



GDLN

GDLN Event Management approach

**GDLN Asia Pacific General Meeting,
April 2014**

Canberra, Australia

Why Event Management matters

Linking the World Through Learning



- **Multi-country participation:** How to make everyone complacent – “May be relevant for China; not for us”
- **Concurrent across multiple time-zones** “Excuse me... The program starts at 6.00 am? Are you crazy?”
- **Time constraints** “20 minutes for Q&A; Sorry, one country gets only two questions”
- **High Cost** “Our budget allows us only two such programs this cycle”
- **Heavy technology dependency** “...Sorry, Tokyo we see you but still don't hear anything”



GDLN Event Quality Control approach

**GDLN Asia Pacific General Meeting,
April 2014
Canberra, Australia**

Quality aspects of a typical GDLN program

Linking the World Through Learning



1. Title / Content
2. Resource persons
3. Program Duration / Date & Time
4. Participants (end users)
5. Value for money
6. Technical aspects in delivery
7. Presentations/Slides
8. Interactivity
9. Support at local end
10. Follow up

Delhi Bus Corridor

BRT Component	Characteristic
Running Ways	•Longitudinal Segregation (1)
Traffic Engineering	•Changes in Roadway Geometry (High) •One signal timing plan (Low) •No Left and Right Turn Controls (Low) •No Traffic Signal Priority for Buses (Low) •Obsolete traffic signal technology (Low)
Stations	•Protected Bus Shelters (Medium) •Level Boarding for a fraction of the fleet (Medium) •No Prepayment (Low)
Vehicles	•Conventional One-Door High Floor Buses (87%) •Easy Boarding/Alighting Low Floor Buses (13%) •Low Emissions CNG Buses (H)
Services	• No special service plans (Low) • No match between demand and supply (Low)
ITS	•Manual dispatch (Low) •Manual control (Low) •Manual fare collection (electronic device) (Low) •Automatic Vehicle Location (High) •Real time user information systems (High)



1. Is the topic timely? (eg. Postal service reforms vs. Bus Rapid Transit systems)
2. How relevant the topic/content to participating countries?
3. Is the content unique? (Not just few Google searches away)
4. How deep is the discussion?
5. Can the participants understand the content?

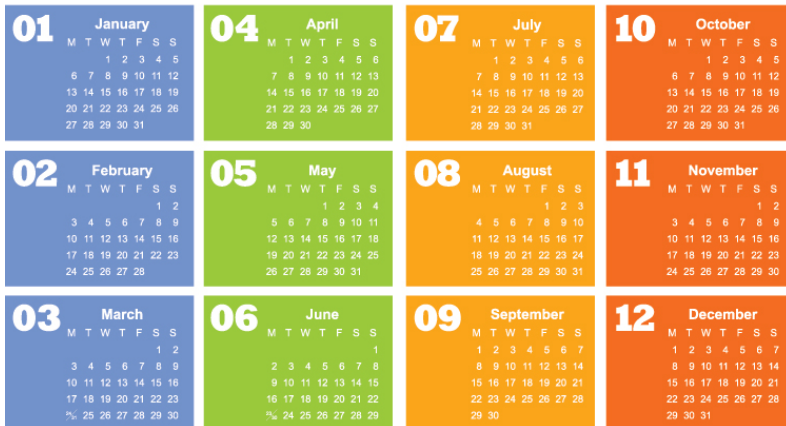


1. How many speakers?
(Ideally 2; main speaker and a discussant for a 2 hour session)
2. Are they qualified/experienced?
3. Are they good presenters/Can they communicate well in English?
4. Are they adaptable to user needs?

Program Duration/Date & Time

Linking the World Through Learning

2014



1. Does the program duration matches with user expectations?
2. Are the session intervals (if any) adequate?
3. Are the participants comfortable with dates and times? (Not at 6 am on a Sunday!)
4. Do the sessions fall in local holidays?

Participants (end users)

Linking the World Through Learning



1. Who are the participants?
(Policy makers? Academics?
Practitioners? Students?)
2. What are their levels of
interest?
3. Are they comfortable in
English? Do they need any
support in interpretation?
4. Have they come on their own
or forced by their boss to
attend?

Value for money

Linking the World Through Learning



1. Is the program affordable to participants?
2. Does the training justifies the cost?
3. Are refreshments served?
4. Are refreshments adequate?
5. Are presentations given to participants in print form?
6. Are the quality of additional learning material (eg. DVDs) good?

Technical aspects in delivery

Linking the World Through Learning



1. Are the audio/video quality good?
2. Are there any interruptions to delivery?

**Typical Japanese family earning model
in Rapid Growth Era (around 1955~1992)**

Father : work in a middle or large company as employee
(enjoying "Membership" Employment System till retirement age)
⇒ "regular employment" = Membership Employment System

Mother : House wives (if it is necessary to earn more, she can find a "part-time" job
(Japanese part-time job is different from ones in western countries.)
→ · very few social protection
· payment by the hour
· fixed-term contract
(This kind of employment has an advantage in combining work and house keeping)

Children : If she would like to earn while she is a student, she can find "Arbeits"
(part-time" job for students)

⇒ "non-regular employment" ("part-time" or "Arbeits") = "Job" Employment system

**Employment policies as before
(in/during recession)**

Top priority : Secure employment in enterprises
→most important tool : Employment Adjustment Subsidy Programme (EASP)

- ◆ This programme originates from the subsidy created in 1975 following the first oil shock as part of the effort to prevent unemployment. Companies that seek to preserve employment through measures such as temporary reassignment, seasonal transfers and the transfer of employees to other companies are eligible for subsidies to cover part of wages and other costs related to the workers concerned.
- ◆ EASP is one of the largest, in budgetary terms, and most extensive Japanese programmes to address the employment crisis.
- ◆ To be eligible, companies and workers should be covered by Employment Insurance. Subsidies are financed from the employment insurance fund, and to access funding, companies must comply with criteria concerning declines in output or sales.

Second priority : Measures for unemployed workers
→2005 : Employment Insurance (unemployment allowance)
Employment referral service in Public Employment Security Office (Hello-Work)
Public vocational training (under instruction of Hello-Work)
Secondary safety-net (vocational training with livelihood allowance for unemployed who cannot enjoy Employment Insurance benefit)

1. Are they not too long or too short?
2. Are they readable? (Not 14 pt font size)
3. Is the contrast adequate?
4. Is the presenter just reading the text on slides?
5. Is there a logical flow?
6. Are they not too technical?



1. Is the presentation is more a monolog?
2. How often the participants are given a chance to ask questions?
3. How long the Q&A sessions are?
4. How many questions per a country?

Support at local end

Linking the World Through Learning



1. How good are the local VC room facilities? (Is AC on?)
2. How successful are the marketing efforts?
3. Do participants have a clear idea about the program/session?
4. Are the local staff supportive? (providing presentation material, coordinating)



1. Now what? Is there a follow up?
2. Have we taken the user feedback seriously?



GDLN

Linking the World Through Learning

