

50 YEARS

50th IFTDO

World Conference & Exhibition

Golden Jubilee

Egypt, 22-24 April 2024

Egypt

Goodbye Cairo



Conference & Exhibition 2025
15-17 April, 2025
Jakarta, Indonesia

Theme : The Era of Learned Futurist



International
Federation of
Training and
Development
Organisations

Executive Board 2024

CHAIRMAN

Dr. Ranjan Kumar Mohapatra (India)

PRESIDENT

Dr. Helmi Sallam (Egypt)

PAST PRESIDENT

Dr. Ranjan Kumar Mohapatra (India)

CHAIR-ELECT

Dr. (Ms.) Patti P. Philips (USA)

CO-CHAIR-ELECT

Ms. Janet I.K Jolaoso (Nigeria)

HONY. TREASURER

Dr. Harris Neeliah (Mauritius)

MEMBERS

Dr. (Ms.) Nancy Burns (USA),

Dr. Anita Chauhan (India)

Maj Gen. Dr. Mohd. A Bin Fahad (UAE)

Dr. Vinayshil Gautam (India)

Dr (Mrs) Tayo O. George (Nigeria)

Mr. Ayush Gupta (India)

Dr. Ghalib Al Hosni (Oman)

Dr. Raed Khanfar (Jordan)

Dr. Pedro Ramos (Portugal)

Dr. Chien-Chung Shen (Taiwan)

ASSOCIATE MEMBER

REPRESENTATIVES

AFRICA

Mr. Tayo Rotimi (Nigeria)

ASIA-PACIFIC

Dr. Wafaa Haidamous Hallassou
(Lebanon)

EUROPE

Dr. Abraham Pius (UK)

IFTDO REPRESENTATIVE TO THE UNITED NATIONS

Mr. Tayo Rotimi (Nigeria)

HONY. SECRETARY GENERAL

Dr. Uddesh Kohli (India)

CONSULTANT & Editor, IFTDO News

Dr. A C Joshi (India)

CONTENTS

IFTDO NEWS No. 2 of 2024

01 Editorial

02 Chairman's Message

04 President's Desk

05 Honorary Secretary General's Report

06 Perspective Column

08 The Value of IFTDO

10 L & D : Creating a Generation Prepared for the Future

12 Future of Training with Emerging Technologies

14 Transforming L & D in Digital World

16 L & D : Training in VUCA World

18 IFTDO World Conferences

22 IFTDO - Women Empowerment Committee - 2023-24

26 IFTDO and the United Nations

28 51st IFTDO World Conference

29 L & D : Transforming a Young Generation

32 Gail India Limited

35 Immersive Virtual Reality Crime Scene Investigation ((IVRCSI)

36 Innovation in Practice Award

37 Building Super E- Learning Platform for Taiwan Public

38 Executive Board of Directors IFTDO 2024



IFTDO does not necessarily agree with the comments expressed in this newsletter and does not accept responsibility for any views stated therein.

**Dr. Avinash Chandra Joshi**

Editor IFTDO News
NTPC Chair Professor,
Centre for Public Policy,
Doon University, Dehradun.
(India)

Editorial

As we mark the golden jubilee of IFTDO and take a look back into its illustrious and glorious journey of 50 year's, it is with immense pride and gratitude that we reflect on this remarkable voyage that has brought us to this momentous occasion. For half a century, our news has been at the forefront of shaping the landscape of learning, and professional growth, serving as a beacon of insight, inspiration, and empowerment for countless individuals and organizations worldwide.

Over the past five decades, we have witnessed profound transformations in the realm of training and development, from the advent of digital learning technologies to the emergence of new pedagogical approaches and methodologies. During its memorable journey some life changing events have taken place which have played transformational role in the field of Training and development. In the 6th IFTDO world conference held in Mexico City, Mexico from 2-6th October 1977, a very significant outcome was that the President of Mexico, Jose Lopez Portillo sent proposed amendments to the summit and deputies, which reformed the constitution by decreeing that training and development is a social right of the worker. The conference brought national attention to the subject of training and development and elevated training and development to a national level.

In the 7th World congress held in United states James Bukhala, the then Under-Secretary- General, United Nations in his closing address outlined new UN efforts for optimum HRD in their international economic cooperation programs including development of more middle-level manpower; equality of opportunity for women; better living and working conditions for rural poor; better education and manpower planning. For the first time in the history of IFTDO, in 2002, two Prime Ministers (Bahrain and Malaysia) addressed the delegates. The Prime Minister of Bahrain, Sheikh Khalifa bin Salman Al Khalifa and Mahathir Mohammad of Malaysia graced the Conference. Prince Phillip, Duke of Edinburg inaugurated the 18th conference in London in July 1989.

IFTDO conferences have been grand having participation from large number of countries, delegates and speakers. Fourteenth World Conference held in the Nordic Venice of Stockholm attracted more than 1,400 participants from 46 countries. In London Conference more than 220 delegates and over 100 speakers participated. Long Beach Conference in California in 1999 was attended by more than 2000 delegates.

New Delhi hosted the IFTDO Conference for the first time in 1975 when Shri Fakhruddin Ali Ahamed President of India inaugurated the conference. In 2004, Delhi again hosted the conference when Dr. A P J Abdul Kalam the then President of India inaugurated the conference, Dr. Pranav Mukherjee President of India was the chief guest in the 43rd Conference in 2013. Delhi hosted the conference in 1994 and 2022 as well.

Egypt has great contribution in the illustrious journey of IFTDO, it hosted the IFTDO Conference earlier in 1996 and 2005, now it's the third time to host the conference in 2024. Looking ahead, we remain committed to our mission of fostering lifelong learning, professional advancement, and organizational success. In an ever-changing world, the importance of investing in human capital and nurturing talent has never been more vital. As we embark on the next chapter of our journey, we are excited to continue serving as a catalyst for innovation, a platform for dialogue, and a champion for education and development on a global scale. To our dedicated team, past and present, who have worked tirelessly to bring our vision to life, thank you for your passion, dedication, and unwavering commitment. Together, we look forward to another 50 years of optimism, enthusiasm, and a renewed sense of purpose.

Here's to 50 years of excellence, achievement, and transformation. May the next 50 be even more extraordinary.

With deepest gratitude and warmest regards



**Dr. Ranjan Kumar
Mohapatra**

IFTDO Chairman's Message

Dear Members,

Welcome to our latest edition of newsletter, where we delve into the critical role of education and learning & development in shaping a future-ready generation. As the Chairman of our esteemed organization, it is my privilege to lead a community dedicated to fostering lifelong learning and preparing individuals for the challenges and opportunities of tomorrow.

In today's rapidly evolving world, characterized by technological advancements, demographic shifts, and global interconnectedness, the importance of learning and development cannot be overstated. Our ability to adapt, innovate, and thrive in this dynamic landscape hinges upon our commitment to continuous learning and skill enhancement.

At the heart of our mission lies the belief that learning is not merely a means to acquire knowledge but a transformative force that empowers individuals and drives societal progress. As we navigate through the complexities of the 21st century, our focus extends beyond traditional academic pursuits to encompass a holistic approach to learning—one that nurtures creativity, critical thinking, agility, adaptability, and resilience.

Central to our endeavors is the concept of lifelong learning, which recognizes that education is an ongoing journey that extends far beyond the confines of formal schooling. In today's knowledge-based economy, the pace of change is relentless, rendering obsolete the notion of a static body of knowledge. To remain relevant and competitive, individuals must embrace a mindset of continuous growth and development, constantly acquiring new skills and updating existing ones.

As an organization, IFTDO has been dedicated to learning and development and we are committed to providing our members with the tools, resources, and support they need to thrive in an ever-changing world. Through a diverse array of programs, workshops, seminars, and initiatives, we strive to cultivate a culture of learning that empowers individuals to unleash their full potential and seize opportunities for personal and professional growth.

One of the cornerstones of our approach is the promotion of interdisciplinary learning, which encourages individuals to transcend disciplinary boundaries and explore the intersections between different fields of knowledge. In an era defined by complexity and interconnectedness, the ability to think across disciplines is a valuable asset, enabling individuals to tackle multifaceted challenges and devise innovative solutions.

Furthermore, we recognize the importance of fostering digital literacy and fluency in an increasingly technology-driven world. From artificial intelligence and machine learning to blockchain and augmented reality, emerging technologies are reshaping the way we work, communicate, and interact with the world around us. By

equipping our members with the skills and knowledge needed to navigate this digital landscape, we empower them to harness the transformative potential of technology and drive positive change in their communities.

However, our commitment to learning and development extends beyond the realm of individual advancement to encompass a broader societal dimension. As stewards of education, we have a responsibility to ensure that learning opportunities are accessible to all, regardless of background or circumstance. In a world marked by profound inequalities, education serves as a powerful catalyst for social mobility and economic empowerment, offering a pathway to a brighter and more equitable future for all.

As we look to the future, we are confronted with a myriad of challenges—from climate change and environmental degradation to geopolitical tensions and economic instability. Yet, amidst these challenges lie unprecedented opportunities for innovation, collaboration, and positive change. By investing in education and empowering individuals to become lifelong learners and critical thinkers, we can unlock the potential of a future-ready generation capable of confronting the complex challenges of our time and shaping a more sustainable and prosperous world for generations to come.

In conclusion, I would like to extend my heartfelt gratitude to each and every member of IFTDO for your unwavering commitment to learning and development. Together, we have the power to transform lives, uplift communities, and create a better future for all. Let us continue to work tirelessly towards our shared vision of a world where every individual has the opportunity to realize their full potential and contribute to the collective progress of humanity.

We are meeting during the 50th Golden Jubilee Conference being held at Cairo. My heart-felt congratulations to Prof Helmi and his entire team, who have tirelessly worked to bring this Golden Jubilee Celebration to reality and endeavouring to make it hugely successful. My compliments to all Board Members, Past Chairs and Past Presidents for doing their best to bring this Golden Jubilee extravaganza to each one of us.

Thank you members for your dedication and passion.

Warm regards,





Prof. Helmi Sallam

President's Desk

Extraordinary Event

It is great really great moment to write to you during our special celebration with the Golden Jubilee of IFTDO.

It recalls to my mind a long history with this lovely professional International Organisation, Since I Joined it back in 1990. Next year I have been elected a member of the Executive Board and since that time uptill now, I got fully involved in IFTDO managing it's daily operations.

I have been elected three times as president and once as Chair of the Board and I took the responsibility of Chairing the Conference Coordination Committee (CCC) for more than 20 years.

1996 my organisation (TEAM) took responsibility to Organise, The Silver Jubilee (25 years festival with attendees more than 1300 delegates coming from allover the World to Cairo under the title of "**Designing the Future**".

Today, it is really our great honour and pleasure to host the Golden Jubilee (50 years) under the title of "**Redesigning the Future**" in the same city of Cairo.

We thought in TEAM that the topic worth to be revisited after more than 27 years to discuss and discover the mega changes happened and expected to happen around us and affecting all aspects of our life especially our Human Resources Preparation and Training & Development industry. We are living in a very dynamic world, the most of these changes have very radical and deep effect on many of our values, cultures, lifestyle, business, education and all our civilisation.

Let us have a moment of deep analytical thinking about how we can reap the best benefits of this change and avoid the damaging negative effects of it.

The beauty of IFTDO professional events and conferences is diversity, so let us use our different opinions, cultures, Skills and Wisdom but always keep our humanity in discussing this main issue of our life not only for any benefit, but for many generations to come.

Prof. Dr. Helmi Sallam

IFTDO President

Chairman/Managing Director

TEAM Misr

HONORARY SECRETARY GENERAL'S REPORT



Dr. Uddesh Kohli

Webinar: The first Webinar of the year was conducted on February 8, 2024 by Ms. Janet Joloaso of Nigeria on 'IFTDO-Trajectory of Women and Youth Empowerment'. Her presentation was greatly appreciated.

IFTDO Global HRD Awards: Entries received for IFTDO Awards were evaluated by the international panel of Judges consisting of Dr. Jack Phillips, Dr. Patti Phillips and Prof. Abraham Pius. Following four Awardees were selected:

1. Virtual Technology Center, General Department of Training, Dubai Police, UAE in the Learning into Action Category
2. Energy Fiji Limited, Fiji, in the Innovation in Practice Category
3. Civil Service Development Institute, Taiwan, in the Value for Money Category
4. GAIL (India) Limited, India, in the Value for Money Category

The Awards will be presented during the 50th IFTDO World Conference and Golden Jubilee celebrations at Cairo on April 22, 2024

World Conference: All preparations for 50th IFTDO World Conference and Golden Jubilee celebrations to be held in Cairo on April 22-24, 2024 are in the final stage. Conference website: <https://teamconferences.com/> gives all the information. The Conference will be a memorable event.

