

**50**  
YEARS

**50th IFTDO**  
World Conference & Exhibition  
**Golden Jubilee**  
Egypt, 22-24 April 2024

**Redesigning  
The Future**

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Learn, Celebrate & Enjoy**



**IFTDO Conference**  
**22<sup>nd</sup> - 24<sup>th</sup> April 2024**





International  
Federation of  
Training and  
Development  
Organisations

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### HONY. SECRETARY GENERAL

Dr. Uddesh Kohli (India)

### CONSULTANT & Editor, IFTDO News

Dr. A C Joshi (India)

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## Editorial

Dear members,

I extend warm wishes and greetings for a happy New year.

This is a special year when we are celebrating the Golden jubilee of IFTDO and looking forward to an eventful and exciting year.

In an era defined by unprecedented technological advancements, global connectivity, and rapid societal changes, the contours of learning are evolving at an unprecedented pace. As we stand at the crossroads of the 21st century, it is imperative for organisation like IFTDO to acknowledge and actively participate in the paradigm shift that is reshaping the landscape of education at large and Training in particular.

Traditional learning models have served humanity well for centuries, but the demands of the modern world necessitate a departure from the convention. The future of learning lies in embracing a holistic, dynamic, and adaptive approach that prepares individuals not just for the jobs of today, but for the challenges and opportunities that tomorrow will bring.

One crucial facet of this paradigm shift is the integration of emerging technologies into the learning process. Artificial Intelligence, Virtual Reality, and Augmented Reality are no longer just buzzwords but powerful tools that can enhance the educational experience. IFTDO must lead the charge in harnessing these technologies to create immersive, personalized, and interactive learning environments that cater to the diverse needs and learning styles of a global population.

Equally important is the recognition that learning is a lifelong journey. We must champion the idea that education is not confined to the walls of a classroom or the boundaries of a certain age group. Continuous learning opportunities, accessible to people of all ages and backgrounds, should be promoted to ensure that individuals can reskill and upskill throughout their lives, staying relevant in a rapidly evolving job market.

In this issue, we are happy to welcome Mr. Ayush Gupta Director (HR) GAIL India Ltd and Mr. Pedro Ramos CEO of KEEPTALENT from Portugal as our new Board Members. GAIL India Ltd. has joined as a new member this year. Our next issue will be a special one in view of the forthcoming Golden Jubilee conference and therefore will request you all to contribute in it.

In conclusion, the future contours of learning demand a paradigm shift, and IFTDO is uniquely positioned to spearhead this transformation. By embracing emerging technologies, fostering critical thinking, promoting lifelong learning, and championing inclusivity, we can build a future-ready education system that equips individuals with the skills and knowledge needed to thrive in the world of tomorrow.

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





**Dr. Ranjan Kumar  
Mohapatra**

## IFTDO Chairman's Message

Greetings everyone for the New Year 2024.

As we stand at the threshold of a new year, I extend my heartfelt New Year wishes to the members of our global IFTDO community. May the coming year bring you abundant joy, success, and continued opportunities for growth.

As we embark on this journey into the future, our collective focus on the theme of our newsletter, "Future Contours of Learning - A paradigm shift," becomes especially significant. This theme encapsulates the essence of the dynamic changes and innovations we anticipate in the realm of learning and development.

In the ever-evolving landscape of HR and HRD, the concept of Future Contours of Learning represents a paradigm shift that transcends traditional approaches. It challenges us to explore new horizons, embrace emerging technologies, and adapt to the changing needs of our dynamic workforce. In that spirit, we had constituted five dynamic committees, each with a specific focus: the Conferences & Certification Committee, International Projects & Strategy Committee, Membership Services Committee, Research, Publications & Awards Committee, and the Women & Youth Empowerment and Entrepreneurship Committee. Additionally, a Special Golden Jubilee Celebration Task Force was formed to mark the extraordinary milestone of our 50th IFTDO World Conference. Moreover, our Strategic Action Plan, crafted by the Strategy Committee outlines a roadmap for our future endeavours. The Board has recently approved key components of this plan, signalling our commitment to strategic growth and development.

The importance of this theme extends beyond a mere conceptual shift; it heralds a transformative era where our methods of learning will shape the future workforce.

For the IFTDO community, this theme is not just a subject of discussion but a call to action. It prompts us to be proactive architects of change, steering the course of learning and development globally. Our community, with its diverse expertise and collective wisdom, is uniquely positioned to lead the way in navigating these future contours. By embracing this paradigm shift, we can foster innovation, collaboration, and excellence in HR practices.

As we look forward to the unfolding chapters of 2024, let us recognize the significance of our collective role in shaping the future contours of learning. Our commitment to this theme will undoubtedly contribute to the success of our individual pursuits and the advancement of our shared vision.

May this new year be a canvas for us to paint a picture of progressive transformation and groundbreaking achievements. Let the theme of "Future Contours of Learning" guide our endeavors, encouraging us to explore uncharted territories and redefine the boundaries of what is possible.

Thank you for your continued dedication and contributions to IFTDO. Here's to a year of exploration, innovation, and a paradigm shift in the way we approach learning and development.

