

**USAID SPONSORED PARTICIPANT TRAINING
IMPACT EVALUATION**

A SAMPLE SURVEY OF PARTICIPANT TRAINEES

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SUBMITTED TO:

USAID/NEPAL

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P. O. BOX 3445 MANBHAWAN
KATHMANDU, NEPAL

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I. GENERAL BACKGROUND

1. Manpower Development in Nepal

The development of manpower in Nepal started only after the political change in 1951, when the autocratic Rana rulers were ousted from the power, which that family enjoyed for more than a century. During the Rana regime efforts towards modernisation was virtually lacking, consequently the process of development of manpower could not take its momentum. On the one side the educational system was influenced by Hindu Buddhist tradition, in which education used to be provided to learn religion, tradition, philosophy and statecraft. Such education centres were located only in some pockets of the country. In the northern areas, basically, the Gumbas (monasteries) acted as the centres for training priests. In western Nepal, Doti, Jumla, Palpa, Tanahu, Kaski and Gorkha acted as the centres of learning for classical sanskrit literature, astrology, and philosophy. While in the eastern hills, Dingla and on the southern terai Mithila and Kapilvastu were the centres of learning. Arts and crafts were much developed in Kathmandu valley, where people used to be trained through apprenticeship. In the last quarter of 18th century Persian System of education was introduced in order to build communication with the southern neighbouring states of India.

The modern system (western) of education was first introduced in the second quarter of nineteenth century. The

development of western system of education in Nepal can be divided into pre and post 1951 phases. The pre 1951 phase begins somewhere in 1853, when the Rana palace school Durbar School was established to train the children of Ranas. The training of ruling Ranas on the western system of education especially on the english system) was felt very much because they intended to develop good communication with the British rulers in India. Later on, around 1888-89 separate building was constructed to house the school so that children of the public could also attend the school. In spite of the introduction of western system of schooling, the students had to appear in the entrance or matriculation examination in India (Calcutta or Patna) till the year 1924 when the examination centre was opened in Kathmandu. In the year 1933 an autonomous School Leaving Certificate Examination Board was established. In order to prepare junior level technicians, an art school was created in 1934 and fine arts teaching was introduced in 1938 in the same art school. In order to recruit clerks in the Rana administration a public administration examination system was introduced in 1903.

During the pre 1951 period some works were carried to develop higher education, but in a very restricted manner. The first college was established in 1918, in order to teach subjects of intermediate in arts. Five years after the establishment of the college, B.A. level course was introduced. The intermediate level course in science was introduced in the year 1920, however, the B.Sc. level course was introduced only in the year 1947. During the pre 1951 phase both the school as well as the higher levels of education were not developed due to deliberate efforts of the regime to control the dissemination of the western system of education, because they had threat preception from this system

of education which carries democratic and secular values. The value system of the society was also not favourable towards the english education, for people had a strong feeling that the english system of education is the knowledge of the untouchables which should not impure the hindus. The third inhibiting factor for the development of the western system of education was the stagnant condition of the economy. Consequently, there was no demand for skilled, technical as well as general type of manpower.

From the beginning of the present century, restricted efforts were made by some Rana rulers to establish a hydropower plant (1911), construction of ropeway, suspension bridges, two narrow gauge railways (in the terai), some factories (in mid 1930's) in the terai and agricultural research centres. In order to support and maintain the above efforts a number of Nepalese were sent to India and some other countries for training. However, such services were entirely managed by expatriates. In hospitals, public works departments, factories, schools and colleges, foreign doctors, engineers and teachers fulfilled the requirement.

After the political change of 1951, the democratic government had to face a lot of problems with regard to the supply of qualitative manpower. There was no educational infrastructure from where such supply could be made within the country. There was a dire need of foreign assistance to develop trainers and experts needed for the development of educational system, and for the development of different sectors of the economy.

The post 1951 phase can be categorised into two sub-phases 1951-1971; 1971-present. During the period of three and a half decade, efforts have been made to disseminate education throughout the country in order to meet the manpower requirement of the country. Consequently, now there are centres to train teachers, engineers, doctors and other technical and professional manpower within the country. There is a stock of foreign trained manpower in different areas, who are virtually acting as the promoters of development. The trend of development of education and the policy towards education and manpower development during the sub phases of the post 1951 period will present a clear picture on the manpower development in Nepal.

1.1. Establishment Phase (1951-1971)

The development of manpower during 1951-1971 was made with an objective to enhance the supply of trained manpower from both within and outside the country. Within the country more schools and colleges were opened, and various friendly countries and multilateral agencies were contacted for training Nepalese. The following table presents a picture on the status of education in Nepal in 1950's and 1960's.

Table 1: Status of Education Development

Education Level	(1950 - 1970)					
	<u>No. of Schools</u>		<u>No. of Students</u>		<u>No. of Teachers</u>	
	1951	1970	1951	1970	1951	1970
Primary	321	7,256	8,505	449,141	NA	18,250
Secondary	11	1,065	1,680	102,704	NA	5,407
Higher	2	49	250	17,200	NA	1,070

Source: National Education System Plan for 1971-76 of Nepal,

As the nation was in dire need for manpower the government as well as the general public were interested to open new schools and colleges. Furthermore, the development of different sectors of the economy demanded various types of technical manpower. As Nepal did not have its own university all the colleges of the country were affiliated with Indian universities. In 1950's initiation was made to establish a National University, which came into being in 1959, and a thrust was given in incorporating Nepalese national issues in the curriculum of higher education. As a consequence students could be familiarised with the problems of the country. Nonetheless, the rapid expansion of education, "devoid of specific objectives has produced a number of problems. The investment of the limited financial resources available for the development of education, therefore, appears to have been unproductive and unsatisfactory".^{1/} The National Education System Plan (NESP), document of 1971 has highlighted the following problems emanating from the rapid expansion of education in Nepal during 1950's and 1960's.

- a. Education policies and objectives were not well defined and laid down clearly
- b. The education system was based on the unproductive values of the society
- c. The education system was not related with the aims and objects of the national plan
- d. Quantitative increase of education institutes of various levels was made at the cost of quality.
- e. Higher attribution of students caused educational wastage.

^{1/} HMG/N, "The National Education System Plan for 1971-76," 1971, p.3.

Training

With the establishment of democratic government in Nepal, the administrative set up was changed, and a central secretariat was created to monitor the administration of the country. It was felt that without the enhancement of knowledge and skill the development of the country would not take place. The first plan document (1956-1961) has emphasised that the real fulfillment of the plan can take place provided there will be the training of the experts and the administrators.^{2/} The First plan document indicate that Nepal was very much dependent on foreign assistance for training all sorts of manpower during the early phase of 1950's. However, the plan gave a direction for the development of lower level technical manpower within the country. In the fifties, basically foreign training was carried on for training trainers needed for conducting training in the training centres^{3/} established within Nepal. The policy on training in early 1960's was to train higher level manpower in foreign countries, and more emphasis was given on the development of training centres for training lower level manpower within the country. However, the second plan still felt that in some areas there was a need for training of the lower level manpower with

2/ Government of Nepal, Draft First Plan of Nepal" (Nepali), Kathmandu, 1956, p.85.

3/ Forestry School, Agriculture School, Rural Institute, Nurse Training School, Health Assistant School, Engineering School, Home Science School, Normal School, College of Education, Surveyer Training Centre, Cottage Industry Training Centre.

foreign assistance.^{4/} In the beginning of 1960's some 2163 Nepalese were trained in different countries, out of which 225 were trained in the United States.^{5/}

During the Third Plan (1965-1970), a policy was adopted to train specific technical manpower in some required areas through foreign assistance in other countries, and aimed to train general type of manpower within the country.^{6/} In the first half of 1960's more than fifty percent of the total Nepalese students (999) sent for training in other countries, were in agriculture, health and engineering.^{7/}

The whole thrust of the policy of HMG/Nepal on foreign training was to meet the requirement of different levels of manpower and to upgrade the level of knowledge of technical as well as general type of manpower of Nepal.

1.2. Consolidation Phase (1971/1987)

At the end of 1960's it was strongly felt that a planned development approach is needed in the sphere of education and training for accelerating the pace of development. It was felt that "a handful of modernised elite may find it an exciting

^{4/} HMG/N, National Planning Commission, "Three Year Plan (1962-1965)", 1962, p.136.

^{5/} Ibid. p.137.

^{6/} HMG/Nepal, Economic Planning Ministry, "Third Plan (1965-1970)", Kathmandu, 1965, p.53.

^{7/} Ibid. p.53.

prospect to shape the future but the overwhelming majority steeped in tradition renders the pace of development considerably slow. A situation like this needs a break-through by effective mobilisation of available manpower we should pursue national development programme on a over-footing by organising and disciplining the country's manpower and make a judicious choice between immediate gains and future development as well as between narrow interests and broad national objectives".^{8/} In order to overcome this a planned approach to education development was adopted. A comprehensive plan was designed to develop education in order to meet the manpower requirement of the country. The National Education System Plan set up the following objectives:

- a. To produce citizens who are more loyal to the nation, monarchy, national independence, and who remain alert and active toward their rights and duties under the panchayat system.
- b. To develop, preserve, expand and extend such learning, science technology and skill as may be necessary for the development of the country and to produce a cadre of able workers who can shoulder responsibilities in every development sector.
- c. To inculcate qualities such as, moral integrity, habits of work, self reliance, creativity, scientific approach, powers of appreciation, aesthetic awareness, cosmopolitanism in all.

^{8/} HMG/N, Ministry of Education, "National Education System Plan (1971-76)", Kathmandu, 1971, p.1.

The NESP brought a new dimension in education system thereby setting goals of education system. The policy adopted in the plan has aimed to determine priorities of the education system - vocational education, interlinking higher education with job opportunities, quality improvement in education; standardise textbooks achieve uniform standard of education; and to expand educational opportunities. In the higher education more emphasis was given on the development of technical education, research and study service. Table 1.2 presents the development of education during the one and a half decade from 1970 to 1985.

Though this phase (1970-1985) is regarded as the consolidation phase, because the development of education was carried out on the basis of the objectives of national development plan. But, because of the growth in population, the school going population enhanced. Government emphasised on the provision of primary education to a large number of people, many schools were opened, primary education was made free in 1974. In 1985, 78 percent of the children of 6 to 10 years of age went to primary school. Higher level technical manpower such as engineers, doctors, foresters, agriculture graduates are being produced within the country. This sort of development of education system has reduced the dependence of training of core manpower on foreign countries. However, with regard to specific types of manpower there is still a need for training in different countries.

Training

During this period 1970-1985 the policy focus was very selective in training manpower. The Fourth Plan (1970-1975)

Table 2 : Development of Education
(1970 - 1985)

Education Level	No. of Schools			No. of Schools in '000			No. of Teachers		
	1970	1980	1985	1970	1980	1985	1970	1980	1985
Primary	7256	10,404	11,704	449.1	1317.0	1833.7	18,250	28,353	49,305
Lower secondary ^{1/}	-	2,223	3,502	-	142.2	266.6	-	11,145	11,037
Secondary	1065	785	1,280	-	121.0	228.5	5,407	4,683	7,881
Higher Education	49	-	69	17.2		55.5	1,070	-	4,228

Source: National Education System Plan 1971-76, Sixth Plan (1980-1985); Seventh Plan (1985-1990) Documents.

^{1/} Lower secondary level school was formed only after 1972, so the number of students, schools and teachers of this category for the year 1970 has been included in the group of secondary level.

had a goal to eliminate the duplication in training facilities. "Expansion of such facilities should arise only in subjects which have been found to be absolutely essential..... To date higher level technical personnel have been trained outside the country under foreign assistance. In view of long term requirements such training facilities should be made available within the country."^{9/} In the 1970's due to rise in the demand for higher level manpower (especially doctors and engineers) and due to reduction in the foreign scholarships in such fields, there was shortage of higher level technical manpower. In order to overcome such shortages, the Fifth Plan aimed at initiating the degree level programme in engineering, medicine and forestry. The Plan has categorically stated that the tradition of training Nepalese manpower in foreign countries will be continued in those areas, where the domestic institutions do not produce such manpower.^{10/}

In both the Sixth Plan (1980-85) and the Seventh Plan (1985-1990) documents a more comprehensive policy has been adopted with regard to the training of manpower. The Sixth Plan aimed at increasing the supply of higher level manpower in some specific areas through foreign scholarships. Furthermore, it aimed at utilisation of the skill of trained manpower by placing such people in training related jobs, and by bringing improvement in the recruitment process.^{11/} The current Seventh Plan

^{9/} HMG/N, National Planning Commission, "Forth Plan (1970-1975)", Kathmandu, 1970, p.29.

^{10/} HMG/N, National Planning Commission, "Fifth Plan (1975-1980)" (in Nepali), Kathmandu, 1975, p.83.

^{11/} HMG/N, National Planning Commission, "Sixth Plan (1980-1985)" (in Nepali), Kathmandu, 1980, p.137.

document clearly depicts, the concern of the government to utilise the available technical manpower to the maximum and to maximise productivity and employment prospects of technical manpower.^{12/} The Seventh Plan manpower development policy is (a) to obtain more scholarships from abroad and send people for training and study so as to increase the supply of particular types of high level technicians, (b) to help mobilisation and utilisation of technical manpower by means of modification in their career development, benefits, facilities and recruitment procedures, and (c) to ensure the employment of technicians in related fields in which they have specialised.

Training of manpower has been related with the development of technical manpower. A look at the current demand and supply position of technical manpower as presented in the current Seventh Plan document would give a clear picture to the donor agencies about the status on the requirements of technical manpower. The Seventh Plan has envisaged that the demand for technical manpower in the public sector would grow, due to increment in the investment during the plan period.

Table 1.3 presents the picture of the existing stock of technical manpower, and its supply and demand during the second half of 1980's. The stock of technical manpower in 1984/85 fiscal year was 30,674, while the expected demand was about 67 percent higher than the existing stock. In order to bridge the gap, it has been aimed to obtain more foreign scholarships. In this connection, the high level experts required under foreign aided projects will be met by means of supply through the concerned government and international organisations."^{13/}

^{12/} HMG/N, National Planning Commission, "Seventh Plan", (1985-1990), Kathmandu, 1985, p.135.

^{13/} Ibid. p.161.

Table 1.3 : DEMAND AND SUPPLY POSITION OF TECHNICAL MANPOWER
(1985-1990)

Classification of Manpower 1/	Demand	Supply	Surplus(+) Deficit(-)	Stock of Manpower on July 1985
1. <u>High Level</u>	<u>3881</u>	<u>2655</u>	- <u>1226</u>	<u>5326</u>
Engineering	1291	710	- 581	2155
Health	550	386	- 164	965
Agriculture	1498	1093	- 405	1537
Forestry	259	231	- 28	204
Scientist & Technician	283	235	- 48	465
2. <u>Medium Level</u>	<u>7867</u>	<u>5085</u>	- <u>2782</u>	<u>10023</u>
Engineering	3232	2229	- 1003	4577
Health	1497	959	- 538	1996
Agriculture	2347	900	- 1447	2353
Forestry	392	635	+ 243	442
Scientist & Technician	399	362	- 37	655
3. <u>Basic Level</u>	<u>9110</u>	<u>5732</u>	- <u>3378</u>	<u>15325</u>
Engineering	3357	1862	- 1495	5935
Health	1473	1105	- 368	2627
Agriculture	3295	2015	- 1280	3461
Forestry	22	80	+ 54	1726
Scientist & Technician	963	670	- 293	1576
Grand Total	20858	13472	- 7386	30674

Source: The Seventh Plan (1985-1990).

1/ The technical manpower has been divided into five sectors, and classified into three levels - High, Medium and Basic, High level includes all gazetted officials of His Majesty's Government and similar other officials; Medium level, all non-gazetted 1st class and similar other officials; and Basic level, all non-gazetted 2nd class or similar other officials.

Despite the efforts of the government to develop all levels of education within the country, the supply of technical manpower needed for the developmental activities has not been able to meet the demand. Furthermore, in the process of development of different sectors of the economy, various sub-sectors have been developed. Consequently, the demand for various types of manpower has been increasing. Considering the existing manpower production capacity of the educational establishments, and the limited size of the market for some specialised manpower, there is little scope in Nepal to produce all types of manpower, because of diseconomies. There is a need for dependence on foreign assistance for the production and improvement of technical manpower. In addition, with the introduction of new technology there will be a need for the development of manpower in handling such technology for which Nepal will have to depend on the assistance of developed nations.

2. USAID/Nepal Participant Training: An Overview

With the inception of the democratic government in Nepal, it was felt by the leaders that Nepalese people have to be infused with incentives and skills for development, which is a mental attitude and a way of life. Similarly, development requires new approaches and modern skills. As the status of education was poor and the technical education system was non-existent, the government of Nepal stretched hands to seek cooperation from different countries. In this process government of the United States appeared in the fore front to provide assistance to Nepal. An agreement was signed on January 23, 1951 with His

Majesty's Government of Nepal through which the United States Agency for International Development (USAID) has since contributed substantially to the development of Nepal's manpower.

USAID training assistance has been related with its nature and pattern of developmental assistance, which changed according to the requirement of time. "During the first years of the United States program there were two major types of activities. There was technical assistance in which American advisors worked with Nepalese personnel in an effort to upgrade the services which were being provided by His Majesty's Government. There was also a large scale assistance in several capital construction activities."^{14/} The trend of development assistance provided by United States, depicts that it varied with the growth and development in the Nepalese economy. "In the early years the basic means for development were limited, and the United States assisted Nepal in building an institutional base through projects in education and public administration". Before the beginning of the First Plan, participant training was concentrated more on education and agriculture and public administration. Out of the 44 participants trained, 41 percent were in education and 27 percent in agriculture. Major reasons for concentrating on education was that in this sector american assistance was directed towards building teacher training centres by initiating a college of education and propagating normal schools throughout the country. In addition, the availability of candidates for higher training existed in the education sector than in other sectors. But during the First Plan period (1956-1961), the concentration of participant training was in health and sanitation sector, which shared 38.5 percent of the total 174 participants sent for training while education shared 25.3 percent and trade and industry shared 14.4 percent.

^{14/} USIS, "Twenty Years of Nepalese - American Cooperation.", Kathmandu, p.1.

However, the percentage of participants sent for training in agriculture and natural resources sector was only 8 percent. Health and sanitation shared higher number of participants sent for training during the First plan because, american assistance was concentrated in malarial eradication programme and in building hospitals. It has been estimated that "in 1959 one half of the population of the kingdom, some 4 million persons, lived in malarial areas. It was estimated that in some areas seventy percent of the people had the disease, and the annual death toll equalled one percent of the total population of Nepal".^{15/} So, in the second half of 1950s more concentration was made on the training of manpower for the development of social overheads. Though, agriculture was the most important sector in the economy of Nepal, more training of manpower in this sector could not take place, because the potential trainees in the country were limited in number and the thrust in the development of agriculture was concentrated in the development of Rapti valley, where "an integrated approach to open the valley to productive agriculture, malaria control, land preparation, health and education programs were initiated in 1954".^{16/} As American assistance in agriculture sector was initiated from its very beginning, which demanded trained manpower in agriculture sector and rural development, so the training was also concentrated in this area.

^{15/} USIS, "Twenty Years of Nepalese American Cooperation," Section on Public Health and Malaria Eradication, p.1.

^{16/} USIS, "A Quarter Century of American Assistance to the Development of Nepal," Kathmandu, 1976, p.18.

After the completion of the First Plan in 1961 greater emphasis was given on the development of infrastructure. The year 1961/62 was declared an interim period and from 1962 to 1965 Three Year Plan was implemented. During this period the participant training was directed towards the development of education, which shared 19 percent of the total participants of 356, Health education shared 18 percent, and Agriculture and Natural Resources 15 percent. During the Third Plan period (1965-1970) more emphasis was given on the development of agriculture and natural resources. Out of the total 940 participants 49 percent was in this sector.

During the Fourth Plan Period (1970-1975) more emphasis was given on regional development of the country and it demanded for the development of agriculture and natural resources leading to the need for more technical manpower, consequently 39 percent of the total participants sent during the plan period was shared by this sector, 25 percent by Health and Sanitation and 22 percent by Education and the rest 14 percent by other sectors. During the Fifth Plan period (1975-1980) more emphasis was given on the development of agriculture and this sector shared 54.5 percent of the total trainees (807). The second position was taken by Health and Sanitation.

In 1950's and 1960's American assistance was directed towards establishing the infrastructure necessary to enable Nepal to carry on its own industrial development programs.^{17/}

^{17/} USIS, "A Quarter Century of American Assistance to the Development of Nepal", Kathmandu, 1976. p.26.

In this process the Nepal Industrial Development Corporation (NIDC) was established for financing industries and two industrial estates were also established in order to meet Nepal's need for long-term industrial banking institution and a technical and management consultant organisation. In the early part of the 1960's (the Three year plan period)"a large number of NIDC staff members, private businessmen and officials of HMG were afforded training in the United States".^{18/} Furthermore, USAID also provided assistance for the development of cottage and small scale industries, thereby providing "training for craftsmen in skills required for the establishment of private industries as well as management training and credit and hire-purchase of hand tools for small entrepreneurs".^{19/} USA also provided assistance in the establishment of a saw mill, where "crews for operating and maintaining the mills as well as logging crews were trained by American advisors who worked alongside the Nepalese at the mill site".^{20/} All these efforts carried through American assistance in industrial development of Nepal during 1950's and 1960's called for a higher number of participant trainees during the Second and Third plan period than in the subsequent plans.

In 1970's a very small number of participants were trained in community development as compared to 1960's. The community development program was initiated in Nepal through the village development project in the Rapti valley during the First Plan period.

^{18/} Ibid. p.26

^{19/} Ibid. p.27

^{20.} Ibid. p.27

With the introduction of the panchayat system of politics in Nepal in the beginning of 1960's, more thrust was given on the development of rural areas through the strengthening of the village level panchayats. Panchayat development project was initiated in 1963 through American assistance for the development of the rural areas. "The objective of the project was the creation of progressive, self-reliant village panchayats through the training of local leaders and support of self help community development projects."^{21/}

In order to develop the necessary infrastructure, the need for training cadres was felt, and thus panchayat training institutes were created in different parts of the country. This helped in the training of community development workers as well as the political cadres. In this direction "participant training also constituted an important element of this project and over a hundred Nepalese received community development training in the U.S. and third countries".^{22/}

During the early four years of the Sixth Five Year Plan period 934 Nepalese were sent for training under participant training program. Agriculture and Natural Resources sector shared 54.4 percent of the trainees; health and sanitation 22.1 percent and the remaining 23.5 percent was shared by other five sectors - Industry and Mining, Transportation, Education, Public Administration and Community Development. This reveals that, in the

^{21/} USIS, Ibid. p.30.

^{22/} Ibid. p.30.

1980s also, major thrust of American assistance was in the areas of agriculture and Natural Resources and Health and Sanitation. It has been felt that in 1980s the problem of population growth in Nepal became more acute. The rate of population growth of 2.6 percent per annum "has impeded government efforts to raise per capita food production and extend services. To address these problems the United States is continuing to support Nepal's activities in rural health and family planning."^{23/} In the areas of Agriculture and Natural Resources emphasis is given to enhance the volume of assistance to the production of food, to the development of rural areas through an integrated rural development project and to the protection of environment from degradation.

If we observe the distribution of the participants by sector, it is seen that out of 3882 participants 45.16 percent was in agriculture and Natural Resources, while Health and Sanitation shared 21.72 percent. The percentage share of Education was 12.57
Public Administration 7.88 Industry and Mining 4.59
community development 4.02 and Transportation 3.91
(See Table No. 4). The overall picture shows that greater emphasis was given to the training of manpower in Agriculture and Natural Resources and Health and sanitation. However other sectors have also received some attention.

The period-wise distribution of participants indicates that in the beginning of participant program in 1950s, the number of participants sent for training was small. Upto the First Plan period 44 candidates were sent and this was 1.12 percent of the total participants sent for training till December, 1984. During 1956 to 1961 the number of participants increased drastically from 44 to 174, i.e. it increased by 295 percent. During 1970-1975 the number of trainees

^{23/} USIS, "Thirty Years of American Assistance to Nepal,"
Kathmandu, 1981, p.34.

reached 662 which is 16.90 percent of the total. In 1975-1980 period a total of 807 or 20.60 percent of the total was selected for training under the program. In the first five years of 1980s the total number of trainees was 934, which is 23.84 percent of the total participants. This indicates that the number of trainees in 1980s would increase considerably if no substantial changes occur in the casual factors (Tab.e 1.4).

3. Major Issues on Participant Training in Nepal

The problems presented in the available literature on participant training depicts a variety of issues. The study carried by USAID/Nepal in preparing participant directory, in 1985 has presented the following issues with regard to participant training. The survey has shown that "the vast majority of respondents said that they found their training useful in performing their work... in general USAID/Nepal sponsored trainees continue to contribute positively to the development and modernisation of Nepal."^{24/}

During the period of the present study, the research team while taking interviews of the sample solicited various sorts of subjective remarks from the respondent participants, which were noted down by the interviewers. It is on the basis of relevant literature and such off questionnaire responses the team could identify the following issues related with participant training.

a) Selection Procedure: Participant training scholarships are provided to various categories of candidates. One type is selected by the concerned agency from its staff, the other type is selected from the manpower market. Those from the staff of the concerned departments or organisations are selected from a narrow base competition than those from the free market. Some of the candidates expressed that were sent for training without their consent while majority of them have expressed that if the selection is made from the personnel of the concerned organisations it would help in building and strengthening the manpower base of such agencies

- b) Choice of the country: There is a strong feeling among most of the respondents that the training should be given in the universities of United States rather than in other countries, because they feel that they can have exposure to newer ideas.
- c) Duration of Training: Except the senior officials, majority of the young candidates feel that the training should be degree oriented rather than a non-degree short term training. The reason for this is that additional degree will add more marks in the promotion of government officials.
- d) Relevancy of Training: Most of the participants showed that training is relevant so long they work as experts, but when they get promotion they are involved more in management and administration, and the direct relevancy of training is reduced. Majority of the trainees have received excellent grades and better innovative ideas when they were in their university but when they come back and work in their respective organisations they are not effective because they have to do various other irrelevant works in their organisations.
- e) Impact of Training: Impact of training is very much affected by the interest of the superiors and the supports and factors provided to the trainees. Superiors are less interested in decision making. Some have a strong feeling with respect to low impact, such as a) the present bureaucratic set up requires no technical information before making an important decision, b) dominance at higher echelons by a generation of educated and qualified persons whose knowledge about their field is out-dated and who feel threatened from younger specialists, c) minimum encouragement

and support provided to professional activities, d) professional posts usually given to wrong individuals on the basis of criteria other than their capability to play the expected role and e) lack of an organised attempt among the small members of professionals to promote the role of new information in helping to solve current national problems" 25/

f) Role of USAID/Nepal : The trainees feel that there is a need to have close link with USAID where they return back from training. Some have even suggested that regular meetings of the alumni of participant trainees if organised by USAID/Nepal would help the trainees to exchange their experience, and it would strengthen the participant training programme.