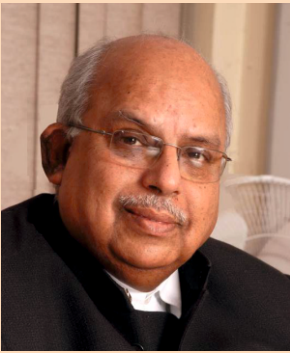
Executive Director: IFTDO invited applications for the position of Executive Director. Last date was March 31, 2024. There has been very big response. The applications are being processed.

Dr. Uddesh Kohli
Hony. Secretary General



PERSPECTIVE COLUMN

The Golden Jubilee and More of the International Federation of Training and Development Organizations - A Perspective.



**Vinayshil Gautam, PhD; FRAS
(London)**

**Vinayshil Gautam, Ph D; FRAS (London)
(Founder Director, IIMK)**

**Leader Consulting Team-IIM., Shillong
First Head, management Department-IIT-D)**

☎ +91 9871804488

✉ gautamvinay@hotmail.com

There is a clear pattern of voluntary institutions which dot the world, profession-wise. There are institutions of the management profession, accounting profession, of various professional groups, or, for that matter, any identifiable group which seeks to get together for the pursuit of a given purpose in that profession. When this is done for professional purposes as per the laws of the land concerned, this purpose is documented and the intent, the people involved are registered as a society, or association, or whatever be the prevailing pattern of labeling. When it is for purposes other than the profession, such as an interest group to acquire land for a professional group clearly defined, or other similar purpose, then it can be termed differently. A good example would be XYZ 'cooperative' or whatever-else.

These associations can be at a local level, at a collective level of a society, or in a federal mode across societies of a similar region, geographically spread out. Such an association can also be termed as a federation.

Training and Development is an individual, collective, and institutional intervention which has a global profile. It is focused on competency issues. One can find several groupings carrying name titles such as society, association, federation or something similar. Obviously, the definition of such a collection or federation would vary. In the case of training, there are several local training institutions

who have their own relationships, and these training-related institutions can relate with one another to

form a federation or, if need be; as mentioned earlier, even a confederation.

International Federation of Training and Development institutions is one such institution, and there are other international federations, dealing with personnel, human resources etc. Making a case study of the International Federation of Training and Development institutions would be illustrative of the message such experiences hold for the future of such voluntary institutions. A message is never comprehensive or pervading for all times. What it sometimes can do is make land marks in a long road of fair-minded, comprehensive and a futuristic narrative.

A major concern in writing the evolutionary history or growth of an institution is the inadequate availability of a comprehensive database. Thus, it is that many databases are so moth-eaten that not much can be made of them for a connected and growth-oriented line of vision. Yet, attempting this cannot be avoided because from such a line of vision comes the messages of caution and broad directions for work.

A 50-year period is a significant benchmark for retrospect and prospect. It can be safely assumed that to find people with 50 years of work life is both challenging and tedious. In the case of International Federation of Training and Development organizations, like many such voluntary efforts, the early years were led by people of unflinching dedication who put the team ahead of self. The resources were not so huge; indeed, it can be said that they were so frugal all around, that comprehensive documentation was neither feasible nor, for that matter, even conceivable. The early years have therefore to be derived very largely from implied assessments of whatever happened. A common feature of early years was that institutions did not have a permanent location. Obviously, 40 or 30 years later, one will have problems of records and the bias of key individuals rising to the top. Institutions of such antiquity, even with availability of minutes of board meetings in the earliest antiquity, remain a challenge in

writing of history. The few persons who survive from that time of period are probably either no longer known to the people who currently matter or themselves have dubious recall of nano- details. This has led to difficulties of finding ways of establishing communication. Such an effort has been attempted in writing histories of countries, but organizational history does not derive the kind of resources which a determined government can have to finding out its unique traditions. Thus, it is that the availability perspective and resource deficiencies together make the task of understanding institutional growth a great challenge.

Perhaps, therefore, it may be a good idea to track the growth of an institution through the help of some of the living personalities with the deepest reach of association in history. Further, care has also to be taken because, where the situation is so opaque, many interlopers start claiming antiquity. They pretend association in times where no evidence can be produced that they were ever around at that point of time. It does not bother many that no evidence has been produced even by these individuals concerned themselves, if they have ever been around at that early time. That is a debate which is at best avoided.

A name of great significance, in this chain of people who helped in the making of IFTDO is Dr. Ibrahim Al Dossary. He not only excelled in managing professionals in the Gulf region but also, himself, ran a business empire with great success and foresight in the region. He served for some time as an adviser to those among the highest in political hierarchy in Bahrain. It is in the nature of institutions like IFTDO to run into periodic state of crests and troughs and IFTDO had its own share of both. People like Dr. Ibrahim Al Dossary were particularly useful and critical in helping IFTDO tide over such times. They often served as a gathering point of intellectuals and mission oriented people who needed a magnetic personality to coalesce around.

Another story of significance of an individual who had multifaceted roles in the growth of the profession of training and consulting in this region is, as already mentioned, Dr. Ahmed Al-Banna. He worked for the government. He worked with different institutions and finally set up his own consulting and training institution called the "Origin". This institution went places and in course of time became the hub for IFTDO. Dr. Al-Banna, being the intellectual and practitioner as he is, played a crucial role in steering IFTDO to international heights and consolidating its position amongst training and development organizations. Thus, it is that the 50 years of history of IFTDO is dotted by several luminaries of outstanding capability and personality.

In the case of IFTDO, another leading person through whom IFTDO also worked is Dr. Helmi Ibrahim

Sallam. The author of these lines knows it because he was himself involved with IFTDO in the late eighties and early nineties. Other luminaries such as Les Picket; Margo Murray, Richard Zeif can also be cited. Some of them are still around. However, it is important to realize that no hierarchy is sought to be created here.

What is sought to be created is a broad consensus on a way to understand how institutions such as the International Federation of Training and Development Organizations have grown. Perhaps making a case study of IFTDO would be instructive. Getting back to Dr. Helmi Ibrahim Sallam, one has to recognize that he professionally matured, in an era, in Egypt when African and Asian countries were either sending their aspiring scholars for so-called higher studies to one or the other centers for learning of a bipolar world structure. The bipolar world structure consisted of the former allied powers excluding the USSR. Then there was USSR which then gradually metamorphosed into Russia. Dr. Helmi Ibrahim Sallam went to Russia for his Ph.D in 1973. The author of these lines knows it because author had his Ph.D from an Indian university in 1969. Dr. Sallam became the advisor to the Minister of Finance and the Prime Minister of Egypt for Accounting Information Systems in 1973 and was in that position till 1978.

He then had a career over 25 years in teaching, training, and designing, accounting, and financial information systems. He was then, often requisitioned for important roles in upgrading the human capital development in the Arab World, and continues to do so today. So, here one had an academic, an activist, a thinker and a doer with important roles to play in Saudi Arabia, Kuwait, and Egypt. Naturally, several consulting assignments came his way and his reputation grew. He played an important role in various Human Resources global bodies, and of course, IFTDO. His association with IFTDO has been long and purposeful.

After registration of IFTDO in UK in 1984, the first secretary was JC Carroll. He was succeeded by Ken Gardner both from UK and they did an outstanding job. Prior to 1984 IFTDO was registered in USA and Secretariat was provided by ASTD. Later on Secretary's position was redesignated as Secretary General and U K Kohli has been in this position ever since. He also has the distinction of serving as the President of the Federation.

IFTDO in its present position is at a fulfilling stage, and the golden jubilee celebrations are not just symbolically useful, but critically they enable a self-renewal. This will give it another lease of life for several decades to come.

The golden jubilee celebrations are therefore beyond being 'an event' and are purposeful of a mission and vision which seek expression and crafting.



**Patti P. Phillips, Ph.D.,
Chief Executive Officer**
ROI Institute, Inc.

Recently, I found my copy of the 1998 IFTDO World Human Resource Directory. This was my first directory – 26 years ago! I remember how proud I was when I received it. Our company valued IFTDO's mission to advance human resource development globally. Many members were leaders

of organizations with whom we had worked and for whom we held much respect.

Over the years we have seen members come and go – as we have seen with other associations. Back in 1998, IFTDO was flourishing. What made IFTDO special back then?

Looking Back

IFTDO was the only organization that we knew of that focused on supporting human resources and talent development associations and institutions on a global scale. Members in 1998 represented countries from.

- Argentina
- Australia
- Austria
- Bahrain
- Brazil
- Canada
- China
- Egypt
- France
- Ghana
- Hungary
- India
- Indonesia
- Ireland
- Italy
- Jamaica
- Japan
- Jordan
- Kuwait
- Malaysia
- Mauritius
- Mexico
- Netherlands
- New Zealand
- Nigeria
- Norway
- Qatar
- United Kingdom
- United States of America
- Saudi African
- Singapore
- Slovenia
- South Arabia
- Sweden
- Taiwan

Annual conferences were held around the world, bringing together practitioners, leaders, and consultants of all cultures. It was indeed a one-of-its kind international organization that offered relevant content and addressed pertinent issues that leaders of its member organizations were facing. It offered its members valuable resources and connections that they could leverage to better serve their members and customers.

IFTDO Today

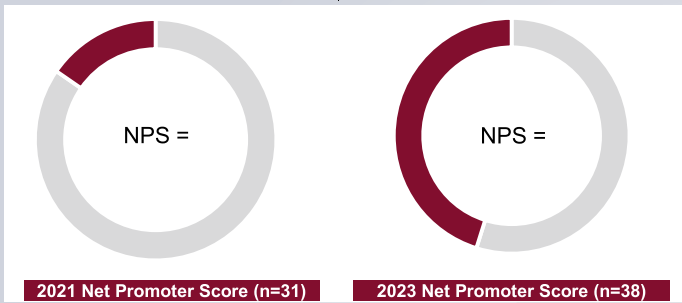
The Value of IFTDO

Today, IFTDO looks a little different. Much has happened since 1998 that has affected membership and customer engagement in organizations worldwide. Many IFTDO member organizations met their demise after the 2007-09 economic crisis. Others never recovered from the recent COVID pandemic. Others have shifted their strategy, taking advantage of the ease with which they can communicate, connect, and collaborate globally – no longer relying on an intermediary organization. And some found less value for their membership than they had hoped.

But many members who remain along with new members do find value in their membership. In fact, results of the 2021 Member Engagement Survey showed a Net Promoter Score (NPS) of 15.38, which is good, given IFTDO was still getting back on its feet from the pandemic. More recently, the 2023 IFTDO Priorities Survey results indicate an NPS of 45.16 – a significant increase as displayed in the figure below.

IFTDO Net Promoter Score: 2021 and 2023 Comparison
On a scale of 0-10, with 0 being not likely and 10 being very likely, please indicate the likelihood you would recommend IFTDO to others in similar positions as yours.





*For more information on the Net Promoter Score, visit [https://www.netpromotersystem.com/What does mean?](https://www.netpromotersystem.com/What%20does%20mean?)

It means that the satisfaction with membership in IFTDO is growing ever stronger. Why?

According to members, while there is opportunity to improve, IFTDO is the place to tap into the world's view of human resources, talent development, and performance improvement. Some see it as a reliable network of HR professional organizations worldwide. It allows organization leaders to stay abreast with the latest industry trends and provides an opportunity to interact with like-minded individuals. One member said that IFTDO membership, if fully utilized, will help organizations tap into immense resources.

The key word here is 'utilized.'

Getting Value from IFTDO

Whether it is a training program, a human resource policy, a marketing strategy, a meeting or event, or a membership to an association, value comes from the use of the knowledge, skills, resources, and connections gained from engaging in that investment. Utilization is the key.

But members must first identify why they are investing in the first place. And the why is never about the people they will meet, the resources they will gain, and knowledge they will learn. The why is about the consequence of leveraging resources and insights and then fully engaging to create the value.

Getting value for money is not a passive activity.

Why do the members who are getting value for their membership join IFTDO? Here are a few reasons.