Wishing you a joyous and prosperous New Year!

**Dr. Ranjan Kumar Mohapatra**

## HONORARY SECRETARY GENERAL'S REPORT



**Dr. Uddesh Kohli**

**Board/AGM:** The Board Meeting was held in Nov 2023. The Board approved the **Strategy Action Plan** as presented by Tayo Rotimi and summarised by the Chairman as follows:

- (i) A new Statement of appropriate IFTDO vision.
- (ii) IFTDO to have 5 Regional Confederations, in Africa, Americas, Asia, Middle East and Europe. Regional leaders would be identified for promoting the confederations in their regions, including membership drive.
- (iii) One-year IFTDO free trial membership to attract potential strategic national associations to join the confederations
- (iv) Subscribe to newsletters/journals of reputable HR/HRD organizations as a service to members
- (v) A paid Executive Director to be hired for strategy execution.
- (vi) Hon. Secretary General would remain the Secretary to the Board.
- (vii) Chairs of committees should develop their deliverables.
- (viii) Advisory Committee should remain as approved by the Board
- (ix) Internal processes, including board process, should be put in place. Board onboarding and board self-assessment should be developed.
- (x) IFTDO Gig should be launched as a service to members.
- (xi) Regional conferences, webinars and other local activities should be promoted.
- (xii) Make the IFTDO Award world class
- (xiii) Seek funding for research and sponsorships

The **AGM** was held in Nov and Dec 2023 where following were appointed/elected:  
Chair Elect for 2024- Dr. Patti Phillips, Co-Chair Elect- Ms Janet Jolaoso  
Members for 2 Year Term 2024- 2025

- (1) Dr. Pedro Ramos
- (2) Dr. Nancy Burns
- (3) Dr. Ghalib Hosni
- (4) Mr. Ayush Gupta
- (5) Dr. Vinayshil Gautam

**World Conference:** Latest Brochure and promotional material for 50<sup>th</sup> IFTDO World Conference and Golden Jubilee celebrations to be held in Cairo on April 22-24, 2024 has been sent to Members Many international speakers have been tied up. Please see the Conference website: <https://teamconferences.com/> for information and registration. There is special discount for IFTDO Members.

**Website:** Newly developed IFTDO website [iftdo.net](http://iftdo.net) has been launched

**Awards:** Announcement inviting entries for IFTDO Global HRD Awards has been issued

**New Members:** Welcome to KEEPTALENT Purtogal Lda, which joined in November 2023 as a Full Member. Indian Society for Training and Development has become Lifetime Full Member.

**Dr. Uddesh Kohli**  
Hony. Secretary General



**Prof. Helmi Sallam**

## President's Desk

### Extraordinary Event

Since its establishment; the idea of having the IFTDO conference in a different continent every year, was one of the main pillars that led to the success of the IFTDO and its conferences.

The main logic behind the idea was not only to give a chance for a different member organization to host the conference each year; but also to give the delegates and participants to enjoy a different culture every year.

This year, Team is hosting the IFTDO conference in Cairo, Egypt 22-24 April 2024. It will be a great opportunity to discover the secrets of the Egyptian civilization that made survive through the past 7000 years.

The secrets are not hiding only in the tombs and temples of the Pharaonic era, nor it is buried in the deep Nile River, but it is also in the hearts of the Egyptian people.

Because of that, I advise you to add some free days to your trip, either before or after the conference, to stay in Egypt and enjoy its culture and its people.

You will have a chance to intermingle with many Egyptians who, by nature, welcome all foreigners, and make them feel at home. You will get a chance to interact with them in cafe's, malls, touristic places, and even in the sessions of the conference.

Waiting for you in Cairo where you will get the winter chill out of your bones as you soak in the Golden rays of the Egyptian Sun.

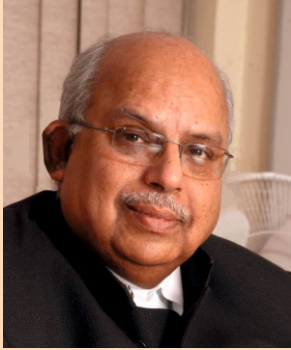
### **Prof. Dr. Helmi Sallam**

IFTDO President

Chairman/Managing Director

TEAM Misr

## PERSPECTIVE COLUMN



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

Vinayshil Gautam, Ph D; FRAS (London)  
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IFTDO among, other things is a forum where different decision making styles have an occasion to interact with each other and observe the alternate models of decision making that have grown up in different parts of the world. Thereby one learns from each other and make the world of decision making richer and more effective. Given below is a very brief look onto some aspects of management decision making in India. Among other things it helps to establish the richness of comparative management. If management is as old as the rivers- which it is- it follows that like in the content of water in the rivers on the planet, management itself would have its variations. It is another matter that because of its currency advantage and armorial superiority, the decision making and managerial values of post industrial west are projected to be not only the most efficacious but also the most desirable. This is not the best place to go into the merits of alternate decision making models or problem solving styles but merely to underscore that there are a large number of models and decision making styles available. And, indeed, they all work.