25/ P.P. Timilsina -"Effectiveness of Agricultural Science Graduate and Research Level Training An Assessment", Kathmandu 1985 pp 47-48.

1.4. Focus of the Study

With the outthorough of the family autocracy in Nepal in 1951, the National policy perspective of the country changed. During the period of the past three and a half decade , the country has been striving hard for the overall development of the country in order to improve the living standard of the people. In 1951, the government of United States began a program of assistance to Nepal. Since then, the United States Agency for International Development (USAID) has contributed enormously adapting to fit the development priorities evolved over the years. The development of human and institutional resources has been the focal point for nearly every USAID/Nepal Project. The present cadre of trained professionals existing in every sector in Nepal is largely due to the USAID funding in academic and technical training.

In the process of assisting development, the USAID assistance has covered a wide range of fields/areas such as transportation in uniting/integrating the nation; institution building for development, strengthening national systems and expansion; education for creative and active society adaptive to changes; agriculture for increasing production/improved crops; private sector development to achieve a sustained growth; natural resources protection for ecological balance; rural development to meet the basic human needs and health and family planning/population to check the serious threat to national development.

Despite the efforts made so far, in every sector the challenges are still there. In this connection it has been imperative to analyse the effectiveness of the USAID participant training program to meet the objectives. The assessment of the sponsored training is hoped to be useful to USAID/Nepal in providing direction for future training. Thus, this study

focuses on the impact of USAID participant training in general. However, the specific objectives are;

- to analyse the status of trainees
- to make an assessment of the impact of training
- to identify the future training area(s).

The profile of forty trainees should also prove useful for the specific performance of the designed policies/programs.

1.5. Approach to the Study

Process of Information Collection

As per the terms of reference, the required number of participant trainees were planned to be interviewed with a pre-tested, structured and pre-coded questionnaire. Though, the study is primarily based on primary data, secondary information is also used. On the whole this is an exploratory type of study aiming at what is there in the field of utilization of capabilities of the participant trainees. Moreover, the study has set a wide perspective to analyse the impact of USAID sponsored training on the participants, the organisations and the nation.

In order to obtain the required information 401 trainees were sampled out of which 341 were randomly and 50 purposively selected from among those participants who had completed at least ten months of training with degree or one year of non-degree training. The purposive sampling was taken in order to get proper representation of women participants, participants with Ph.D degree and participants working with the private organisations. The purposive sample included 20 women, 20 Ph. Ds and 20 working with the private sector. The current USAID/Nepal directory was used for sample purpose, which includes the training area-wise name of the participants with the nature of sponsorship. For selection of

the sample units seven training areas were considered. From each training area 20 percent trainees were selected using the systematic random sampling method. The training areas consist of:

- a) Agriculture and Natural Resources
- b) Trade and Industry
- c) Health and Sanitation
- d) Community Development
- e) Public Administration
- f) Education
- g) Transport and Communication

Out of the 3914 entries in the directory, 1719 entries that fulfilled the requirement of at least one year training without degree 10 months of training with degree were included in the list prepared for sampling purpose. This list contained the following information:

- a) Names of participants
- b) Area of training
- c) Duration of training
- d) Residential address
- e) Office address (district wise)
- f) Telephone number (wherever applicable and available).

On examining the list of participants prepared for sampling, it was found that the heaviest concentration of trainees was within the Kathmandu valley. The remaining were scattered all around the country. But the majority are concentrated between Dhankuta in the east and Rupandehi in the west of Nepal. Beyond Dhankuta and Rupandehi only an insignificant number of participants are scattered over various areas.

Therefore, in order to save travel time to areas where only one or two participants are placed, the sampling area was initially limited to include only upto Dhankuta in the east and Rupandehi in the west where the majority of the participants are concentrated. In case of any repetition in the selection of participants from outside the defined geographical area, replacement method was adopted from within the training area. During field survey replacement of sample units was carried out due to;

- a) outdated current USAID participant directory,
- b) frequent transfer of personnel in the government service and
- c) long duration engagement of participants of the Agriculture and Health and Sanitation sectors in the field unapproachable within a reasonable time.

Despite efforts to fulfill the targeted number of sample units, altogether only 356 participants could be interviewed. The remaining 45 participants, even after repeated replacements, were not accessible for, some had left the country, while some others were unidentifiable. Thus, 11.78 percent of the respondents could not be interviewed.

Table No.1.5 Sample Distribution by Training Area

Sample Training Area	'Random'	'Purposive'			'Total Sample'	'Total interviewed'
		'Female'	'Private & NGO'	'Ph.D.'		
Agriculture	190	3	2	9	204	205
Industry and Trade	8	1	2	-	11	12
Transport	10	2	2	2	16	6
Health and Sanitation	58	14	14	-	86	53
Education	47	-	-	6	53	52
Public Administration	20	-	-	3	23	21
Community Dev.	8	-	-	-	-	8
Total	341	20	20	20	401	356

Likewise, efforts to keep the sample frame within the defined geographical area also could not be achieved for the same reasons outlined above. In the attempt to cover as many participants to approach the total sample, replacements had to be made from participants outside the geographical area previously defined.

Analysis of Data

Computer analysis was done in order to make the study more precise. To analyse the impact of training four sets of control variables were identified. They are:

1. Training area
2. Gender
3. Country of training
4. Period of return

In order to find out additional subjective information on of the participants in the private sector and the women participants, unstructured interviews were taken from 20 women participants and 20 participants working in the private sector.

In the overall analysis, separate section on women participants and the participants working in the private sector have been added to present a comprehensive analysis on the impact of participant training on women participants and the participants working in the private sector. In these sections, it has been endeavoured to present the analysis based on information collected through structured questionnaire and the unstructured interviews.

CHAPTER II

STATUS OF PARTICIPANTS

2.1. Characteristics

In an underdeveloped country like Nepal where about 70 percent of the population is still illiterate, a chance to pursue any study specially overseas training attaches very high social value. This holds true only when capabilities of persons who hold jobs are recognised and are relatively better off in the society. The effect of training on the trainee manifests itself in changing dealings with people with specific skills and outlook.

This section deals with the status of trainees which includes demographic, social, educational and geographical characteristics.

2.1.1. Demographic characteristics

Age of the participant is one of the important factors when they are to be sent for training. For pre-job training purpose the interest of the sponsor is usually to select qualified and energetic candidates in order to insure better work performance upon their return. As technical education in the early plan periods was not developed so far, candidates for training were selected from high school graduates, i.e. matriculation. With the establishment of various training centres, especially the Institutes of Agriculture, Medicine, Engineering and Forestry under the Tribhuvan University has led to the

growth of middle level technical manpower within the country. But, to cope with the problem of lack of high level manpower and to supplement the national priorities in the periodic plans, trainees are selected from the intermediate level in later years.

Referring to our respondents' age group the sample constitutes 22 to 72 years old participants. It is observed that 54 percent of the trainees were in 25-40 years age group. The participant trainees within the age limit of 41-50 years constituted 33 percent of the trainees. Long experience of a person with suitable training is expected to be useful for the fulfilment of key posts in developmental organisations. Only 12 percent trainees fall in the adult generation (51 and above). But the lowest percentage (1%) of participants were among the upto 25 years age group.

Across the training areas highest concentration of the trained personnel below 40 years is found in agriculture (79%). Distribution of participants according to various age groups ranged from 20 percent to 44 percent in ascending order in the education sector. For other sectors such as Community Development, health and Sanitation, Public Administration, Trade and Industry and transportation participants of 41-50 years age formed the majority in the sample. (Table 2.1).

Various surveys conducted in the past have revealed that the Nepalese women have little access to education. A significant number of women are still being engaged only in household activities. This fact is further supported by the proportion of women participants represented in the sample where few women trainees could be selected randomly. Most of the female trainees including those selected were concentrated in Education and Health and Sanitation areas. (Table 2.2). Out of 40 women participants only 27 could be interviewed formally due to various unforeseeable reasons such as outstationed, change of address after leaving job etc.

Table 2.1 Age distribution of the participants
by training area

Area of training	'upto '25 yrs.'	'26-40 'yrs.'	'41-50 ' yrs.'	'51 yrs '& above'	'Total
Agriculture	2	161	39	3	205
Community Development	-	-	6	1	7
Education	-	10	19	23	52
Health & Sanitation	-	19	27	7	53
Public Administration	-	2	14	5	21
Trade & Industry	1	-	6	5	12
Transportation	-	-	6	-	6
Total	3 (1%)	192 (54%)	117 (33%)	44 (12%)	356 (100%)

Table 2.2. Sex Composition of Participants by Training
Area

Training Area	Male	Female	Total
Agriculture	201	4	205
Community development	6	1	7
Education	44	8	52
Health & Sanitation	42	11	53
Public Administration	19	2	21
Trade & Industry	11	1	12
Transportation	6	-	6
Total	329	27	356

2.1.2. Social Characteristics

Social status is often determined by economic and educational factors. In this section it has been tried to ascertain the social background of the sample participants. In order to determine the social aspect of the trainees, fathers' occupation, education and the locality in which the trainee was brought up are considered. It is assumed that education brings changes in social relations, hence these changes, if any, are also considered in this section.

2.1.3. Educational and occupational characteristics

In Nepal the overall illiteracy rate is reported to be around 70 percent and 93 percent of the population is engaged in agricultural occupation. The bulk of illiterate population is concentrated in rural areas. In the absence of educational background of older generation, the environment of a locality becomes a single guiding factor for educational advancement. The environment of localities in terms of educational opportunities were provided partly by the efforts of the government in providing school facilities and partly by the growing mobility of the rural population.

It is revealed that fathers of 49 percent of the respondents had received education ranging from school level to degree level. 28 percent reported that their fathers were only literate, while only 23 percent stated that their fathers did not have any education. Similarly, 46 percent of the total trainees indicate agriculture to be the main occupation of their fathers. Service as the main occupation is reported by 35 percent followed by business (15%). Trade and industry and other occupations as main occupations reported by only 1 percent and 3 percent of the respondents respectively.

The above analysis reveals that majority of the respondents are from educated and/or literate, agricultural and service holding family backgrounds. It would not be out of place to mention here that those holding high status in the society are people with sound economic and educational background. It is the children of these families that have better educational opportunities. Thus, it would not be wrong to assume that, apart from educated and service holding fathers, the fathers of trainees enjoy a high economic status in the society.

2.1.4. Geographical Distribution of Participants

In this section an analysis of geographical distribution of participants in pre-training and post-training phases is presented.

2.1.4.1. Pre-training distribution of the participants

The sample is represented by the majority of the participants belonging to central Development Region (72%) followed by the western (13%) and Eastern Regions (12%). Out of the Central region participants (256) major concentration of candidates selected for training is found in the Kathmandu valley comprising of Kathmandu (58%), Lalitpur (15%) and Bhaktapur (2%) districts. The remaining are scattered over 14 districts of the region. (Table 2.3.). It is interesting to note that one participant whose home region was India was also selected for training.

2.1.4.2. Post Training Distribution of the Participants:

As stated earlier, attempt has also been made to know the participants' distribution by district and region. Panchayat level address is important only for the personal details. The analyses relates more to regional and district levels mainly to see whether the trainees belonged to hill districts or the

Table 2.3. Home Region of the Participants by
Development Region

Training area	'Eastern 'Dev. 'Region	'Central 'Dev. 'Region	'Western 'Dev. 'Region	'Mid-western 'Dev. 'Region	'Far-west' 'Dev. 'Region	'India	'Total
Agriculture	38	124	37	3	3	-	205
Community Development	-	6	-	-	1	-	7
Education	-	49	1	1	-	1	52
Health and Sanitation	3	46	4	-	-	-	53
Public Administration	2	16	3	-	-	-	21
Trade & Industry	-	9	3	-	-	-	12
Transportation	-	6	-	-	-	-	6
Total	43 (12.07)	256 (71.91)	48 (13.48)	4 (1.12)	4 (1.12)	1 (0.30)	356 (100)

facilitated districts of Terai and the Metropolitan cities and also to see the level of manpower development on the regional basis. Since the focus of the survey was limited to 17 hill and terai districts of the Eastern, Central and Western Development Regions, the sample is more representative. The participants originating from the Far Western and Mid-western districts also appeared in the sample because of their placement in the offices outside their home regions.

The sample is constituted of highest 63 percent of the participants from the Kathmandu valley to the lowest of 7 percent working in the districts of Western Development Region (table 2.4). Across the sectoral disciplines, the highest number of participants (41%) within Agriculture have been placed in the Kathmandu valley followed by those placed in Central Development Region (34%), Eastern Development Region (14%) and Western Development Region (11%). Looking at other sectors, the trained participants are mainly concentrated in the valley based organisations. This gives a picture that except the agriculture sector the utilization of skill is limited to central level organizations only, suggesting a greater level of efforts needed to strengthen the district and regional organisations with trained people. There has not been proper geographical distribution of USAID trained participants over the sectors.

Table 2.4 a and b below manifests the number of the trainees distributed over the five development regions of the country.

The source of the sample participant trainees is distributed over 45 districts of 4 development regions of the country. The analysis of the population of the locality of the sample participants before they entered secondary school, shows that about 23 percent of the trainees were brought up in localities with 5001 and above population. Only 5 percent are from 3001 to 4000 population

Table 2.4(a) Training Area By Distribution of Trained Manpower For Development Region and Kathmandu Valley

	'Eastern Dev. Region	Central Dev. Region	'Western Dev. Region	'Kath- Valley	' Total
Agriculture	' 29 ' (14.14)	' 70 ' (34.14)	' 22 ' (10.73)	' 84 ' (40.97)	' 205 ' (100.00)
Community Development	' -	' -	' -	' 7 (100.00)	' 7 ' (100.00)
Education	' -	' 1 ' (1.92)	' -	' 51 ' (98.08)	' 52 ' (100.00)
Health & Sanitation	' 2 ' (3.77)	' -	' 2 ' (3.77)	' 49 ' (92.45)	' 53 ' (100.00)
Public Administration	' 1 ' (4.76)	' -	' 1 ' (4.76)	' 19 ' (90.46)	' 21 ' (100.00)
Trade and Industry	' -	' 2 ' (16.66)	' 1 ' (8.33)	' 9 ' (75.00)	' 12 ' (100.00)
Transportation	' -	' -	' -	' 6 ' (100.00)	' 6 ' (100.00)
Total	' 32	' 73	' 26	' 225	' 356
Percentage	' 9	' 21	' 7	' 63	' 100

Table 2.4(b) Training Area by Population of the
Locality of the Trainees Before Entering
Secondary School

Training Area	'Upto '500 '	'500 'to '1000 '	'1001 'to '2000 '	'2001 'to '3000 '	'3001 'to '4000 '	'4001 'to '5000 '	'5001 'to 'Abov 'e '	'Total '
1.Agriculture	' 39	' 37	' 40	' 27	' 7	' 24	' 31	' 205
2.Community Develop- ment	'	' 1	' 2	' 1	' 1	' 1	' 1	' 7
3.Education	' 7	' 4	' 6	' 4	' 1	' 7	' 23	' 52
4.Health & Sanitation	' 4	' 4	' 7	' 5	' 8	' 7	' 18	' 53
5.Public Administrat- ion	' 4	' 3	' 2	' 2	' 2	' 6	' 2	' 21
6.Trade and Industry	'	' 3	' 2	' 2	'	' 1	' 4	' 12
7.Transportation	' 1	'	' 1	' 1	'	' 2	' 1	' 6
Total	' 55	' 52	' 59	' 43	' 19	' 48	' 80	' 356
Percentage	' 15	' 15	' 17	' 12	' 5	' 13	' 23	' 100

locality, while 12 percent and 13 percent represent population localities of 2001 to 3000 and 4001-5000 respectively. A significant proportion of trainees come from population localities of up to 500 (15%), 501 to 1000 (15%) and 1001 to 2000 (17%). It can be safely stated that majority of trainees before they entered secondary school come from high population localities (Table 2.4.b). High population localities are usually urban or semi-urban areas.

2.2. Training : Nature and Form

Training in a real sense is aimed at fulfilling more than one objective. The nature and form of the training sponsored by any agency is essentially guided by needs for expertise in various fields organizations consistent with the national priorities. Such sponsoring organisations are grouped into three categories viz., government, semi-government and private. The largest proportion of recipients of the USAID participant training has been the government sector (50%) which is expected to be utilized in upgrading the knowledge and skill of the government employees. The second large group of the respondents (39%) consisted of candidates selected on the basis of open competition. Training opportunity prior to any job career has been in consonance with the objectives and priorities of fulfilling the requirements of technical manpower. Most of the trainees selected on the basis of open competition are absorbed in the Ministry of Agriculture. Trainees sponsored by Semi-government organisations like university/public corporations constitute only 11 percent in the sample.

The participants' status with respect to their field of training is discussed in this section. Information gathered from the sample survey are analysed to see the existing situation with respect to various aspects of training.

2.2.1. Sponsoring organization

In 1951, the United States began a program of development assistance to Nepal. The training assistance made available by the USAID has been utilized up by Nepal to the largest possible extent for the development of human and institutional resources. The government has been the main sponsoring body. The distribution of sample over seven training areas shows that the highest concentration of participants is in Agriculture, followed by Health and Sanitation, Education and Public Administration. The Transportation, Community Development and Trade and Industry have a relatively lower participation.

The collected information reveals the fact that quite a large proportion (38%) of the sample sponsored for training were fresh candidates. It is to be observed that at least in two of the training areas viz., Community Development and Public Administration (non-technical in nature) fresh candidates have not been sponsored.

The training opportunity made available to the employees in different government organisations becomes an incumbent receive if he/she is nominated by the department. The analysis of data manifests that 16 percent of the respondents have proceeded for training under the participant training program (PTP) in less than 3 years of job experience in the sponsoring organisations. Similarly, 12 percent of the sample received training opportunity in 3 to 5 years of job experience and another 10 percent in 5 to 7 years of job experience. Further, 24 percent of the sample were held up for more than 7 years with the affiliated job before proceeding to higher training.

The analysis of the inservice trainees indicate the type of job held before proceeding for training. It is found that

62 percent of the sample were holding either technical or nontechnical jobs before training. In the analysis, three distinct levels of work have been identified for each one of the job class i.e. executive level, management level and operation level. The training participation from the technical group of the employees is thrice as big (47%) as that of the non-technical group (15%). The technical jobs held by the participants prior to training are reported to be of the management and operation levels. The situation in the non-technical side is not the same because of the weight taken by the management level is more than double as compared to its counterpart. Data support the fact that the chance of receiving training declines for the executives. Across the training area the position of agriculture has been much more advantageous over many others under the PTP program. It is to be noted that the management level workers occupied larger training quota than the operation level workers.

2.2.2. Field of Training

The training areas as used in this analyses are the fields as categorised by the USAID/PTP. Many other fields of training are not included in the sample because of the small number of participants under the PTP. The major broad areas of training include seven sectoral representative subjects i.e. Agriculture, Community Development, Education, Health and Sanitation, Public Administration, Trade and Industry and Transportation. Among the seven training areas, the main focus of PTP has been on Agriculture to support the plan priorities. So, fifty eight percent of the sample is from Agriculture. This has kept other sectors far behind in receiving training opportunity under the PTP. The other important areas in which the training efforts are directed are Education and Health and Sanitation both nearly constituting 15 percent of the total sample.

The specific training areas were numerous and varied within the broader framework. Agriculture as a broad area and also the major sector of the economy has many sub-branches. Generally, the pre-job training has been the basic training in the respective disciplines. In most cases, the trainees after the completion of under graduate courses (B.Sc., B.E., MBBS or Diploma) search for a job instead of continuing their study further. This is because of the fact that the trainees are bound to return after one complete phase of training.

The survey has revealed that the field of training is specific for the sponsored trainees. Cases are noticed within the sample that the trainees are left in a 'no-choice' situation in the subject matter selection resulting from the government nomination to a candidate for any available training opportunity. The fields of training have been weighed by USAID/N in accordance with the national policies and priorities of the country.

2.2.3. Degree Program

The participants' Training Directory Vol I, II and III published by the USAID/Nepal has listed names of the Nepali nationals and the types of training opportunities provided under PTP during the period 1952 to 1985. The PTP has supported trainings of varying duration of the completion of training. Seminars, workshops observational tours, and the training courses taking less than 10 calendar months are taken as trainings of short duration. Our sample is mostly represented by the participant trainees (43%) who have completed 10 or more than 10 months of training. Therefore, the respondents are of three categories; 1) Graduates ii) Under-graduates and iii) the Diploma holders.

Graduate level education as a part of training has fulfilled at least two goals; more careful handling of the program/responsibility and better chance of promotion to the trainee. In other

words to induce graduate level training in a project means to make a provision for incentive to the personnel besides upgrading his/her level of knowledge. Thus, in any project package there is a training component as one of its integral part.

In an effort to see the nature and form of training the survey findings show a different picture. In Nepal to become eligible for an officer rank job one should have at least a Bachelor's degree. As a result of PTP the trainee is benefitted for his/her career advancement and the organization is supplied with qualified hands. Owing to various levels of training opportunities over the three and a half decade of PTP the participants' levels of education has changed drastically. Now the organisations are equipped with trained personnel needed for different development activities. Before preceding for training, the distribution of the respondents by level of education shows that 18 percent were graduates (Masters), about 32 percent were under-graduates (Bachelors) and the rest 50 percent were Diplomas, School graduates and non-degree holders. Now, the survey depicts the after training 64.32 percent respondents are graduates. No one in the sample was found to have acquired Ph.D. and M.B.A degree's before proceeding for training. A noteworthy change is noticed in having at least 42 Ph.Ds. and 7 M.B.As. after training. A similar rise has been noticed at M.A., M.S. and M.Sc. levels as well. The degree per se is not so important, but various specific skills earned through these degrees are of high value in the process of institution building and the development of the country. Gradual changes occurred in the levels of education of the trainees across the sectors owing to PTP are presented below:

Table 2.5 Post Training Level of Education of the Respondents*

	Master's level	Bachelor's Degree	Diploma level	Non-Degree	Total
Agriculture	128	71	4	2	205
Community Development	7	-	-	-	7
Education	45	7	-	-	52
Health and Sanitation.	27	13	8	5	53
Public Administration	15	6	-	-	21
Trade and Industry	5	7	-	-	12
Transportation	2	4	-	-	6
	229	108	12	7	356
	(64.33)	(30.34)	(3.37)	(1.96)	(100)

*The Scenario of High school Graduates and non-degree category is not presented.

The information in the above table reveals that most of the trainees have got Master's degrees. Therefore, the highest qualification acquired by the respondents is far from the actual quota financed by PTP. The USAID training effort has upgraded the levels of education of the participants to the extent as listed in Table 2.6.

It is clear from Table 2.6 that the focus of the PTP has been on the B.Sc. level degree followed by non-degree and M.S. degree Program

Few cases have been observed in response to continuance of study by the participants in all the sectors. This reflects the attitude of inservice trainees in particular, towards their ambition to acquire higher educational degrees. Normally the organisation's staff deputed for a prescribed training is not allowed to extend their time abroad for an additional degree. From the view point of the trainees, any available opportunity to go for a type of training has served as a stepping ground to fulfill his/her desire. The survey has revealed evidences where atleast 9 percent of the participants have fulfilled their desire for a stretched period varying from 11 months to more than 3 years for an extra degree. The qualification thus earned varied from non-degree to Ph.D. degrees. Table 2.7 shows the number of participants who continued their stay after the completion of USAID funded training.

Regarding source of finance for the continued stay of the trainees, USAID funds was also made available to 5 participants. Other defined sources were self, university and unspecified which helped the trainees to stay there for the extended period of study.

Table 2.6. Actual Number and Types of Degrees Sponsored by PTP

Degree	Field of Study	Agriculture	Community development	Education	Health & Sanitation	Public Administration	Trade & Industry	Transportation	Total	No. of Trainees who received additional degree after USAID funded Training
Ph.D.		7	-	5	-	-	-	-	12 (3.37)	12 (36.37)
M.S.		22	-	8	15	2	3	1	51 (14.32)	5 (15.15)
M.A.		1	3	13	13	4	-	-	24 (6.74)	2 (6.06)
M.B.A.		2	-	-	-	1	2	-	5 (1.40)	-
M.Sc.		11	-	1	1	-	-	-	13 (3.65)	1 (3.03)
B.A.		-	-	1	-	-	-	-	1 (0.28)	1 (3.03)
B.Sc.		140	1	5	6	-	2	-	154 (43.26)	1 (3.03)
Diploma		6	-	4	14	-	1	1	26 (7.30)	5 (15.15)
Non-degree		16	3	15	13	13	6	4	70 (16.67)	6 (18.18)
Total		205	7	52	53	21	12	6	356 (100.00)	33 (100.00)

(Figures in parenthesis are percentages).

Table 2.7. Continuity of Study after the
Completion of USAID Funded Training

Training Area	No. of Participants	Participants continuing their stay
Agriculture	205	11
Community Development	7	2
Education	52	8
Health & Sanitation	53	5
Public Administration	21	4
Trade and industry	12	1
Transportation	6	2
	356	33

Altogether 33 candidates continued their study and received additional degrees after USAID funded training was over. Out of such 33 participants 17 received Ph.D, 6 received non-degree, 8 received Master's degree and the rest 7 received Bachelor's degree (See also Table 2.6).

2.2.4. Training Duration

The nature of training course offered to a candidate determines the training period. This section presents analysis of training period. The sample does not include participants who joined training courses for a duration of less than one full academic year. It is observed that 41 percent of the total trainees underwent training for a period of 3 years and above. Equally high percentage (40%) of the sample spent a period of less than 2 years in training. Participants spending 2 to 3 years period are only 19 percent. It is also found that while the concentration of trainees in the periods from 2 to 3 years and 3 years and above is found in agriculture area while in the less than three year training duration concentration is heavier in Health and Sanitation area followed by education and Agriculture. This is in conformity with the attention that these areas of training have been given by USAID in its aid programs including PTP. (Table 2.8).

Table 2.8: Training Area by Period of Training

Training Area	No. of Participants			Total
	'Less than 2 yrs.	'2 years & less than 3 years	'3 years and above	
1. Agriculture	29	50	126	205
2. Community development	5	2		7
3. Education	36	6	10	52
4. Health & Sanitation	43	7	3	53
5. Public Administration	16	1	4	21
6. Trade and industry	7	-	5	12
7. Transportation	5	1	-	6
Total	141	67	148	356
Percentage of total	40	19	41	100

2.2.5. Country and Institution

Under the USAID, PTP selected candidates are sent for training to various countries. USA and India are the two major countries that receive participant trainees from Nepal. Trainees are sent to other countries also. The country as well as university/institutes are preset for each candidate. Hence, candidates have no choice but to study in the country and institute for which they have been nominated. Quality of training may be vastly different in different countries and may also differ between institutes of one country. Likewise, socio-cultural environment also differs from country to country, which may not be conducive to particular trainees.