- To better serve their members and customers.
- To increase revenue by leveraging resources.
- To expand their business by broadening their network.
- To improve the quality of their programs and solutions.
- To enhance their professional and personal brands.
- To drive economic growth in communities worldwide.

These reasons reflect opportunities or problems members hope to address by joining IFTDO. They are the consequence of members using resources, networking with others, and fully engaging in the organization.

The Challenge

Whether you are a current member of IFTDO, a person considering membership, or you are considering membership in another association, here is my challenge to you: Get clear on why you are interested in joining and then align your involvement so that you address your why. Consider the following:

- What is the opportunity or problem you are trying to solve and what is the value of solving it?
- What will be the positive consequence of your using the resources, networking with other members, and fully engaging in the organization?
- What will your role be in creating the value you seek?
- What do you expect to learn and what do you plan to share with others?

Remember, when it comes to getting value for money:

- Hope is not a strategy.
- Luck is not a factor.
- Doing nothing is not an option.
- Change is inevitable.
- Progress is optional.
- It is all up to us.

I hope you have your IFTDO directory 26 years from now!



Pedro Ramos,
PhD in Business Economics
CEO of KEEPTALENT Portugal
New Full Member

In the current landscape, characterized by rapid and constant technological changes within the context of a new BANI World (brittle, anxious, non-linear, and incomprehensible), the ability for continuous learning and accelerated skills development are crucial for preparing future generations. This article discusses the importance of lifelong learning and skills development to ensure that new generations are equipped to face the challenges of the future.

The Era of Continuous Learning

We live in an Era where knowledge becomes obsolete at an unprecedented rate. Emerging technologies, such as artificial intelligence, automation, and blockchain, are rapidly transforming job markets and demands for skills and competencies. Simultaneously, the classical divisions between "soft skills" and "hard skills" are losing their relevance, given the profound evolution of all professional profiles within these new work dynamics. There is a newfound appreciation for the overall set of competencies necessary for professional activities, with the role of humans (professionals) increasingly valued in an integrated and global logic. In this context, continuous learning is essential to keep pace with changes and remain relevant in the market.

Lifelong learning is not limited solely to formal educational environments but increasingly encompasses informal learning, including those more or less structured that are linked to the new work contexts, such as online courses, tutorials, podcasts, and practical experiences. Fostering a mindset of constant, lifelong learning is essential to prepare future generations for a world in constant evolution, where space and time dimensions will undergo substantive changes.

Learning & Development: Creating a Generation Prepared for the Future

Developing Skills for the Future

In addition to continuous learning, it is crucial to develop skills that are transferable and adaptable to different contexts. The so-called "21st-century skills" go beyond technical knowledge and include skills such as critical thinking, problem-solving, collaboration, effective communication, emotional intelligence, and, of extreme importance, Cognitive Flexibility.

These competencies not only empower individuals to excel in their careers through excellence in task execution but also make them more resilient in the face of changes and multiple uncertainties and incomprehension related to the BANI World we live in. By prioritizing the development of these skills from an early age, we can prepare new generations to face future challenges more effectively.

Personalized, Collaborative, and Adaptive Education

A promising approach to promote learning and development is personalized, collaborative, and adaptive education. With the advancement of technology, it is possible to use algorithms and artificial intelligence to personalize the learning process according to the individual needs of each person, while integrating new learning about previous ones, which, thanks to cognitive flexibility processes, can be appropriated and validated in other contexts or dimensions of life or profession.

These new approaches allow individuals (learners) to progress at their own pace, receiving additional support in areas where they struggle and being challenged in areas where they demonstrate skill, without neglecting the collaborative dimension at the level of knowledge acquisition, development of attitudes, and reinforcement of capacities in various dimensions of practical life. By adapting the content and teaching methodology to each student's preferences and learning styles, we can maximize their potential for learning and development, valuing the role of each individual in the team and organization as a whole.

Fostering Creativity and Innovation

In addition to developing technical and cognitive

skills, it is crucial to cultivate creativity and the ability to innovate in future generations. Creativity is the ability to think differently and originally and find solutions to complex problems, while innovation is the ability to transform creative ideas into tangible value.

Fostering creativity from an early age, through various activities, not always directly related to formal learning processes, can help nurture this essential skill. Moreover, it is important to promote a culture that values experimentation, critical thinking, and initiative, encouraging young people and adults to seek new ideas and innovative approaches to the challenges they face.

It is in this sense that there is a direct relationship between individual and organizational learning and cognitive diversity. This relationship is multifaceted and crucial for the overall success and adaptability of organizations in today's dynamic environments.

Partnerships between Education and Industry To ensure that future generations are prepared for the future of work, it is fundamental to establish solid partnerships between the educational sector and industry. Companies can play an active role in

developing curricula and educational programs that align with the demands of increasingly global job markets.

Additionally, internship programs, practical learning, and mentorship can provide young people with valuable real-world experiences and help them develop the skills necessary to succeed in their careers. By collaborating closely with companies, educational institutions can ensure that they are preparing students not only with theoretical knowledge but also with practical skills and relevant experience, creating a strong dynamic regarding lifelong learning.

In conclusion, learning and development are fundamental to creating a generation prepared for the future. By adopting a continuous learning approach, developing essential skills, fostering creativity and innovation, we can prepare new generations to face the challenges of a constantly changing world. Through partnerships between education and industry and a personalized, collaborative, and adaptive approach, we can ensure that young people are equipped with the skills and knowledge necessary to thrive in the future.



**Dr. Mohamed Ally**

Professor of Digital and Online Learning
Researcher, Technology Enhanced Knowledge
Research Institute (TEKRI)
Athabasca University, Canada
Past President, IFTDO

Introduction

We are in the Fourth Industrial Revolution (4IR) where emerging technologies such as artificial intelligence, robotics, Internet of Things (IoT), big data, 3-D printing, biotechnology, blockchain, cloud computing/technology, smart sensors, autonomous vehicles etc. are being used in different sectors OF SOCIETY. The 4IR is driven by the digital revolution, which combines the physical, digital and biological domains to develop systems to serve humans . According to Schwab (2019), “the fourth industrial revolution is not merely a series of incremental technological advancements, it is an upheaval — a dramatic and wide-ranging shift in the way that value is created, exchanged, and distributed across individuals, organizations, and entire economies” (Schwab, 2019, p. 13). We are seeing an upheaval in the workplace with the use of Generative Artificial Intelligence (GenAI), intelligent agents, robotics, chatbots, etc. that is changing the way training is delivered and how work is performed. However, it is important that the emerging technologies are used responsible and for the good of humanity.

As the technologies emerge we will be in the Fifth Industrial Revolution (5IR) where humans and machines will merge to serve humans better (Adel, 2022). As technologies emerge there will be increasing demands to train employees on how to use these emerging technologies efficiently, safely and ethically. Also, we are in the information explosion era where information changes on a frequent basis. This is influenced by artificial intelligence which use machine learning to generate high level data and information that can be accessed by humans. Employees also need to stay current in their field. They will have to unlearn the old knowledge and skills and learn new knowledge and skills.

The following sections address how different emerging technologies is impacting training and how they could impact training in the future.

Future of Training with Emerging Technologies

Emerging Technologies for Training**Artificial intelligence**

A report by UNESCO (2021) mentioned that artificial intelligence has the potential to address some of the biggest challenges in education today by innovating teaching and learning, and helping to achieve the UN Sustainable Development Goal 4 (SDG 4). Similarly, artificial intelligence has the potential to innovate training to improve knowledge and skills in the workplace. Artificial intelligence systems have the capability to acquire, process, create and apply knowledge, held in the form of a model, to conduct one or more given tasks. However, the systems must be designed properly and ethically so that they benefits humans. In training, artificial intelligence can help to adapt the learning materials to meet the needs of individual learners. Using big data and internet of things, the system will use machine learning to form a profile of the learner and based on the profile, the system will adapt the learning materials for the individual learner and make predictions, recommendations and decisions about the next steps in the learning process. The training for individual learners can be based on the learner preference, current knowledge level, and training needs. For supporting the learner, the trainer can create Chatbots for learners to access anytime and from anywhere.

Generative Artificial Intelligence (GenAI)

Artificial Intelligence Generative Content (AIGC) uses algorithms to assemble new content based on existing content. The new content can be text, videos, audio, images, and codes. One example of Generative AI is ChatGPT (Generative Pre-trained Transformer). A recent study conducted by the International Labour Organization (ILO) stated that use of GenAI in the workplace can have a positive impact if the systems are designed and implemented properly (Gmyrek et al. , 2023).

Online Learning

Online training using cloud technology allows for learner-centered training anywhere and anytime, rather than requiring learners to attend a physical location to be trained. The trainer could develop online courses that learners can access from anywhere or the learner can use a Generative AI (GenAI) software, such as ChatGPT, to access relevant learning materials, which should be validated by

experts to make sure the materials are accurate and current. For hands-on training at a distance, Remote Augmented Reality can be used connect the expert with the learners at a distance where the learners is at the equipment or laboratory in real time and the expert can interact with the learner in real time from anywhere.

Robotics

Robotics systems are automation systems with actuators that performs intended tasks in the physical world, by means of sensing its environment and a software control system. Robots are currently being used in many sectors of society including security, mining, food service, policing, music conducting, etc. As robots are increasingly being used in the workplace, trainers will have to train robots, in addition to humans, to perform tasks in the workplace. The trainer will interact with the robot to perform tasks and as the robot complete the tasks, it will use machine learning to complete the task. As the robots complete the simple tasks, they will combine the simple tasks to learn complex tasks.

Biotechnology

An important area in biotechnology is singularity where humans and machines are becoming one being. The technology will be embedded in the humans to make humans "super-human". Perhaps, in the near future, we will have super-learners where the technology is embedded in the learners. Also, we may have super-trainers who can take the form of an intelligent agent. However, there are many ethical issues that will have to be addressed.

Metaverse

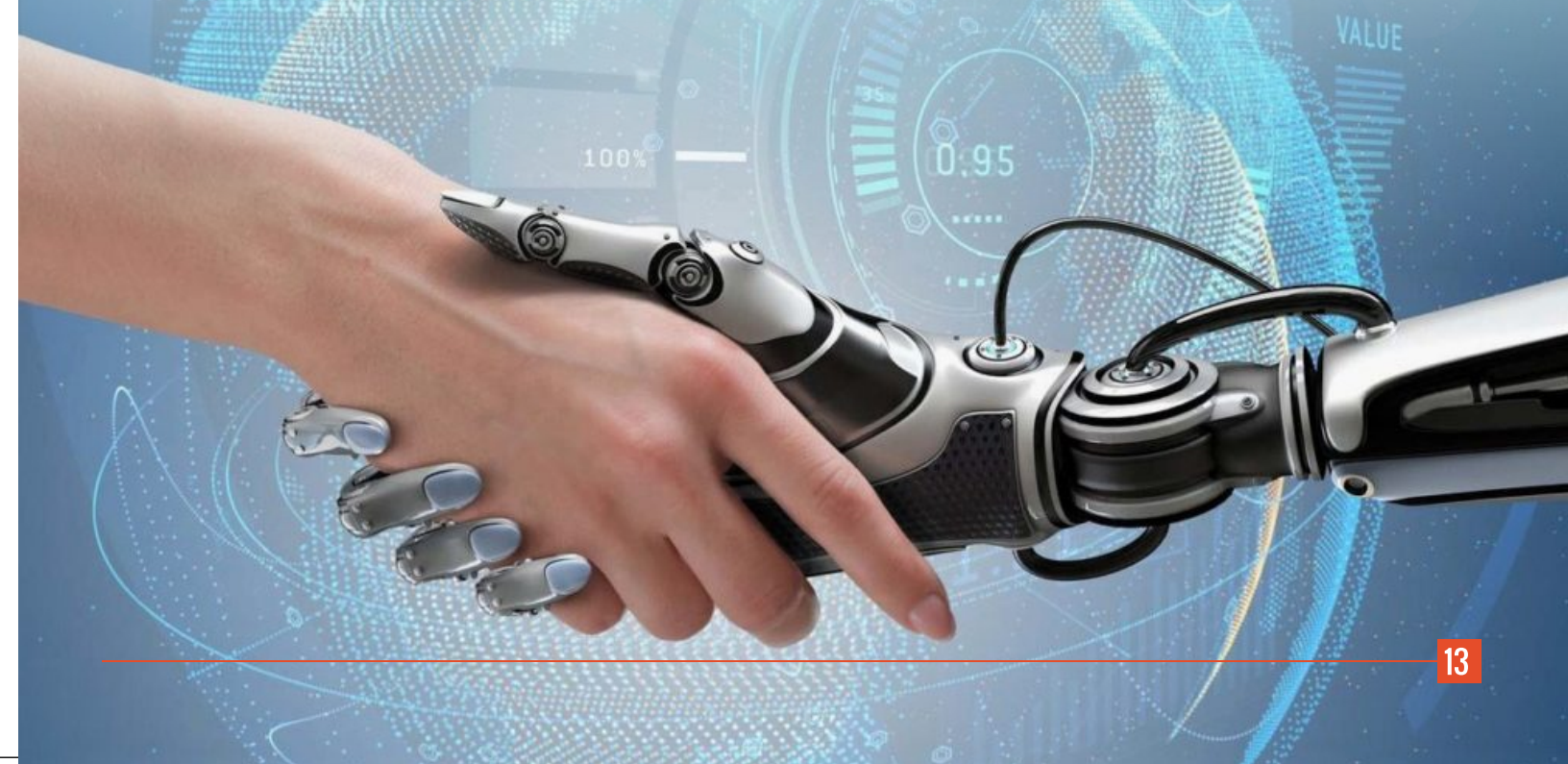
The metaverse is an immersive virtual environment that allows users to interact with each other in real time. The metaverse allows for high social presence which is important to develop human skills in the workplace. Trainers can use metaverse immersive technology to interact with trainees in any location to have a high trainer presence.