India is as rich in providing models of decision making and problem solving as it is rich in its flora and fauna, not to overlook its cultural uniqueness. Very often the unique models Indian decision-

## MODELS OF DECISION MAKING AND PROBLEM SOLVING STYLES: Indian variants and beyond

making have shown themselves in manifestations of entrepreneurship and entrepreneurial ventures.

Peter F Drucker, while making several valid observations, in his book "The Practice of Management" erred grievously in assuming "that prior to and outside of the modern west, resources have always been considered a limit to man's activities, restriction on his control over his environment rather than an opportunity and a tool of his control over nature"

When I met him in 1978, he came across to me as a person who had read my book 'Enterprise and Society' where I have rebutted his ideas but, he was clearly upset with my arguments. Last 30 years seem to have only reconfirmed my initial interpretation.

Indian entrepreneurship both in its ethnic manifestation and its nationhood form is today a part of the global economic reality. It is so, only because we have not looked upon economic change as a danger to society and individual. The purpose of governance today is to encourage economic development as indeed it was, in India, during the type of Chandragupta Maurya or Samudragupta.

As any Indianist would know, Viasyas as a trading community of India, have sailed the seas and traversed deserts, literally and otherwise, to establish a clear profile of risk taking for profit maximization.

References to them in rigveda and atharva-ved apart, Viasyas have always attempted to organize themselves more compactly by getting recognition of their monopoly over certain productive occupations. They, indeed were formed by a

conglomeration of diverse classes, with diverse functions. Constituted often in a guild mode and corporations, they developed their own rules and regulations to guide them, much akin to the varying trade practices and conventions of modern times. They clearly believed in what George Bernard Shaw once said "the reasonable man adapts himself to the world, the unreasonable one, persists in trying to adapt the world to himself. Therefore all progress depends upon the unreasonable man".

Viasyas typified this mentality and indeed in can be observed that, if the world in which they were embedded proved not to be adaptive enough, they simply moved on to different things and different geographies. The entrepreneuring spirit lingered leaving its own footprints of decision-making model and decision-making styles.

Very often, the principle of consensus rather than count of heads determined their course of action. This process was tortuous and slow but it created bonds which endured and conclusions which weathered. At the end of the day, experience and energy were blended together to create what A L Basham termed 'Wonder that was India'.

As that `wonder`, recreates itself in the global world of enterprise and business needs today, it does so, also, because of the sound decision making and thinking which come natural to it. Any person in search of decision models would do well to look at the alternate models of decision-making and problem solving that are typically Indian, as indicated above.

Indian business history is a testimony to long patches of efficient management and sound industrial life. This was typically so in the time of the sootras. This was the time the Viasyas organized themselves by forming different types of occupational guilds and getting recognition from the bulk of the society for rules and regulations useful for their occupation.

Gautam dharm sootra provided recognition to the sreni dharma (the duties of the occupational castes). Researchers have noted the great rise in the volume of trade in the post-sootra period. It was a period of mutual sense of security and cooperation and indeed its vitality was in keeping its identity apart from the state. Indeed, the state could and did exercise a loose control but the industrial and commercial life followed its own logic. Clearly, entrepreneurial talent was abundant and enterprise vibrancy evident.

Others have noted how in the early medieval period, owing to the decrease in trade and commerce there occurred the emergence of a feudal society. That instability and chaos followed foreign invasion is nothing unique. By the same token, the significance of the foreign traders on Indian trade routes increased. The guild system was on the decline. Satish Chandra has noted 'a careful study of the Portuguese records..... Dutch, English and French records, as also the records of some neighbouring countries will throw light on the extent on the involvement of the nobles and Indian traders in the commercial ventures of the foreign companies. But it would not, perhaps, be wrong to say that trade was a supplementary source of income for the rulers, something not to be ignored but hardly a stable source of income or of power.'

Clearly, the time had come for the birth of the territorial aristocracy of the 19<sup>th</sup> and the 20<sup>th</sup> century. And therefore, the architecture of another decision-making model was appearing.

There is little disagreement that entrepreneurship connotes innovativeness. Innovativeness must have its own contours of decision-making options. It would hardly be possible to model innovativeness with any other paradigm than to say: it is change with continuity. And that is what entrepreneurship and decision-making models are about. The Indian variants are a treat to observe, understand and to learn from.



**Patti P. Phillips, Ph.D.,**  
**CEO, ROI Institute, Inc.**  
**Chair, Membership Services**

# MAKE 2024 THE YEAR OF VALUE

As 2024 takes shape, it becomes ever more apparent that value creation and the demonstration of that value are imperative. The onslaught of AI technologies offer human resources and talent development leaders much to consider, including the opportunities, costs, and risks of AI. Investments in diversity, equity, and inclusion efforts are in question for 2024 due to the lack of evidence that those investments are making a difference. Building data acumen not only of HR teams, but throughout the organization is an important priority for talent leaders – but to what end?

These issues and more help fuel the ongoing paradigm shift from one focused activities to one focused on value. Leaders today must think about the benefits and costs of investing in the issues and concerns that matter. Those focused on activity react to requests, demands, and trends. Those focused on value respond methodically to the needs of the organization and employees. Table 1 below describes the differences between the activity-based paradigm and the value-based paradigm.