Considering the above facts the judgement of the sample respondents on the choice of the country and university/institute is presented below. The judgement is measured in terms of the level of satisfaction of the respondents.

It is found that the highest proportion of trainees of the sample received their training in India (47%) followed by USA (41%) and other countries (12%). The analysis reveals that of the total sample 89 percent of the trainees were satisfied with the choice of the country and institute. Only 7 percent and 4 percent were indifferent or dissatisfied respectively. (Table 2.9).

Table 2.9. Feelings of Trainees on the choice of Country and Institute

Institute/ Country	Feeling' Satisfied		Indifferent		Dissatisfied		Total
	'Insti- 'tute	'Coun- 'try	'Insti- 'tute	'Coun- 'try	'Insti- 'tute	'Coun- 'try	
USA	132 (91)	140 (97)	10 (7)	5 (3)	3 (2)	-	145 (100)
India	144 (86)	146 (88)	12 (7)	17 (10)	11 (7)	4 (2)	167 (100)
Other	41 (93)	37 (84)	3 (7)	5 (11)	-	2 (5)	44 (100)
Total	317 (89)	223 (91)	25 (7)	27 (8)	14 (4)	6 (1)	356 (100)

(Figures in parenthesis are percentages).

It has been found that 93 percent of trainees trained in other countries were satisfied with the choice of the institute where as 84 percent were satisfied with the country. Likewise, 91 percent of the participants trained in USA and 86 percent trained in India were also satisfied with the Institute but 97 and 88 percent of the respondents trained in USA & India were satisfied with the country respectively. Only 7 percent of the trainees trained in institutes of the three country categories reported indifferent feeling. While 7 percent of India trained participants reported dissatisfaction while only 2 percent among USA trained showed dissatisfaction with the institute. On the whole it can be concluded that the participants are quite satisfied with the present arrangement because as high as 82 percent of the total participants were satisfied with both country and institute. Reasons of satisfaction varies

according to country and institution. The USA trained participants feel satisfied on account of being able to go to that country a dream country for most. And also because of the technological development which allows here to impart a high level of skill and knowledge to the trainees. Participants trained in India are satisfied because of socio-cultural similarity between the two countries. Furthermore, skills and knowledge learned in India are more adaptable to the Nepalese conditions.

Those trained in the institutes of other countries also feel that the institutes they joined imparted a high level of skill and knowledge. The dissatisfaction stated by the respondents is mainly the result of their desire for long term training program or the ambition to go to USA. At least one respondent was dissatisfied because he was nominated without his consent.

2.3. Job Status

In the 1950s candidates for PTP used to be selected from among government job holders. This practice was discontinued from the beginning of 1960s. Since then, fresh candidates are also being given opportunities under the PTP on a competitive basis. This section examines the job status of the sample trainees before they were selected for training and after their return from training.

2.3.1. Pre-training Job Status

Of the total sample respondents about 47 percent and 15 percent of the trainees were selected for PTP from among technical and non-technical jobs respectively while about 38 percent were fresh candidates.

Table 2.10. Pre-training Job Status of Trainees

Job Level	Job Type 'Not working'	'Technical'	'Non-technical'	Total
Not working	134	-	-	134 (38)
Executive ^{1/}	-	5	-	5 (1)
Management ^{2/}	-	84	37	121 (34)
Operational ^{3/}	-	80	16	96 (27)
Total	134	169	53	356
	(38)	(47)	(15)	(100)

(Figures in parenthesis are percentage)

It is also found that the highest proportion of trainees, excepting the Not working level, was selected from the management level (27%). From the operational level 27 percent were selected while only 1 percent was sent for training from the executive level.

2.3.2. Post-Training Job Status

This refers to the jobs that trainees occupied when they returned from overseas training. Of the total sample of 356 trainees, 7.02 percent started their career as non-gazetted or equivalent employees. 76.12 percent started their carrier in the capacity of gazetted third class, 13.20 percent and 3.66 percent in the capacity of gazetted second class and gazetted first class including special class respectively. Thus, the highest proportion of trainees start their career in the capacity of gazetted 3rd class or equivalent and

- 1/ The executive level job refers to the job of the chief of organisation who makes decisions.
- 2/ Management level job refers to middle level job who execute and monitor the decisions of the executives.
- 3/ Operational level job refers to professional/working category who are the supportive staffs such as nurses.

the lowest proportion in gazetted first and special class or equivalent. This holds true for both in-service and fresh participant trainees.

Table No. 2.11.a Post Training Job Status by Training Area

Training Area	(in percentage)				
	Status	NG*	G*III	G*II	G**I and Sp*** 'Total
Agriculture		28.00	61.62	48.94	61.55 57.58
Com. Development		-	1.48	6.38	- 1.97
Education		8.00	15.13	12.76	23.08 14.61
Health/San.		52.00	11.81	14.90	7.69 14.89
Pub. Adm		-	5.90	8.51	7.69 5.90
Trade & Ind.		-	2.95	8.51	- 3.37
Transport		12.00	1.11	-	- 1.68

*NG= Non-gazetted ** G= Gazetted ***Special

If we see the distribution of different status of trainees by training area we observe that among non gazetted and equivalent the highest proportion is in health sector (52%) and lowest in public Administration and Trade and Industry. In the gazetted third or equivalent class, majority of trainees start/continue their post training career in the Agriculture sector (61.62%) and lowest proportion in the Transport sector (1.11%). Out of the total respondents who started/continued their post training career in the capacity of gazetted second or equivalent class majorities are in the Agriculture area (48.94%) and the lowest in transport sector. The gazetted first and special class or equivalent also follows a similar pattern as that of gazetted third and second class (Table 2.11.a).

Table No. 2.11 b Post Training Job Status by Gender

	NG	GIII	GII	G I and SP	Total
Male	16	254	46	13	329
Female	9	17	1	-	27
Total	25	271	47	13	356
Status as percentage of Total	(7.02)	(76.12)	(13.20)	(3.66)	(100)

NG = Non-gazetted G = Gazetted SP= Special class

The distribution of job status of trainees by gender is highly concentrated in favour of male trainees. The table depicts that in all categories of job status a significantly higher percentage of males (NG - 64%, G III - 93.73% and G II - 97.88%) dominate over female trainee employees. The highest concentration of females is found in the non-gazetted category (36% of the total employed in this category). The reason for the concentration of women in the lower job category is basically due to lack of vertical mobility. This lack of vertical mobility can be attributed to various factors that hinder the upliftment of women in societies like that of Nepal.

The concentration of participant trainees in the category of gazetted III class is due to the fact that this is the new

entry point for the professional staff in the government job, after graduation from the universities. Such new entrants are sent in large numbers for training, in order to build their efficiency. The moment a personnel is promoted to higher classes generally he is not sent for long term training, he is sent for short-term training only. Another reason of heavy concentration of trainees in the gazetted III class is due to the expansion of developmental program throughout Nepal, which demanded for the opening of various district level units, and in some cases even the regional and local level units (e.g. agricultural farms) to support the extended programs. In order to run such programs at district and zonal levels various points were created, and new people were trained and posted in such offices. Furthermore, higher class posts (especially class I and special class) are limited and created at the central level. Trainees belonging to gazetted I class and special class are involved more in providing managerial and administrative supports to the development programme, while the professionals belonging to gazetted III class assist in implementing the programme.

2.4. Professional Affiliation

Professional linkage has a high value to a trainee especially during the post training period. This is one way of keeping himself informed about new development in the related field of his/her interest. Through correspondence with the teaching staff, fellow trainees abroad and alumni the trainee is not only exposed to new innovations but also reestablishes and renews his personal relationship with them with which to strengthen his/her command over his/her training. However, job situation governs the practicability as well as the interest in professional linkage. The posting of a trainee for instance to a busy post or a remote place may allow limited linkage if at all.

In this section the frequency of professional linkage with the a) teaching staff of university or institute, b) fellow trainees from other countries and c) alumni is examined on the basis of the frequency ratings provided by the sample trainees. Among these who were in touch with institutional teaching staff, only 13 percent trainees had frequent contact and 38 percent had but occasional. Almost half the population (49%) had no contact at all (Table 2.12). Similarly, contact with fellow trainees outside the home country was not maintained at all by a high 44 percent of the trainees, with 46 percent of them being able to have only occasional contact. Frequent contact with the fellow trainees is made by only a limited number of participants (10%).

Table 2.12. Professional Linkage of Trainees

Frequency Link group	Frequent	Often	Not at All	Total
Teaching staff	48 (13)	134 (38)	174 (49)	356 (100)
Fellow Trainees	37 (10)	163 (46)	156 (44)	356 (100)
Alumni	121 (34)	137 (38)	98 (28)	356 (100)

It is of interest to note that more than one-fourth (28%) population had no professional linkage at all even with the alumni. Many participants in fact argued that there was no effort from the USAID to bring participants together after training to encourage professional contact. Those who maintain frequent contact are of the opinion that through frequent touch with university or fellow trainees opportunity could be tapped at a personal level for higher study or outside job. Regarding professional linkage among the alumni efforts would need to be made to bring older and new generation together in order to build up sound contact and communication among the allied group of trainees.

CHAPTER III

IMPACT OF USAID PARTICIPANT TRAINING

The development of a country is a process in which a number of variables enter. With the recognition of the role played by human capital in the development of the country and the inclusion of human capital as one of the variables in the production function, the role of manpower development was very much emphasized during 1960s based on the experiences of various countries. Since then, the development of manpower has been getting due emphasis in the development plans, especially in the developing countries. The stress on the development of manpower and expenditures on manpower development become meaningful only when the training exerts the desired effect on the trainees, the organizations they work with and the country. Considering this fact, USAID participant Training Program was initiated in various developing countries including Nepal. In the following sections we have made an attempt to present trainees' assessment of the positive and negative impact of participant training on the careers of the trainees, the organizations they work with and the development of Nepal.

3.1. Impact on Trainees

Training has an immediate impact on the trainee himself/herself. On the one hand, it is believed that training opportunity gives an exposure to the practical ideas and provides foundation for career development. Similarly, the social and cultural life of the trainee is not left untouched. Though, career development depends on ones own planning ability, training has

something to do with career advancement. If the trainee is placed in a relevant job and his/her skill is utilized, this helps in uplifting the organization and ultimately the development of the country.

The impact of training on the trainees is focused from the viewpoint of the number of jobs held, job-wise and position wise skill utilization, duration of stay in various jobs, his/her rating of career without USAID support and the effect of training in his/her every day work.

3.1.1. Career Advancement

To be able to understand the job status in a precise manner and to see the impact of training on job status, we made an endeavour to classify the total respondent trainees into non-gazetted and gazetted. Those working with private sector and government corporations are also included in this classification according to the equivalent position i.e. clerical or managerial.

Table No. 3.1. Training Area by Effect of Training on Job Factors involved in the Job After Training

Training Area	Promo- 'tion	'Trans- 'fer	'Promo- 'tion & 'Trans- 'fer	'No 'Change	'New 'Entry	'Total
1. Agriculture	26 (12.68)	6 (2.94)	16 (7.80)	39 (19.02)	118 (57.56)	205 (100)
2. Community Development	5 (71.43)	1 (14.28)	-	1 (14.28)	-	7 (100.00)
3. Education	11 (21.15)	8 (15.38)	7 (13.46)	18 (34.63)	8 (15.38)	52 (100.00)
4. Health & Sanitation	14 (26.42)	2 (3.77)	4 (7.54)	25 (47.17)	8 (15.10)	53 (100.00)
5. Public Administration	4 (19.05)	1 (4.76)	3 (14.28)	13 (61.90)	-	21 (100.00)
6. Trade & Industry	5 (41.67)	-	1 (8.33)	5 (41.67)	1 (8.33)	12 (100.00)
7. Transportation	-	-	-	1 (16.67)	5 (83.33)	6 (100.00)
Total	65	18	31	102	140	356
Percentage	18	5	9	29	39	100

In a developing country like Nepal, initial group of USAID participant trainees after their return have found themselves placed in more responsible jobs commanding higher status than before. As more trainees return, career advancement and their contributions has become more competitive and training has been only one among other factors determining it.

Of the total sample only 18 percent, 5 percent and 9 percent were promoted, transferred and promoted and transferred respectively right after their completion of training. A high percentage of trainees found themselves with no change whatsoever in their jobs (29%), while 39 percent were new entrants in the job.

In Nepal, basically in government service jobs are not created quickly seeing the qualities of trained manpower. Gazetted jobs are categorised into four broad classes (grades), not sub grouped according to specialisation, so the trainees are not promoted quickly after their training. But on the contrary they are placed in different other administrative and managerial

As high as 71.4 percent and as low as 12.7 percent in Community Development and Agriculture areas respectively received promotion after completion of training. As community development is relatively a new area in Nepal the extent of transfer of the personnel is high in community development area and education. The extent of transfer is lowest in Agriculture (3.7%). This is obvious for the PIs of agriculture sectors are mostly employed in field-oriented jobs where they usually work until the project programme is completed.

Among the respondents who were promoted and transferred after their return, the highest proportion is found in Education & public Administration (14%) and virtually less in Agriculture and Transportation. Promotion and transfer in Public Administration

is highest because Nepalese bureaucracy is based on degree. Similarly, promotion in the education sector is based on skill and degree.

Among other areas, the extent of no change in job is found highest in public administration (61.9%) and lowest in community development (14.3%). This needs an explanation for most of the trainees are from govt. service and the job opportunity is limited in the govt. administration where job according to specific skills is rare.

Among the new entrants, the highest proportion is found in transportation followed by agriculture. In the technical areas, mostly fresh candidates are sent for training that is why the proportion of new entrants are higher. (Table 3.1)

It can be inferred that in relative new areas like community development and trade and industry the impact of training on career is higher, whereas in established areas like public administration and health and sanitation, the impact of training on career is lower. The greater mobility in the job in the new area should be the main cause of higher impact in new areas.

Comparison of the effect of training on jobs after training by sex indicates that training was more favourable to females than males. It is found that out of the total males only 16.72 percent and 8.21 percent were promoted and promoted and transferred respectively. In the case of female trainees the percentage is significantly higher, that is of the total females, 37.03 percent was promoted and 14.81 percent was promoted and transferred. It is also significant to note that a higher percentage of females (44.44%) were placed in the same job while only 27.35 percent of males found themselves with no change after training. The table also depicts that only 3.70 percent of the females were new entrants while a significantly higher percentage (42.25%) of the total males were fresh candidates.

Table 3.2. Effect of Training on the Job by
Country of Training

Country of Training	Job Factor	Promotion			Transfer			'Promotion and Transfer			'No Change			'New Entry			'Total			'Total Minus New Entry
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
USA		33	5	38	9	-	9	16	2	18	57	6	63	17	-	17	132	13	145	128 (100,
				(29.69)			(7.03)			(14.06)			(49.22)							
INDIA		14	3	17	5	-	5	9	-	9	20	4	24	111	1	112	159	8	167	55 (100)
				(30.90)			(9.10)			(16.36)			(43.64)							
OTHERS		8	2	10	4	-	4	2	2	4	13	2	15	11	-	11	38	6	44	33 (100)
				(30.31)			(12.12)			(12.12)			(45.45)							
TOTAL		55	10	65	18	-	18	27	4	31	90	12	102	139	1	140	329	27	356	21 (100)
				(30.10)			(3.33)			(14.35)			(47.22)							
PERCENTAGE				18			5			9			29			39			100	

(Figures in parenthesis are percentages)

M = Male

F = Female

T = Total

Table 3.4. Impact of Training on Overall Career Development
by period of Return

	'Upto 1956	'1956/61	'1961/65	'1965/70	'1970/75	'1975/80	'1980 & above
H.F.	'3(100.00)	'18(85.72)	'20(64.52)	'34(64.15)	'80(81.63)	'51(39.47)	'73(78.49)
M.F.	' -	'2 (9.52)	'7 (22.58)	'12(22.64)	'16(16.33)	' 6(10.53)	'15(16.13)
N.F.	' -	'1 (4.76)	'4 (12.90)	' 7(13.21)	' 2(2.04)	' -	' 5 (5.38)
Total	' 3(100)	'21(100)	' 31(100)	' 53(100)	' 98 (100)	' 57 (100)	' 93 (100)

(Figures in parenthesis are percentages).

H.F. = Highly Favourable

M.F. = Moderately Favourable

N.F. = Not Favourable

were luckier in the sense that they could get timely promotion. But in the recent years, particularly from late 1970s a significant portion of PTs found themselves in the no change category because of the defective recruitment policy on the one hand and irrelevancy of training in the placement on the other.

The foregoing analysis shown in Table 3.1 reveals that training had a positive impact on the careers of trainees because after training, 18 percent of the inservice trainees were promoted, 9 percent were transferred with promotion, 5 percent got transferred and 38 percent of the trainees were able to find new jobs. Similarly, the status of job indicates that the PTs training has opened employment opportunities for the trainees mostly in various gazetted or equivalent posts.

It is evident from the Table 3.4 that those who returned in the early years found training highly favourable in the development of their career.

Those who returned from training in the latter years i.e. 1961 to 1970 feel that training has not been highly favourable in their overall career development. During this period the country underwent political change. As a result, the overall economic performance of the country was more or less stagnant. That is why the trainees who returned during this period felt that training was not favourable for the overall development of their career.

Out of the total sample, 72 percent were working with the government, 21 percent and 7 percent with semi-government, private organizations respectively. It is found that 78.37 percent respondents rated the impact of training on their career development to be favourable whereas only 5.34 percent respondents rated the unfavourable role of training in their carrier advancement. For 16.29 percent of the respondents training was only moderately favourable.

Table 3.5. Overall Effect of Training on Career Development by Working Organization

Working Organization	Effect of Training	Highly Favourable	Mod. Favourable	Not Favourable	Total
Government	192 (75.00)	47 (13.36)	17 (6.64)	256 (100)	
Semi-government	67 (89.33)	7 (9.33)	1 (1.34)	75 (100)	
Private	20 (80.00)	4 (16.00)	1 (4.00)	25 (100)	
Total	279	58	19	356	
Rating as percentage of total	78.37	16.29	5.34	100.00	

(Figures in parenthesis are percentages).

The information further highlights the fact that the impact of training on career development is highly favourable in the semi-government sector (89.33%) followed by the private sector (80.00%). It is also observed that among those who rated the unfavourable impact of training on their career development, majority are working with the government (6.64%) followed by private (5.26%).

The highly favourable impact of training on career development in the semi-government and private sectors in comparison to the government sector is basically due to the working environment in these three different sectors. While in the government bureaucracy career development depends less on performance and skills

but more on other factors such as favouratism, seniority etc. The private and semi-government sectors are more action oriented which demands trained manpower for specific jobs. Thus performance which is the direct outcome of training has become the main criterion for career development in these semi-government and private organizations.

The effect of training on career advancement is further analysed in terms of country of training of the participants. It is found that a high 81.44 percent of those trained in India regard training to be highly favourable on their career development. Seventy eight percent of trainees trained in USA and 68.18 percent of trainees trained in third countries rated training to be highly favourable. Similarly, more trainees trained in USA and other countries rated that training is only moderately favourable and not favourable than in the case of India. (Table 3.6).

Male-female comparison reveals an interesting trend. There is not much difference in the highly favourable category between USA and India trained males and females. While only 45.46 percent of the females trained in other countries feel that the effect of training on career advancement has been highly favourable, the percentages for males is significantly higher. The percentage of females reporting only moderately favourable is higher for all countries reaching a high 54.54 percent in the case of other countries. This indicates that for females training in India and USA is more viable than in other country.

Table 3.6 Overall Effect of Training on Career
Development by Country of Training

	USA			India			Other		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Highly favourable	113 (77.93)	103 (78.03)	10 (76.93)	136 (81.44)	130 (81.77)	6 (75.00)	30 (68.18)	25 (75.76)	5 (45.46)
Moderately favourable	24 (16.55)	21 (15.91)	3 (23.07)	25 (14.97)	23 (14.46)	2 (25.00)	9 (20.45)	3 (9.09)	6 (54.54)
Unfavourable	8 (5.52)	8 (6.06)	-	6 (3.59)	6 (3.77)	-	5 (11.38)	5 (15.15)	-
Total	145 (100)	132 (100)	13 (100)	167 (100)	159 (100)	8 (100)	44 (100)	33 (100)	11 (100)

(Figures in parenthesis are percentages)

This is obvious for America Mania is seen even in higher authorities and ordinary workers. But because of similar socio-economic and cultural factors the training in India has been much more favourable. It is also remarkable in this connection that most of the trainees trained in India are in the agriculture sector who are basically from the Terai community of Nepal. Most of these participants feel that they would get no chance of receiving similar training. That is why getting USAID funded training opportunity and finding themselves placed in government job seems to be a boon for them. As a result, they have rated highly favourable effect of training in their overall career development. But in practice it has been found that third country training is very much effective in the career development of the trainees.

3.1.2. Socio-cultural life

Training affects the trainee in a number of ways. It affects the career of the trainee by confining the further study area in a specific field on the one hand and may have positive as well as negative effects on his/her socio-cultural life on the other. This is obvious because proceeding for training abroad means a question of adjusting himself/herself in a new culture. The effectiveness of training, to some extent, depends on the trainees' adaptability in a new and unknown society. In this connection our endeavour is to present the trainees' assessment of the impact of USAID sponsored training in their socio-cultural life as well as their career advancement.

Table 3.7. Trainees' Assessment of the Impact of Training on socio-cultural life

	'Highly Favourable'	'Favourable'	'Unfavourable'	'Total'
Agriculture	140(68.29)	54(26.34)	11(5.37)	205(100)
Com. Dev.	7 (100.00)	-	-	7 (100)
Education	35(67.31)	14(26.92)	3(5.77)	52(100)
Health/San.	34(64.15)	17(32.08)	2(3.77)	53(100)
Public Adm.	15(71.43)	5(23.81)	1(4.76)	21(100)
Trade and Ind.	9(75.00)	2(16.67)	1(8.33)	12(100)
Transport	3(50.00)	2(33.33)	1(16.67)	6(100)
Total	243(68.26)	94(26.40)	19(5.34)	356(100)

(Figures in parenthesis are percentages.)

Table 3.7 reveals that out of the total sample 68.26 percent rated highly favourable influence of training on his/her socio-cultural life whereas only 5.34 percent respondents rated unfavourable influence. The highest proportion of respondents rating unfavourable effect is found in the transport sector whereas the lowest proposition is in health and sanitation sector. This difference is because of the fact that most of the trainees in health and sanitation sector are in nursing who usually were sent to India for training where socio-cultural environment is similar to Nepal.

Analysis of impact of training on socio-cultural life of trainees indicates that out of the total trainees trained in USA, India and Third countries had a highly favourable impact for 73.10 percent, 68.86 percent and 50.00 percent of trainees respectively. But 50 percent of trainees from other countries regard

Table No. 3.9. Impact of Training on Socio-cultural Life by time period of Return

	'upto 1956	'1956-61	' 1961-65	' 1965-70	' 1970-75	' 1975-80	'1980 & over'
Highly Fav.	'3(100.00)	'18(35.71)	'20(64.52)	'34(64.15)	'69(70.41)	'35(61.40)	'64(68.82)
Mod. Fav.	' -	'3(14.29)	'9 (29.03)	'14(26.42)	'25(25.51)	'21(36.85)	'22(23.65)
Not Fav.	' -	' -	'2(6.45)	' 5 (9.43)	' 4 (4.08)	' 1 (1.75)	' 7 (7.53)
Total	'3(100.00)	'21(100.00)	'3(100.00)	'53(100.00)	'98(100.00)	'57(100.00)	'93(100.00)

Figures in parenthesis are percentages

the impact of training on their socio-cultural life only moderately and not favourable at all. Whereas, only about 27.00 percent and 31 percent of trainee from USA and India respectively feel that way.

Table 3.8. Impact of Training on Socio-cultural life by country of Training

	USA	India	Other	Total
Highly favourable	106(43.62)	115(47.32)	22(9.06)	243(100)
Moderately favourable	30(31.92)	45(47.87)	19(20.21)	94(100)
Not favourable	9(47.36)	7(36.85)	3(15.79)	19(100)
Total	145	167	44	356

(Figures in parenthesis are percentages)

Among the respondents who rated highly favourable effect of training on their socio-cultural life a very high proportion is found among those trained in India. Those who rated unfavourable impact on socio-cultural life a overwhelming percentage is found among the trainees from Third Countries. This should be because of the language barrier in the Third Countries where as in USA and India no language barrier is felt. Such type of barrier hinders the trainees to be familiar with the society where he is studying. Similarly, it is observed that over 60.00 percent of trainees who returned after completion of training in different periods beginning from upto 1956 to "1980 & over" feel that training had a highly favourable impact upon their socio-cultural life (Table 3.9). While 100.00 percent of trainees who returned in the period upto 1956 found the impact highly favourable followed by 85.71 percent and 70.41 percent for the periods 1956-61 and 1970-75 respectively.

for other periods the percentage is slightly over 60 percent. For these periods (1961-65, 1965-70, 1979-80 and 80 and over above 30.00 percent of the trainees feel that the impact was only moderately favourable and not favourable at all.

3.1.3. Career with/without USAID Training

Of the various factors, education/training is an important factor in a developing country like Nepal for influencing the career of the people because it is based on academic degree. Thus, job placement in Nepal is not solely based on expertise and skills but on academic degrees.

Table 3.10. Career with/without USAID Training

	Different	Not different	Total
Government	174 (67.97)	82 (32.03)	256 (100)
Semi-government	52 (73.68)	23 (30.67)	75 (100)
Private	15 (60.00)	10 (40.00)	25 (100)
Total	241 (67.69)	115 (32.31)	356 (100)

(Figures in parenthesis are percentages).

It is evident from table 3.10 that USAID sponsored training had a noteworthy impact on the trainees. This is obvious from the fact that the career of 67.97 percent participants would be different without USAID support. It is also found that the impact on trainees' career is higher in the case of participants working with the semi-government sector because 73.68 percent participants'

career would be different if they had not got the training opportunity. The impact is seen minimum on the participants working with private organisations.

Table 3.11 Career with/or without USAID training by country of training

	USA	India	Others	Total
Different Total	83 (57.24)	130 (77.84)	28 (63.64)	242
Male	77	124	23	224
Female	6	6	5	17
Not Different Total	62 (42.76)	37 (22.16)	16 (36.36)	115
Male	55	35	15	205
Female	7	2	1	10
Total	145 (100.00)	167 (100.00)	44 (100.00)	356
Male	132	159	38	329
Female	13	8	6	27

(Figures in parenthesis are percentage).

Analysis by country of training also reveals that 77.87 percent, 63.64 percent and 57.24 percent of trainees trained in India, Third Countries and USA respectively also feel that if not for USAID support their career would have been different. (Table 3.11). The same result is revealed by male as well as female respondents. 68.08 percent and 62.96 percent of male and female participants respectively feel that if not for USAID support their career would have been different.