Conclusion

The use of 4IR and the upcoming 5IR technologies have the potential to revolutionize training in the workplace. However, the technologies must be used responsibly and ethically so as not to harm anyone. There must be policies related to privacy of data, preventing biases, keeping information secure, and making artificial intelligence systems transparent (UNESCO (2021)). Research should be conducted on how to use 4IR and 5IR technologies to deliver training at any time and from anywhere to meet the needs of individual workers.

References

- Adel, A. Future of industry 5.0 in society: human-centric solutions, challenges and prospective research areas. *J Cloud Comp* 11, 40 (2022). <https://doi.org/10.1186/s13677-022-00314-5>
- Gmyrek, P., Berg, J., Bescond, D. 2023. Generative AI and jobs: A global analysis of potential effects on job quantity and quality, ILO Working Paper 96 (Geneva, ILO). <https://doi.org/10.54394/FHEM8239>
- Schwab, K. (2019). Foreword. *Journal of International Affairs*, 72(1), 13–16. <https://www.jstor.org/stable/26588338>
- UNESCO Report. (2021). AI and education: Guidance for policy-makers. <https://unesdoc.unesco.org/ark:/48223/pf0000376709>



Transforming L & D in Digital World



Dr. Anubha Walia

Chairperson - ISTD, Delhi Chapter

Founder Director - Prism Philosophy Executive

Coaching. International Trainer. Yoga & Wellness

☎ +91 919818446562

✉ anubhawalia@gmail.com

The field of learning and development (L&D) is changing at a rate never seen before. L&D specialists play a more important role now than ever before because of the growth of digital transformation, remote work, and a worldwide workforce. L&D personnel need to prepare themselves with a certain set of abilities in order to stay ahead of the curve and guarantee future readiness. Learning and Development (L&D) initiatives in corporate settings are essential with my experience of more than two decades, for creating a future-ready generation of employees. By investing in continuous training, upskilling, and reskilling programs, companies can ensure that their workforce remains adaptable, innovative, and equipped with the latest knowledge and tools. These initiatives not only boost employee engagement and retention but also prepare individuals to navigate technological advancements, industry shifts, and evolving market demands, ultimately driving organizational success in the future.

- **Personalization:** L&D programs will increasingly be tailored to individual learning styles, preferences, and career goals. Adaptive learning technologies and data analytics will play a crucial role in delivering personalized learning experiences. We at Prism did small survey and identified 74% of employees are more likely to stay with an organisation that provides ongoing learning and development opportunities to its employees and enhances employers reputation.

- **Digital World Transformation:** L&D workers need to be at ease using and navigating the e-learning platforms, virtual reality training, and AI-driven instructional tools that are becoming standard in this day and age. The integration of digital tools such as AI, virtual reality (VR), and augmented

reality (AR) will revolutionize L&D delivery methods. These technologies will enable immersive, interactive, and engaging learning experiences.

- **Microlearning:** Short, bite-sized learning modules will continue to gain popularity due to their convenience and effectiveness. Micro-learning allows employees to acquire knowledge and skills in small increments, fitting into their busy schedules.

- **Continuous Learning Culture:** Organizations will emphasize a culture of continuous learning, where employees are encouraged and supported to acquire new skills throughout their careers. Lifelong learning will be seen as essential for staying relevant and competitive.

- **Soft Skills Development:** While technical skills remain crucial, there will be a growing emphasis on developing soft skills such as communication, collaboration, creativity, and adaptability. These skills are essential for navigating complex work environments & Prism Philosophy is driving innovation and has a strong presence on People development. Many organizations create their own management training programs that offer employees a tangible prospect for making their career aspirations a reality.

- **Remote and Hybrid Work:** The rise of remote and hybrid work models will influence how L&D is delivered. Virtual learning platforms, remote collaboration tools, and flexible training options will be prioritized to support geographically dispersed teams.

- **Data-driven Insights & Analytics:** L&D initiatives will increasingly rely on data analytics to measure learning outcomes, track progress, and identify areas for improvement. Predictive analytics will help organizations anticipate future learning needs and optimize training effectiveness. A solid understanding of data analytics is necessary to comprehend how learners interact with the material, monitor their progress, and assess the success of training initiatives.

Overall, the future of L&D will be characterized by agility, personalization, technology integration, and a strong focus on developing diverse skills for a rapidly changing global workforce. Effective Learning and Development initiatives empower individuals within an organization to be proactive, adaptable, skilled, and motivated, making them ready to contribute positively to the organization's success. Hence the role of L&D professionals is evolving, and with it, the skills required to excel. By focusing on these ten areas, L&D professionals can ensure that they are future-ready, capable of driving impactful learning experiences, and contributing significantly to their organizations' success.

PRISM™ is a leading global training and consulting firm that helps in increasing the performance of the people & the organization's strategic goals. We are a provider of quality, innovative, and world-class corporate training, organization development & HR consultancy. PRISM™ empowers individuals and students, organizations through the provision of innovative and industry-focused education solutions by offering a unique model "the PRISM™ philosophy" focused on Prepare, Respect, Implement, Share and Maintain. Our Philosophy emphasizes pragmatic principles that offer knowledge, skills, and practices to our National and International clients. Our deep understanding of the Trainings & Consultancy, coupled with our passion enables us to deliver value-based solutions to our clients encompasses five key components: Excel, Endow, Envision, Empower, and Eminence. Prism virtual offices are located in key areas and offer signature programs as per your dates and durations to meet convenience and flexibility. honoured with Best Executive Coach Award by CoachAwards Singapore, BML Munjal Awards - 2022 for attaining the 'Expert Panel' evaluation milestone towards

We bring a host of certifications across a well-researched list of the most sought after traits at entry, mid & senior level Our Industry feedback

Win Deals With Consultative Sales

Are you struggling to close deals? Well its common ask. Sales is a tough gig, but the good news is that some tried-and-true strategies can help you up your game. We at Prism Philosophy practised Consultative sales, it is a sales approach that focuses on building a deep understanding of the customer's needs, challenges, and goals. Instead of simply pitching products or services, consultative sales you need to act as advisors or consultants to your customers. This approach involves asking probing questions, actively listening to the customer's responses, and offering tailored solutions that address the customer's specific requirements. Our experience made us witnessed Consultative sales have a significant impact on customers in many ways:

- **Understanding Needs:** Consultative sales involve understanding the customer's needs deeply. This process allows sales professionals to recommend solutions tailored to the customer's specific requirements, leading to higher satisfaction levels.
- **Building Trust:** You build trust with customers. They are seen as advisors who have the customer's best interests in mind rather than just pushing a product or service for the sake of making a sale.
- **Long-Term Relationships:** Focuses on building long-term relationships rather than quick transactions. This approach can result in repeat business, referrals, and a loyal customer base. PRISM™ is a leading global training and consulting firm that helps in increasing the performance of the people & the organization's strategic goals. We are a provider of quality,

innovative, and world-class corporate training, organization development & HR consultancy.

PRISM™ empowers individuals and students, organizations through the provision of innovative and industry-focused education solutions by offering a unique model "the PRISM™ philosophy" focused on Prepare, Respect, Implement, Share and Maintain. Our Philosophy emphasizes pragmatic principles that offer knowledge, skills, and practices to our National and International clients. Our deep understanding of the Trainings & Consultancy, coupled with our passion enables us to deliver value-based solutions to our clients encompasses five key components: Excel, Endow, Envision, Empower, and Eminence. Prism virtual offices are located in key areas and offer signature programs as per your dates and durations to meet convenience and flexibility. honoured with Best Executive Coach Award by CoachAwards Singapore, BML Munjal Awards - 2022 for attaining the 'Expert Panel' evaluation milestone towards.

- **Value Perception:** Customers tend to perceive greater value in solutions that are recommended based on their needs and challenges. This can justify higher price points and increase overall customer satisfaction.
- **Problem-Solving:** Consultative sales professionals are adept at identifying and solving customer problems. This can lead to more effective solutions and a higher likelihood of addressing underlying issues rather than just surface-level concerns.
- **Educational Experience:** Customers often appreciate the educational aspect of consultative sales. They gain insights into industry trends, best practices, and innovative solutions, enhancing their overall experience and knowledge.
- **Reduced Buyer's Remorse:** When customers are actively involved in the decision-making process through consultative selling, they are less likely to experience buyer's remorse. They feel confident that the solution chosen is the right fit for their needs.
- **Adaptability:** A consultative approach allows sales professionals to adapt to changing customer needs and market conditions. This flexibility ensures that customers receive relevant recommendations even as their circumstances evolve. Overall, consultative sales can lead to a win-win situation where customers get tailored solutions that address their pain points, and sales professionals build strong, enduring relationships based on trust and mutual understanding. The keys to Consultative selling success are understanding your audience, having a great product, and articulating the value of your product. You need to understand what motivates your audience and what needs they have that your product can address ensuring you provide high quality product or service and meets the needs of your audience. Finally, you need to be able to communicate the value of your product in a way that is compelling and convincing.



Dr. Wafaa Haidamous

ECO - BCTS Lebanon

Creating a future-ready generation in Learning and Development involves implementing strategies and initiatives that prepare individuals to thrive in the rapidly evolving landscape of tomorrow's world. This includes fostering a mindset of

continuous learning, equipping learners with adaptable skills and knowledge that are relevant across various industries and technologies, and cultivating the ability to anticipate and navigate future challenges and opportunities. It also involves leveraging emerging technologies, innovative teaching methods, and collaborative learning environments to empower individuals to become lifelong learners capable of embracing change and driving progress in an ever-changing global society.

In an ever-evolving world, where technological advancements and societal shifts redefine the landscape of industries and economies, the importance of learning and development cannot be overstated. As we drive further into the 21st century, the demand for a personnel skilled and adaptable mindset becomes increasingly crucial. Learning and development serves as the cornerstone for nurturing individuals who are not just competent for today's challenges but are also prepared to thrive in the fears of tomorrow.

Due to the rapid jump of technological innovation which reshapes industries at an extraordinary rate, from artificial intelligence to block chain technology, the digital revolution presents both opportunities and challenges. The L&D is essential in ensuring that individuals possess the skills necessary to leverage these technologies effectively. Continuous upskilling and reskilling programs enable employees to stay up-to-date of technological advancements, thereby enhancing their employability and contributing to organizational growth.

In a world characterized by uncertainty, creativity and innovation emerge as driving forces for progress. Learning environments encourage experimentation, critical thinking, and collaboration nurture individuals capable of generating innovative ideas and solutions. By integrating interdisciplinary approaches and experiential learning opportunities, L&D encourages a culture of innovation, empowering individuals to adapt to dynamic environments and pioneer transformative change.

L & D : Training in VUCA World

As automation and globalization redefine the nature of work, the ability to navigate complex interpersonal dynamics and manage emotions becomes crucial. The training programs that emphasize emotional intelligence and resilience equip individuals with the interpersonal skills necessary to thrive in diverse workplaces. By fostering empathy, communication, and conflict resolution skills, these initiatives not only enhance individual well-being but also promote inclusive and cohesive organizational cultures.