**Table 1. Activity- versus Value-Based Paradigms**

Activity-Based	Value-Based
<ul style="list-style-type: none"> <li>• No business need for the program</li> <li>• No assessment of performance issues</li> <li>• No specific measurable objectives</li> <li>• No effort to prepare program participants to achieve results</li> <li>• No effort to prepare the work environment to support transfer</li> <li>• No efforts to build partnerships with key managers</li> <li>• No measurement of results or benefit-cost analysis</li> <li>• Planning and reporting are input focused</li> <li>• No action is taken based on results</li> </ul>	<ul style="list-style-type: none"> <li>• Program linked to specific business needs</li> <li>• Assessment of performance effectiveness</li> <li>• Specific objectives for behavior and impact</li> <li>• Results expectations communicated to stakeholders, including participants</li> <li>• Environment prepared to support learning transfer</li> <li>• Partnerships established with key managers and clients</li> <li>• Measurement of results and benefit-cost analysis</li> <li>• Planning and reporting are outcome focused</li> <li>• Results are leveraged to improve the program and the system in which people work</li> </ul>

### Value Begins with a Need

Value begins with clarity of the endgame. There are many choices and issues with which leaders contend. The question is, how can they make the right choice and contend with the most critical issues the right way. The first step is getting clear on 'why' addressing these issues is important. This requires defining the problems and opportunities the organizations faces. Then defining the specific business measures that need to improve that, if improved, indicate the organization is moving in the right direction. From there an assessment of performance effectiveness takes place to determine what needs to change (or not) to improve the business measures. This process does not have to be difficult, but it must be done to create meaningful value. From there it is a matter of clarifying what people need to know or learn to create change and how best to deliver that knowledge, skill, insight, or information.

### Value-Based Programs are Designed Around Meaningful and Measurable Objectives

Clarity of organization needs is the first step. Next, convert the needs into measurable objectives – including application and impact objectives. Communicate objectives and key results to all stakeholders, including participants of programs. While this seems logical, it is a step often overlooked. Participants must know what they need to do or accomplish and the reason for it. In fact, the CIPD study, Learning and Skills at Work 2020: Mind the gap: Time for Learning in the UK, indicates that “just a

<sup>1</sup> Learning and Skills at Work 2020: Mind the gap: Time for Learning in the UK Chartered Institute of Personnel and Development. Issue: June 2020 Reference: 8018. Retrieved from: [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.cipd.org/globalassets/media/comms/news/asd1learning-skills-work-report-1\\_tcm18-79434.pdf](https://www.cipd.org/globalassets/media/comms/news/asd1learning-skills-work-report-1_tcm18-79434.pdf)



third of organisations report that employees understand why they are engaging in learning and development (34%)... “ Clear objectives that include expectations for use of skills and business impact will tell employees why they are engaged in learning and development programs. Objectives also serve as the architectural blueprint that guides the development (or purchase) of programs and projects. They are the key to creating programs that add value. And they are the key to measuring that value in a meaningful way.

### **Value-Based Organizations Create an Environment for Learning Transfer**

Clarifying the why, assessing the performance gap that needs to close to address the why, and developing and using objectives to build (or buy) programs is the easy part of creating and demonstrating value. The difficult part is creating an environment that supports the transfer of learning – whatever that learning may be. Employees work in a system – or a context designed for the value they create and deliver. A value-based environment is one in which all parties buy into and execute the tactics that will ensure implementation of knowledge and skills occurs. This requires partnerships with key managers and clients.

### **Value-Based Organizations Measure and Report Outcomes, not Input**

Reporting the number of programs, the number of people involved, and the funding spent per employee as a measure of productivity or output is important. But do not wear these types of measures as a badge of honor. They represent the activity of what HR and talent development do. Activity represents costs; costs get cut. Investments deliver results; investments are allocated. Value-based organizations measure and report the results of the investments made in people, programs, and projects. These results may include.

- Buy in from participants of programs or projects, including a commitment to act.
- Knowledge, skill, information, or insight acquired.
- Application of knowledge, skill, information, or insight and the barriers and enablers to that application.
- Impact due to the programs or projects.
- Benefits compared to costs, or, in other words, the return on investment.

### **Value-Based Organizations Act on Evaluation Results**

All too many HR and learning and development leaders look at results but take no real action. They might acknowledge the disappointing or superior result, but in the end what changes? Often, nothing. Evaluation without action is a mere activity. Value-based organizations take evaluation seriously. While their metrics-generating platforms may provide insight, they know that if they want to truly create value, they need to dig deeper. That is why they balance the financial with the non-financial, and the quantitative with the qualitative. They know the 'next question' and they ask it.

### **Is Your Organization Working with an Activity-Based Paradigm or a Value-Based Paradigm?**

Consider the paradigm continuum in Table 1 above. Where does your organization fit? Is your worldview and that of your organization one of activity? Or do you see the world through the lens of value creation?

Make 2024 the year of value.