A further breakdown into period of return suggests that except for those returning upto 1956 period (33.33%), for all other periods USAID support has a significant impact upon the career of the trainees. But it is also significant to note that for the period upto 1956 for 66.67 percent USAID support had no impact since these trainees had already chosen their career before they were selected for the training program.

In general the extent of the training's effect on the trainees' effect on the careers of people working in the government and semi-government bodies can be understood by the respondents' assessment in this regard in their respective organisations. The overall extent is

Table 3.12 : Career with or without USAID Training by period
of return

	'upto 1956	' 1956-61	' 1961-65	' 1965-70	' 1970-75	' 1975-80	'1980 & Over'
Different	1 (33.33)	13(61.90)	13(58.06)	32(60.33)	31(82.65)	38(66.67)	53(62.37)
Not different	2 (66.67)	8 (38.10)	13(41.94)	21(39.62)	17(17.35)	9 (33.33)	35 (37.63)
Total	3 (100.00)	21(100.00)	31 (100.00)	53(100.00)	98 (100.00)	57(100.00)	93 (100.00)

(Figures in parenthesis are percentages).

Table 3.13 : The Extent of the Effect of Overseas Training by Organization

Organization	Effect 'Positive	'No effect	' xx Negative	Total
Government	202 (73.91)	44 (17.19)	10 (3.90)	256 (100)
Semi-government	52 (69.33)	17 (22.67)	6 (8.00)	75 (100)
Private	20 (80.00)	3 (12.00)	2 (8.00)	25 (100)
Total	274 (76.97)	64 (17.98)	18 (5.05)	356 (100)

(Figures in parenthesis are percentages.)

It is found that 76.97 percent respondents rated positive impact of PT in the careers of people working in their respective organizations and only 5.05 percent respondents rated the impact to be negative. It is worth noticing that the highest extent of negative rating is found among the trainees working in semi-government and private indtitütions. This is natural in a country like Nepal for most of the trainees return home with high ambitions and expectations on the one hand, and soon they become frustated due to lack of supportive servides, incentives and facilities to work on ~~at the~~ the other. On the contrary, the trainees working in the private sector rated the highest extent of positive impact (89.48%) in the careers of the people. This is not surprising in the sense that most of the

participant trainees working in the private sector have been specialists in their respective fields.

3.1.4. Every day work

It has been assumed that in course of training, the trainees gain many things. Of the things, new way of dealing with people, learning specific technical skills, scientific outlook in a topic problem, broader outlook in his/her field of study, increase in self confidence and inquisitiveness are considered here.

Table 3.14 : Impact of Training on Everyday work of the trainers

Impact Indicates	Rating/ Effect	Very much	Fair	No Effect	Total
New Way of Dealing	174 (48.88)	161 (45.22)	21 (5.90)	356 (100)	
Specific Technical Skills	242 (67.98)	101 (28.37)	13 (3.65)	356 (100)	
Broader Outlook in the Field	252 (70.79)	98 (27.53)	6 (1.68)	356 (100)	
Self Confidence	280 (78.65)	66 (18.54)	10 (2.81)	356 (100)	
Scientific Outlook	223 (62.64)	126 (35.39)	7 (1.97)	356 (100)	
Inquisitiveness	192 (53.92)	151 (42.42)	13 (3.66)	356 (100)	

(Figures in parenthesis are percentages).

It is found that USAID sponsored training has affected very much to add self-confidence in the trainees. The increase

Table 3.15 Impact of Training on Everyday Work of the Trainees by Country of Training.

Rating/Country/ Impact/Indicators	Very much			Fairly			No Effect			Total		
	USA	India	Others	USA	India	Others	USA	India	Others	USA	India	Others
Way of Dealing	71 (48.97)	87 (52.09)	16 (36.36)	64 (44.14)	74 (44.31)	23 (52.27)	10 (6.39)	6 (3.59)	5 (11.37)	145 (100)	167 (100)	44 (100)
Specific Technical Skill	96 (66.20)	124 (74.25)	22 (50.00)	43 (29.65)	40 (23.95)	18 (40.91)	6 (4.15)	3 (1.30)	4 (9.09)	145 (100)	167 (100)	44 (100)
Scientific Outlook	81 (55.36)	113 (70.66)	24 (54.55)	61 (42.07)	46 (27.54)	19 (43.18)	3 (2.07)	3 (1.80)	1 (2.27)	145 (100)	167 (100)	44 (100)
Leader Outlook	108 (74.48)	114 (63.26)	30 (68.18)	35 (24.14)	51 (30.54)	12 (27.27)	2 (1.38)	2 (1.20)	2 (4.55)	145 (100)	167 (100)	44 (100)
Self Confidence	113 (77.93)	136 (81.44)	31 (70.45)	27 (13.62)	28 (16.76)	11 (25.00)	5 (3.45)	3 (1.30)	2 (4.55)	145 (100)	167 (100)	44 (100)
Linguistiveness	79 (54.48)	89 (53.30)	24 (54.55)	57 (39.31)	75 (44.90)	19 (43.18)	9 (6.21)	3 (1.80)	1 (2.27)	145 (100)	167 (100)	44 (100)

(Figures in parentheses are percentages).

in self confidence has made them creative instead of making them dogmatic while making decisions. Another equally important area where the training has had a significant bearing is in developing the broader outlook of the trainee in his/her field of study. The least effect training has seen in increasing inquisitiveness on the trainee

The analysis further indicates that for some impact indicators like "New way of dealing with people, specific technical skill, scientific outlook, and self confidence; training in India had more affect on the trainees than training in the USA and Third Countries. But it does not mean that training in USA and other countries does not influence on everyday work of the trainees. In fact, with the exception of one impact indicators, namely new way of dealing with people (43.97%) and 36.36% respectively), in all other cases the influence is significant. The percentage of positive response indicated by the rating category very much is 50.00 percent or above almost in all cases (Table 3.15). An interesting fact is revealed in the table. That those who went for training the USA had developed more broader outlook in their every day work.

There is not much of a difference in the impact of training on everyday work between male and female sexes. But, some noticeable cases of differences are new way of dealing with people, specific technical skill and broader outlook in which higher percentage of females have been effected by training on their everyday work

In this connection, some of the respondents have emphatically expressed the feeling that training helped to build-up confidence in them to carry on their everyday work and professional activities in their professional fields. Some of the respondents have a strong feeling that training has provided persi-

Table 3.16 Impact of Training on Everyday work of the trainees
by sex

	Very much		Fairly		No-Effect		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
New way of dealing	158	16	151	10	20	1	329	27
	(48.02)	(59.26)	(45.90)	(37.04)	(6.08)	(3.70)	(100)	(100)
Specific technical skill	221	21	96	5	12	1	329	27
	(67.17)	(77.78)	(29.13)	(13.52)	(3.65)	(3.70)	(100)	(100)
Scientific outlook	207	16	115	11	7	-	329	27
	(62.92)	(59.26)	(34.95)	(40.74)	(2.13)		(100)	(100)
Broader Outlook	231	21	93	5	5	1	329	27
	(70.21)	(77.78)	(28.27)	(13.52)	(1.52)	(3.70)	(100)	(100)
Self confidence	259	21	60	6	10	-	329	27
	(78.72)	(77.78)	(18.24)	(22.22)	(3.04)		(100)	(100)
Inquisitiveness	177	15	140	11	12	1	329	27
	(53.80)	(55.55)	(42.55)	(40.74)	(3.65)	(3.70)	(100)	(100)

(Figures in parentheses are percentages).

verence, dedication and initiative to be a professional in the specific fields. This has helped to bring likewise improvement in the activities and has further built-up the confidence of the trainees which has motivated them to carry on more innovative and professional works. This is because of the fact that trainees were exposed to theoretical and practical ideas.

Analysis of the subjective responses of the respondents working in Agriculture area shows that they have not been able to contribute much because of institutional, attitudinal and socio-cultural reasons. This is obvious because of the fact that trainees' way of dealing with farmers in the field work is less effected by the training.

3.2. Impact on Organization

In Nepal, on one side there is a dearth of trained manpower and, on the other there is a problem of proper utilization of the available trained manpower. The utilization/placement of the manpower in a training relevant job affects the career of the manpower we are concerned with. At the outset, the status of any organisation is looked on the basis of trained manpower available in the organisation and secondly on the basis of effectiveness of such manpower within the organisation. It is quite evident that the second factor is much important in the development of an organisation in Nepal. Most of the Nepalese Participants have done well in their training universities or institutes and some of them could also attain merit, but when they come back into the country and start working, they are found not effective, because of lack of congenial working environment (within the organisation) affected by various endogenous and exogenous factors.

3.2.1. Determinants of career advancement

Of the various factors affecting career in an organization our focus is on civil service eligibility, seniority, family background, political influence, education, work performance and others. We have made an attempt to analyse the relative importance of each of these factors in various sectors where the trainees work.

Table 3.17.a. Determinants of Career Advancement

Factors	Rating	'Very impor- 'tant	'Moderately 'Important	'Not Impor- 'tant	'Total
Civil service Eligibility		186 (52.00)	133 (37.00)	37 (11.00)	356 (100)
Seniority		161 (45.00)	47 (41.00)	48 (14.00)	356 (100)
Family background		70 (20.00)	129 (36.00)	157 (44.00)	356 (100)
Political influence		64 (18.00)	88 (25.00)	204 (57.00)	356 (100)
Education		283 (79.00)	67 (19.00)	6 (2.00)	356 (100)
Work performance		244 (69.00)	85 (24.00)	27 (7.00)	356 (100)
Knowing the right people		153 (43.00)	145 (41.00)	58 (16.00)	356 (100)
Other factors		32 (49.00)	16 (25.00)	17 (26.00)	65 (100)

(Figures in Parenthesis are percentages)

* Leg pulling, personal contact etc.

Among the various factors that affect the careers of the people in an organization education is rated to be very important followed by work performance. Family background and political influence are rated to be of less significance in career advancement. The overwhelming proportion of respondents (79%) rating education as the most important element in career advancement justifies our statements in the previous section of this chapter that job placement and career is dependent on academic degree and not on specific skills. Among the moderately important factors seniority and knowing the right people are found to be of relatively significant. (Table 3.17). Career advancement and promotion is done according to the rules and requests of public service commission. In order to assign a more important job public service commission can do nothing. In such a situation other factors are more important.

It is easily understood that in a country like Nepal education with degree is the most important determinant of career in the government and semi-government sector. Again, it can not be denied that career in government job is also affected by political factors but the extent of affect in comparison to other factors is lower. While talking informally with the respondent, the survey team found that the respondents have a strong feeling that, knowing the right people influences very much in getting additional benefits or getting new assignments (jobs).

Table 3.17 b. Determinants of Career Advancement :
Response of Female Participants

	' Very ' Important	' Moderately ' Important	' Not ' Important	' Total ' Important
Civil Service- eligibility	' 13(48.15)	' 10 (37.04)	' 4 (17.81)	' 27 (100)
Seniority	' 9(33.33)	' 9 (33.33)	' 9 (33.33)	' 27 (100)
Family background	' 8(29.63)	' 9 (33.33)	' 10 (37.04)	' 27 (100)
Political Influence	' 5(18.52)	' 4 (14.81)	' 18 (66.67)	' 27 (100)
Education	' 20(74.07)	' 5 (18.52)	' 2 (7.41)	' 27 (100)
Work performance	' 20(74.07)	' 6 (22.22)	' 1 (3.71)	' 27 (100)
Knowing the Right- people	' 13 (48.15)	' 10 (37.04)	' 4 (14.81)	' 27 (100)
Others	' 1 (20.00)	' 2 (40.00)	' 2 (40.00)	' 5 (100)

(Figures in parenthesis are percentages)

Table 3.17.c. Determinants of Career Advancement: Response
of Male Participants

	' Very ' Important	' Moderately ' Important	' Not ' Important	' Total
Civil Service- eligibility	' 173(52.58)	' 123(37.39)	' 33 (10.03)	329
Seniority	' 152(46.20)	' 138(41.95)	' 39(11.86)	329
Family Background	' 62(18.84)	' 120(36.47)	' 147(44.68)	329
Political Influence	' 59(17.93)	' 84(25.53)	' 186(56.53)	329
Education	' 263(79.94)	' 62(18.94)	' 4 (1.22)	329
Work performance	' 224(68.09)	' 79(24.01)	' 26 (7.90)	329
Knowing the right- people	' 140(42.52)	' 135(41.03)	' 54 (16.41)	329
Other factors	' 31(51.67)	' 14(23.33)	' 15 (25.00)	60

(Figures in parenthesis are percentages).

The overall rating is further confirmed by the analysis by gender. But in some categories of response female participants slightly differ from their male counterparts. For example, if male participants feel that work performance is secondary in importance to education, female participants rate the two determinants equally (74.07% in both the cases). Likewise, females rate family background higher (29.63%) than males (18.84%).

The extent of political influence and family background in determining career is minimum for private sector which is guided by profit motive and for this the private sector requires expertise and specific skills irrespective of degrees.

3.2.2. Skill Utilisation : Job wise

The impact of training on the organisation can be analysed on the basis of skill utilised by the participant in different sectors and jobs. If the skill of the participant is utilised properly, it is quite evident that the organisations where participants are working are receiving positive impact, but -

when the participants feel that their skill is not properly utilised, it can be said that the organisations where they work, do not get positive impact.

Table 3.18 Skill Utilization by Training Area

Training Area	Skill utilization	'Highly Able'	'Moderately Able'	'Not Able'	Total
Agriculture	33 (16.10)	147 (71.70)	25 (12.20)	205 (100)	
Community Development	-	7 (100.00)	-	7 (100)	
Education	4 (7.70)	44 (84.60)	4 (7.70)	52 (100)	
Health and Sanitation	10 (18.87)	39 (73.58)	4 (7.55)	53 (100)	
Public Administration	4 (19.05)	14 (66.67)	3 (14.28)	21 (100)	
Trade and Industry	5 (41.67)	6 (50.00)	1 (8.33)	12 (100)	
Transport	3 (50.00)	3 (50.00)	0	6 (100)	
s.u. as % of Total	59 (16.57)	260 (73.03)	37 (10.40)	356 (100.00)	

(Figures in parenthesis are percentages).

Table 3.18 reveals that the majority of respondents 73.03 percent were moderately able to utilize their skill and knowledge while only 16.57 percent were highly able. Only the Transport, Trade and Industry area trainees who were highly to utilize skill and knowledge, that is 50.00 percent and 41.67 percent respectively. For all other training areas less than 20.00 percent reported high ability in skill and knowledge utilization, while in case of community development area none reported of being highly to utilize skill and knowledge. Among those who were only moderately able, the highest percentage is observed in the case of community development (100.00%) and the lowest (50.00 percent)

in the case of transport area. It is further observed that 10.40 percent of the sample were not able to utilize their skills and knowledge.

It is natural in any discipline that the knowledge and skill acquired in the universities can't be fully utilized. The extent of skill utilization works as a good and reliable indicator of impact of training on organization.

Those who are/were highly able to utilize their skill are those who went for training in the late 1950s and early 1960s. When they returned, there were rare if in the organization except them to tackle the problems more effectively. In some cases such as community development, transport and health and sanitation, they would not have been able to work without such training, because they had to do ground work of their concerned department or organisation, in order to establish and run such organisations.

Those who were/are moderately able to utilize skill working with agriculture sector are of the strong feeling that lack of technical equipments and fund on the one hand, short duration of training incomparable working and training environment on the other, stood as barriers in the utilization of skill to a greater extent. In education sector trainees were moderately able to utilize skill because of lack of proper opportunity, frequent transfers, and the behavioural change of the trainees in course of training. Above all, the specific skills learnt were of limited applicability. However, the general skill learnt were modified to suit local conditions. In public administration and community development, frequent change of personnel in the decision making level and the attitude of superiors to utilize specific skills resulted in moderate utilization of skills of the trainees.

Trainees who were/are not able to utilize their skills have emphatically expressed that lack of economic benefits,

defective posting method, political interference and socio-cultural and administrative factors along with lack of sufficient infrastructure to utilize skill resulted in the inability of trainees in utilizing skills.

The analysis of skill utilization in terms of the effect of training on job placement reveals a very interesting and contradictory trend. Majority of respondents have shown that they could apply their skills in every job moderately. It is significant to note that even those participants on whose placement training had 'LITTLE' effect also were moderately able to utilize their skills. The range of percentage among the moderately able group in all the jobs for all job placement measurement categories is between 66.40 and 87.50 percent (Table 3.19).

The poor utilization of skills by the trainees is a phenomenon created by many variables. Formal interviews as well as informal conversations with the respondents point to several reasons, which indicate a more or less consistent thinking on the part of the trainees. They feel that skill utilization is hampered by such factors as: bureaucratic set-up that does not require technical information for making important decisions; dominance of higher echelons of the bureaucracy by "educated and qualified" but outdated in current knowledge, who further feel threatened by the new generation of trained specialists; provision of minimum encouragement and facilities to professional activities, professional job ~~appointments~~ appointments on ad hoc basis without considering the capability of the appointees to play the expected role, and lack of organized attempt on the part of the professionals utilizing their expertise and promoting new information for solving current national problems.

Table 3.19 : Effect of Training on Placement of Job and Utilization of Skill

Placement Utilization	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6
<u>Very Much</u>	<u>196 (100)</u>	<u>147(100)</u>	<u>73(100)</u>	<u>44(100)</u>	<u>23(100)</u>	<u>14 (100)</u>
Highly Able	41 (20.92)	25 (17.00)	12(16.44)	7 (15.91)	4 (17.39)	1(7.14)
Moderately able	134 (68.37)	109(74.15)	57(78.08)	34(77.27)	13(78.26)	12(35.72)
Not Able	21(10.71)	13(8.85)	4(5.48)	3(6.82)	1 (4.35)	1(7.14)
<u>Moderately</u>	<u>114(100)</u>	<u>35(100)</u>	<u>60(100)</u>	<u>30(100)</u>	<u>13(100)</u>	<u>8(100)</u>
Highly able	12(12.28)	11(12.94)	3(13.33)	3(10.00)	1(5.55)	-
Moderately able	95(33.33)	67(78.83)	47(78.34)	24(80.00)	14(77.78)	7(37.50)
Not able	5(4.38)	7(8.23)	5(8.33)	3(10.00)	3(16.67)	1(12.50)
<u>Little</u>	<u>46(100)</u>	<u>19(100)</u>	<u>20(100)</u>	<u>14(100)</u>	<u>12(100)</u>	<u>3(100)</u>
Highly able	4(3.69)	2(10.53)	2(1000)	2(14.28)	1(3.33)	1(12.50)
Moderately able	31(67.40)	14(73.68)	15(75.00)	10(71.44)	10(83.34)	6(75.00)
Not able	11(23.91)	3(15.79)	3(15.00)	2(14.28)	1(8.33)	1(12.50)
Grand Total	356	251	153	88	53	30

(Figures in parenthesis are percentages).

As mobility horizontal or vertical, increases, individuals are exposed to a variety of situations and problems. The exposure increases the capability to utilize ones' knowledge and skills. Motivation for utilization is also increased by the possibility of vertical mobility. It is found that out of the total of 356 participant trainees who joined their first job after training 50.00, 11.52 and 0.84 percent were sponsored for the participant training program by the government, semi-government and private organizations where they were employed respectively. The remaining 37.64 percent was selected from fresh candidates (Table 3.20).

Table 3.20 reveals that in all the working organizations trainees' mobility from Job 1 to 2, Job 2 to 3, Job 3 to 4, Job 4 to 5 and Job 5 to 6 was on an average 70.50 percent 60.96 percent, 57.52 percent, 60.23 percent and 56.60 percent respectively. The highest mobility is found in the government sector where about 72 percent of the trainees are employed. The second highest mobility is seen in the fresh category. This fresh category is mainly employed by the government sector. Only about 20.00 percent is assumed to be employed in other than government organizations. The mobility of trainees from one job to another is highest in government sector because mobility is a function of time of training. Since, most of the early trainees come from the government sector and their years of service is naturally longer and thus hold a number of jobs.

In terms of skill utilization, it is found that the degree of skill utilization as measured by the term very much has gradually decreased from 55.90 percent of the total of job 1 to 36.67 percent of the total of job 6. But altogether a different picture is observed in the case of those who utilized their skills only 'Moderately' and 'Not All'. Out of the trainees of job 6, 50.00 percent as against 39.61 percent of the total of job 1 utilized their skills moderately. Those responding not at all follow the pattern of the moderate utilizers (Table 3.21).

Table 3.20 Jobs Held by Working Organization

Working Organization	Job 1	Job 2	Job 2 as % of Job 1	Job 3	Job 3 as % of Job 2	Job 4	Job 4 as % of Job 3	Job 5	Job 5 as % of Job 4	Job 6	Job 6 as % of job 5
Government	178	129	72.47	88	68.22	59	67.04	33	64.41	26	68.42
	(50.00)	(51.39)		(57.52)	(68.22)	(37.04)	(67.04)	(71.70)	64.41	(86.67)	68.42
Semi-government	41	25	60.97	10	40.00	4	40.00	3	75.00	3	100.00
	(11.52)	(9.96)		(6.53)		(4.54)		(5.66)		(10.00)	
Private	3	2	66.67	1	50.00	-	-	-	-	-	-
	(0.34)	(0.79)		(0.66)							
Fresh	134	95	70.89	54	56.84	25	46.30	12	46.15	1	8.33
	(37.64)	(37.86)		35.29		(23.41)		(22.64)		(3.33)	
Total	356	251	70.50	153	60.26	88	57.52	53	60.23	30	56.60
	(100.00)	(100.00)		(100.00)		(100.00)		(100.00)		(100.00)	

(Figures in parenthesis are percentages.)

Table 3.21 Skill Utilization by Number of Jobs held

	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6
Very much	199 (55.90)	143 (57.97)	78 (50.98)	40 (45.45)	22 (41.50)	11 (36.67)
Moderately	141 (39.61)	100 (39.84)	68 (44.44)	42 (47.72)	25 (47.17)	15 (50.00)
Not at all	16 (4.49)	8 (3.19)	7 (4.58)	6 (6.83)	6 (11.32)	4 (13.33)
Total	356 (100.00)	251 (100.00)	153 (100.00)	88 (100.00)	53 (100.00)	30 (100.00)

(Figures in parenthesis are percentages).

Analysis of job wise skill utilization by working organization reveals a similar pattern in government and semi-government organizations. It is observed that as trainees move from job 1 to subsequent jobs in the government, skill utilization as percentage of total of each job has declined after a slight increase in job 2 compared with job 1 from 56.18 percent in job 1 to 53.14 percent in job 2. The declining trend again improves slightly in Job 6 as compared with Job 5 from 31.58 percent of the total of job 5 to 34.61 percent of the total of Job 6. Whereas, moderate skill utilization is observed to have increased with job movements. The same trend is revealed in the case of semi-government organisations. Some of the respondents have emphatically expressed that, the reason for moderate skill utilisation is done to the existence of 'who cares?' attitude among the trainees. The respondents were of the opinion that this sort of attitude is caused by the lack of clear-cut government policy regarding placement, facilities and incentives.

lack of understanding of the local conditions by the trainees, lack of good enter personal relationship within the organisation. Furthermore a correct evaluation system is not adopted to provide reward and punishment.

The positive results revealed in the case of trainees working with private organizations suggests that private ~~inst~~ institutions are more interested in utilizing the skills of trainees and thus create suitable conditions. In the case of trainees not affiliated with any organization prior to training, their positive skill utilization rating is quite significant. These trainees are more serious about the utilization of their skill. Unlike the already experienced colleagues, these new entrants into government and semi-government organizations have not yet developed frustration leading to the 'who cares' attitude. It is also significant to note that the trainees working in semi-government organizations have the highest percentage of skill utilization, 63.42 percent of the total of Job 1 and 60.00 percent of the total of Job 2. But a different picture emerges in the case of those trainees who were not affiliated with any organization before training. The degree of skill utilization as measured by the term 'very much' has shown a significant increase from 54.43 percent of the total of Job 1 to 100.00 percent of the total of Job 6 (Table 3.22). Though, skill utilization has decreased for Job 3 and Job 4, it can be safely assumed that fresh trainees are more keen on skill utilization than trainees already employed before training.

The decreasing trend of skill utilization as one moves from one job to another is also evident from the analysis of jobwise skill utilization in relation to the country of training especially in the case of trainees from USA as compared to India and Third countries in the very much category of skill utilization. If 60.69 percent of returnees from USA were able to utilize skill very much in Job 1, then of those who reach job 6 only 25.00 percent are able to. This decrease is gradual. In the same category of skill

Table 3.22 Jobwise Skill Utilization by Working Organization

	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6
	1	2	3	4	5	7
<u>Government</u>	<u>178</u>	<u>129</u>	<u>88</u>	<u>59</u>	<u>38</u>	<u>26</u>
	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)
Very much	100	75	44	27	12	9
	(56.18)	(58.14)	(50.00)	(45.76)	(31.58)	(34.61)
Moderately	72	49	39	27	20	13
	(40.45)	(37.98)	(44.32)	(45.76)	(52.63)	(50.00)
Not at all	6	5	5	5	6	4
	(3.37)	(3.88)	(5.68)	(8.48)	(15.79)	(15.39)
<u>Quasi-Government</u>	<u>41</u>	<u>25</u>	<u>10</u>	<u>4</u>	<u>3</u>	<u>3</u>
	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)
Very much	26	15	5	1	1	1
	(63.42)	(60.00)	(50.00)	(25.00)	(33.33)	(33.33)
Moderately	12	10	5	3	2	2
	(29.27)	(40.00)	(50.00)	(75.00)	(66.67)	(66.67)
Not At all	3	-	-	-	-	-
	(7.32)					
<u>Private</u>	<u>3</u>	<u>2</u>	<u>1</u>	-	-	-
	(100.00)	(100.00)	(100.00)			
Very much	-	-	-	-	-	-

contd..

Contd. Table 3.22

	1	2	3	4	5	6	7
Moderately		2 (66.67)	2 (100.00)	1 (100.00)	-	-	-
Not at all		1 (33.33)	-	-	-	-	-
Fresh		134 (100.00)	95 (100.00)	54 (100.00)	25 (100.00)	12 (100.00)	1 (100.00)
Very much		73 (54.48)	53 (55.79)	29 (53.70)	12 (48.00)	9 (75.00)	1 (100.00)
Moderately		55 (41.04)	39 (41.04)	23 (42.59)	12 (48.00)	3 (25.00)	-
Not at all		6 (4.48)	3 (3.16)	2 (3.70)	1 (4.00)	-	-
Total		356	251	153	88	53	30

(Figures in parenthesis are percentages).