A future-ready generation must be inclusive and diverse, reflecting every human experience. In addition to that, Education plays a crucial role in promoting diversity and fostering a culture of inclusivity, where individuals from all backgrounds feel appreciated and empowered to contribute. This involves not only addressing systemic barriers to access but also integrating diverse perspectives and voices into the curriculum to promote understanding and empathy.

That is being said, in a world where knowledge becomes obsolete at an unprecedented pace, the concept of lifelong learning emerges as a fundamental principle for personal and professional growth.

L&D promotes a culture of continuous learning empower individuals to adapt to evolving demands and embrace new opportunities. By offering flexible learning paths and personalized development plans virtually and physically, organizations facilitate the acquisition of skills and knowledge throughout individuals' careers, thereby fostering resilience and agility in the face of change.

In conclusion, continuous Training is instrumental in creating a future generation capable of navigating the complexities of the 21st-century landscape.

By adapting to technological advancements, fostering creativity and innovation, cultivating emotional intelligence and resilience, and encouraging lifelong learning, these initiatives empower individuals to thrive in an ever-changing world.

As organizations and societies in different fields embrace the imperative of investing in learning and development, they lay the foundation for a prosperous future driven by individuals who are not just prepared for the challenges ahead but are also confident to seize the opportunities that await.



Lebanon, a traveller's delight,

Laglouq Lakes Lebanon mountain

1. Rawcheh, Beirut
2. Corniche Almanrah Beirut
3. Faraya- Mountain of Lebanon
4. Jounieh Keserwan

Lebanon, is located on the eastern shore of the Mediterranean sea, it consists of a narrow strip of territory and is one of the world's smaller sovereign states. The capital is Beirut.

Though Lebanon, particularly its coastal region, was the site of some of the oldest human settlements in the world, the Phoenician ports of Tyre (modern), Sidon (Ayd), and Byblos (Jubayl) were dominant centres of trade and culture in the 3rd millennium BCE. It was not until 1920 that the contemporary state came into being. In that year France, which administered Lebanon as a League of Nations Mandate, established the state of Greater Lebanon. Lebanon then became a republic in 1926 and achieved independence in 1943.

Lebanon shares many of the cultural characteristics of the Arab world, yet it has attributes that differentiate it from many of its Arab neighbours. Its rugged, mountainous terrain has served throughout history as an asylum for diverse religious and ethnic groups and for political dissidents. Lebanon is one of the most densely populated countries in the Mediterranean area and has a high rate of literacy.

Notwithstanding its meagre natural resources, Lebanon long managed to serve as a busy commercial and cultural centre for the Middle East.

This outward image of vitality and growth nevertheless disguised serious problems. Not only did Lebanon have to grapple with internal problems of social and economic organization, but it also had to struggle to define its position in relation to Israel, to its Arab neighbours, and to Palestinian refugees living in Lebanon. The delicate balance of Lebanese confessionalism (the proportional sharing of power between the country's religious communities) was eroded under the pressures of this struggle; communal rivalries over political power, exacerbated by the complex issues that arose from the question of Palestinian presence and from a growing "state within a state," led to the outbreak of an extremely damaging civil war in 1975 and a breakdown of the governmental system. After the end of the civil war in 1990, Lebanon gradually reclaimed a degree of relative socioeconomic and political stability; because of the continued problems of external intervention and troubled confessional relations, however, many of Lebanon's challenges persisted into the early 21st century.



IFTDO World Conferences (1972-2024)

Excerpts from the Golden Jubilee
Anniversary Booklet
by
Dr. Ahmed Albana





Few of VVIP at various countries who inaugurated IFTDO conferences during past few years



Towards the future

"No retrospect can fully serve its purpose without a peep on its insights and implications for the future. Yet future cannot be crafted, one can only prepare for it. 50 years of IFTDO testify to its purpose, resilience and vitality. These are qualities to build upon with a purposeful commitment to human competence and possibilities. The indications are positive and one could build upon it with sense of direction and awareness"



Ms. Anita Chauhan
National President, ISTD

☎ +91 11- 49077807

+91 11- 26857157

✉ nationalpresident@istd.in

Summary of the proceedings of the 2nd International Conference on “Vasudhaiva Kutumbakam” 21st and 22nd March, 2024.

The 2nd International Conference on Gender Equal Nation Building was conducted on 21st and 22nd March, 2024 with the theme “Vasudhaiva Kutumbakam: Weaving Global Solidarity for A Gender-Equal Future., at the SCOPE Complex, Delhi. The Sub-Themes for the conference were:

- Threads of Ancient Wisdom
- Weaving The Tapestry of Tomorrow
- Youth: Stitching the Future
- Weaving Together Global Solutions
- Building Global Solidarity

DAY ONE

The Inauguration ceremony started in the afternoon of 21st March with a warm welcome address by Mr. Surender K Ghulyani, Executive Director – ISTD who extended personal greetings to Guests of Honour, dignitaries on the dias, life members in the audience, delegates, students and other guests present. He spoke about the significance of the 2nd conference organized on the subject of Gender-Equality and emphasized the need for working towards a gender-equal future where diversity and inclusion are a part of the journey.

The address by Dr. Aneeta Madhok Chairperson of Women Empowerment Committee, NC Member from Mumbai Chapter emphasized the significance of the first ever Women Empowerment Committee of ISTD and the pioneering efforts to bring the subject of gender equality on the table. Women are poised to be future wealth creators for the nation and their participation in the workforce can unlock a huge potential of economic value. The Training Needs Analysis done by the WEC is one step in the direction of designing training that truly empowers women.

The conference address by Janet IK Jolaoso, Past President Nigerian Institute of Training and Development, Chairperson Women and Youth Empowerment and Entrepreneurship Committee drew a great link between

IFTDO - WOMEN EMPOWERMENT COMMITTEE - 2023-24

Indian and Eastern wisdom and Nigerian needs for learning and development.

Guest of Honour Mr. Uttam Lal, Director (HR) of NTPC spoke of the role models for women empowerment who have set a trailblazing record of accomplishment against all odds in India and abroad. He covered a wide canvas of stories of women empowerment across the landscape of India.

Guest of Honour Col. Anil Kumar Pokhriyal acknowledged everybody in the audience and shared best practices from organizational life on gender equality and diversity.

Mr. Uddesh Kohli, President Emeritus of ISTD shared an enduring vision of ISTD and lauded the efforts to bring the subject matter of Women Empowerment for deliberations over the remainder of the conference.

Ms. Anita Chauhan National President of ISTD welcomed everybody to the conference and shared her vision of the world as “One World, One Family – Vasudhaiva Kutumbakam”

All the Guests of Honour, and dignitaries on the dias released the report “Empower Her – Training Need Analysis for Women Empowerment” written by Dr. Aneeta Madhok, Chairperson of the Women Empowerment Committee and Ms. Mitali Juthani, student of Mithibai College, Mumbai. Ms. Mitali Juthani shared her personal learnings and hoped that some day there will be a training program for men on how to work shoulder-to-shoulder with empowered women.

The compere for the event was Dr. Nilam Panchal, Chairperson of ISTD Ahmedabad Chapter, Prof & Head, Department of Public Policy and Governance BK School of Business Management, Gujarat University. Students accompanying had prepared Rangolis at the venue. A poster competition was held at the campus, with the best ten posters out of over 100 entries on the theme of Gender Equality, being brought to the conference for a final decision. The panel of judges for the Rangoli contest was Mrs. Usha Jain, Regional Vice President ISTD North and Mrs. Sujata Taterh, NC member ISTD from Kota Chapter. The panel of judges for the poster contest was: Ms. Pritima Kaushal, NC Member and Member of the Women Empowerment Committee, Prof. Radha Sharma, Life Member from Delhi, and Prof D.K. Banwet, Past President of ISTD.

The day ended with a cultural performance by Students

of Department of Public Policy and Governance, BK School of Business Management, Gujarat University and was followed by active networking and dinner.

DAY TWO

22nd March was World Water Day. And our opening speaker was none other than Magasaysay award winner, WaterMan of India, Dr. Rajendra Singh. He spoke about water is life, water is livelihood and water is dignity. Quality of water is feminine, so a conference on gender-equality coinciding with World Water Day was very auspicious. The efforts of making in creating water harvesting solutions that turn barren lands into verdant green landscapes, examples of community members across the Aravali mountains who have worked to harvest rain water, touched the hearts of the audience. The special mention of how villagers and dacoits of the Chambal Valley gave up arms and took up community development projects and farming through developing water harvesting systems for the region. Dr. Rajendra Singh received a standing ovation from the deeply touched and highly motivated members of the audience.

The Comperes for Day Two were Ms. Rajashree Jain, Member of the Women Empowerment committee, and Secretary of Jaipur Chapter of ISTD and Mrs. Sujata Taterh NC Member from Kota ,who held the event together with graceful narrative.

The day opened with the lighting of the lamp and announcement of the winners of the previous day's Rangoli and Poster Competition. Dr. Rajendra Singh gave away the prizes to the students as follows:

Rangoli making Competition

- 1) Anushree, Neti, Dhanishta
- 2) Pooja, Priya, Gruhlaxmi
- 3) Pushpali, Jagruti, Avni

Poster Competition

- 1) Neti, Nidhi
- 2) Bhavya, Pushpali
- 3) Tammana, Shradha

The session on How Corporate Champions weave the tapestry of tomorrow was chaired by none other than Dr. Ranjan Mohapatra Former Director HR of IndianOil, and Chairman of IFTDO. Speakers included Abhay Kapoor, Chief HR officer of Suzuki Motor Gujarat Private Limited who shared many best-practices from his own experience, Dr. Aneeta Madhok MD Open Spaces Consulting, who spoke about corporate champions making ripples of change which forms a tsunami of people working toward gender

equality, Nina Jain, Secretary General of USO who brought an educationist's point of view and how young minds need to be shaped to embrace values of diversity and inclusion. Dr. Vidya Iyer, Professor HR of SOIL Institute of Management, spoke of developing curriculum around DEI & B at the workplace. Sapna Srikanth GM Capability Building HPCL spoke about how companies like HPCL take their D&I initiatives beyond the employees of the organization and extend their efforts to communities and vendors beyond the boundaries of the organization. Shri Ali Adil Khan, Editor-in-Chief Times of Pedia empowered the audience with quotations from ancient Hindu texts and ancient Islamic texts that speak of the entire universe as a connected community and the vision of equality and equity.

The session on Academia's Guiding Light in weaving the tapestry of the future was ably chaired by Dr. A.C. Joshi, Professor of conference academic partner Doon University. The role of education in building gender equality cannot be underscored. The speakers Prof. Dr. Shalini Verma, Founder Samvaw Foundation, Dr. Radha Sharma, Professor & Dean Research and Industry-Academia Linkages, New Delhi Institute of Management, Prof. Sambasiva Rao Former Professor, and National Vice President of ISTD, Dr. Nilam Panchal Prof & Head, Department of Public Policy & Governance, BK School of Management, Gujarat University, and Deepak Kumar Bist, Joint Director ISTM all shared a large number of best practices and initiatives that enable academia to build sustainable values of Diversity and Inclusion in the curriculum.

The Global Solutions session focused on Building Global Solutions Across Borders, Hand in Hand. The Session chair was Major Dr. Gulshan Sharma, Director General, Chamber for Service Industry, Chandigarh, who enlivened the panel discussion with great aplomb. We had Dr. Tanzaire Vashishtha, Lady of Honour, Vice Chairlady, Honorary Representative – Peace and Sport Council of Afghanistan in India who brought brilliant insights into the work of cross border collaboration and working for women rights across national boundaries. Ashok Sharma, Head Strategy & Planning Amar Ujala Publications, Mr. P M Bharadwaj, Founder Bharadwaj Foundation, MD & CMD of 4 PSU's created many bridges across nations. Ms. Sangeeta Kaur Founder EJ Asia addressed the audience from Malaysia and spoke of the impact of global collaborations towards SDG's.

The Exhibitor Session from Dr. Sitaraam Gupta of Gaumaaya, shared a great deal of knowledge about the use of cow urine and cow dung in medicinal and home purposes. It was an amazing insight into his award-winning journey with Gaumaaya. He received a standing ovation

from the audience on his passionate contribution to society.

Speeding towards One World and One Future with Sunita Godara Asian Marathon Champion, and Inderpal "Imagine" Singh, Actor and Motivational Speaker was chaired by Dr. Aneeta Madhok. An electrifying session, creative, illuminating, imaginative, speedy, charged up the audience, ready for taking the world towards Vasudhaiva Kutumbakam.