- Define the why before investing in programs and projects.
- Ensure your programs are the most feasible given the business measures that need to improve and the performance gap that exists in your organization.
- Develop specific measurable objectives around which you will design, develop, implement, and measure your programs.
- Create an environment that supports learning transfer.
- Measure and report outcomes that matter.
- Use results to create change and increase value to your organization.

### **About the Author**

**Dr. Patti P. Phillips** is CEO of [ROI Institute](#). She serves clients in over seventy countries. Patti is a member of the board of the International Federation of Training and Development Organizations and the International Society for Performance Improvement. She is also a member of the board of trustees and Evaluation Advisory Group of the United Nations Institute for Training and Research and chair of the Institute for Corporate Productivity (i4cp) People Analytics Board. She along with her husband and business partner, Dr. Jack J. Phillips, is the author of books and journal articles on measurement and evaluation, including the most recent, *Show the Value of What You Do* (Berrett-Kohler, 2023).



**Ms. Janet I.K Jolaoso**  
Chair of Women & Youth Empowerment and Entrepreneurship Committee

2023 beneficiaries and an encouragement to the sponsors and organisers of the programme.

The 2023 IFTDO – CYWEE and Total Energies Empowerment ceremonies were held on 12<sup>th</sup> December 2023 for Ogun and Lagos States beneficiaries at Covenant University, Ota, Ogun State and on 19<sup>th</sup> December, 2023 for the North at Bratim Business School, Abuja, Nigeria.

### Programme Execution

#### A. Date: 12/2/2023 for Ogun and Lagos States Beneficiaries:

The programme that commenced at 8:00am was in two phases: the first being Orientation and Training and the other, Widows' Empowerment Ceremony. The Chairman, IFTDO/CWYE (Africa and Asia) Mrs. J.I.K. Jolaoso gave the opening address while emphasizing the importance of the programme.

#### Orientation and Training

The purpose was to share with participants relevant information and experiences that would help them to live a life worth living even as widows. The following presentations were made in this respect:

1. A Purposeful Life As A Widow by Mrs. Modupe Olayokun
2. Running A Successful Food, Beverages and Confectionery by Mrs. Caroline Johnson
3. Prospect in Adire Tie and Dye by Mrs. Eno Dairo.

### Introduction

The success recorded by beneficiaries of 2021 and 2022 of Widows' Empowerment programs' served as a basis for the

2023 beneficiaries and an encouragement to the sponsors and organisers of the programme.

## REPORT OF 2023

# IFTDO-CWYE AND TOTAL ENERGIES 'WIDOWS' EMPOWERMENT PROGRAMME

### Widows' Empowerment Ceremony

Important dignitaries at the occasion included, but not limited to the Ogun State Commissioner for Women Affairs and Social Development, Hon. Mrs... Motunrayo Adijat Adeleye, Vice Chancellor of Covenant University, Professor Abiodun Adebayo and representative of TotalEnergies (the sponsor of the Financial Empowerment Award to Widows) Mrs.Asesua Adewole and members of IFTDO-CYWEE Management team and a host of others that attended virtually.

There was an opportunity given to the beneficiaries of 2021 and 2022 to present their testimonials regarding the success stories of the empowerment received by them to the admiration of the representative of TotalEnergies and the entire audience.

The 2023 beneficiaries were later awarded their grant while challenging them to use the grant judiciously because they would be monitored..

#### B. Date: 1912/2023 for Northern Nigeria Beneficiaries held at Abuja.

The execution was similar to what happened at Covenant University except that there were only two topics for presentation in Abuja because of the type of business suitable in that environment. This was also the first time the programme was held in Abuja.

1. A Purposeful Life As a Widow by Mrs. Esesua Herientta Adeyemi.
2. Running A Successful Food, Beverages and Confectionery by Mrs. Basirah Oyebajo.

### Widows' Empowerment Ceremony

The empowerment programme was attended by Patience Osoba on behalf of Total Energies. She delivered an address from the Managing Director and participated in the Empowerment ceremony. The beneficiaries were charged to be prudent with the money received for their approved projects because

they would be monitored as time goes on. Anyone found to be fraudulent would be sanctioned.



Group Photographs of IFTDO/CYWEE members and dignitaries at the event



Guests and IFTDO Executives



Awardees and Widows at the event



Vice-Chancellor of Covenant University Prof. Abiodun Adebayo receiving award at the 2023 Widows Empowerment



Special Award to the Event Sponsor- Total Energies Ltd received by Mrs Adesua Adewole



Another award recipient- Mr. Kehinde Festus, Ex-General Manager Ogun State Television, IFTDO/CYWEE partner



Presentation of Total Energy Grant to one of the widows





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

In the last two years, the pandemic times have changed all paradigms related to the organization of work with people's relationship and leadership models in companies with the dimensions of time and space in organizations with the processes of attachment and recognition and, above all, it came to shake the previous ideas and "truths" associated with the management of skills held by People and their contribution to the business success of their companies.

These recent times have definitely broken previous prejudices related to "fears" about technology being able to replace humans. At this moment, we all know that more technology has brought even more humanization and learning to our organizations. Incredible!