Table 3.23 Jobwise Skill Utilization by Country of Training

Skill utilization Country	Very much			Moderately		Not at all		Total				
	USA	India	Others	India	Others	India	Others	India	Others			
Job 1	38 (60.49)	39 (53.29)	22 (50.00)	53 (36.55)	71 (42.51)	18 (40.91)	4 (2.76)	7 (4.19)	4 (9.09)	145 (100)	167 (100)	44 (100)
Job 2	62 (53.49)	68 (58.62)	15 (51.72)	42 (39.62)	44 (37.93)	12 (41.38)	2 (1.89)	4 (3.45)	2 (6.90)	106 (100)	116 (100)	29 (100)
Job 3	36 (48.65)	33 (54.10)	9 (50.00)	36 (48.65)	26 (42.62)	6 (33.33)	2 (2.70)	2 (3.28)	3 (16.67)	74 (100)	61 (100)	18 (100)
Job 4	22 (43.14)	13 (48.15)	5 (50.00)	25 (49.02)	14 (51.85)	3 (30.00)	4 (7.34)	-	2 (20.00)	51 (100)	27 (100)	10 (100)
Job 5	10 (28.57)	9 (81.82)	3 (50.00)	21 (60.00)	3 (27.27)	1 (16.67)	4 (11.43)	-	2 (33.33)	35 (100)	11 (100)	6 (100)
Job 6	6 (25.00)	3 (100.00)	2 (66.67)	15 (62.50)	-	-	3 (12.50)	-	1 (33.33)	24 (100)	3 (100)	3 (100)

(Figures in parenthesis are percentages)

utilization in the case of trainees from India and Third countries it is found that as they move from one job to another their skill utilization fluctuates upwards or downwards or remains constant reaching as high as 100.00 percent and 66.67 percent respectively by the time they reach Job 6. The skill utilization percentage is greater for the last two groups of countries in Job 6 than in Job 1. (Table 3.23). Observation of those who are able to utilize skills only moderately, it is evident from the table that in the case of trainees from USA, as they move from job to job higher percentage of trainees feel that their skill utilization tilts towards greater unproductiveness. For example, if only 36.35 percent were able to utilize their skills moderately, by the time Job 6 is attained a high 65.50 percent of them are less productive than in previous jobs. Again, an opposite trend is seen in the case of India and Third Countries

The number of jobs held also gives a meaningful insight into an individual's ability to utilize skills in different situations dictated by each job. The job-wise skill utilization is considered here taking into account a maximum of six different jobs irrespective of the grade of job. Job 1 is considered to be the first job held by a trainee after training. It is found that 70.50%, 60.96%, 57.52%, 60.23% and 56.60% of the total of each job category had their jobs changed 1, 2, 3, 4 and five times respectively. In other words out of the total only 8.43% changed jobs five times.

Of the total 356 respondents, beginning with the first job 73.03% were only moderately able to utilize their skills setting a similar trend for each job but in the sixth job the percentage of moderately ables has jumped to 83.33 percent of the total of the sixth job. But the percentage distribution of 'Not Able' is more or less uniform in all the jobs.

Table 3.24 Utilization of Skill by Number of Jobs Held

Job Skill Utilization	job 1	Job 2	Job 3	Job 4	Job 5	Job 6
Highly able	59 (16.57)	33 (15.14)	22 (14.38)	12 (13.64)	6 (11.32)	2 (6.67)
Moderately able	260 (73.03)	190 (75.70)	119 (77.78)	68 (77.27)	42 (71.25)	25 (35.33)
Not able	37 (10.39)	23 (9.16)	12 (7.84)	8 (9.09)	5 (9.43)	3 (10.00)
Total	356 (100.00)	250 (100.00)	153 (100.00)	88 (100.00)	53 (100.00)	30 (100.00)
% of trainees entering next job	100.00	70.50	60.96	57.52	60.23	56.60

(Figures in parenthesis are percentages)

The percentage distribution in the case of the Highly able shows a decreasing trend. It is worth while to note that while 16.57 percent in the first job were highly aboe to utilize skills, in the sixth job the percentage has significantly decreased to 6.67 percent or a decrease by more than two times. The distribution of respondent who are highly able to utilize their skill also tilts towards the agriculture area. Among the highly ables 70.46 percent are agriculturists, while communitydevelopment records the lowest percentage of highly ables (Table 3.10).

Utilization of skill in a fuller extent warrants concentration of the trainee in a specific job. Again, the promotion mechanism in government service is such that posts are not created in accordance with the specific skill. In such a situation technicians are also involved in administrative jobs. In some cases high level technical

services are still taken from the expatriates with a relatively better salary level. This has created some form of inferiority complex among Nepalese technicians. As a result, as trainees move to upper posts of the utilization of their skill diminishes. For these reasons the proportion of trainees being highly able to utilize skill has been declining in subsequent jobs.

The proportion of trainees being moderately able to utilize skill has been increasing in subsequent jobs. Specific technical skills learnt in the universities have limited applicability where the trainees work. The general skills learnt are to be modified to suit local conditions. Similarly, up to the Bachelor level, specially in agriculture, trainees learn a wide range of subjects but they have to work in a particular field in government service. Thus they become generalists being moderately able to utilize their skill. The ~~eff~~ inefficiency and inability of higher authorities in most of the cases leads the authorities to use the trainees' skill for their own career advancement. The nepotism and favouritism in the government organisations, legpulling among the colleagues, lack of institutional goal and dispute among the higher authorities have resulted in the higher proportion of trainees in the moderate skill utilization group. Furthermore, the proportion of moderately ables has been increasing because of the fact that the vertical mobility in job help them to correct the inabilities and ~~infx~~ inefficiencies in the previous job. Thus, in an average majority of the trainees are only moderately able to utilize their skill and expertise.

Relating the degree of skill utilization with duration in each job, it is found that as the duration in each job increases the degree of skill utilization has decreased upto 6 to 9 years group. The trend seems to be reversed when the duration in particular jobs reaches 9 plus years, but it can safely be assumed that the decreasing trend continues even after 9 years experience, because in 9 plus

Table 5.25 Skill Utilization by Duration of Jobs Held

Skill Utilization by Duration	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6
<u>Highly Able</u>	<u>59</u>	<u>38</u>	<u>22</u>	<u>12</u>	<u>6</u>	<u>2</u>
Less than 3	22	20	8	5	4	-
3-6	17	11	6	4	2	2
6-9	7	3	4	2	-	-
9+	13	4	4	1	-	-
<u>Moderately able</u>	<u>260</u>	<u>190</u>	<u>119</u>	<u>68</u>	<u>42</u>	<u>25</u>
Less than 3	124	73	47	35	22	11
3-6	57	51	31	22	16	10
6-9	26	32	22	6	3	1
9+	53	34	19	5	1	3
<u>Not able</u>	<u>37</u>	<u>23</u>	<u>12</u>	<u>8</u>	<u>5</u>	<u>3</u>
Less than 3	19	11	5	3	3	-
3-6	8	9	3	4	1	2
6-9	1	2	2	-	1	2
9+	9	1	2	1	-	1
Total	356	251	153	88	53	30

year all the subsequent group interval has been lumped. The analysis shows that the highest degree of skill utilization occurs at less than three year duration, and the highest 66.67 percent is in job 5, while the lowest percentage (3.33%) in the highly able group falls under the 9+ category in Job 4 (Table 3.25).

A similar picture is seen in the case of those who were Moderately Able to utilize their skills. In the fourth and the fifth job categories, 51.47 percent and 52.38 percent respectively of the less than 3 year group were moderately able to utilize skills. Among those holding the sixth job only 4.0 percent in the 6 to 9 year group could utilise skills moderately.

The majority of the trainees Not Able to utilize their skills also fall under the less than 3 year group.

Utilization of skills and knowledge is directly related with job placements. If trainees are not placed in proper jobs the effect of training on skill utilization is virtually nullified. In this context, the analysis of the effect of training on job placement becomes an important tool to measure the extent of skill utilization of trainees. The extent of the effect of training on job placement is measured in terms of three subjective categories: 'VERY MUCH', 'MODERATELY' and 'LITTLE'. The moderate category reflects minor category. The degree of skill utilization is reflected for all the three categories.

It is found that out of the total sample, the respondents' rating of the effect of training on placement in the first job was 'VERY MUCH', 'MODERATELY' and 'LITTLE' for 55.06, 31.46 and 13.48 percent of respondents respectively. This indicates that for about 45 percent of the respondents training played a very minor or no role in their job placements. It can be assumed that at least 13.48 percent were placed in odd jobs that did not have any relevancy to their training. This need no more justification for the reason that anybody needs degree to enter a job.

Analysing the effect of training on subsequent job placement, the effect was 'VERY MUCH' in the case of job 4, that is 98.88

percent of total placed in this particular job, which is the highest percentage in this category. The lower percentage point is revealed in job 5 with 45.28 percent of the total for the job (Table 3.19).

While identifying the relationship between training suitable job and the working organisation, it is found that 53.93 percent of trainees were placed in jobs suitable to their skill utilization, while 46.07 percent were not (Table 3.26).

Table 3.26 Job Suitable to Utilize Skill and Knowledge by working Organization

	Yes	No	Total
Government	143 (55.86)	113 (44.14)	256 (100)
Male	133	102	235
Female	10	11	21
Semi-government	42 (56.00)	33 (44.00)	75 (100)
Male	41	29	70
Female	1	4	5
Private	7 (28.00)	18 (72.00)	25 (100)
Male	6	18	24
Female	1	-	1
Total	192 (53.93)	164 (46.07)	356 (100)
Male	180 (54.71)	149 (48.29)	329 (100)
Female	12 (44.44)	15 (55.56)	27 (100)

(Figures in parenthesis are percentages).

Among the trainees employed in the government and semi-government service, about 56 percent trainees feel that they were placed in training relevant job upon their return. This is obvious because most of the trainees are from India and are in agriculture area usually, the agricultural technicians are placed in their training relevant post.

Among the male and female trainees employed in the three types of working organisations, more male participants (54.71%) feel that they have been placed in training relevant jobs against only 44.44 percent of female participants. Correspondingly, 55.56 percent of female participants feel that they have not received training relevant job as against a lower 48.29 percent male participants who think the same way. This indicates that females are not trusted in decision making as males.

The high percentage of trainees with unsuitable jobs point to government policy as being responsible for the state of things. The government in general does not consider specializations but only general areas of training while making placements. The same holds true for semi-government institutions also. Private organizations as such have not yet attained the sophistication of seeking to employ specialists, but are satisfied with degree holder

Horizontal and vertical movements in jobs indicate experience that leads to a greater degree of utilization of knowledge and skills.

Table 3.27 Position and Number of Jobs Held

Job Class	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6
Non-gazetted	25 (7.02)	7 (2.79)	3 (1.96)	-	-	-
Gazetted III	273 (76.68)	127 (50.60)	48 (31.37)	17 (19.32)	2 (3.77)	1 (3.3)
Gazetted II	45 (12.64)	95 (37.85)	60 (39.22)	30 (34.09)	22 (41.51)	4 (13.3)
Gazetted I & Special	13 (3.66)	22 (8.76)	42 (27.45)	41 (46.59)	29 (54.72)	25 (33.3)
Total	356 (100)	251 (100)	153 (100)	88 (100)	53 (100)	30 (100)

(Figures in parenthesis are percentages)

It is found that of the total trainees in Job 1 the majority is 76.68 percent Gazetted III followed by 12.64 Gazetted II Non-gazetted and Gazetted I and special consist of a low 7.02 and 3.66 percent respectively. This state continues only up to Job 2.

Table 3.23 Skill Utilization by Position and Number of Jobs Held

Position Rating	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6
<u>Non-graded</u>	<u>25</u>	<u>7</u>	<u>3</u>	-	-	-
	(100.00)	(100.00)	(100.00)			
Highly able	6	2	1	-	-	-
	(24.00)	(28.57)	(33.33)			
Moderately able	19	5	2	-	-	-
	(76.00)	(71.43)	(66.67)			
Not able	-	-	-	-	-	-
<u>Graded-III</u>	<u>273</u>	<u>127</u>	<u>49</u>	<u>17</u>	<u>2</u>	<u>1</u>
	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)
Highly able	42	17	7	5	-	-
	(15.38)	(13.38)	(14.53)	(29.41)		
Moderately able	200	99	38	11	2	1
	(73.26)	(77.95)	(79.17)	(64.71)	(100.00)	(100.00)
Not able	31	11	3	1	-	-
	(11.36)	(8.67)	(6.25)	(5.88)		
<u>Graded-II</u>	<u>45</u>	<u>93</u>	<u>60</u>	<u>30</u>	<u>22</u>	<u>4</u>
	(100)	(100)	(100)	(100)	(100)	(100)
Highly able	7	16	9	3	4	-
	(15.56)	(17.20)	(15.00)	(10.00)	(18.18)	
Moderately able	32	67	46	25	17	4
	(71.11)	(72.05)	(76.67)	(33.33)	(77.27)	(100)
Not able	6	10	5	2	1	-
	(13.33)	(10.75)	(8.33)	(6.67)	(4.54)	
<u>Graded-I</u>	<u>13</u>	<u>22</u>	<u>42</u>	<u>41</u>	<u>29</u>	<u>25</u>
<u>and Special</u>	(100)	(100)	(100)	(100)	(100)	(100)
Highly able	4	5	5	4	2	2
	(30.77)	(13.64)	(11.90)	(9.76)	(6.90)	(8.00)
Moderately able	9	17	33	32	23	20
	(69.23)	(77.27)	(78.58)	(78.05)	(79.31)	(80.00)
Not able	-	2	4	5	4	3
		(9.09)	(9.52)	(12.19)	(13.79)	(12.00)
	356	251	153	88	53	30

(Figures in parenthesis are percentages)

From Job 5 onwards Gazetted I and Special and Gazetted II take the lead (Table 3.27). It is evident that these two class levels frequently move from one job to another. While only a small number of gazetted III are moved from one job to another, the non-gazetted are even less frequently changed their jobs. The frequent nature of job changes in the higher class levels may be attributed to government policy, that every now and then feels it necessary to shift employees from one job to another.

Contrary to our expectations that with experience from horizontal and vertical movements, skill utilization increases, it is observed that all the class levels report only moderate skill utilization. Only the non-gazetted class seems to confirm to our assumption that the increasing trend of high skill utilization is consistent with changes in jobs. If only 24.00 percent of the total of job 1 reported high skill utilization in that job, 33.33 percent of the total of Job 3 were highly able (Table 3.28).

In the case of all the three gazetted class levels moderate skill utilization is significant for all jobs under consideration. This is basically the result of frequent transfers which does not allow sufficient time either for gaining experience or for utilizing skills meticulously learned during training.

3.2.3. Overall Utilization of Skill and Expertise

With the inception of planned development in Nepal, the governmental efforts and the assistance of international community helped to create a strong base of professional manpower. In the 1950s efforts were directed towards the development of basic level manpower. However, during 1960s emphasis was on upgrading the basic level manpower. As a result, manpower situation in Nepal

in terms of number as well as quality ~~xx~~ has improved considerably during 1970s and the early 1980s. Contrary to the increased number and quality of manpower, the utilization of the skill and expertise has been considerably low. This is seen from the following table 3.29.

Table 3.29 The Feeling of Trainees Regarding Utilization of Skill and Expertise

Ability to Utilize Skill	Number of Trainees	Percentage
Highly able	59	16.57
Moderately able	260	73.03
Not able	37	10.39
Total	356	100.00

The moderate extent of utilization of skill and knowledge has led to a low pace of development of the organization(s). It is revealed that only about 17 percent of the trainees are highly able to utilize their skills to improve their organization. About 11 percent trainees are not able to utilize their skills at all.

Skill utilization is directly related with the quality of education received. The quality of education is measured in terms of degree received by the participants. It is assumed that knowledge increases with the receiving of higher degree which enhances the use of knowledge and skill acquired. Out of the total sample 80.34 percent hold degrees and non-degree holders constitute 19.66 percent. Of the degree holders the highest percentage is that of B.Sc. (43.26%) followed by Non-degree (19.66%) and M.S. (14.33%). The percentage distribution of other categories of degree holders is lowest in the case of B.A. (0.29%) followed by M.B.A (1.40%), M. (3.65%), Ph.D. (3.37%) M.A. (6.74%) and Diploma (7.30%).

Analysing skill utilization by degree in terms of Highly, Moderately and Not able categories of responses, it is found that in all but one case, skill utilization is only moderate. The exception is M.B.A. degree holders, 40 percent of whom are highly able to utilize skills. Besides 25.49 percent of M.S. and 25 percent of Ph.D. holders are also highly able to utilize their skills.

Table 3.30 Skill Utilization by Degree

	Skill utilization 'Highly Able	'Moderately Able	'Not Able	' Total
Ph.D.	3 (25.00)	7 (58.33)	2 (16.67)	12 (3.37)
M.S.	13 (25.49)	35 (68.63)	3 (5.88)	51 (14.32)
M.A.	-	22 (91.67)	2 (8.33)	24 (6.74)
M.B.A.	2 (40.00)	2 (40.00)	1 (0.20)	5 (1.40)
M.Sc.	3 (23.08)	6 (46.15)	4 (30.77)	13 (3.65)
B.Sc	20(12.99)	116(73.32)	18(11.69)	154(43.26)
B.A.	-	1 (100.00)	-	1 (0.28)
Diploma	4 (15.38)	19 (73.03)	3 (11.54)	26 (7.30)
Non-degree	12 (17.14)	52 (74.23)	6 (8.57)	70 (19.66)
Total	57 (16.01)	260 (73.03)	39 (10.96)	356 (100)

(Figures in parenthesis are percentages)

But degree holders who are moderately able to utilize their skills are distributed between a low of 40 percent (M.B.A) and the highest 100 percent (B.A.) out of the total in each degree category. (Table 3.30). This contradicts our earlier assumption that with higher levels of degrees more knowledge is acquired which enhances skill utilization. This indicates that other factors other than the level of degree plays a more significant role in the utilization of skills by trained manpower.

The Nepalese society is not different in its attitude towards the female sex from most of the developing countries. The society is male dominated. Females are mainly housewives, through within the last three decades awareness about their status has considerably increased. With the awareness, females are entering into competition with males leading to increasing female participation in different male dominated areas. Though, female participation has increased over the years, it is still assumed that they are less productive than males. Males are supposed to be more energetic, active, mobile, etc. than female counterparts.

Considering, the attitude towards females, an analysis of skill utilization by gender is attempted.

Table 3.31 Skill Utilization by Gender

Sex	Skill utilization	Highly Able	Moderately Able	Not Able	Total	As % of Total
Male		55 (16.72)	237 (72.04)	37 (11.25)	329 (100)	92.42
Female		2 (7.41)	23 (85.19)	2 (7.41)	27 (100)	7.58
Total		57	260	39	356	100.0

(Figures in parenthesis are percentages).

The distribution of the total sample is biased towards males which constitute 92.42 percent while females only 7.58 percent. It is found that while only 7.41 percent of the female total is highly able to utilize skills, the percentage for males is higher (16.22%). On the other hand it is significant to note that while 85.19 percent of females are able to utilize their skills only moderately as against a lower 72.04 percent of males. The inability of females in utilizing their skills as effectively as males supports the earlier contention that the Nepalese society is a male dominated one where women are looked upon as inferior to males.

Analysis of skill and knowledge utilization by country of training reveals that 73.79 percent, 73.05 percent and 70.46 percent of the trainees trained in USA, India and other countries respectively were able to utilize their skills and knowledge only moderately. Likewise 8.97 percent, 11.38 percent and 11.36 percent of trainees from USA, India and other countries were not able at all to utilize their knowledge. Only 17.24 percent from USA, 15.57 percent from India and 18.18 percent from other countries reported that they were highly able to utilize skills and knowledge.

Table No. 3.32 Utilization of Skill by Country of Training

	USA	India	Others
Highly able	25 (17.24)	26 (15.57)	8 (18.18)
Mod. Able	107 (73.79)	122 (73.05)	31 (70.46)
Not able	13 (8.97)	19 (11.38)	5 (11.36)
Total	145 (100)	167 (100)	44 (100)

(Figures in parenthesis are percentages).

Moderately utilization of skills and knowledge as observed is the rule rather than an exception. It is revealed that in which ever time period the trainees may have returned and rejoined or newly joined their jobs, for all the time periods the majority report only moderate ability of utilization of skills and knowledge. As stated earlier the ~~xxx~~ concentration of trainees in the moderate skill utilization category in all periods is due to the obvious fact that the trainees do not found appropriate working environment on the one hand and lack of supportive services on the other.

Table 3.33 Utilization of Skill and Knowledge by Time period of return

	'upto '1956	'1956-61	'1961-65	'1965-70	'1970-75	'1975-80	'1980 & 'over
Highly able	1 '(33.33)	3 '(11.29)	8 '(25.80)	6 '11.32)	11 '(11.22)	10 '(17.54)	20 '(21.50)
Mod.Able	2 '(66.67)	17 '(80.95)	20 '(64.52)	39 '(73.58)	79 '(80.61)	42 '(73.68)	61 '(65.59)
Not able	-	1 '(4.76)	3 '(9.68)	8 '(15.09)	8 '(8.16)	5 '(8.77)	12 '(12.90)
	3 (100)	21 (100)	31 (100)	53 (100)	98 (100)	57 (100)	93 (100)

(Figures in parenthesis are percentages).

Thus USAID training has been moderately able in the development of organization owing to various factors such as frequent transfers and the bureaucratic system which runs in a way such that it matters only whom somebody knows but it does not matter how effectively somebody works. Despite this the higher echelon people who are well educated and qualified are outdated in the current development in science and knowledge, are in a dispute and they do not want younger people to be on the front chair but try to use the young trainees' skill for their own benefit instead of the organization. Furthermore, the respondents are of the strong feeling that the frequent changes of personnel in the decision making level and the lack of institutional goal, trainees' dream of migrating to USA and other countries due to nepotism and favouratism in the organisation(s) and the efforts of the highly qualified manpower in searching job in international markets has resulted in a sluggish growth in institution building in Nepal. These factors coupled with the lack of physical facilities, support services and incentives to work has made USAID training only moderately contributive in uplifting the organization(s).

Table 3.34 Barriers to the Utilization of Skill

Barrier \ Rating	Major Barrier	Moderate Barrier	No Barrier	Total
Lack of support services	177 (49.72)	159 (44.67)	20 (5.61)	356 (100)
Lack of Trained staff	101 (28.37)	213 (59.83)	42 (11.80)	356 (100)
Resistance to Ideas	94 (26.00)	203 (57.00)	60 (17.00)	356 (100)
Lack of incentives/ Facilities	229 (64.32)	109 (30.62)	18 (5.06)	356 (100)
Institutional/ Political Factors	119 (33.43)	165 (46.35)	72 (20.22)	356 (100)
Lack of time	18 (5.06)	103 (28.93)	235 (66.01)	356 (100)
Others	15 (28.30)	22 (41.51)	16 (30.19)	53 (100)

(Figures in parenthesis are percentages).

The problem of organizational upliftment is further clarified by the overwhelming rating of the respondents on lack of incentives and facilities as the major barrier 64.32 percent to innovative ideas. It is further found that 49.72 percent respondents rated lack of support services act as major barrier. Lack of trained staff and resistance to new ideas has been rated as a moderate barrier by majority of the respondents. In the

category 'Others' mainly lack of professionalism and legpulling has been stated by about 42 percent respondents as moderate barrier which carries significance in this context. Among others, time has not been considered as a major barrier by majority of respondents (Table 3.34). This table also proves our previous statement on the causes of moderate skill utilization and low pace of institution building in Nepal.

3.2.4. Superiors' Interest on PTs Skill Utilization

Table 3.35 Superiors' Interest in Utilization of Skill

Organization	Rating 'Highly Interested'	'Moderate-ly Interested'	'Not Interested'	'Total'
Government	137 (53.52)	72 (28.12)	47 (18.36)	256 (100)
Semi-government	38 (50.67)	25 (33.33)	12 (16.00)	75 (100)
Private	16 (64.00)	4 (16.00)	5 (20.00)	15 (100)

(Figures in parenthesis are percentage).

When the trainees return their home country, it is believed that most of them start their career from a lower level, either gazetted third class or non-gazetted class. Thus, the effect of training on the country in general and the organisation in particular depends on the attitudes and interest of the superiors in the organization who are in the decision-making level. To

assess the impact of USAID-funded training on the organization(s) our focus has been to present the respondents' rating of superiors' interest in utilizing the expertise and skills of the young specialists. It is observed that 53.65 percent respondents rated high interest of superiors in utilizing new informations whereas only about 13 percent respondents expressed the firm feeling that their superiors were not interested to utilize new information or the skills of the trainees.

It is further observed that the proportion of rating of not-interested category is higher among the respondents working in the private sector. The distribution is more or less similar in government and semi-government sector (Table 3.35).

The training area wise distribution of superiors' interest rating is seen from table 3.36.

Table 3.36 Superiors' Interest in Utilizing Skills
by Training Area

(in percentage)

Training Area	Superiors' Interest	'Highly Interested'	'Moderately interested'	'Not Interested'	Total
Agriculture	52.12	24.88	20.00	100.00	100.00
Community Development	71.42	14.30	14.28	100.00	100.00
Education	48.03	38.46	13.46	100.00	100.00
Health/Sanitation	49.06	33.96	16.98	100.00	100.00
Public Administration	57.14	19.06	23.80	100.00	100.00
Trade and Industry	66.67	25.00	8.33	100.00	100.00
Transport	33.33	66.67	0.00	100.00	100.00

It is revealed by the table that the high proportion of not interested superiors to utilize skills is in public administration sector (23.8%), whereas not interested superiors in the transport sector is found minimum. Similarly, the highest proportion of highly interested superiors is found in community development sector (71.42%) followed by trade and industry (66.67%). Thus it is obvious because community development (rural development) in Nepal is relatively a new concept and is getting due emphasis in the subsequent development plans of Nepal.

Table 3.37 Superiors' Interest in Utilization of Skill by country of Training

	USA	India	Others
Highly interested	75 (51.72)	95 (56.89)	21 (47.73)
Mod. Interested	44 (30.35)	41 (24.55)	16 (36.36)
Not interested	26 (17.93)	31 (18.56)	7 (15.91)
Total	145 (100.00)	167(100.00)	44 (100.00)

(Figures in parenthesis are percentage).

Considering the response of trainees from different countries, it is found that 56.89 percent of those trained in India report high interest of the superiors in skill utilization. While a little above 51.77 percent of USA trained report high interest, only 47.73 percent of respondents from other countries indicate high interest of their superiors. It is of interest to note that the highest percentage of India trained respondents (18.56%) in comparison with trainees from USA (17.93%) and other countries (15.91%) feel that superiors are not interested in skill utilization. A significant percentage of trainees from other countries (36.36%) and USA (30.35%) report only moderate interest of superiors, while only 24.55 percent of those trained in India report the same. (Table 3.37).