The Youth of the Nation, Stitching the Future – from Aspiration to Action, galvanized into action by young energy of Kargill war veteran Lt Col. Himanshi Singh who looked at what it takes to be a real-life hero, Dr. Arvind Otta who spelt out the canvas of mental health issues weface. Shivalika Puri, International Journalist who spoke of empathy for the trials and tribulations faced by journalists in the international space. During this session we also witnessed Past President of ISTD, Prof. Vinayshil

Gautam speak eloquently about the main theme "Vasudhaiva Kutumbakam".

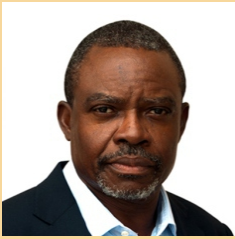
Threads of Ancient Wisdom by Dr. Debashish Satpathy, CGM HRM of NBCC India Limited traced stories from the Mahabharat. There are many threads of thought and application to management situations, and only a few were shared. Many in the audience looked forward to interacting with Debashish Satpathy again.

The Valedictory address by Prof. D.K. Bamwet, Past President of ISTD, Professor from IIT Delhi, spoke on the theme once more, giving a light hearted perspective on connectedness, relationships etc. The summing up of the proceedings of the conference was done by Dr. Aneeta Madhok, and closing notes on ISTD from the National President ISTD, Ms. Anita Chauhan. Vote of Thanks was delivered by the National Vice President Prof. N Sambasiva Rao.

International Conference ISTD







Mr. Tayo Rotimi (Nigeria)
IFTDO Representative
to the UN

IFTDO has been having observer status with the United Nations Economic and Social Council (ECOSOC) since 2002. Having this status is of great value for IFTDO's international image and prestige. IFTDO is also a signatory to UN Global Compact (UNGC). Therefore, on the important occasion of the 50th anniversary of IFTDO, it is important to highlight this important relationship with the UN and recognize everyone that has supported the IFTDO in maintaining the relationship.

UN DPI organizes Annual/Bi-Annual conferences of its NGO affiliates. The Conferences could be regarded as the most prestigious event of UN for its affiliated NGOs. The main purpose of these conferences is to involve the NGOs in the UN's Global Agenda, focused on Sustainable Development Goals so that they can work on global matters. In relation to this, IFTDO represents human resource management and development professionals and others engaged in workforce development.

IFTDO has been having observer status with the United Nations Economic and Social Council (ECOSOC) since 2002.

The UN workshop conducted at the UN by IFTDO in 2014 was at UN's invitation for the the purpose of input to the deliberations on creating the new Sustainable Development Goals (SDGs) taking effect in 2015. In this instance, IFTDO's contribution was a further input to SDG8, Sustainable Economic Growth and Decent Work for all. Leading off as IFTDO workshop presenter was Carol Panza, then IFTDO Chair and President of CMP Associates. Ms. Panza laid out the proposition that, skills for employability, was a global issue. Tayo Rotimi, CEO MacTay Consulting, IFTDO Chair of Developing Countries Committee at the time and 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.

Dr. 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 the construction industry.



Carol Jenkins, who was at the time the Executive Vice President for Global Development, World Learning, discussed how international organizations could address world-wide skills development needs through empowering individuals and institutions. She mentioned that 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. Dino Correl 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.

Dr. David Waugh, former IFTDO Executive Director and retired career officer with the ILO, moderated the session and fielded questions for the speakers from the many workshop participants. As 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.

The Conference in 2018 was on the theme "We the Peoples... Together Finding Global Solutions for Global Problems". The 2-day Conference had 2 Plenary sessions, 1 Open Forum, 6 Round Tables and 40 Workshops which were conducted by selected NGOs, including IFTDO. About 1500-2000 delegates from 80 countries participated. From IFTDO, Mr. Tayo Rotimi, IFTDO Representative to the UN, Dr. Bart Tkaczyk (then IFTDO News Editor), Dr. Uddesh Kohli (IFTDO Hon Secretary General) and Youth representative Ms. Cassandra Jagroop participated in various sessions and conducted the IFTDO workshop. In reference to Bart's report, the fact that IFTDO was one of the 40 organizations who were selected to conduct workshops, speaks of high standing of IFTDO with UN. IFTDO can feel proud to be part of the international effort for humanity.

It is also important to note that IFTDO Secretary General, Uddesh Kohli has been involved from the beginning in the UN Global Compact Program initiated by the then UN Secretary General Mr. Kofi Annan in July 2000. He has

attended various Summits, Conferences, Local Chapter meetings under the UN Global Compact Program held from 2018-2021. He also participated in the UNCITRAL and its Working Group II meetings during this period. I must commend Dr. Uddesh Kohli for his vital role in sustaining IFTDO relationship with the UN.

I'm proud to recognize Dr. David Waugh, my predecessor as the IFTDO Representative to the UN (2008-2012) for all the work he did to strengthen the relationship between IFTDO and the UN. David was also a former IFTDO Executive Director, who played a key role in strengthening the relationship between the then IFTDO key full members, including SHRM and ATD. I reckon that it was also David that got the agreement of SHRM to host the global headquarters of IFTDO in their corporate head office in Virginia, USA.

IFTDO has the capacity to represent the Learning and Devevelopment (L and D) industry in all its ramifications in many countries and to authoritatively elaborate on L and D practices there. In one instance, IFTDO researched and wrote up its investigation of the practices of four UN member countries and submitted reports on its findings for presentation to the UN General Assembly. This research was conducted under contract with the UN, led by Dr. Annette Hartenstein with contributions from IFTDO members and interested persons in the countries selected. IFTDO looks forward to more of such collaborations with the UN.

Dr. Hartenstein deserves commendation for her leadership in conducting the research and for her valuable support during during the workshops that IFTDO facilitated at the UN headquarters in New York in 2014. Prior to this, she volunteered her time as the IFTDO Newsletter Editor for several years. She was a remarkable and selfless lady. Unfortunately, the HRD community lost Dr. Annette Hartenstein some years back. May Annette's soul continue to rest in peace.

Finally, I wish to commend the IFTDO Youth Representatives, who have participated in activities within the UN, including workshops and meetings, as required with no cost to IFTDO. Some of the notable Youth Representatives include Ms. Cassandra Jagroop, Romeo Rakistaba, Fareesha Ali and Ms. Tara Omisorg.



51st IFTDO World

Conference & Exhibition 2025
15 - 17 April 2025 | Jakarta, Indonesia.
Theme: The Era of Learned Futurist



Highlights:

Being the first IFTDO World Conference & Exhibition in the land of Indonesia, STADA, being a full member of IFTDO is proposing and ready to organize the 51st event in Jakarta, Indonesia, in 2025. The co-organisers will be The Futurist Foundation, Yayasan Futurist Indonesia, and Indonesia's biggest business chambers of commerce, KADIN Indonesia. The conference manager is Proxsis Group.

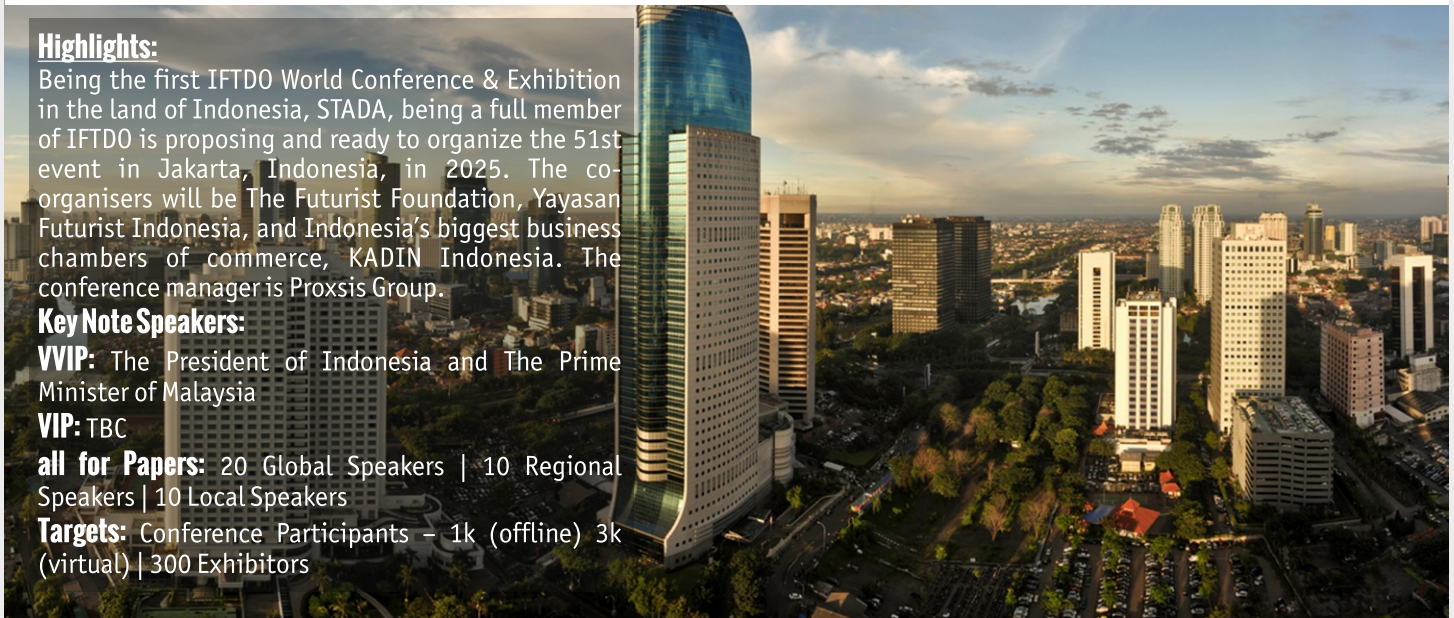
Key Note Speakers:

WWIP: The President of Indonesia and The Prime Minister of Malaysia

VIP: TBC

all for Papers: 20 Global Speakers | 10 Regional Speakers | 10 Local Speakers

Targets: Conference Participants – 1k (offline) 3k (virtual) | 300 Exhibitors



The Singapore Training and Development Association (STADA) was established in 1972 by a group of training professionals from diverse industries who are passionate to learn and share best practices. STADA is committed to act as a conduit to facilitate the transfer of skills and technology of human capital capabilities to enhance the growth of individual human capital development (HCD) practitioners, corporations and our international networks.

The Futurist Foundation was established in November 2010 at the Law Division (BHEU) in the Prime Minister's Department of Malaysia as a Trust Fund to focus on a 'Futurology' study on **Enhancing and Implementing the Entrepreneurial Synergy & Business Ecosystem** in the Nusantara Region namely, Malaysia, Indonesia, Singapore, and Brunei. Futurist launched the "Usahawan Nusantara" Flagship, a Futurist Entrepreneurial Movement in Malaysia and Indonesia (through Yayasan Futurist Indonesia) to encourage Entrepreneurs to collaborate and not to work in a SILO Mind-set, but to explore global partnerships, beginning with synergizing their networking and businesses.

Established in 1968, The Indonesian Chamber of Commerce and Industry or KADIN is an association of business organisations in Indonesia. Members of this organisation consist of entrepreneurs or a combination of national businesses from various sectors, both private-owned enterprises, cooperatives and government-owned enterprises.

Established in 1968, The Indonesian Chamber of Commerce and Industry or KADIN is an association of business organisations in Indonesia. Members of this organisation consist of entrepreneurs or a combination of national businesses from various sectors, both private-owned enterprises, cooperatives and government-owned enterprises.



Ms. Janet I.K Jolaoso
Co-Chair Elect Women
& Youth Empowerment
and Entrepreneurship
Committee

The principles of pedagogy training affirm that children learn a lot in their formative years while their memory, attention span, and language skills develop. However, during their

growing years, children need the right guidance that will help them identify and nurture these innate skills. But a lot also depends on a child's temperament and personality to understand these skills and work towards honing them. During these impressionable years, schools and teachers play a vital role in discovering their interests and enhancing their skills.

Moreover, in a world that is constantly transforming, it is the young generation that is going to usher in a new era of change and sustain it. For that, skill development is vital. So, let's explore various ways to carry out skill development at the school level and the importance of developing skills from a young age to have a future-ready workforce.