Today we are in the (new) BANI World! A truly Brittle (fragile), deeply Anxious, strangely Non-Linear and dangerously... Incomprehensible world!

The World and Companies have become strange places! Machines who are able to talk to Humans, Companies that live inside their employees' homes, Leaders who never know where their People are..... Welcome to a Brave New World!

The truth is that we ALL learned that technology is essential for us to communicate, work, learn and even have fun. We also know that today, thanks to the new BANI world, the only truth we have is that no one knows exactly anything about the future and that new solutions to "old problems" will have to be found, and new solutions to current challenges will have to be found, invented and implemented and that

## LEARN TO UNLEARN to learn again!

### The new way of learning has just arrived....

there is already a need to anticipate new solutions to problems that because our world is so non-linear and incomprehensible, we still don't know exactly what they will be...

Leaders and followers are in exactly the same position in terms of responses. We all know that everyone is exactly on the same ground floor of a building in which we still don't know how many floors there is more to climb... But we all know that we will have to undertake, grow, innovate, learn increasingly and continuously. And it will be like this during all our lives!

Among other factors, the pandemic definitively killed "training models" in organizations. They were "analog" versions of leadership where traditionally it was always the leaders (the company) who "forced" people to go to training programs. In other words, it was the boss or the company that imposed the rhythm of the learning systems and processes in the organizations, that literally told their employees "You have to go learn this and that...". However, this "training model" gave space to a new "learning model", a new model characterized by the complete change in the "protagonism" of the learning process. The "protagonist" is now the employee who has learned, due to these changes in the organization of work and the loss of the "fear" of technology, who must be the one to seek the education or training they need in order to, at each moment, be able to do better, add more value to their work and climb a few more floors in search of answers to the challenges that are posed to their team and themselves at all times.

Here, in Europe, most companies have already adopted a hybrid work regime as something that will be the future, they are reducing work spaces (reducing expenses) and people are integrating new ways of introducing the social dimension of work reconciling

with the possibility of being able to work part of their time from home or another location remotely that allows them to improve their quality of life, decreasing their stress levels in the process.

Everyone understood, not only in Europe but also around the world, that the future of learning involves the need to review all previous individual and organizational learning formats and processes. The GREAT basic competence is really... the ability to know how to “unlearn” in order to learn again.

Post-covid learning will therefore be completely marked by the need for professionals to know how to put into question their previous knowledge that allowed them to arrive at solutions that are no longer useful... and, as well, with great cognitive flexibility (another of the key skills of the moment!) be able to rearrange their processes and mental models and organize them again through the use of a set of highly technological learning tools available in this real and virtual world but in a version in which the main actor is the worker himself, as a

learner, needs to remain permanently qualified and prepared to propose new solutions to “old” or “new” problems.

There is a profound change in responsibilities as a result of greater autonomy for people in carrying out their work processes. Therefore, remotely, in person, mixed/hybrid, the product of the work is increasingly more important than the process itself. This is also the new post-covid learning! However, there is an added value here in all this change... It is that the work process itself, in a very powerful way, becomes part of the learning process itself. In these post-covid times, to a large extent, working and learning can be united in a much less complex process.

But, dear reader, know that learning to unlearn, relearning but in a different and continuous way, and being the new “owner” of your achievements and the process that made it possible, become part of your noblest responsibilities! Come on... it's good news... each one of us becomes the Protagonist of our own growth, just as we are in the conduct of our lives.



**LEARN  
TO  
UNLEARN**

# ISTD NATCON-23 : IFTDO CURTAIN RAISER



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Indian Society for Training & Development during its 50th National Convention organized a grand Curtain Raiser Event of IFTDO World Conference-2024 to be held in Cairo, Egypt

Poster for the 50th World Conference was launched by Sadhvi Bhagwati Saraswati, Dr.

Helmi Salam-President World Conference, Ranjan Mohapatra- Chairman IFTDO, Anita Chauhan & Mukesh Vyas.

The Chairman Mr Ranjan Mahapatra presided over the function. He talked about the milestones achieved during IFTDO 2022 and 50th World Conference will surely be a great conference to attend. Conference President Prof. Helmi Sallam joined the Curtain Raiser event virtually and gave a video presentation to the audience present. The National President ISTD during her address mentioned if ISTD members will attend the conference in a big number.



# FUTURE CONTOURS OF LEARNING A PARADIGM SHIFT



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The paradigm shift in learning refers to a fundamental change in the way education is perceived, designed, and delivered. This transformation is often driven by technological advancements, societal changes, and a deeper understanding of effective learning methodologies. Hence the future contours of

learning are evolving rapidly, influenced by technological advancements, societal changes, and a growing understanding of effective educational methodologies. Several key trends and considerations are shaping the future of learning:

## A. From Teacher-Centric to Learner-Centric:

- Traditional education has often been teacher-centered, with instructors playing a central role in content delivery. The shift is towards putting learners at the center of the educational experience.
- Personalized learning, where instruction is tailored to individual needs, preferences, and pace, is becoming a prominent feature.