Table 3.38 Superiors' Interest in Utilization of Skill
by the Time period of Return

	'Upto '1956	'1956/61	'1961/65	'1965/70	'1970/75	'1975/80	'1980 & 'Over
Highly interested	' 3 '(100.00)	' 10 '(47.62)	' 17 '(54.84)	' 29 '(54.72)	' 51 '(52.04)	' 31 '(54.39)	' 50 '(53.76)
Moderately interested	' -	' 3 '(33.10)	' 11 '(35.48)	' 14 '(26.41)	' 29 '(29.59)	' 17 '(29.32)	' 22 '(23.66)
Not interested	' -	' 3 '(14.28)	' 3 '(9.68)	' 10 '(18.87)	' 18 '(18.37)	' 9 '(15.79)	' 21 '(22.53)
Total	' 3 '(100)	' 21 '(100)	' 31 '(100)	' 53 '(100)	' 98 '(100)	' 57 '(100)	' 93 '(100)

(Figures in parenthesis are percentages).

Periodwise analysis indicates that only those trainees who returned upto 1956 (100.00%) regard their superiors' interest as high. For all periods, except 1956-61 (47.62%), slightly over 50.00 percent trainees feel that superiors were highly interested. Thus, in the case of those reporting only moderate interest and no interest taken together, for all- the periods considered (except the period upto 1956), the percentage is above 40.

It can be stated in this context that trainees in the early days when the education sector of Nepal was not so developed, any person trained in countries other than Nepal was considered superior in quality. The only university of Nepal was established in the year 1959. Thus, when some trainee used to return, the superiors who were not much educated used to show high interest in the utilization of skill. But, with the passage of time Nepalese education sector started to grow fastly. The bureaucratic system also under-

went a change. In the more recent years competition among trainees, relative abundance of manpower, the lack of institutional goal has resulted in the least interest of superiors to utilize skill and expertise of trainees.

3.3. Impact On Country's Development

3.3.1. Relevancy of Training on Job Placement

The impact of training basically depends on the job placement of the trainees. It is believed that if the trainees were placed in a job where they could utilise their skills and expertise, the output of the training would be significantly effective and vice versa. In this working hypothesis we tried to analyse the trainees' assessment of the relevancy of job placement by training area. Out of the total responses, it is found that 95 percent trainees' job placement was relevant to their field of training. It is also found that in the fields of public administration community development, and trade and industry, 100 percent trainees were placed in a training relevant job and it is further noticed that the relevancy of job/placement training area is lowest in Transportation Sector (Table 3.39).

It is but natural that with less than 30 percent of literate population in the country, Nepal still lacks middle and high level technical manpower. This gap is gradually being fulfilled through the assistance of foreign government or multilateral agencies. ~~उपरोक्त~~ In Nepal, it was found that initial batches of trained manpower, were placed in more responsible jobs which commanded higher status than before their training. As more and more trainees returned career advancement became more competitive and higher training and education acted as one among other factors determining it.

As evident from the analysis, most of the trainees have got training relevant jobs.

Table 3.39 Training Area by Relevancy of Job Placement

	Relevant	Moderate-ly Relevant	Not Relevant	Total
1. Agriculture	146 (71.22)	50 (24.39)	9 (4.39)	205 (100)
2. Community Development	6 (35.71)	1 (14.29)	-	7 (100)
3. Education	41 (72.84)	9 (17.31)	2 (3.85)	52 (100)
4. Health and Sanitation	31 (58.49)	17 (32.08)	5 (9.43)	53 (100)
5. Public Administration	18 (85.71)	3 (14.29)	-	21 (100)
6. Trade and Industry	8 (66.67)	4 (33.33)	-	10 (100)
7. Transportation	4 (66.67)	1 (16.66)	1 (16.66)	6 (100)
Total	254	85	17	356
Percentage	71	24	5	100

(Figures in parenthesis are percentages).

The proportion of trainees who did not get training relevant job is higher in transportation area. This should be basically the fact that the transportation sector in Nepal is still under developed. Still there is the problem of placing right man in the right job. In other sectors except health and sanitation trainees have got training relevant jobs. In health sector, the trainees are posted in the health centres and hospitals of hilly areas too. The doctors and nurses do not want to go to the hilly area but prefer to stay in some urban centre even if the job he/she is doing is not so relevant to his/her training.

3.3.2. Careers in Government and Semi-government Bodies

Considering the nature of employment in Nepal, that is the government sector being virtually the only employer, a certain degree of competitiveness in terms of career advancement is evident from the table. About 62% of trainees in public administration area and 51.0% in health and sanitation area were given their previous jobs after completion of their training. But it may be assumed that those trainees who received their training in the early phases are the ones who were luckier in terms of their career advancement. The later day trainees had to remain on their jobs. Thus, the immediate effect of training must have been different on the trainees' career advancement due to the time lag between the older and the lower trainees (Table 3.40).

The trainees' rating of the impact of training in the careers of people (PTs) working in government and semi-government bodies has shown that about 77 percent respondents rated positive impact whereas only 5 percent respondents rated negative impact. It is surprising to note that the assessment of positive impact is found to be highest in the private sector (80.00%).

Table 3.40 Training Area by Effect of Training on Job Factors Involved in the Job After Training

Training Area	Promotion	Transfer	Promotion & Transfer	No Change	New Entry	Total
1. Agriculture	26 (12.68)	7 (3.42)	16 (7.80)	40 (19.51)	116 (56.59)	205 (100)
2. Community Development	5 (71.44)	1 (14.28)	-	1 (14.28)	-	7 (100)
3. Education	11 (21.16)	8 (15.28)	7 (13.46)	18 (34.62)	8 (15.38)	52 (100)
4. Health & Sanitation	14 (24.62)	2 (3.77)	4 (7.55)	27 (50.34)	6 (11.32)	53 (100)
5. Public Administration	4 (19.05)	1 (4.76)	3 (14.23)	13 (61.90)	-	21 (100)
6. Trade and industry	5 (41.67)	-	1 (8.33)	5 (41.67)	1 (8.33)	12 (100)
7. Transportation	-	-	-	1 (16.67)	5 (13.33)	6 (100)
Total	65 (18)	19 (5)	31 (9)	105 (30)	136 (38)	356 (100)

(Figures in parenthesis are percentages).

Table 3.41 Extent of Effect of Training on Careers of Trainees in General

Organization \ Rating	Positive	No Effect	Negative	Total
Government	202 (78.91)	44 (17.19)	10 (3.90)	256 (100)
Semi-government	52 (69.33)	17 (22.67)	6 (8.00)	75 (100)
Private	20 (80.00)	3 (22.00)	2 (8.00)	25 (100)
Total	274 (76.97)	64 (17.98)	18 (5.05)	356 (100)

(Figures in parenthesis are percentages).

The highest and lowest proportion of respondents rating negative impact on the careers of PTs is found in private sector and government sector respectively (Table 3.41).

Table 3.42 Receiving Ultimate Training Relevant Job

Organization \ Rating	Yes	No	Total
Government	143 (55.86)	113 (44.14)	256 (100)
Semi-government	42 (56.00)	33 (44.00)	75 (100)
Private	7 (28.00)	18 (72.00)	25 (100)
Total	192 (53.93)	164 (46.07)	356 (100)

(Figures in parenthesis are percentages).

Some of the respondents strongly expressed the view that at present there is a acute problem to find a job, so far the preservice trainees, it is to get job no matter it is training relevant or not. While some others opined that there is no provision of training relevant job in the civil code of the country. Amidst, this some other respondents assessment reveals that more than 50 percent PTs ultimately get training relevant jobs. And the proportion of ultimate training relevant job rating is higher in government and semi-government sector (Table 3.4). The training relevant ultimate job has a significant bearing on the development of the country. If we see the perceptions of the respondents, the private sector people thought that people in govt. service are generally not able to get the jobs for which they were trained. As the government job is power oriented that requires not much specific skills in the present context, the trainees of this sector feel that they are on the relevant job. This is because of the social preception that government. Job is prestigious in comparision to any other job.

Table 3.43 Training Relevant Ultimate Job by Country of Training

	USA	India	Others
Yes	82 (56.55)	85 (50.90)	25 (56.82)
No	63 (43.45)	82 (49.10)	19 (14.18)
Total	145 (100)	167 (100)	44 (100)

Figures in parenthesis are percentages.

Analysis of whether trainees ultimately get jobs relevant to training by country of training of the participants also reveals 50 or more percent of trainees from USA, India and other countries reported positively. (Table 4.43). In case of periodwise analysis too, the percentage is more than 50 percent in the case of the periods upto 1956 and 1970-75 for which the positive response is hundred percent.

and 46.94 percent respectively (Table 4.44).

Table 3.44 Training Relevant Ultimate Job by Period of Return

	'Upto '1956	'1956-61'	'1961-65'	'1965-70'	'1970-75'	'1975-80'	'1980 & 'above
Yes	3 (100.00)	12 (57.14)	18 (58.06)	31 (58.49)	46 (46.94)	35 (61.40)	47 (50.54)
No	-	9 (42.86)	13 (41.94)	22 (41.51)	52 (53.06)	22 (38.60)	46 (49.46)
Total	3 (100)	21 (100)	31 (100)	53 (100)	98 (100)	57 (100)	93 (100)

(Figures in parenthesis are percentages).

In the national development periodic plans, new emerging concepts and strategies of development were adapted during late 1960s and 1970s such as rural development, community development etc. But despite this emphasis, due to the wrong way of implementing plans, lack of creation of proper posts and the behaviour of plan implementing bodies which is guided by political and other invisible factors has resulted in the relatively lower proportion of trainees getting training relevant ultimate job in the late 1960 and 1970s.

3.3.3. Contribution of Training on Different Macro Activities

The resultant affect of training appears in various impact indicators viz, policy framing, priority setting, manpower development, technology dissimination, innovative ideas and upliftment in the organization.

Table 3.45 PIs on Different Macro Activities

Activities	Rating	'Highly 'Contribu- 'tive	'Moderate- 'ly Contri- 'butive	'Less 'Contribu- 'tive	'Total
Policy Framing		98 (27.53)	210 (58.99)	48 (13.48)	356 (100)
Priority setting		94 (26.40)	225 (63.20)	37 (10.40)	356 (100)
Manpower Development		240 (67.42)	104 (29.21)	12 (3.37)	356 (100)
Technology Dissemination		183 (51.40)	148 (41.57)	25 (7.03)	356 (100)
Innovative ideas		153 (42.98)	184 (51.69)	20 (5.63)	356 (100)
Upliftment in the Organization		117 (32.86)	206 (57.36)	33 (9.28)	356 (100)

(Figures in parenthesis are percentages).

It has been found that USAID PTs training has been very much contributive in manpower development and technology dissemination where as it has been relatively less contributive in policy framing and priority setting (Table 3.45). The data has empirically proved that in Nepal, where various educational institutions are not developed to produce various kinds of technical manpower the USAID participant program has been helping considerably in the development of manpower. As new and advanced technology was more or less unavailable in Nepal, the participant trainees helped considerably in bringing them.

It is also observed that 73.05 percent of trainees from India regard participant training as highly contributive to manpower development followed by Trainees from USA (64.14%) and other countries (56.82%). Likewise, the second highest percentage of trainees that regard training to be highly contributive is the case of technology dissemination (over 50.00 percent for all groups).

Table 3.46 Pts on Different Macro Activities by Country of Training

Rating Country	Highly contrib			Mod. Contrib.			Less contrib.			Total		
	USA	India	Others	USA	India	Other	USA	India	Others	USA	India	Others
Macro- Activities												
Policy Framing	42 (23.97)	43 (25.79)	13 (29.55)	88 (60.09)	97 (53.08)	25 (56.32)	15 (10.34)	27 (16.17)	6 (13.63)	145	167	44
Priority setting	39 (26.90)	40 (23.96)	15 (34.09)	96 (66.21)	105 (62.87)	24 (54.55)	10 (6.89)	22 (13.17)	5 (11.36)	145	167	44
Manp. Dev.	93 (64.14)	122 (73.05)	25 (56.82)	48 (33.10)	39 (23.35)	17 (38.64)	4 (2.76)	6 (3.60)	2 (4.54)	145	167	44
Tech. Diss.	76 (52.41)	85 (50.90)	22 (50.00)	59 (40.70)	71 (42.50)	18 (40.91)	10 (6.89)	11 (6.59)	4 (9.09)	145	167	44
Inn. Ideas	71 (48.97)	61 (36.53)	20 (45.45)	68 (46.90)	93 (55.69)	23 (52.27)	6 (4.13)	13 (7.78)	1 (2.28)	145	167	44
Uplift in org.	51 (35.17)	44 (26.34)	22 (50.00)	78 (53.80)	109 (65.27)	19 (43.18)	14 (11.03)	14 (8.38)	3 (6.82)	145	167	44

(Figures in parenthesis are percentages).

For all other macro activities the percentage is below 50.00 percent, except in the case of upliftment in the organization. 50 percent of trainees from countries other than USA and India feel that training has highly contributed to upliftment of their respective organizations.

Concerning macro activities like policy framing and priority setting, more than 60.00 percent of trainees from USA and India over 50.00 percent from other countries feel that there has been only a moderate contribution of training on these activities. (Table 3.46).

Trainees who returned during 1975-80 (73.68%) regard training as highly contributive in manpower development. For all other periods under consideration the percentage is over 60.00 with the exception, again, of the 1961-65 period in which only 51.61 percent (the lowest) feel training to be highly contributive. It is worthwhile to note that 66.67 percent of trainees who returned in the period upto 1956 regard training to have been highly contributive for technology dissemination and innovative ideas respectively. For all other periods below 55.00 percent and 50.00 percent of trainees mention high contribution in the case of technology dissemination and innovative ideas respectively. (Table 3.47).

The above analysis leads us to draw an inference that in most of the macro activities training has been moderately contributive. Particularly, the higher proportion of respondents have rated moderate contribution of training on priority setting, upliftment in organization and policy framing.

Table 3.47 PIs on Different Macro Activities by Period of Return

Period	Macro Activities	Highly Contributive					Total*	
		Rating' Policy Framing	Priority Setting	Manp. Dev.	Technical Dissem.	Inn. Ideas Ideas		Upliftment in area
Upto 1956		1 '(33.33)	1 '(33.33)	2 '(66.67)	2 '(66.67)	2 '(66.67)	1 '(33.33)	3 '(100)
1956-61		7 '(33.33)	8 '(33.10)	13 '(61.90)	11 '(52.33)	10 '(47.62)	8 '(33.10)	21 '(100)
1961-65		10 '(32.26)	12 '(33.71)	16 '(51.61)	13 '(41.93)	12 '(33.71)	11 '(35.48)	31 '(100)
1965-70		10 '(13.87)	9 '(16.98)	35 '(66.04)	28 '(52.33)	23 '(43.40)	15 '(23.30)	53 '(100)
1970-75		37 '(37.76)	29 '(29.59)	66 '(67.35)	52 '(53.06)	44 '(44.90)	35 '(35.71)	93 '(100)
1975-80		13 '(22.81)	12 '(21.05)	42 '(73.68)	30 '(52.63)	26 '(45.61)	16 '(23.07)	57 '(100)
1980 & above		20 '(21.50)	23 '(24.73)	66 '(70.97)	47 '(50.54)	35 '(37.63)	31 '(33.33)	93 '(100)

(Figures in parenthesis are percentages)

* Total of participants of each period.

3.3.4. Impact on the Growth of Technical Manpower

In Nepal, the importance of technically skilled manpower was realized from the early years of planned development efforts. During the periodic plans, different trade schools, technical schools and technical institutes have been established to meet the technical manpower requirements of the country. For the last 3 years of American assistance to Nepal major focus has been to produce skilled Technical manpower in different fields with special attention in agriculture and education.

It is encouraging to report that only 6 percent ITs rated that the impact of PTs training is low on the growth of technical manpower. In the field of community development, transportation and trade and industry no participants rated low contribution. As the table further indicates that the highest percentage of low impact rating is in the field of health and sanitation where as low impact rating is minimum in agriculture. In fact, in agriculture sector US assistance has contributed substantially in the development of infrastructure such as agriculture research farms, which demanded for large members of technical manpower. The overall conclusion that emerges is that the PTs training programme had had a very high impact in the growth of technical manpower in Nepal (Table 3.48).

The respondents were asked to rate their chance of receiving similar training without USAID/Nepal's support it was found that 42% of them expressed that they had little chance, while 43% considered their chances fair. But only 15% regarded their chances for similar training to be high.

The highest percentage response under high chance of receiving training without USAID/Nepal support was reported by participants of transport area (33.3%). The highest under FAIR rating fall under transport area (50.0%) and Health and Sanitation area (47.2%) respectively (Table 3.49).

Table 3.48 Training Area by Effect of Training
To the Growth of Technical Manpower

Training Area	High	Moderate	Low	Total
1. Agriculture	171 (83.42)	26 (12.69)	8 (3.90)	205 (100)
2. Community Development	5 (71.42)	2 (23.53)	-	7 (100)
3. Education	33 (73.07)	10 (19.23)	4 (7.70)	52 (100)
4. Health & Sanitation	35 (66.04)	11 (20.75)	7 (13.21)	53 (100)
5. Public Administration	14 (66.66)	6 (28.57)	1 (4.77)	21 (100)
6. Trade and Industry	8 (66.67)	4 (33.33)	-	12 (100)
7. Transportation	4 (66.67)	2 (33.33)	-	6 (100)
Total	275 (77)	61 (17)	20 (6)	356 (100)

(Figures in parenthesis are percentages).

The concentration of ratings under FAIR and LITTLE categories, point to the fact that most of the trainees' initial academic background played a significant role in their response. In other words, those rating their chances to be negative and fair were selected for training from the group with lower level academic degree.

Table 3.49 Training Area by Chance of Receiving Training Without USAID/Local Supports

Training area	High	Fair	Little	Total
Agriculture	24 (11.71)	95 (46.34)	86 (41.95)	205 (100)
Community Development	1 (14.28)	3 (42.86)	3 (42.86)	7 (100)
Education	14 (26.92)	15 (29.35)	23 (44.23)	52 (100)
Health and Sanitation	3 (5.66)	25 (41.17)	25 (41.17)	53 (100)
Public Administration	5 (23.82)	8 (38.09)	8 (38.09)	21 (100)
Trade and Industry	3 (25.00)	5 (41.67)	4 (33.33)	12 (100)
Transportation	2 (33.33)	3 (50.00)	1 (16.67)	6 (100)
Total	52 (15)	154 (43)	150 (42)	356 (100)

(Figures in parenthesis are percentages).

It is undisputable fact that training short or long-term, received anywhere in the world greatly enhances ones knowledge and skills. But not all acquired knowledge and skills may be relevant to the environment where one has to work. In other words, knowledge and skills learned in institutions of particular country may be applicable in similar countries, while the same cannot be said about countries which have different environment from that of the trainees. Under USAID participant program Nepalese trainees are sent to the US, India and other countries, Taking into account the above assumption an assessment of participant trainees in terms of their knowledge enhancement is attempted. For the purpose age and country,

Table 3.50 Assessment of Enhancement of Knowledge and Skill by Age

Age Group	Skill Enhancement	Enhanced				Not Enhanced				Total
		USA	India	Other	Total	USA	India	Other	Total	
Below 25 years		2	1	-	3	-	-	-	-	3 (0.84)
		(1.40)	(0.64)		(0.88)					
25-30 years		2	23	1	26	-	1	-	1	27
		(1.40)	(14.74)	(2.44)	(7.65)		(9.10)		(6.25)	(7.53)
31-35 years		11	47	2	60	-	4	-	4	64
		(7.70)	(30.13)	(4.88)	(17.65)		(36.35)		(25.00)	(17.98)
36-40 years		29	62	4	95	1	4	1	6	101
		(20.28)	(39.75)	(9.76)	(27.94)	(50.00)	(36.35)	(33.33)	(37.50)	(28.38)
41-45 years		27	15	17	59	1	1	1	3	62
		(18.88)	(9.62)	(41.46)	(17.35)	(50.00)	(9.10)	(33.33)	(13.75)	(17.41)
46-50 years		36	5	13	54	-	-	1	1	55
		(25.17)	(3.20)	(31.71)	(15.38)			(33.34)	(6.25)	(15.45)
51 and above		36	3	4	43	-	1	-	1	44
		(25.17)	(1.92)	(9.76)	(12.65)		(9.10)		(6.25)	(12.36)
Total		143	156	41	340 (95.51)	2	11	3	16 (4.49)	356 (100)
		(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)

(Figures in parenthesis are percentages.)

breakdown is done in order to find out if the trainees feel that their knowledge and skills have been enhanced by the training they received in different countries.

It is revealed that 340 (95.51%) of the sample feel that their knowledge and skill have enhanced due to the participant training. Only a small 3.49 percent responded negatively.

Of the total responding "Enhanced" 42.06 percent, 45.88 percent and 12.06 percent received their training in USA, India and other countries respectively. Breaking down the total of positive response by age group, it is found that as the age increases the percentage responding positively also increases. Beginning from age group 36-40 up to 51 and above trainees feel that their knowledge and skill enhanced by being trained in USA. The higher percentage in the higher age group may be explained by the fact that as age increases ~~xxx~~ people become more conscious about the applicability of the knowledge and skill learned during training. Furthermore, the now older generation trainees were the ones who were mostly sent to the USA.

Of those who received training in India 30.13 percent and 39.75 percent from 31-35 and 36-40 age groups respectively have a positive feeling about the learned knowledge and skill. While for other age groups the same cannot be said (Table 3.50).

3.3.5. Impact on Country's Overall Development

Development is a multi-dimensional process by which the country moves to a higher standard. As a complex process, it is affected by a host of factors at a time. During 1960s it was experienced that development of the country requires skilled and expert manpower irrespective of the availability of natural resources. The USAID participant programme was re-vamped and particular attention was given in producing technical manpower.

Table 3.51 Contribution of Training to the Development of the Country

Training Area	High	More Rate	Low	Total
1. Agriculture	154 (75.12)	40 (19.51)	11 (5.37)	205 (100)
2. Develop	6 (85.71)	1 (14.29)	-	7 (100)
3. Education	35 (67.31)	16 (30.77)	1 (1.92)	52 (100)
4. Health & Sanitation	38 (71.70)	11 (20.75)	4 (7.55)	53 (100)
5. Public Administration	8 (38.09)	10 (47.62)	3 (14.29)	21 (100)
6. Trade and Industry	9 (75.00)	3 (25.00)	-	12 (100)
7. Transportation	3 (50.00)	2 (33.33)	1 (16.67)	6 (100)
Total	253	83	20	356
Percentage	71	23	6	100

(Figures in parenthesis are percentages).

In Nepal, most of the graduates and post graduates particularly in agriculture were produced under the PPs training Programme. In this regard we made an attempt to analyse USAID sponsored training's effect to the development of the country. It is observed that, out of the total responses 71 percent rated that the contribution of USAID training to the development of the country is high where as 6 percent rated that the contribution is low. It is interesting to notice that nearly 86 percent trainees in community development rated the contribution to be high. In the field of public administration only 38 percent trainees rated high contribution to the development of the country. In the field

responses rated low contribution. It is also observed that in the field of community development trade and industry no responses rated low contribution to the development of the country. Thus, the over all contribution of the USAID participant training programme to the development of the country is high. (Table 3.51).

3.4. Impact of PT Program on Women

Traditionally Nepalese women have been playing an active role in different kinds of economic activities as well as in the performance of household duties. Various studies on women have revealed that women perform more than 85 percent of household work and their contribution to household income through subsistence agriculture is 50 percent of the total.

Notwithstanding their active participation in the economy, women have received secondary importance. On top of it, the pre-1951 government education policy considered modern education a danger to its continuity. A very few males determined to achieve modern education were forced to go to India for the purpose. Women, because of social and religious taboos, were not permitted to travel alone and stay away from home for any duration of time.

In 1951 a more democratic government came into being with the change in the political system. The new government realised early that for all round development of the country it is essential to increase national production, mobilise available manpower for productive work and fulfill the minimum needs of the people. It was further realised that the above could be achieved among other things by maximum mobilisation of women labour power for active participation in various aspects of development. But the policy of increasing the participation of women in the

development process of the country was given emphasis only in the sixth Five Year Plan after a lapse of 24 years of planned development exercise. Nevertheless, development plans have been emphasising education for both males and females since 1951. The government policy in the fourth plan period, which coincided with the implementation of the New Educational System Plan in 1971, was to make available equal educational opportunities to girls and women in order to improve their status through education. Free primary education and free distribution of books was also initiated 13 years before.

Despite the above efforts, female enrolment as percentage of total increased very gradually within the period between 1971-1980. Enrolment of females was 13 percent, 16 percent and 10 percent of the total in 1971 for primary, secondary and higher secondary education respectively. By 1980 the enrolment had increased to only 23 percent and 20.7 percent for primary and secondary education respectively. In the case of higher secondary education enrolment has increased to 10 percent of the total in 1980.

It has been revealed by various studies that the impact of educational policy has been significant for urban areas but it is doubtful in rural areas. In the urban areas the educational opportunities were quickly grasped by the already educated, knowledgeable and affluent section of the society in terms of male as well as female education. While in rural areas parents are reluctant to invest in female education for their children, both male and female due to high economic contribution of children to household economy particularly that of girls. Thus, it caused for low impact of educational policy in rural areas.

The effect of education in urban areas was such that women started coming out of households and getting employed. But occupational segregation has forced the employed women to be satisfied with women's work that have low wages and limited advancement

possibilities. Only a few women are engaged in professional, managerial and executive levels. Professional women are concentrated in jobs such as doctors, teachers and nurses. There are very few women in middle and lower level administrative jobs while top level women executives are very few. Nonetheless, the involvement of women in various aspects of the country's development process indicates that the old social and religious taboos are no longer a strong force in the path of improvement of the status of women. As a consequence women have become more independent and travel to foreign lands for ~~ax~~ higher education without any hesitation. But still the number of male trainees far exceed the number of females, though the number of female trainees who have completed their training has been steadily increasing over the years.

This is clearly evident from the analysis of women training who completed their training in different periods under the USAID sponsored participant training program.

Table 3.52 Distribution of PTs by Sex and Period of Return

	'upto '1956	'1956-61	'1961-65	'1965-70	'1970-75	'1975-80	'1980-84	Total
Male	24 '(96.00)	129 '(90.21)	283 '(90.42)	642 '(93.59)	746 '(86.94)	551 '(93.71)	883 '(90.56)	3258 '(90.80)
Female	1 '(40.00)	14 '(9.79)	30 '(9.58)	44 '(6.41)	112 '(13.06)	37 '(6.39)	92 '(9.44)	330 '(9.20)
	25 '(0.70)	143 '(3.99)	313 '(8.72)	686 '(19.12)	858 '(23.91)	588 '(16.39)	975 '(27.17)	3588 '(100)

(Figures in parenthesis are percentages).

The table indicates a steadily growing number of female participant trainees who returned after training

upto 1970-75 period. In this period, of the total participant trainees, 13.06 percent were female trainees.