Future Ready Concept in Learning Pedagogy Enterprise

Educators should recognize the importance of adopting the right technology solutions today in preparation for the learning demands of tomorrow and even beyond to become future-ready. For learning Leaders in the education sector to truly be future compliant, it must go beyond one-to-one device initiatives and teaching apps. School administrators and IT managers with a passion for future desires on education should be thinking about the entire ecosystem in the entire education architecture of a nation. They should forecast the emergence and impact of new technologies and earnestly adapt to the emerging rapid changes taking place in the learning environment.

Jon Phillips the managing director of Worldwide Education for Dell suggested the following steps for

L & D: TRANSFORMING A YOUNG GENERATION

In a world that is constantly transforming, it is this young generation that is going to usher in a new era of change and sustain it.

schools and administrators to consider to drive commitment toward future-ready momentum in the classroom:

Suggestions to drive Schools' Commitment to future-ready momentum

- **Assess where your schools are now.** Conducting a situational analysis of schools is the first step to affirm the current status of schools. According to him "Measurement is a great way for school owners and administrators to understand their realities and ground their vision in something tangible and measurable. The Teaching Innovation Progression Chart was designed to **encourage conversation around 21st-century learning** and assess progress in meeting the goal of full integration of today's classrooms".
- **Identify the future-ready skills to focus on.** Sets of needed skills for work of the future have to be identified and enumerated for adequate curriculum attention to develop in students for today, tomorrow, and beyond. Education needs to evolve, to teach and **prepare students for the needs of our future workforce**, and the skills needed to drive this continue to change. Schools must forecast and prioritize learning for those needs.
- **Grant students equitable access to technology and information.** Providing students **with equal access to information can help shrink the digital divide**. He suggested that students' access to personal notebooks better support personalized learning and meet online testing requirements set against expected standards. This allowed more students to access online resources and cultivate the skills necessary to make them successful in today's digital workforce.

- **Develop assessments to measure student progress in future-ready skills.** Assessing students' progress in mastering future-ready skills is a key component of building a successful future-ready initiative. However, you need to make sure you have the right metric. Future-ready education should be aimed at developing productive citizens around creativity, critical thinking, and working collaboratively regardless of the career path. Additionally, **demonstrating the importance of 'learning how to learn'** is as important as specific subject matter material.
- **Plan collectively and strategically for the future.** You can develop an entire plan based around future-ready learning, implement it to a T, and still fall short of expectations if you don't remain mindful of its core. Ultimately, future-ready education is about making content relevant to students' lives and creating opportunities for students to interact with each other, with teachers and with other knowledgeable adults in authentic learning experiences. Aligning your team around several strategic priorities that personify your vision will ensure the success of your future-ready initiative.
- **Embrace a powerful vision of student-led learning.** The first step to approaching a future-ready education initiative is to identify and envision your organization's end goal. In today's learning environment, it should be students at the center, not the educators. For many learning instructors, this paradigm shift from a traditional teacher-led classroom to a student-centered one can be a challenging transition. While teachers and administrators play a critical role in making a classroom future-ready, **students should be more involved in technology decision-making** and deployment. Some schools have elected "technology ambassadors," students who are trained on new tech and thus empowered to teach their fellow students.

Creating future-ready students through advanced educational approaches

Gone are the days when education was limited to the pages of a book and students memorized information solely to pass an examination. Educators are pushing the envelope and helping students possess skills that go

beyond jobs and technology – and will last them a lifetime. Here are some of the reasons why skill-based learning has become imperative in schools:

- Promotes independence
- Enhances creativity and encourages teamwork
- Develops students' social skills
- Improves their communication skills
- Makes them fast learners

Ways to Prepare Students for the Workforce of the Future:

1. Identify specific future-ready skills in children: Education needs to evolve if it has to accommodate students with enhanced skill sets. Students must learn certain skills that will help them easily adjust and blend into the workforce of tomorrow. In this case, teachers can identify what the child needs and accordingly tailor the educational needs of the students with the right curriculum content.

2. Encourage students to be more creative: Students need to be pushed out of their comfort zones and motivated to think out of the box. This will foster an environment of creativity and inspire them to try new things and share their creative thoughts with others. In this way, children also come together to discuss and share their ideas, knowledge, interests, etc.

2. Make communication an essential part of their journey: The new age of learning includes bringing new concepts to the table and exploring them. However, children need to be taught the art of communication, which can prove to be useful in their growing-up years. Teachers must encourage students to communicate their thoughts and ideas more clearly and without any hesitation.

3. Introduce a student-led learning approach: To embrace an effective student-led learning approach, schools need to understand that in student-based learning, the students are at the core, and not the educators. Students must have a say in making the classrooms future-ready as well as be more involved in technology deployment decisions.

4. Make students think on their feet: In this day and age, where things are moving at an accelerated pace, quick thinking and adapting to a situation has become the need of the hour. Thus, these skills need to be ingrained in students, so that they learn how to deal with an emergency with their prompt thinking and adaptability skills.

5. Inspire students to take calculated risks:

Every new or creative thing brings with it a certain set of risks. However, students should be motivated to experiment with new ideas and different thought processes. Instead of fearing failure or making mistakes, students delve deeper into their thoughts and make the most of these growth opportunities.

The Future Ready Schools Pledge

An educational resource blogger - Classcraft in one of his creative works admonished that "becoming a future ready school takes vision and commitment" to transfer theories into practical experiential learning. He further suggests that campuses and academic leaders amongst others should diligently carry out the following seven tenets of the **Future Ready Schools Pledge**:

- Foster collaboration
- Increase academic rigor
- Provide personalized professional learning
- Encourage anywhere, anytime learning
- Re-envision how to use space and time
- Plan for long-term sustainability
- Seek continuous improvement

It was amazing that Crestwood Secondary Howard-Winneshiek in Iowa, USA, got it right by observing and applying the pledge. The Campus administrator and faculty have discovered how to utilize the best technology and equally elevate student achievement tremendously.

Vision and Commitment Wheel:



Source: <https://www.classcraft.com/resources/blog>

The diagram above aptly describes the architecture of future ready schools' collaborative leadership component revolving envisioning the learning process space through effective planning, implementation, and assessment up to refine phases to make real personalized learning, happen.

Choosing a Career Path: Things Students Should Consider:

- Realize what they are good at and know what they like
- Think about their future and what they want from it
- Develop valuable and transferable skills
- Set achievable goals for students to meet

To move ahead, it is necessary to pause and look back for a second and recognise the need for skill development in children. Teachers need to ensure that imagination and creativity flow smoothly and students are given the right avenues to discover and enhance their skills. For this purpose, students and teachers need to become partners in this endeavour, because, in the end, students must be taught how to think, not what to think.

Because traditional educational institutions alone cannot deliver the skills companies will need now and in the foreseeable future, organisations need to collaborate with Schools by linking towns with gowns in many ways. These include establishing the needed skill sets for curriculum content development, creating spaces for students' internship placement programmes, and sponsoring educational activities including scholarships and equipping libraries with relevant ICT gadgets and resources in areas of subjects of interest for mutual benefit to both parties. Rather than create monolithic centralized programs that people attend before returning to their day job, forward-looking companies will develop learning journeys that have a mix of core and individualized content, delivered when people need it and at the requisite scale.

On a final note, there should be an emphasis on experiment-and-learn environments to encourage accelerated personal growth and improvement for employees. They can fuel beneficial innovation, as evidenced by Google's famous "20 percent time" policy that encourages employees to work on their ideas for Google 20 percent of the time (this approach contributed to the creation of Gmail and Google Maps, among others) as spread by the famous McKinsey.

IFTDO GLOBAL HRD AWARDS 2024 - WINNER ENTRIES

Winner in Value for Money Category



GAIL (India) Limited

In today's rapidly changing business landscape, the key to stay competitive lies in nurturing a future-ready workforce. GAIL (India) Limited (a Govt. of India Undertaking- Maharatna Company) recognize this imperative and has implemented robust learning and development programs to empower the employees and to create a talent pool that is well-equipped to navigate the challenges of tomorrow.

Further, GAIL (India) Limited through its training institute (GAIL Training Institute- GTI), has extended its wings to cater to the requirements of Human Resource Development and professional training, to the entire Oil and Gas fraternity, especially in the domain of Gas Transmission and Distribution, City Gas Distribution, Gas Processing, Petrochemicals and LNG. GTI is committed to shaping the future of the hydrocarbon industry and is consistently working towards development of Human Capital of not only GAIL, but also to the larger community of Oil & Gas Sector employees.

As a dynamic and forward-thinking organization, GAIL places a high emphasis on learning and development to enhance employee capabilities and drive innovation, through following initiatives.

A. Embracing Change through Learning

One of the defining characteristics of a future ready



Inter-industry Theatre Work-Shop- organized by GAIL Training Institute for 16 young participants from 07 Oil & Gas PSEs including GAIL under 'YOUphoria'

generation is its ability to embrace change and adapt swiftly to new circumstances. In an earnest effort GAIL has always been endeavouring to prioritize learning and to create an environment where employees are encouraged to expand their knowledge, acquire new skills and stay abreast of industry trends as per changing business dynamics. OJAS & Youphoria are the initiatives to foster a culture of innovation and continuous learning across the organizations.

OJAS is a platform created for A Young Executives, below 35 years of age to provide them with opportunity to connect, engage and develop their capabilities. The platform enables to launch targeted engagement initiatives towards Millennial and Gen Z employees. The initiative saw several engaging, fun and collaborative events being launched in various zones for the young executives by young executives like Leader of the day, Drama Workshop, CSR drives, Cultural events etc.

B. Building Resilience and Agility

In today's dynamic business environment, resilience and agility are key attributes of a future-ready workforce. Learning and Development (L&D) programs that focus on building resilience help employees develop the mental and emotional fortitude to navigate challenges, overcome hindrances and uncertainties with confidence and composure. Post COVID era the requirements were seen as significant and accordingly suitable interventions were given on agility training so as to enable the employees to quickly adapt to shifting priorities, cope with changed set of conditions, market dynamics and customer demands to ensure organizational agility and competitiveness. Further, this included extending support to the families of deceased employees, for taking care of their emotional and general wellbeing as well as education related issues of their children.

C. Cultivating Leadership and Collaboration

GAIL realizes that it is imperative to continually strive to develop and enhance the quality of its talent pool and nurture leadership. This would enable to place competent persons at strategic roles. Effective leadership is essential for guiding organizations during complexity and uncertainty. Learning and development

initiatives aimed at leadership development, cultivates the next generation of visionary leaders, who possess the skills, qualities, and mindset to inspire teams, drive innovation, and achieve strategic objectives.

D. L&D in GAIL's Business Strategy

As GAIL is gradually diversifying into newer areas of technology and business, it is pertinent for us to strive for excellence by acquiring knowledge and skills which are required for efficient decision-making process, that would lead to organizational growth. In line with the changing global business environment and India's future growth trajectory, GAIL through GTI Noida has organized several training programs in various new domains and has trained about 700 of GAIL's Engineers (at various levels) in Renewable Energy Sector and other Emerging Opportunities.

E. Nurturing Innovation and Creativity

Learning and development initiatives play a pivotal role in nurturing innovation and creativity within an organization. By providing employees with the tools, resources, and opportunities to explore new ideas and approaches, companies can unleash the creative potential of their workforce. In a unique attempt to nurture the entrepreneurial skills of spouses of GAIL employees posted at various locations, GAIL ABHA has been conceptualized which is the first of its kind initiative in the industry to generate awareness among the spouses of employees about the start-up environment.

The evolution of the workforce from baby boomers to millennials and Gen Z has brought significant changes, including dual-career couples at GAIL facing challenges due to limited opportunities in remote locations. This impacts personal harmony, motivation, and productivity. To address this, GAIL introduced GAIL Abha, a program supporting spouses' entrepreneurial ventures. It includes workshops, mentoring, and hand-holding sessions, fostering a supportive environment and enhancing employee satisfaction and retention. This initiative not only benefits employees and their families but also contributes positively to the economy and society



GAIL Abha Workshop

F. Leveraging Technology for Learning

In the digital age, technology plays a transformative role in learning and development. Organizations are leveraging innovative digital learning platforms, virtual reality simulations, gamified learning experiences, and artificial intelligence-driven analytics to deliver personalized, engaging, and impactful learning experiences. GAIL has a dedicated faculty base of about 60 Subject Matter Experts / In-house Faculty with long experience and expertise in the areas of Natural Gas & LPG Pipeline Construction and O&M, Compressor Stations, Petrochemicals, City Gas Distribution (CGD) & Compressed Natural Gas(CNG), SAP-ERP, Cathodic Protection, Integrity Management, Quality Management, Health, Safety & Environment, etc. They are highly diversified group of individuals working in the above business areas, who have graduated from leading Technical and Management institutions of India such as IITs , NITs and BITS Pilani.