## B. From Knowledge Transfer to Skill Development:

- Instead of focusing solely on the transfer of information, there's a growing emphasis on developing practical skills that are applicable in real-world scenarios.



- Critical thinking, problem-solving, creativity, and collaboration are prioritized over rote memorization.

## C. From Physical Classrooms to Blended and Online Learning:

- The traditional brick-and-mortar classroom is being complemented, and in some cases replaced, by online and blended learning models.
- Technology enables learners to access educational content anytime, anywhere, fostering flexibility and inclusivity.

## D. From Fixed Curricula to Adaptive Learning Paths:

- Fixed curricula are giving way to adaptive learning platforms that adjust to the learner's progress and needs.

- This allows students to move at their own pace, filling gaps in understanding before progressing to new topics.

#### **E. From Standardized Testing to Diverse Assessment Methods:**

- Traditional standardized testing is being supplemented with a variety of assessment methods, including project-based assessments, portfolios, and performance evaluations.
- Assessments are becoming more authentic and aligned with real-world expectations.

#### **F. From Passive to Active Learning:**

- The shift is moving away from passive learning, where students passively receive information, to active learning approaches.
- Collaborative projects, hands-on experiences, and interactive learning activities are gaining prominence.

#### **G. From Single-Discipline to Interdisciplinary Learning:**

- Breaking down silos between academic disciplines, interdisciplinary learning is gaining recognition.
- Students are encouraged to explore connections between subjects, fostering a more holistic understanding of complex issues.

#### **H. From Finite to Lifelong Learning:**

- Lifelong learning is becoming a necessity in a rapidly changing world.

- The idea that education is a continuous, lifelong journey is challenging traditional notions of education as a one-time, linear process.

#### **I. From Content Consumption to Critical Thinking:**

- Rather than focusing solely on the consumption of content, there's a shift towards developing critical thinking skills.
- Students are encouraged to analyze information, question assumptions, and apply knowledge to solve real-world problems.

#### **J. From Homogeneity to Diversity and Inclusivity:**

- The paradigm shift includes a move towards more inclusive education, recognizing and celebrating diverse learning styles, backgrounds, and abilities.
- Educational content and environments are being designed to accommodate a wide range of learners

As learning represents a holistic transformation that aims to prepare individuals for the challenges and opportunities of the modern world, fostering adaptability, resilience, and a lifelong love for learning. The future of learning is dynamic, embracing technological innovation, personalized approaches, and a holistic view of education that extends beyond traditional classroom boundaries. Continuous adaptation and a focus on developing skills for the future are essential in navigating the evolving landscape of education.





**GAIL (India) Limited**

## New Life Full Member - GAIL (India) Ltd.

**GAIL's effort to fuel the Light of Knowledge**



GAIL Training Institute (GTI), the training wing of GAIL (India) Limited (a Govt. of India Undertaking) 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.

GAIL established its training centre "GAIL Training Institute" (GTI) at Noida in the year 1997 with assistance from DANIDA (Danish International Development Agency). In 2005, GAIL established another training institute at Jaipur for workmen and other Non – executives. Since beginning, GTI has been endeavouring to develop itself as a leading training Institute by offering various training programmes related to the Gas Value Chain for professional development of executives & workmen working in the Oil & Gas sector and is an ISO 9001:2015 Certified Institute. The following are some of the important activities of GAIL Training Institute.



### a) **Training (Learning & Development)**

Since beginning, GTI has been endeavoring to develop itself as a leading training Institute by offering various training programs related to the gas value chain for professional development of executives and workmen working in the Oil & Gas sector. Focus area of training programs can be broadly classified into three categories given below:-

- I. Operational, Technical, IT & Safety Programs
- ii. Management, Functional & Process Development Programs
- iii. Strategy, Leadership & Business Knowledge Programs

GTI has a dedicated faculty base 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. In addition to its core faculty, GTI has developed various in house experts for conducting focused programs. The faculty pool consists of specialists with excellent background in industry, teaching and consulting. They are highly diversified group of individuals, who have graduated from leading Technical and Management institutions. GTI has also tied up with a variety of renowned training institutes for sharing expert knowledge for conducting the niche programs.

GTI is imparting trainings to the executives of various other /external organizations including IOCL, BPCL, Mahanagar Gas Ltd (MGL) Mumbai, Indraprastha Gas Ltd (IGL) Delhi,

Maharashtra Natural Gas Ltd (MNGL) Pune , Bhagyanagar Gas Limited (BGL) Hyderabad, Indradhanush Gas Grid Limited (IGGL) Guwahati, Sabarmati Gas Ltd Gandhinagar and participants from various other organizations in the areas of Natural Gas Pipeline-Projects and O&M, City Gas Distribution and ASME programs.

GTI partnered with Ministry of External Affairs in India's Development Partnership through Capacity Building Initiative under ITEC (Indian Technical and Economic Cooperation) Program organized for Developing and Neighboring Countries and conducted training program through International Centre for Information Systems and Audit (iCISA).

In a unique attempt to nurture the entrepreneurial skills of spouses of GAIL employees posted at various remote locations having professional knowledge, expertise & potential, GAIL ABHA is conceptualized, with the objective of providing an opportunity to such talented lot.