This is consistent with the policy of the fourth plan which emphasized the provision of equal educational opportunity to girls and women. The percentage of women trainees who returned after the Fourth Plan period dropped, but increased again in the next period. It is interesting to note that upto 1956 only one female trainee returned, while by the end of 1980-84 period the number of women trainees reached a total of 330. Or in other words if only 4.00 percent of total trainees returning upto 1956 comprised of women trainees, by the end of the last period under consideration (1980-84) the percentage had increased to 9.20 (Table 3.52).

Hence, it is obvious from the above analysis that the policy of the government to mobilise female manpower is definitely showing a positive impact. But a proper evaluation of the contribution of women trainees in various activities is needed if the role of women is to be mobilised effectively.

Female PTs

As a consequence of the government education policy females were also provided with training opportunities abroad under various programs, including USAID Participant Training Program. They began to participate in the participant training program since 1950s. While upto 1956 only one female utilized the opportunity, by the end of 1980-84 period the number had reached 341. But this is only 8.73 percent of the total compared to male participants. Travel away from home alone by females, irrespective of purpose, is still not digestible in the Nepalese society. Though social and religious tradition is giving way to new ideas, traditional values are still a strong force to reckon with. Hence, only a very few dare to utilize opportunities for higher training in distant lands.

As stated above in the introduction professional women are concentrated in medical and teaching professions, the confirmation of which is indicated by Table 3.53. The proportion of female trainees opting for health and sanitation is a significant 64.52 percent of the total, while 18.18 percent opted for training in education area. The lowest proportion being the transport area at only 0.59 percent of the total. Several factors have contributed to the high participation of female trainees in health and sanitation area. Firstly a high number of females are employed by the health sector in hospital as nurses, secondly, this low level category (not gazetted) of employees are provided with opportunities of non-degree training usually in hospitals in India. And lastly, nurses are more mobile than employees of other professions due to transfers and frequent medical treatment camps which demand long durations of absence from home. Hence, they are less reluctant to travel abroad for training.

Table 3.53 Distribution of Participants by Sex and Training Area

	'Agricu- 'lture	'Com.Dev '	'Educ. '	'Health '& Sani.	'Pub. 'Adm.	'Trade & 'Ind.	'Transp '	'Misc. '	'Total
Male	' 1730	' 133	' 426	' 623	' 300	' 173	' 150	' 6	' 3541
	' (48.86)	' (3.76)	' (12.03)	' (17.59)	' (8.47)	' (4.88)	' (4.24)	' (0.17)	' (100)
Female	' 23	' 23	' 62	' 220	' 6	' 5	' 2	' -	' 34
	' (6.74)	' (6.74)	' (18.18)	' (64.52)	' (1.76)	' (1.47)	' (0.59)	'	' (100)

(Figures in parenthesis are percentages).

In other areas, including education in which a large number of female teachers are employed, the proportion of trainees is insignificant. However strong may the desire to utilize available training opportunities be, only a very few manage to openly defy traditional values, which is the basic reason for the low participation of females in this training program also.

Of the 341 female participant trainees, 20,40 female was included in sample frame, but, due to various unforeseeable reasons only 27 or 67.5 percent of the forty female participants could be interviewed. The reasons are stated in the chapter under methodology.

Impact of Participant Training

It should be made clear at the outset that the impact of participant training on women trainees organizations and the country as evaluated by the women trainees does not differ at all from the overall analysis of the total sample. It is obvious from the foregoing analysis that the contribution of training on skill and knowledge utilization by the sample trainees is concentrated in the moderate level. This is very well confirmed by the analysis of skill utilization by women trainees on the basis of the academic degrees received. It is obvious from the table 5.54 that majority of women trainees have been able to utilize their skills and knowledge only moderately for every category of academic degree received by the women trainees.

Table 5.54 Skill Utilization by Degree Received

	M.A.	M A	N A	Total
MS	2 (33.33)	4 (66.67)	-	6
MA	-	4 (100.00)	-	4
M Sc	-	1 (100.00)	-	1
B.Sc	-	2 (50.00)	2 (50.00)	4
Dip.	-	4 (100.00)	-	4
ND	1 (12.50)	7 (87.50)	-	8
Total	3 (11.11)	22 (81.48)	2 (7.41)	27 (100)

(Figures in parenthesis are percentage).

Nepalese women are generally ~~study~~ shy by nature which explains why such a large proportion of these women feel that way. Furthermore, the traditional outlook of the people regarding women as household workers hampers women to follow up and to increase their study at home. These women have very little time between their household and office jobs to further their knowledge. Hence, quite a large proportion feel that impact to be only fair.

Subjective Judgement Analysis of Female PTs

The still strong social, religious and cultural tradition is a hindrance to the all round development of the Nepalese people, especially for women. Social and cultural codes are based upon religious beliefs. Through, equal rights of education training, employment and wages are committed by law for all Nepalese, legal equality does not necessarily imply equality in fact, women, because of their biological as well as social constraints are less mobile than males. The male dominated society translates these constraints as lack of ambition, motivation and commitment to their job.

Analysing the subjective responses of the 27 females of the total sample and an additional 13 female participant trainees, it is found that the women employees feel discriminated. Their feelings have been summarized below.

Job Placement

Female participant trainees also feel that in most cases they are not given jobs relevant to their training. Though the government authorities appoint new entrants on the basis of objective criteria yet females are not placed in important and responsible jobs, within organisations. Hence trainees with specific technical skill end up either in a different technical area or in an administrative job.

Skill and Knowledge Utilization

Like the total sample trainees, female trainees have also indicated only moderate use of their skills and knowledge. It is learnt from conversations with the selected women trainees that women are not given jobs that demand high mobility from them. They are looked upon as less mobile, less active, in fact docile and unambitious by their male superiors and counterparts. Sometimes, women employees are considered as such employees who have joined service only in order to pass their time away from home. The women trainees do not normally receive as many opportunities as males in activities that demand the use of skill and knowledge.

Other factors that hinder the use of skill and knowledge are similar to those suggested by the total sample participants. Like the male counterparts, women participants are also frustrated due to administrative redtapism. In the government bureaucratic structure in order to get things done in true it is necessary to know have an acquaintance with higher officials. If one is ready to repeat parrotlike 'Yes, sir' every one, superiors as well as counterparts, likes you, but when one actually begins to work, on her own initiatives it is not liked. One way or the other such people create hindrances. Furthermore, ambiguous jobs, lack of finance, administrative support, lack of proper ~~xxxxxx~~ equipments are all additional factors that the women trainees feel are responsible for low utilization of skills and knowledge. Hence the women PTs feel frustrated because they neither are allowed to work nor are given credit~~xxx~~ for their ability to work which only thwarts their zeal to work.

Contributions by Women Pts

Despite lack of proper working environment, the women PTs have to a certain extent been able to show their knack for utilizing what they have learnt. At least one trainee feels

that she is a pioneer in developing a modern library. Likewise, they have been quite effective in mobilizing peoples participation for community development. While others have adopted their knowledge in teaching and training.

Role of PT Training on the Development of Women in Nepal

The government policy of making education accessible to women has definitely increased awareness among women about their status. While locally educated females are more bound by social and religious tradition, they still say away from open defiance of the outdated traditional values. This is where overseas training opportunities like the one provided by the participant Training Program could play an important role in consolidating the efforts of women in upgrading their status. It should be understood that what laws and regulations cannot achieve, educated women who are more aware of the outside world can achieve with only some effort. In this respect the participant Training Program has definitely begun to have some impact in the flow of female trainees. They hold a strong feeling that more women should be included in each sector of training under USAID participant program.

3.5. Impact of Participant Training on Private Sector Development in Nepal

In Nepal, since 1951, national periodic plans have emphasised education for all to meet the manpower requirements within the country in order to accelerate the process of development. The introduction of New Education System Plan in 1971, which coincided with the Fourth Five Year Plan, laid down the policy stressing on vocational education in the higher secondary schools which was designed to produce small entrepreneurs being able to carry on some specific business/industry in various fields. But, until 1980 there was no specific national policy nor had there been any serious programs and thinking on the integration of private sector in the process of overall national development. During 1980s it has been the policy of His Majesty's Government to activate private sector for the balanced development of the country. In the agrarian Nepalese economy more than 90 percent of the agricultural production takes place in the private sector. Only a few big industries are in the public sector. But from the point of view of organised sector, the private sector is still in an infant stage. The involvement of different international communities and friendly countries to produce required middle level and high level manpower in Nepal has produced different levels of manpower who are working with government, semi-government and private sector. Some of the USAID participants are engaged in high return yielding private micro-enterprises. With an objective of knowing the subjective feelings of the participants working in the private sector, 20 people working with the private sector were interviewed informally. As the numbers of participant trainees working with the private organisations are few and scattered, it was possible to get such subjective information only through those participant respondents working in the private sector who were already interviewed through structured questionnaire.

3.5.1. Reasons for Moving to Private Sector

Under the participant training program mostly the training was provided to the personnel working with the government, but some of such trainees, after working for a certain period in government jobs have left the service and have either worked with organisations in the private sector or have established their own business enterprises. The trainees in the private sector have a strong feeling that the government and semi-government jobs were not satisfactory because of too much bureaucracy and routine work which do not leave room for creativity and innovative ideas. Some others emphatically expressed the feeling that in private sector there is better chance of utilizing skill. Some others opted private sector job because they were not promoted for a long time and they found their job monotonous, and they did not expect better career advancement because they could not utilise the knowledge and skill. While some others have expressed that, they were posted for a long time in remote areas outside the Kathmandu valley. As most of the trainees are from the urban areas, they do not like to be posted in rural areas. One of the respondents expressed the view that he had specialized in Animal Science but was posted as plant quarantine officer. Some other respondents expressed the view that upon their return they were posted as public health officers in some zone without proper supports for public health activities.

Most of the trainees working with the private sector expressed that one of the reasons for opting private sector job is due to higher monetary return from the private sector. The participants expressed that the salary in the government sector is very low, which did not motivate them to remain with the government.

Some of the participants were compelled to opt private sector, either they were retired from the government sector or they were fired from the government. In order to finance their maintenance, they were bound to establish some business undertakings, or work with private sector enterprises.

Thus, it is found that people opted private sector jobs because suitable environment for the utilization of skill and expertise was lacking in the government and semi-government sectors and essential support services were also lacking on the one hand and lack of incentives and facilities and job placement irrelevant to training was there on the other.

3.5.2. Contribution of Trainees on Private Sector Development

The formal discussion with the selective respondents and the structured interviews with the respondents provided us with the changes they were able to bring which can be attributed to their training. Some trainees were able to introduce new techniques of plant protection especially in Jute and Cotton. Some others were able to practise better crop and farm management and changes noticed there of were remarkable. As a result tremendous increase in farm production and income was felt. Others were/are able to introduce effective job planning and project planning while some others are highly able in creating suitable factors for research and development and they have been the ones who are highly able to carry out effective academic and policy research in Nepal.

The involvement of trainees in the private sector jobs has also helped the country in solving the existing unemployment problem. They have created jobs for people on the one hand and have been helping in building institutions with clear goals and targets. Thus, it can be said that trainees returned with skill and right attitude and the trainees working with the private sector have been creating environment for the utilization of the skill

and expertise for the betterment of the country. The participant trainees expressed the view that their private sector job has been relevant to their training because the private sector job is in accordance to the specific skill and expertise. In private organisations, where the participants are working as employees they have expressed that their employers have hired them on the basis of their expertise, so they are getting all sorts of supports from their employers. While the participants, who have established their own organisations, they feel that they have more flexibility in working, and they are using their expertise up to the maximum, in order to promote their organisations. They have further remarked that they are all cautious about the competition from other organisations and experts. This has motivated them to work hard, and to deliver qualitative product or service.

3.5.3. Development of Entrepreneurship

The USAID sponsored participant training program has been of high significance in developing entrepreneurship in Nepal. The trainees have been able to establish and run private business/industry which has been instrumental in creating infrastructure thereby helping to accelerate the pace of development of the country. The outstanding performance of the trainees in running their business/industry makes it easily understandable that any job/business/industry run by people with innovative ideas, and exposure are effective in the optimum utilisation of available resources and capabilities. The respondents firmly expressed the view that upon their return trainees are placed in some moderately relevant job on the government service and in most of the cases the subordinates try to please their superiors and are not interested in work. These feudal attitude of the society has left the trainees in a non-congenial environment. As training

is not treated highly except for employment or promotion in the government and semi-government sector, employees have been less contributive in developing entrepreneurship compared to the trainees in the private sector job.

The professionals of the private sector have been able to establish their identity in their concerned areas. Thus, it can be argued that participant trainees working with the private sector have been able in developing entrepreneurship in Nepal.

Regarding the negative affects of USAID participant training, respondents are of the feeling that skill-wise there is hardly any negative effect. But, exposure to American society and environment has made the trainees achievement-oriented developed attitude to work, professionalism, fairness in human relation etc. As a result the trainees have personally benefited a great deal but their contribution to the society is much less. With the success of their private organisations, the tendency to migrate to developed countries has been checked. This has helped to retain the qualitative manpower within the country.

CHAPTER IV

Felt Need For Future Training

From the viewpoints of the donor agency future training need is to be well identified in order to have a reasonable return and benefit from the training program. The USAID participants over 3 and a half decade have been gradually increasing covering seven main fields of trainings. Some of the sectors, like Agriculture, Education and Health and Sanitation have obtained greater emphasis from the very beginning coinciding with the development priorities. As a result various development activities are enhanced. The trainees working with different sectors were asked to point out the areas for specialization in their respective fields. Based on the responses three different areas of training need have been identified. These areas of training need are;

- specialized training by sector,
- Training in modern management, and
- USAID training support to the private sector.

4.1. Felt need for specialised training in various sectors/ fields

4.1.1. Agriculture

Agriculture sector broadly includes subsectoral organization such as irrigation, forestry, livestock, marketing, etc.

Table 4.1 Suggested Fields of Training by Mode of Training and Country Preference

a) Agriculture

Training Fields	Frequency	Degree	Non-degree	Field training	Country preference
Crops Improvement	83	56	21	6	USA
Agriculture Economics	80	48	25	7	USA
Extension & Communication	65	35	16	14	USA
Irrigation & Engineering	61	42	10	9	Third countries
Livestock Development	52	39	13	-	USA
Plant Protection	51	26	17	8	USA
Horticulture Crops	49	42	5	2	USA
Agri-research	47	20	24	3	USA
Soil Management	41	34	3	4	USA
Crops production	34	23	9	2	Third country
Forestry	32	25	5	2	USA
Agro-industry	24	10	9	5	Third country
Administration & Management	23	12	7	4	USA
General Science	22	17	5	-	USA
Marketing	20	11	6	3	USA
Aquaculture	13	13	5	-	Third country
Agriculture finance	14	7	6	1	USA
Industrial agriculture	13	8	2	3	Third country
Climatology	13	9	1	3	USA/Third country

The survey enlisted a number of training fields for specialisation which are grouped in nineteen broad groups. Most of the fields mentioned here are suggested by the participants working with Ministry of Agriculture, Ministry of Forest and Soil Conservation and Ministry of Water Resource. Within a field of study a number of specific areas of specialisation are identified.

Crops improvement as a future training field was placed on the top by the respondents of agriculture sector. In the priority order, Industrial agriculture and climatology are preferred least in comparison to others. In terms of disciplinary growth most of the areas in the list have been covered by the Ministry of Agriculture.

Furthermore, the table provides the desired mode of training. The overwhelming support as it ought to be is for the degree program. Less need is spelt for non-degree and field training programs. As a host country USA has been in the highest order of preference for all most all subjects. But in areas such as Irrigation, Crops, Production, Agro-industry, Aquaculture and Industrial Agriculture the highest preferred is any third country other than India. Apparently, the trainees own feeling and the level of expertise and facilities in the host countries seem to be responsible in making choices.

In order to follow the right track in this direction the training need has to be well understood with reference to the stage of development of the country vis-a-vis the national priority.

4.1.2. Community Development

The felt need for trained personnel in the community development area in fact would touch many more fields of specialisation than those pointed out by a limited groups. A package deal involving almost all the line agencies has been a common strategy in most of the integrated rural development projects

under the aegis of the Ministry of Panchayat and Local Development. Recently the focus is on the local level planning based on decentralization. Availability of trained manpower in the district level organisations certainly helps to determine the activities. The fields of specialisation as suggested by the participants are presented in table 4.2 below.

Table 4.2 Suggested Fields of Training by Mode of Training and country preference

Training fields	Frequency	Degree	Non-degree	Fields of Training	Country of Preference
1.Planning & Development	7	4	1	2	USA
2.management science	6	3	2	1	USA
3.Science and Technology	6	3	1	2	USA

All the three subjects apart from many others have been considered to be vital in order to achieve the development goals set under various community development projects. Trained manpower is to be made available for planning and implementation of the community development projects. The appropriate technology at the local level could also be made available through concerted efforts in planning. The table illustrates that the preferred mode of training is for degree program and the majority of the participants preferred USA as a host country.

4.1.3. Education

The important fields of specialisation which would meet the requirements in the educational organisations are listed below in priority order.

Table 4.3. Suggested Fields of Training by Mode of Training and Country Preference

Training Fields	Frequency	Degree	Non degree	Field Training	Country of preference
1. Education Planning and Administration	57	25	23	10	USA
2. Curriculum and Evaluation	42	29	16	6	USA
3. Science and Math. Education	23	14	7	2	USA
4. Vocational Education	12	6	4	-	Third Country
5. Community Education	10	6	1	1	USA
6. Education Media and Materials	8	4	1	3	USA
7. Home Science education	6	5	-	1	USA
8. Library and Documentation	6	5	1	-	USA
9. Foundation of Education	4	2	1	1	USA

In the education sector among the specified subjects the highest order of response was received for the need for specialization in education planning and administration (57). In the priority list the lowest preference is for the Foundation Education (4). Such a level of response in favour of training fields could be helpful in determining the magnitude of problem and deficiencies faced by the education sector of the country. The preferred mode of training for such specializations is more towards degree program than the other types. Here again the highest preference is for USA.

4.1.4. Health and Sanitation

The trainees working in health and sanitation sector have broadly addressed 8 areas where training is essential. Priority-wise, the desired field and mode of training is illustrated in table 4.4.

Table 4.4. Suggested Fields of Training by Mode of Training and Country Preference

	Progu- 'ency	Degr- 'ee	Non-De- 'gree	Field 'Traini- 'ng	Country of 'preference
1. Community Health	90	33	40	12	USA
2. Community and Information	15	12	1	2	USA
3. Primary Health Care	12	4	8	-	USA
4. Clinical	11	6	5	-	India
5. Population Control	11	4	5	2	USA
6. Medical Education Research	11	6	5	-	USA
7. Nursing	7	5	1	1	Third country
8. Medical Engineering	4	1	2	1	USA/Third , ,

The community Health has received the topmost priority(90) suggesting various fields of specialisation in the subject. Few trainees pointed out even the need could be visualised for specialisation in the medical engineering (4). In general, the training modes could be both degree as well as non-degree. The mode of training as suggested by the respondents is seen in the table. The highly preferred country is found to be USA for most of the training area except in the clinical education for which India is preferred.

4.1.5. Public Administration

The fields of specialisation as suggested by the trainees are grouped into 4 broad areas. The grouping is seen in the table below. These can be taken as guidelines in identifying the proper fields of training in the development of a sound public administration system in Nepal.

Table 4.5. Suggested Fields of Training by Mode of Training and Country Preference

	Frequency	Degree	Non-Degree	Field Training	Country of preference
Planning and Development	32	12	16	4	Third country
Management Science	23	6	11	6	USA
Social and General Science	17	9	6	2	USA
Science and Technology	6	4	1	1	USA

The participants overwhelmingly stressed the need for specialisation in the subject area of planning and development(32). In the Departments and Organisations managerial skill seems to be lacking visualising the need to depute trained personnel. Planning ability of the trainees need to be strengthened to be commensurate with the organisational need. Few trainees have also expressed the need for specialisation in science and technology (6). Regarding the modes of training degree and nondegree training are much preferred than field training. Of the three categories of host countries, the highest preference has been given to USA.

4.1.6. Trade and Industry

The survey has revealed four important broad areas of training as perceived by the sample participants. In its broad sense the specialisation needed in the trade and industry sector did not differ much with those of the public administration, except that engineering subject is also felt necessary. The survey results with respect to training area has been presented below.

Table 4.6. Suggested Fields of Training by Mode of Training and Country Preference

Training fields	Frequency	Degree	Non-degree	Field Training	Country of preference
Management Science	16	10	4	2	USA
Science and Technology	13	8	1	4	Third country
Engineering	13	10	2	1	USA
Planning and Development	3	1	1	1	USA

The alumni trainees under the Trade and Industry sector have stressed the need for specialisation on management science. Training opportunities made available in the direction of four areas are expected to meet the organisational need. The emphasis has been on the USA based degree program than other modes of training.

4.1.7. Transportation and Communication

Three broad areas of training have been identified for specialisation in the transportation sector. Alumni trainees have expressed their views on the areas where training is essential. The priority list is given below.

Table 4.7. Suggested Field of Training by Mode of Training and Country Preference

Training fields	Frequency	Degree	Non-degree	Field Training	Country of preference
Science & Technology	10	1	7	2	USA
Management Science	4	4	4	-	USA/Third country
Engineering	2	1	-	1	USA/India

In the transport and communication sector specialised hands need to be developed to bridge the gap of manpower and

specific skill requirements. Science and technology has been considered to be of higher importance. In the organisations like Civil Aviation, Transport Corporation, Telecommunication, and Postal Department, etc. technicians are needed. For skill transfer the non-degree training is reported to be significant than the degree and field level training. Comparatively the host country preference could be as appropriate without being much particularised.

4.2. Training Need in Modern Management

Modern management has already been accepted as a part of everyday business in the developed countries. In the case of developing countries, lack of efficient managers has resulted in low performance of public sector as well as private sector enterprises. Hence, need for modern management techniques is gaining popularity in Nepal, as in other developing countries. Majority of the sample participants (95.22%) feel that training in modern management is essential in the present state of the country's development. It is found that 100 percent of trainees of trade and industry area, and 100 percent of transport area show a strong feeling of need for training in modern management practice. Similarly, over 85 percent of participants of the remaining training areas feel the same way. The feeling of the participants is based on practical considerations focused basically on the needs of the country in general and organisations in particular. The participants in supporting the inclusion of training on modern management reason that such training would greatly enhance the efficiency of organisations and institutions in both public and private sectors. Since, good managers are scarce in the country, development of manpower trained in modern management practices is seen as a vital need for proper utilisation of resources that would result in effective implementation of development programs.

Table 4.8. Training in Modern Management

	Yes	No	Total
Agriculture	197 (96.10)	8 (3.90)	205 (100)
Community Development	6 (85.71)	1 (14.29)	7 (100)
Education	48 (92.30)	4 (7.70)	52 (100)
Health and Sanitation	50 (94.34)	3 (5.66)	53 (100)
Public Administration	20 (95.24)	1 (4.76)	21 (100)
Trade Industry	12 (100.00)	-	12 (100)
Transport	6 (100.00)	-	6 (100)
Total	339 (95.22)	17 (4.78)	356 (100)

(Figures in the parenthesis are percentages).

About 5 percent of the respondents do not feel any need of including modern management practice in future training courses, while some think that management is not a constraint at present. Some others indicate that unless courses on management are designed particularly for the country's socio-practical conditions, modern management training will not be fruitful. They reason that the old system of management is difficult to change, hence the need for country oriented management course.

4.3. USAID Training Support to the Private Sector

Until the present PTP does not support candidates from the private sector. Though, in the initial stages of the program private sector was stills in its infant stage of development. By now, with the growing manpower concentration in this sector as well as the need for specialised technical skill in the private sector is being acutely felt. This is evident from the feelings of the sample participants.

Table 4.9. Support to Private Sector

Training Area	Response		
	Yes	No	Total
Agriculture	177 (86.34)	13 (13.66)	205 (100)
Community Development	6 (85.71)	1 (14.29)	7 (100)
Education	43 (82.69)	9 (17.31)	52 (100)
Health and sanitation	43 (81.13)	10 (18.87)	53 (100)
Public Administration	20 (95.23)	1 (4.77)	21 (100)
Trade and Industry	12 (100.00)	-	12 (100)
Transport	5 (85.33)	1 (16.67)	6 (100)
Total	306 (85.98)	50 (14.04)	356 (100)

It is found that 85.36 percent of the total sample participants feel the necessity to support training of private sector manpower. Private sector is expected to play a more practical role in the development of the country. Since, the private sector is much more serious in utilizing skills and knowledge, quality and reliability of work is enhanced. This leads to the increase in the overall efficiency of the private sector further enhancing the economic development of the country.

It is also evident that about 14 percent of the respondents feel negatively about providing training opportunities to private sector employees. These respondents reason that the private sector is fully capable of looking after its own interests, hence outside support is unnecessary. The negative feeling seems to be the result of fear among government and semi-government employees that their chances of further training under PEP would be reduced if private sector also is included in the lot.

CHAPTER V

Profile of Selected SIs

In this section we have prepared the profile of selected participant trainees. Attempt has been made to present duration of service, his/her professional affiliation, his/her contributions, publications and seminar participation. Attempt has also been made to present factors that were/are responsible for the utilization/not utilization of his/her expertise. For this purpose a resume format was distributed to selected SIs included in the sample and additional information was also taken from the questionnaire administered to them. Altogether 40 cases (21 from Agriculture, 3 from Industry, 7 from Education, 5 from Health and Sanitation, 3 from Public Administration and one from Transportation) have been presented in order to seek additional information on the contribution of participant trainees.

Case No. 1. Agriculture (Extension Education)

Fortyfour years old Rural sociologist has been working currently as the Dean of the Institute of Agriculture and Animal Sciences. He did his M.S. from the American University of Beirut under the participant training program in the broad area of Agriculture with a specialisation in extension education and later on did his Ph D from Michigan State University (MSU) in the year 1962.

Before receiving his first degree under the participant program he had joined HNO/S as District Agriculture Officer. He was promoted to gazetted II class as Agricultural economist in 1972, During his tenure in gazetted II class he had worked as

extension and training officer. In 1976 he joined the Institute of Agriculture and Animal Sciences as Associate Professor, and he could get professorship in the year 1985.

He has participated in several national, regional and international seminars. He has also contributed substantially in research related with agriculture and sociology. He feels that with the training under participant programme, his behaviour has changed. He feels that before going to training under participant program he was more authoritarian in behaviour, but after his training he became more democratic while dealing with ~~xx~~ other people. He is keeping touch with the teaching staff of his university, and fellow trainees from the country where ~~xxx~~ he studied. But he does not have contact with alumni participant trainees in Nepal.

Case No. 2 Agriculture Economics

Thirty eight years old Mr. Economist at Ministry of Agriculture was a participant trainee at University of Wisconsin, Madison during 1979 to 1984 where he received M.S. and Ph.D. in Agriculture Economics. His area of specialization is natural resources economics with special focus in land resources. He has been serving HMG/W for the last 16 years in the capacities of Assistant Agriculture Development Officer, Agriculture Development Officer and an Economist.

