structured tests; online reaction forms	Digital quizzes, Google Forms + board reflection
<b>5. Documentation System</b>	Most complete manuals, guides, evaluation archives	Most detailed course completion reports	Internal documentation strong but limited access
<b>6. Accommodation &amp; Living</b>	AC Class rooms but not suitable for Participants. And Living room AC but not attached Wash Room	AC Clean Class rooms, Living room with bath, disciplined hostel	Moderate Class room quality, and Living room its depend on Participants level.
<b>7. Food &amp; Hospitality</b>	High-quality food + cultural evenings + warm hospitality	Formal, structured hospitality	Best food quality; friendly & informal environment
<b>8. Follow-Up Mechanisms</b>	Limited follow-up	Weak follow-up except long courses	Strongest digital follow-up; documented learning updates
<b>9. Digital Readiness</b>	Moderate digital tools (Kahoot, multimedia)	High digital readiness; active boards + Google Forms	creative digital integration (videos, quizzes, puzzles)
<b>10. Accessibility</b>	Highly accessible location	Central accessible location	Less accessible (far from main road)

- *PKSF: Its distinct because it consistently integrates structure, participatory facilitation, and a supportive learning environment—something the others do not combine together.*
- *NAPD: Its technology + discipline model is unmatched among the three.*
- *BRAC is the only institution that combines innovation + follow-up accountability + strong hospitality.*

## 8. Implications for Practice

The findings of this study offer several practical lessons for institutions working to improve the quality of their training programs. First, the strong example set by PKSf shows that effective training is not the result of a single factor, but of several elements working together. Participatory facilitation, reliable logistical support, and structured evaluation processes collectively help create a learning experience where participants feel engaged, supported, and confident. Other institutions can benefit by adopting this integrated approach rather than focusing on isolated improvements.

Second, the study highlights that classroom conditions and residential facilities are not additional or secondary matters—they directly influence how trainees learn and participate. Simple issues such as seating comfort, ventilation, lighting, and timely access to materials can significantly shape the learning experience. Institutions like NAPD and BRAC can strengthen their training outcomes by investing in these practical aspects of the learning environment.

Third, the differences observed in assessment practices across the three institutions point to the need for more consistent and standardized tools. PKSf's structured pre-test, post-test, and reaction formats demonstrate how assessments can provide clearer insights into what participants actually learn. BRAC and NAPD may consider developing more unified and transparent assessment systems to improve the accuracy and usefulness of their training feedback.

Finally, BRAC's creative integration of digital tools—such as online quizzes, videos, and follow-up mechanisms—shows the value of using technology to sustain learning beyond the classroom. Expanding digital practices across institutions can help increase participation, improve documentation, and strengthen monitoring of behavioral change after the training ends.

Overall, these practical insights encourage training institutions to improve not just what they teach, but **how** they teach—through better facilitation, stronger logistics, balanced evaluation systems, and thoughtful use of technology.

## 9. Implications for Policy

The findings of this study point to several policy-level needs that can strengthen the national training system in Bangladesh. First, the clear differences among PKSf, NAPD, and BRAC show that training quality varies widely across institutions. This highlights the need for a national **Training Quality Assurance Framework** that sets minimum standards for classroom conditions, trainer qualifications, logistical support, and evaluation processes. Such a framework would help reduce inconsistency and ensure that training participants receive a reliable learning experience, regardless of the institution.

Second, the limited use of advanced evaluation practices—especially behavior change and organizational impact—indicates a gap in existing policy guidance. Strengthening national policies so that training institutions are encouraged, and supported, to apply models like **Kirkpatrick Level 3 and 4** or the **CIPP approach** would help create a more accountable system where learning results are monitored beyond the classroom.

Third, the study shows an increasing need for **digital integration** in training. Institutions like BRAC demonstrate the benefits of using digital tools for quizzes, feedback, and follow-up. Policies that promote investment in digital classrooms, online assessment tools, and capacity-building for trainers would help modernize training delivery across sectors.

Fourth, transparency and documentation practices vary significantly among the institutions. A policy requirement for **standardized reporting formats**, including consistent assessment data and clear documentation, would improve institutional learning and make it easier to compare training outcomes across different centers.

Finally, the differences in residential facilities, classroom ergonomics, and learner support observed in this study indicate the need for policy attention to **training infrastructure**. Establishing minimum requirements for seating, lighting, ventilation, accommodation, and hygiene would ensure that learning environments truly support adult learners.

Overall, the policy implications of this study emphasize the importance of harmonizing standards, strengthening evaluation guidelines, investing in digital transformation, ensuring transparent documentation, and improving physical infrastructure. These policy steps would help create a more consistent, effective, and learner-centered national training system.

## 10. Future Research Directions

This study opens several meaningful paths for future research. First, because the analysis focused on only three institutions—PKSF, NAPD, and BRAC—future studies could include a larger number of national training centers to build a broader and more representative understanding of training practices in Bangladesh. Institutions such as BPATC, BCSAA, LGED Training Center, BRDB Academy, and others could offer valuable comparative insights.

Second, this research examined only the implementation and evaluation stages of training. Future work could explore the full training cycle, including **training needs assessment, curriculum design, trainer development, and long-term impact**. Studying these additional stages would help policymakers and training managers understand how each part of the training system contributes to overall effectiveness.

Third, more longitudinal research is needed to assess what happens **after** training—specifically, whether trainees apply their learning in the workplace (Kirkpatrick Level 3) and whether this leads to organizational improvement (Level 4). Such studies would provide stronger evidence for designing performance-based and outcome-focused training programs.

Fourth, with the growing use of digital tools in training, future researchers may explore how technologies such as **online assessments, learning management systems, AI-supported training, virtual simulations, or micro learning tools** influence training quality, participation, and follow-up.

Finally, future studies could examine how **inclusive practices**—such as gender-sensitive design, accessibility for persons with disabilities, and learner-friendly support services—shape trainee experiences in different institutions.

Overall, these future research directions would help build a more complete, evidence-based picture of the national training ecosystem and support continuous improvement across institutions.

## 11. Conclusion

This study set out to understand how three major training institutions in Bangladesh—PKSF Training Center, NAPD, and BRAC Learning Center—implement and evaluate their training programs in real practice. The findings show that, although each institution plays an important role in national capacity development, their approaches and levels of effectiveness differ in meaningful ways.

PKSF stands out for its balanced and integrated model—combining participatory facilitation, reliable logistics, and structured evaluation systems. NAPD demonstrates strong administrative discipline and digital readiness, but faces challenges related to classroom space, ventilation, and interactive teaching methods. BRAC shows strengths in innovation, digital engagement, and follow-up practices, though its physical infrastructure and documentation transparency require improvement.

Across all three institutions, the study highlights that **training quality is shaped not only by curriculum or policy but by what happens inside the classroom and how trainees experience the environment around them**. Classroom comfort, trainer behavior, logistical support, digital tools, and evaluation systems all play crucial roles in determining whether participants simply attend a course or genuinely learn from it.

The study also reveals that training institutions in Bangladesh have much to learn from one another. PKSF’s facilitation model, NAPD’s digital discipline, and BRAC’s creativity and follow-up each offer valuable practices that could strengthen the national training ecosystem if shared more widely.

In conclusion, this research contributes to a deeper understanding of training implementation in Bangladesh and provides practical insights for improving training quality. Strengthening facilitation, enhancing logistics, modernizing evaluation systems, and adopting inclusive and digital practices can help training institutions create more meaningful learning experiences and achieve greater impact at organizational and national levels.

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