**b) Leadership Development**

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 it to place competent persons at strategic roles.

**c) Knowledge Management****i. Annual Knowledge and Experience Sharing Seminar**

Knowledge and Experience Sharing Seminars are organized by GAIL Training Institute, on an annual basis. Papers are invited from executives working across all business verticals of GAIL are invited for presentation in any of the Functional areas or Business domains of GAIL such as Strategy, Corporate Planning, Business Development, Marketing, Projects, Contracts & Procurement, HR & HRD,



Finance, O&M-Pipelines & CGD, O&M-Process Plants (LPG/GPU/LNG), O&M-Petrochemicals, HSE, Energy Conservation, Sustainability and Corporate Communication etc. During the Seminar, best Papers are recognized and are awarded.

**ii Presentation of Papers at external forums**

Technical Papers are also invited for publishing in National and International journals (submitted by GAIL executives) and/or attending conferences to present such papers.

**d) Strategy-2030 programs**

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, GTI Noida has organized several training programs in various new domains of Renewable Energy and other emerging opportunities.

**e) Journey towards Centre of Excellence:**

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.

1. ASME B31.8 - Gas Transmission and Distribution Piping systems
2. ASME B 31.8S – Managing the Integrity of Natural Gas Pipelines

**f) Industry- Academia collaboration**

GAIL Training Institute (GTI) is providing needful support to various academic institution through collaboration for knowledge dissemination and providing summer/ winter internship to the students of various Universities/ Academic Institutions. Under Industry- Academia collaboration, GAIL is providing support to various Universities (such as Shiv Nadar University and IIEE Vishakhapatnam) for their semester elective course in the area of Natural Gas Engineering for the undergraduate engineering program, by providing Subject Matter Experts/ Guest Faculty and helping the students to become industry ready.

**g) Skill Development programs:**

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 at Skill Development Institute (SDI) at Raebareli, and GAIL Institute of Skills at Guna and Nagaram.

**h) Awards and Accolades**

GTI-Noida has been awarded with two highly Coveted Awards during the year (2022-23).

- 1) 16<sup>th</sup> edition of BML Munjal Awards for Business Excellence through Learning and Development, from Vice President of India.
- 2) Special Commendation Award by ISTD during 31<sup>st</sup> National Award for Innovative Training Practices on 25<sup>th</sup> June 2022.

GAIL Training Institute has excellent infrastructure facilities at Noida (near New Delhi) & Jaipur. It has state-of-the art classrooms with latest training aids. Cafe style classrooms facilitate better group exercises and decision-making. Stepped-style training rooms at the institute are designed to ensure equal attention to every participant. All training rooms are connected via Internet for any immediate updates. Conference rooms are provided with the latest video conferencing facilities for online distance communications. Well-equipped syndicate rooms are designed to facilitate focused group discussions. Overall ambience of GTI provides an excellent environment for Learning & Development. GTI may be reached at [gti@gail.co.in](mailto:gti@gail.co.in)

# Executive Board of Directors IFTDO 2024



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**Ms. Janet I.K Jolaoso (Nigeria)**  
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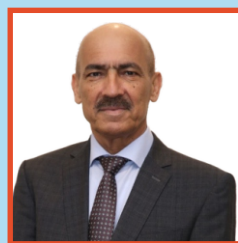
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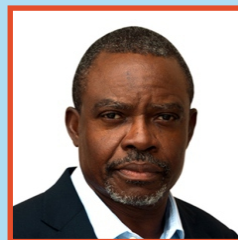
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International Federation of  
Training and Development  
Organisations

## INTERNATIONAL FEDERATION OF TRAINING AND DEVELOPMENT ORGANIZATIONS

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## MEMBERSHIP APPLICATION

### Applicant Details

Organization Name:  
Address:  
Contact Name:  
Contact Title:  
Telephone:  
Email:  
Website:

### Category of Membership applying for

Full Membership -Annual ( ), Life ( ) Associate Membership -Annual ( ), Life ( )

### Details of your organization

Business Sector:  
No. of Employees:  
Other Bodies organization affiliated to:

### Reason for Application

What benefits do you feel IFTDO will add to your organization?  
What do you feel you can bring to IFTDO?

### Completed Application Form to be sent by email to

Dr. Uddesh Kohli,  
Hon. Secretary General Email: sg@iftdo.net

### What happens next

1. The application will be reviewed by the HSG and approved by the Membership Committee.
2. When approved, a letter of offer and an invoice will be issued.
3. Membership fee to be paid within 30 days of date of invoice.
4. Membership certificate will issue on receipt of funds.
5. Welcome Letter will be issued by the Chair of membership services committee with details of full benefits of membership.
  - Full members: \$1200, for Members from Developing Countries, Smaller Societies (500 members max). NGO, Academic Bodies, and Government Departments - \$600
  - Associate Members: \$420, for small 1-person companies and individuals from Developing Countries - \$350.

Members can pay 3 years' fee to get 5% discount, 5 years fee to get 10% discount and 10 time the fee to become Life members.