Learning Gamified- Ojas Carnival' 2023-2024

Other Key Activities

- a. GAIL is also playing a proactive role to support

the National Skill Development Mission through active participation of Hydrocarbon Sector Skill Council (HSSC) and other Sector Skill Councils for providing Skill Trainings in various parts of the country (India) through Skill Development Institute (SDI) at Raebareli, and GAIL Institute of Skills at Guna , Nagaram.and Amravati.

b. GAIL aspires to promote GTI Noida as Centre of Excellence in the business areas such as Natural Gas, City Gas Distribution (CGD), Liquefied Natural Gas (LNG) and Petrochemicals. GTI is an Authorised Training Provider (ATP) for American Society of Mechanical Engineers (ASME) courses in India. ASME is a world-renowned body in development and delivery of internationally recognized and adopted standards in the Oil and Gas Pipeline Industry. GTI is conducting ASME certified programs for external participants with the help of Authorized Training Instructors (ATI) of GAIL, who are certified faculty from ASME.

c. Recognizing the importance of effective leadership, GAIL offers comprehensive leadership development programs including Workshops, Seminars, and coaching sessions aimed at enhancing Leadership Skills, Decision-making abilities, Strategic thinking, Safety protocols, Environmental Sustainability, Vigilance, Ethics and Governance.

d. Diversity, Equity and Inclusion (DEI) Training: GAIL is committed to fostering a diverse and inclusive workplace culture. Training programs focused on Diversity, Equity and Inclusion are conducted regularly to raise awareness, promote understanding and ensure a respectful and inclusive work environment for all the employees. DEI-focused training programs support empathy and cultivate a culture of respect and belonging, ensuring that all employees have equal opportunities to learn, grow, and succeed.

e. GAIL is providing needful support to various academic institution through GAIL Training Institute (GTI) for collaboration, knowledge dissemination and providing Summer/ Winter internship/ Industrial Visit to the students of various Universities/ Academic Institutions.

The investment in training and development has yielded significant benefits for GAIL and its employees:

- **Enhanced Employee Competence:** Employees are equipped with the knowledge, skills, and capabilities to perform their roles effectively and contribute to organizational success.
- **Innovation and Adaptability:** Training programs encourage innovation and a culture of continuous learning, enabling employees to adapt to changing market dynamics and technological advancements.
- **Talent Retention:** By investing in employee growth and career development, GAIL fosters a sense of loyalty and commitment among its workforce, leading to higher retention rates.
- **Improved Performance:** Training activities directly contribute to improved job performance, safety compliance, and overall operational efficiency within the organization.

GAIL's focus on learning and development exemplifies its commitment to creating a future-ready generation of professionals. By investing in training activities that encompass technical skills, leadership development, soft skills, and diversity initiatives, GAIL not only enhances employee capabilities but also strengthens its competitive advantage in the industry.



State of the art training Centre – GTI at Noida

WINNER IN LEARNING INTO ACTION CATEGORY

Immersive Virtual Reality Crime Scene Investigation (IVRCSI)

Crime Scene Investigation (CSI) is one of the key fields in Dubai police, and all police organizations worldwide. Given the importance of qualifying human resources in all general departments of Dubai Police, to achieve the strategic goals of Dubai Police, and to fulfil the guidance of the top leadership of Dubai Police and their determination to create professional specialized teams that work as one team and equipped physically and mentally, an important aspect is added to the side of work that depends on strength and fitness. This aspect is the preparation and development using electronic software and technologies. Dubai Police represented by the Virtual Technology Center has developed Immersive Virtual Reality Crime Scene Investigation (IVRCSI) in collaboration with the General Department of Criminal Investigations (CID) to improve the current ways of training for crime scene investigators.

IVRCSI provides a virtual training environment to simulate a crime scene to help the trainee experience investigations by carrying out various tasks similar to real crime scenes. He accomplishes that by carrying out different tasks such as traveling to the crime scene, securing the crime scene, searching for evidence, communicating with the dispatcher, and requesting forensic experts and additional support units. CSI has been implemented in many courses and has been adopted as a way of training for the fourth-year cadets and the criminal investigation diploma "Detective Program" adopted by the Dubai Police Academy. The intellectual property of IVRCSI was registered in the Ministry of Economy in the Dubai Police name.

Learning impact has been proven in the classroom and the field:

- In the classroom: the trainees did a pre-test, and the average score was 67.09%. The trainees had virtual training on different scenarios (Robbery, Murder, Organized crime cases, Rape, Assault). Then, the trainees did a post-test, and the average score was 89.1%. Therefore, the performance increased by 32.8%. We found that there are good improvement rates in all courses.
- In the field: The impact for crime scene investigators who trained using virtual environments performed better in real cases (evaluated based on 17 tasks in real cases during real investigations) than those who didn't by an average of 57.2%. This resulted in saving cases quickly and with fewer mistakes.



Dubai Police is viewed as pioneer in the region. It houses the first specialized in-house games development center in a police organization that focuses on developing serious games. In doing so, Dubai Police not only has managed to build a capital of intellectual property software assets, but it has also managed to build a human resources capital who have gained a wealth of expertise for using video game technologies to produce serious games that are effective in solving many different needs.





Innovation in Practice Award

Catalyzing Change: *Innovation Strategies at Energy Fiji Limited*

In the heart of **Fiji**, amidst the lush greenery and vibrant culture, lies a tale of innovation and sustainability, that is, spearheaded by Energy Fiji Limited (EFL). As the country's sole and major electricity provider, EFL embarked on a remarkable journey to transform itself into a beacon of energy efficiency and empowerment through its ground-breaking **Fijian Innovation Framework**. "**Catalyzing Change: Innovation Strategies at Energy Fiji Limited**" - the award-winning submission by a Special IFTDO Writers Committee, is a compelling write-up detailing our transformative journey towards sustainability and innovation. Established under the Electricity Act of 1966, EFL has evolved into a beacon of energy efficiency and empowerment within Fiji and the Pacific. At the heart of our progress lies the **Fijian Innovation Framework** - a journey that took four (4) years in research and development before its implementation on 2nd January 2019, sparking a cultural revolution and empowering every EFL Team member to drive inventive solutions.

The first ever researched, designed and implemented **Fijian Innovation Framework** has instigated a profound cultural transformation within EFL, empowering our **Vuvale** (meaning - families) at all levels to embrace creativity and innovation, fostering an environment where novel ideas are encouraged and celebrated. With a young and vibrant Team, we firmly believe in investing in our people to cultivate innovative solution. This is achieved through innovative human resources development programs that not only enhance employee engagement but also unlocks untapped potential within the organization, driving inventive solutions leading to operational excellence. 92% of the EFL Team is engaged in the Innovation Framework at the ideation stage of the Innovation Framework Model.

Operationally, the adoption of innovative strategies has revolutionized EFL's efficiency. By streamlining business processes and investing in renewable energy solutions, EFL has not only met but exceeded social, environmental, and economic obligations. The implementation of the **Monasavu Hydroelectric Scheme** in the 1970's stands as a testament to EFL's commitment to a green innovation and self-sufficiency, driving Fiji towards a more sustainable future. EFL has tailored its services to match the evolving customer needs, resulting an increase in customer satisfaction. Timely deliveries, personalized solutions, and responsive customer support have become hallmarks of EFL's commitment to a more customer-centric, enhancing its reputation and standing in the community and the Pacific.

Internally, EFL's dedication to innovation has reaped both internal and external recognition. Internal innovation competitions have unleashed a wave of creativity, leading to external accolades on national and international platforms. These achievements not only showcased EFL's capabilities but also inspired a culture of continuous improvement and innovation within the organization.

The Fijian Innovation Framework has been a key step in the progress of Energy Fiji Limited, propelling the company towards a brighter and more sustainable future. By fostering a culture of innovation, enhancing operational efficiency, elevating customer experience, and embracing excellence in Innovation Management, EFL is poised to lead the charge in shaping a sustainable energy landscape for Fiji and the Pacific.



We are passionate about what we do. We are surrounded by champions. We develop talent internally. We lead innovation in thoughts, processes, approaches and strategies. EFL sees innovation as the means to achieve excellence.

This is EFL.

Winner in Value for Money Category

Building Super e-Learning Platform for Taiwan's Public Sector-Cross-Domain Collaboration and Resource Sharing on “Public Service e-Learning+ Platform”

- The Civil Service Development Institute (CSDI) utilizes limited manpower and funds to integrate e-learning resources across the public sector in Taiwan and establishes the “Public Service e-Learning+ Platform”.

The goals of the project are as follows:

1. **Single Entry Point:** Establish a unified e-learning resource integration platform for Taiwan's public sector.
2. **Diverse Learning:** Meet the diverse digital training needs to drive lifelong learning initiatives across the public sector.
3. **Shared Resources:** Promote a shared mechanism among affiliated agencies.
4. **Strategic Collaboration:** Promote collaboration between industry, government, and academia, thereby reducing learning costs.
5. **Economies of Scale:** Collaboratively produce digital courses.

The key achievements are as follows:

- **Successful Learning totaling Integration on the Platform:** There are 80 affiliated competent authorities. Each year, the platform provides civil servants with e-learning certification for over 7 million hours.
- **Substantial Reduction in Training Costs:** This results an annual reduction of approximately 8,289,140 physical classroom hours, saving around US\$26.7 million in public funds each year.
- **Savings on Affiliated Agencies' Platform Development and Maintenance Costs:** The project has saved affiliated agencies approximately US\$7.44 million in costs of building their own platforms.
- **Diverse Sharing Accelerates Lifelong Learning in the Public Sector:** Affiliated competent authorities providing certification hours for courses totaling 5.81 million hours annually.
 - **Collaborative Course Production Achieves Significant Economies of Scale:** Each year, assistance in co-producing digital courses for various agencies exceeds 100 hours, achieving economies of scale.
 - **Integrating Policy and Competencies and Conducting Strategic Collaboration for Competency Development Courses:** Pioneering the “Digital Literacy MRT Learning Map” and “English Proficiency-up Learning Zone” and “Information Security Course Zone” and “Net Zero Sustainability Course Zone” and “Environmental Education Course Zone”, with cumulative certification hour reaching 8.72 million.
 - **Continuous Online Learning during the Pandemic:** The peak login traffic during platform usage has grown by 266.75% compared to pre-COVID-19 pandemic levels.



The implementation of this project has successfully achieved the goals of promoting national policies with minimal manpower and investment costs, delivering high-value benefits.

Executive Board of Directors IFTDO 2024



Dr. Ranjan Kumar Mohapatra (India)
Chairman & Past President



Dr. Helmi Sallam (Egypt)
President



Dr. (Ms.) Patti P. Philips (USA)
Chair-Elect



Ms. Janet I.K Jolaoso (Nigeria)
Co-Chair Elect



Dr. Harris Neeliah (Mauritius)
Hony. Treasurer



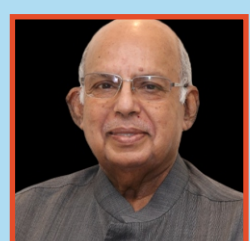
Dr. (Ms.) Nancy Burns (USA)



Ms. Anita Chauhan (India)



Maj Gen. Dr. Mohd. A Bin Fahad (UAE)



Dr. Vinayshil Gautam (India)



Dr (Mrs) Tayo O. George (Nigeria)



Mr. Ayush Gupta (India)



Dr. Ghalib Al Hosni (Oman)



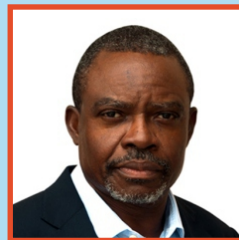
Dr. Raed Khanfar (Jordan)



Dr. Pedro Ramos (Portugal)



Dr. Shen, Chien Chung (Taiwan)



Mr. Tayo Rotimi (Nigeria)



Ms. Wafaa Haidamous Hallassou (Lebanon)



Dr. Abraham Pius (UK)



Dr. Uddesh Kohli (India)
Honorary Secretary General



Dr. A. C. Joshi (India)
Consultant & Editor