Mr. economist firmly believes that training in the University has benefited him in promoting his research skills. Though, he has no affiliation with any professional organizations, he has frequent professional linkage with the university staff where he studied. He has participated in a number of national and international professional seminars. To his credit he has published two

research papers, a few monographs and several feature articles in national magazines. His professional activities have clearly identified the role of local institutions to carry out various economic functions particularly with respect to collective resources. He claims that his research findings are relevant to resource use ~~fx~~ policy in Nepal which have serious policy implications but are still unexplored because of the fact that higher training is neither recognised nor appreciated in Nepalese bureaucracy.

Mr. economist holds the view that "specialization and knowledge of specific skills are not related to career in government job that is why all government employee trainees return and become ineffectual in the bureaucratic whirlmill".

Case No. 3. Agriculture

Fortytwo years old Mr. Agriculturist, after completing the first two years of college was granted scholarship to study in India under the USAID participant training program. He received B.Sc degree from G.B. Pant Agricultural University after which he joined the government service as a District Agricultural Development Officer. He was provided with further opportunities for higher studies within a few years. He received his M.S. and Ph.D. degrees from the University of Illinois and Hawaii respectively. Since his return he has taken up his previous job. The major contributions Mr. Agriculturist has been able to make are field based. In his work area he has been able to introduce new wheat cropping pattern and the process of peoples' participation in agriculture sector.

Besides, he has written booklets, pamphlets and articles for the dissemination of techniques to the farmers.

Case No.4. Agriculture (Plant Protection)

An M.S. in agriculture, Mr. Agriculturist is fiftyfour years old. He received his B.Sc and M.Sc. degrees in agriculture from AAI, Allahabad and GAC, Kanpur, India respectively. Under the USAID participant training program he completed M.S. specialising in plant pathology from Louisiana State University (USA).

Before proceeding for participant training Mr. Agriculturist was already working as Plant Protection Officer for more than five years. Upon his return he was assigned the previous job. But within a period of about 16 years he was promoted three times. Within the period, he worked in the capacities of Chief Plant Pathologist, Project Manager, Director General, Joint Secretary, Secretary and Joint Member of the National Planning Commission.

His contributions are basically on policy planning and are concerned with planning of projects and research. He is credited with various research reports and research articles and has participated in a number of national and international seminars.

Mr. Agriculturist has been maintaining professional contacts with the university quite often. He revisited his university, the Louisiana State University again as a Andre Meyer Research Fellow.

Case No. 5. Agriculture (Agronomy)

Born in 1958, Mr. Crop Scientist is an M.S. from the University of Phillipines. He received his degree in Agronomy in the year 1968. He has also received training from CIMMYT (Mexico) on crop breeding. He has participated in various national workshops and four regional seminars/workshops. He has been serving HMG/N in various positions such as General Manager, Training Officer, Project Manager and Chief Office Co-ordinator.

He has research experience in various agronomical studies on rice and maize. He is the member of Nepal Agricultural Association and has general articles on rice and maize cultivation to his credit. He has been utilizing his skill and knowledge in conducting his day to day work.

Case No. 6 Agriculture (Agronomy)

Born in 1952, Mr. Agronomist is a B.Sc. in Agronomy from Punjab Agricultural University, Ludhiana completed in 1976 under the USAID/N participant training program. He is also a diploma holder in crop management from CIMMYT (Mexico) in 1985.

Mr. Agronomist has a wide range of job experience in different positions. Immediately after training he was placed as a Lecturer. Now he has a wide experience in teaching, training, research and agriculture extension.

Though, Mr. Agronomist has no significantly noteworthy publications, his job placement has resulted in a high prospect for better utilization of skill and expertise. Lack of support services and even lack of incentives and facilities are mainly responsible for the moderate utilization of his expertise. He is affiliated with HMG/N, Department of Agriculture.

Case No. 7. Agriculture (Farm Management)

Recently a lecturer and farm manager at the Institute of Agriculture and Animal Sciences, Tribhuvan University, received his B.Sc. and M.Sc. education under the USAID/Nepal participant program from Rajasthan College of Agriculture, India (1974) and Haryana Agricultural University, India (1981) respectively. Mr. Lecturer initially was employed by HMG/Nepal after completion of B.Sc. education. In 1975 he joined the University service where he is teaching as well as managing the institute farm.

His other experiences, besides teaching and managing the farm include participation in a two month training program sponsored by USA at the Colorado State University, in 1983; participation in one national seminar and experience in one research. He is also credited with one booklet in his major field of study-Animal Husbandary.

Although 29 years old Mr. Lecturer's visible contributions seem insignificant, his job placement calls for a high level of academic as well as experimental studies that demand the use of his skills and knowledge gained from his higher studies.

Case No. 8. Agriculture (Horticulture)

Born in 1954, Mr. Lecturer received his B.Sc. (Agriculture) from Panjab Agricultural University in 1978 and M.S. from Ohio University, USA in 1983. He has been serving in Tribhuvan University in the capacity of a Lecturer. He has specialized in Horticulture.

He has participated in various national workshops on fruits and vegetables. He has also participated in two international workshops organised by American Society for Horticultural Sciences including International Horticulture Congress.

He has research experience on four different studies on fruits, fodder, nutrition and vegetables. He has written abstracts for American Society for Horticultural Sciences. He has utilized his expertise and skills to strengthen farming through demonstration plots and in class rooms. Thus, his chance of utilizing skills is very high.

This thirty one year old maize development officer of H&M completed B.Sc. Agriculture under the participant program from Udaipur University, India in 1973. In 1982 he received another opportunity, this time from GTZ for M.S. degree, which was

completed in 1984 from Central Luzon State University, Phillippines. After his graduation he was initially appointed Assistant Citrus Development officer in 1973, but was transferred to another job namely Assistant Maize Development Officer, a job which he holds uptill now.

Uptill now he has been involved in two research program connected with the two job specialities mentioned above. The output of the studies in the words of the officer are meant to be used within the country.

Case 9. Agriculture (Agronomy)

Thirty six years old, Mr. Lecturer is B.Sc.(Agriculture) from Govind Balla Pant University of Agriculture and Technology in 1971 and has got M.Sc. from Punjab Agricultural University in 1980. He has got diploma in E.S.T. from International Institute of Hydronic and Environmental Engineering, Netharlands in the year 1982.

Initially after training he was employed by a government corporation. In the capacity of a Lecturer he has participated in a regional seminar organised at Philippines.

With a specialization in rice and acting as research secretary for Institute of Agriculture and Animal Sciences Central Research Committee, Mr. Lecturer has a wide research experiences on sterility of rice. He has extensively utilized his skill and knowledge for teaching purpose. He has published four articles to his credit and he has professional affiliation with Nepalese Agriculture Association. He has professional linkage with the university and alumni of the university.

Case No. 10 Agriculture (Agronomy)

A crop Scientist, born in 1947, is a M.Sc and Ph.D. from Seoul National University in 1981 and 1984 respectively. She received her Bachelor's degree in 1970 from Udaipur University Rajasthan, India, under USAID/N participant training program

She has participated in one national and three international seminars held in Philippines and Indonesia. She is serving HMG/N in the capacity of assistant rice breeder. She has wide research experiences in rice breeding, agronomy and plant protection.

She has highly utilized her researches and skills in rice varieties development at various agriculture stations. She has ten research papers published in different international journals to her credit. She is affiliated with HMG/N Department of Agriculture and other rice research related international organizations related to rice breeding and genetics. Her contributions in developing different rice varieties and skill acquired during training in the universities where she studied has helped her very much to fulfill the duties and responsibilities attached to the post of a rice breeder.

Case No. 11. Agriculture (Animal Health)

Thirty four years old Mr. Veterinary Doctor is B.V.Sc. and A.H. 1984 from Haryana Agricultural University under USAID/Nepal participant training program

He has been serving HMG/Nepal in the capacity of Zoonetic Disease control officer. He is affiliated with Department of Health

In a short period of time, the Doctor has gatered a wide research experience in a number of projects. His job placement after training is relevant to what he learnt in the universities that is why he has been able to utilize his skill and knowledge.

Case No. 12. Agriculture (Horticulture)

Thirty-seven years old, Mr. Academic administrator is a B.Sc. from Udaipur University in 1974 and M.Sc. from Konkau Agricultural University of India in 1979. His specialization is in horticulture (Fruit sciences). He has participated in ~~na~~ numerous national and one regional seminar. He has served HMG/N Ministry of Education and Tribhuvan University in various positions. He started his career as a vocational teacher in agriculture and at present he is a lecturer. He is also working as a chairman of the Institute of Agriculture and animal sciences, Tribhuvan University. He is involved in various research works in propagation methods.

He has utilized his research findings and skills in class rooms and in agriculture extension. To his credit he has about ten articles published in national agricultural journals.

He has professional affiliation with University Teacher's Association, Nepal Agricultural Association and American Society for Horticultural Sciences. His placement in various jobs has affected very much in the utilization of his skill.

Case No. 13 Agriculture (Agronomy)

Born in 1936, Mr. Reader is a Ph.D. from IRRI, New Delhi in 1985 under the USAID/Nepal participant training programme. He has also got training on PSCC from IASRI, New Delhi. Mr. Reader has served the country in various positions. Initially he was a school teacher and later on a lecturer, a principal and at present he is working as a Reader in the university. He has participated in various national, regional and two international Seminars. He has two published papers to his credit and a few number of research works to be completed soon. His statistical skills are being used in the field of statistical research as well as agriculture. He has professional affiliation with Nepal Agriculture Association and Indian Society of Agricultural Statistics. Because of the

nature of the job he is assigned at present, he has been utilizing his knowledge and skill to a considerable extent.

Case No. 14. Agriculture (Agriculture)

Thirty seven years old, Executive Director of a private consultancy firm was a government employee from 1966 to 1983. In 1983, after resigning from the post of chief of a division of the government corporation he started his own business.

He received his B.Sc. (Ag.) from Udaipur Agriculture University, India through the Colombo plan scholarship in 1966. He completed his M.S. in Agronomy in 1976 from Kansas State University USA as an USAID/Nepal participant trainees. He also took Ph.D. in 1977 from the same University. In 1967 he was awarded FAO/UN fellowship also. While in the government service he amply utilized his skills in planning and implementing various agricultural programs connected mainly with seed storage and distribution aspects. He continued to utilize his skills by involving himself in study programs through his private consultancy after leaving his position in the government owned corporation. He is credited with authorship and co-authorship of numerous research reports. He has also participated in various seminars and workshops with and without papers. Two of his articles have also been published in professional journals.

In keeping with his successful career, first as a government employee and secondly as a private entrepreneur, he has, in order to keep himself fully informed about recent developments, acquired membership of national and international professional societies.

Case No. 15 Agriculture (Forestry)

Mr. Lecturer, 38 years old, did M.S. from VPI and SU (USA) in 1983 under the sponsorship of USAID. Before that he had completed M.Sc. in 1972 from Tribhuvan University. He has been teaching Forestry for the last 14 years at Tribhuvan University.

He has research experiences in solar seasoning, Bio-gas and paper pulping and is very keenly interested in demonstrating the outcomes of his research work. He has published two articles on solar drying of timber in Nepal and Feras of Daman Forest in the journal of Forestry (JOF). He has participated in IX world Forestry Conference in 1985 and he has also presented a paper in international symposium on Forest Production.

Case No. 16 Agriculture (Entomology)

Mr. Assistant Plant Quarantine officer, 39 years old, completed M.S. in Ag. in 1985 from Himanchal Pradesh Agricultural University, India. Before that he did B.Sc. Ag. in 1973 from Govinda Ballav Pant University of Agriculture and Technology, India. Both of these trainings were sponsored by USAID. His specialisation is in Entomology and aquaculture. He has been working Department of agriculture of the Ministry of Agriculture from 1973 in different capacities. He has research experience on the Newaticidal properties of certain fungicides against Root-know Newatodes but at the check post where he is working at present there is no laboratory to carry out the research works that he had learnt in the universities. Further, the training has not been helpful in his career advancement even in a period of 14 years. It seems, he would have been much more contributive had he been given an opportunity relevant to his skill and expertise.

Case No. 17. Agriculture (Agronomy)

Mr. Botanist, born in 1950 is B.Sc. received B.Sc.(Hons.) in Agri. From Hariyana Agriculture University, Hissar in 1971 and M.Sc. (Agronomy) from Indian Agricultural Research Institute, New Delhi in 1983. He has got professional training on Farm Management and Extension Methods and cereal improvement specially on wheat breeding and pathology.

He has served HMG/N in various positions. He was instructor in NVTC, Thimi, Agriculture Planning Officer, Agriculture Marketing Officer and Assistant Agronomist in the Department of Agriculture. Now he is Deputy Botanist in the Department of Agriculture.

He has professional affiliation with CIMMYT Mexico and other national professional associations. He has written textbooks (in Nepali) for secondary schools on poultry keeping, cereal farming and Livestock and Dairy Management. He has also written a book on Agriculture Extension Education and has about 32 other periodicals and research papers.

He has participated in a number of national and regional Seminars/workshops. His knowledge and skills acquired from the universities are strengthening his career.

Case No. 18. Agriculture (Agronomy)

Mr. Agronomist joined HMG service in 1961 after completing his B.Sc. from Allahabad Agricultural Institute, India. He received his M.Sc. and Ph.D. degrees from Oregon State University and Washington State University in 1967 and 1971 respectively. After completing his studies he continued to serve the government. By now he has reached the executive level.

Within the government framework, he has also worked for the Institute of Agriculture and Animal Sciences, various Corporations and international organisations.

His publications include agricultural pamphlets, articles on different aspects of agriculture for disseminating techniques to the ~~krak~~ farmers. He has also participated in more than six national and international seminars with and without papers.

Besides writing poems, he is keenly interested in painting. He is a member of Nepal Association of Fine Arts. As an artist he has taken part in various exhibitions.

All the above mentioned facts indicate that he has been quite able to utilize his skills in various posts where he served in the government and semi-government bodies.

Case No. 19. Agriculture (Plant Pathology)

Born in 1944, Mr. Pathologist received his Ph.D. from Montana State University, USA in 1985. His B.Sc. and M.Sc. education was completed in 1970 and 1977 from University of Udaipur, India and the Indian Agricultural Research Institute, India respectively.

He joined the service of HMG/N in 1970 and is an Assistant Plant Pathologist at present. As a part of his job he has undertaken pathological experiments and trials of major crops and also investigated important diseases of these crops. Besides the above, he has also been involved in teaching plant pathology to junior technicians and extension workers.

Mr. Pathologist is credited with a number of research papers and seminar working papers especially on major diseases of wheat and barley. The seminar papers were presented by him in national and international gatherings. Job placement relevant to training has indeed been fruitful in terms of Mr. Pathologist's utilisation of skills and knowledge so painstakingly acquired.

Case No. 20 Agriculture (Soil Science)

Born in 1950, a graduate from Panjab Agriculture University Ludhiana in 1972 and M.Sc. from HPKV, Palampur in 1981, the soil scientist has been serving HMG/N in the capacity of Assistant soil scientist.

He has worked as a member of task-force group of Department of Agriculture in preparing the Seventh Five Year Plan draft on Agriculture Sector. He has also assisted in fertilizer and related inputs program of FAO in planning and field supervision of Pilot production and block demonstration programme of food crops in the hilly regions of Nepal.

He has substantially contributed in the establishment of soil and plant analysis laboratory in Rampur Agriculture Station and Regional Soil Testing Laboratory in Tarahara. He has also got training on statistical methods, fertilizer use and rural extension and computer programming.

He has been the Managing Director of Agri-forest Laboratory, Kathmandu. He has a professional and research experience in Agriculture and soil studies. He has been consultant to various irrigation projects.

He has published two articles to his credit and has presented papers on six national seminars.

He has professional affiliation with Nepal Agriculture Association and Soil Science Society of India.

Case No. 21. Agriculture (Forestry)

Born in 1954, Mr. Academic Administrator is B.Sc. (Hons.) from Punjab Agriculture University Ludhiana in 1975 and M.S. from Colorado State University in 1982. He received training on Economic Analysis of Developing Economies.

He has served in the Ministry of Education and Culture, Department of Agriculture, and the Agricultural Projects Services Centre. At present he is serving Tribhuvan University, Institute of Forestry in the capacity of Campus Chief.

He has supervised Farm Forestry Research and Development Projects and served as the principal investigator in a few projects in Forestry.

His research experiences and the knowledge acquired during training has strengthened his ability to improve his teaching skill.

He has participated with papers in two regional and one international seminar. He has several feature articles in the leading national daily newspapers.

Group (Nepal) and society for Range Management (USA).

Case No. 22 Industry and Trade

Fifty one year old Mr. Metallurgist received his M.S. (Metallurgy) from Rolla College of Mines and Metallurgy, Missouri in 1963 under the participant training program. Before proceeding for training he was serving HMG/N in the capacity of Metallurgist for about seven years. At present he is the Director General of the Department of Mines. He has served HMG/N in the capacity of Metallurgist, Senior metallurgist and acting Director also.

Mr. Metallurgist has frequent profession contact with the teaching staffs of the university where he studied. He has specialised in mineral beneficiation.

Mr. Metallurgist firmly believes that he has been highly able to modernise the working habit and outlook in the field of Geology and mineral exploration. He has made a study visit of various western countries and participated in various regional and international seminars.

Case No. 23 Industry and Trade (Mines)

A Ph.D. in geology, received in 1964 from Glasgow University, England had his basic education in Benaras, India. This 57 years old geologist received advanced training in geology at the U.S. Geological survey Department USA before proceeding for his Ph.D. degree. Presently, he is an executive in the National Planning Commission, His Majesty's Government. He has also been on the advisory boards of different national institutions and UNESCO. His experience also include research project formulation, project planning implementation and evaluation. Thus, as a policy level executive and advisor of different technical bodies, Mr. geologist has been effectively utilising the skills and knowledge acquired from Overseas training.

The above conclusion is substantiated by the fact that he has several articles and research publications to his credit some of which are internationally recognized.

He is also a fellow and member of various international bodies related to his field of specialization.

Case No. 24. Industry and Trade (Engineering)

Born in 1938 the present Administrator of a factory completed his Masters in Chemical Engineering in 1960 from Benaras Hindu University. In the same year he joined Department of Industry as a chemical engineer. His academic qualification was further enhanced by the training he received on Industrial Engineering from the University of Michigan USA under the participat training program in 1964. He has also attended short-term international training programmes and regional seminars. As an administrator he is involved in the operation of the factory and day to day production planning.

His academic qualification and a relevant job placement have definitely had an impact on his career advancement. There is sufficient ground to assume that the career advancement was possible due to his utilization of skills learned in different study programmes.

Case No. 25. Education

Fifty Seven Years old Mr. Professor completed his Masters' Degree in Education from the American University of Beirut, Beirut Lebanon in 1980 and received his Ph.D. in education in 1977 from Southern Illinois University, Carbondale, Illinois, USA specialising on Non-formal education.

Besides utilising his skill and knowledge in the classroom he has made contributions as a researcher and consultant to various national and international institutions. He has also participated

with papers in about 9 national and international seminars and workshops. He is also the author of 3 books and several articles. Presently, he is involved in three different studies on education with national and international organisations.

Thus, job placement according to his training area and his endeavour for taking up various studies on his own and on behalf of national and international institutions are the main factors responsible for the utilization of his skill and knowledge.

Case No. 26. Education

Reader at Tribhuvan University, 50 years old researcher, received Diploma in professional Education and M.A. from the University of Connecticut in the year 1981 under the participant training programme. He got Ph.D. from the same University in 1985.

He has participated in 2 international and 4 national/ seminars/workshops. He has a wide range of experiences in educational leadership, supervising educational programmes, presenting working papers seminars and workshops, setting and moderating question papers, scoring and moderating students' answer copies, working as campus chief and as member-secretary of the Faculty Board of Institute of Education.

He has published eleven articles and has a teaching experience from Normal schools to Bachelor level.

He has worked in a number of educational research projects. He has affiliation with World Education Fellowship, and Bode Janswa Sangha.

Case No. 27 Education

Social worker, aged 57 years, professor, with a master's degree in political science, was a participant trainee for one year's advance training in political science and Education in the State University of Iowa in the year 1968-69.

His skill and knowledge has been utilized very much because he was not only the member of Academic Council of Tribhuvan University but also he was the member of National legislature, member of National Development Council, and Decentralization Committee.

He was the editor of Tribhuvan University Journal "Education Quarterly". At present he is the Director of a leading private sector research firm.

He has worked as co-author and co-researcher in a number of socio-economic Development and feasibility studies. He was also involved in the project "Evaluation of USAID village Development Project in Nepal".

He has published a number of papers ~~af~~ on Family Planning, Education, Student Problems, Decentralization, Social Services and Nepalese polity.

He has participated in various national Regional and International Seminars with papers. He was member of Nepalese Delegation at various international sessions including the session of UN general Assembly.

Being a social worker he has affiliation with Nepal Red Cross Society, Nepal Children's village, Handicapped services Co-ordination Committee and even various schools. At present he is serving in the capacity of chairman of Nepal Disabled and Blind Association. His placement in the executive posts is mainly responsible for better utilization of his skill and expertise.

Case No. 28 Education

Born in 1936, Mr. Educationist has his M.A. in Elementary Education from California State University and has his Ph.D. from the Southern Illinois University in 1971. He has served various organizations in particular and the country in general in various important positions. He was acting Regional Director of Education

in Central Regional Directorate during 1973-75. He worked as the Dean of the Institute of Education, T.U. and Chief of Curriculum Textbook and supervision Development Centre of Ministry of Education and Culture.

Mr. educationist has a wide range of research experience and publications to his credit. He has conducted 5 research projects and has three major publications.

He has attended about twenty Regional Meetings organised by UNESCO and has published about 100 articles on Education in national and international journals. He is also a member of the National Education Committee.

He has professional affiliation with the university teaching staffs where he studied. He is highly able to utilize the knowledge and skill he got in the universities where he had studied.

Case No. 29 Education

Fifty-nine year old Mr. Politician received his master degree from Oregon University, USA under the participant training program in the year 1956. At present he is the member of National Assembly (Rastriya Panchayat). His area of study in the university was education specializing on curriculum development.

He has a very long professional career ranging from the post of the director of one of the Departments of HMG/N to the post of Royal Nepalese Ambassador. He served Tribhuvan University in the capacity of Principal of one of the colleges. He served the nation in various position such as Assistant Minister of education, State Minister of Education, Minister of Education, for about 5 years. He also served in the prestigious position of the Minister of Foreign Affairs for about 5 years. He also held the prestigious post of Royal Nepalese Ambassador for about 4 years. Currently he is also the member of Raj Sabha. To his credit he has headed various high level national commissions to identify

and solve problems related with education. He has also represented the country in various international conventions. He has headed various Nepalese delegation teams in various international conferences including UN General Assembly.

Prior to his USAID funded training he was a teacher trainer for about three years. He has frequent professional touch with the alumni participant trainees in Nepal. He firmly believes that the exposition to the western values during the course of his training helped him much for greater mobility in job. He has tremendously contributed in formulating and implementing educational and foreign policies. It is mentainworthy that Mr. educationist and politician was the Education minister when New Education plan was initiated in Nepal.

Case No. 30 Education

Fiftyseven year old Mrs. Educationist received M.Ed. from Oregon University, USA. Her specialization is supervision and administration. She received this opportunity after more than seven years of job experience in education field. She was awarded a second scholarship to study at SIU, Carbondale, USA from where she received S.Ed.

Upon her return with M.Ed. degree, Mrs. Educationist was promoted as well as transferred to another job. She has held the posts of lecturer, Assistant Dean, Director, Acting Secretary and Secretary. She has a strong feeling that she has been able to impact the notion of the benefits of team work and self-evaluation. She believes that participant trainees are effective in designing innovative approaches.

Mrs. Educationist has participated in several national and international meetings and seminars. She also keeps professional link with the university where she studied.

Case No. 31 Education

Fiftyyears old Mrs. Librarian, has been working as the Chief Librarian in Tribhuvan University (equivalent to professor) She had masters degree in history from Calcutta University (India) before proceeding for training in 1962 under the participant training program. Under the participant programme she got M.A. in Library Science from George Peabody Library School Niceville, Tennessee, USA.

She joined Tribhuvan University as a Lecturer in history in 1959, and later on started working as a Librarian in Tribhuvan University. She was promoted to the post of Reader equivalent post of Librarian in 1965, and professor equivalent Librarian in 1973.

Ms. Librarian is in touch with the teaching staff of the Library school where she had studied, and with fellow trainees of USA. But she does not have contact with the participant alumni in Nepal. She claims that she is the ~~xxx~~ pioneer in her field of specialisation in Nepal and has developed a modern library in the university.

Case No. 32 Health and Sanitation

Fortyfour years old Ms. Nurse has been working as a lecturer (Class II) in the Nursing Campus of Tribhuvan University at the Pokhara, Kaski district. Before proceeding for AID sponsored training, Ms. Nurse was simply a high school graduate. Under the participant training programme she received nursing training from the American University of Beirut, in 1962 with a medical and surgical speciality and ward management. At present she holds B.Sc. degree in Nursing.

She was working as staff nurse (Non-gazetted I class) before proceeding for training and she was posted in the same

status even after the training. She was promoted to Class III Gazetted in 1967, and later on to class II in 1974, in the post of Assistant Matron. During her stay in Class II, she had worked as Acting Matron senior and clinical supervisor. She has been working as lecturer since 1982.

She is not having contact either with the teachers of American University of Beirut, or with the fellow trainees from Lebanon. But she is maintaining contact with the alumni participants in Nepal. She has contributed to the management of nursing service in the hospital.

Case No. 33 Health and Sanitation

Fiftythree years old Medical officer had already acquired MBBS degree before he was availed with the opportunity for further training under the USAID participant training program. With an experience of about seven years as a senior medical officer, he received his further training at the university of California, Berkeley. He received MPH specializing on health education.

Since his return he has worked in various capacities. Presently, he is the Regional Director. He is of the opinion that due to his training he has been able to improve administration and management of the institutions with which he was associated.

Case No. 34 Health & Sanitation

Fourty-five year old Ms. Nurse received her B.Sc. Nursing from Punjab University, Chandigarh in 1984 under the participant training program. In the university, she studied public health specializing on nursing. She has frequent professional ~~affix~~ affiliation with alumni participant trainees in Nepal.

She has been serving Bir Hospital in the capacity of sister in-charge. Before proceeding for training she was a staff Nurse.

As she is serving in the capacity of sister incharge, the knowledge and skills she acquired during training has been very much useful and effective in performing her duty and managing effective nurshing services to the patients.

She is of the strong feeling that her skill is not utilized to a fuller extent owing to the fact that the learning environment and the working environment are not similar.

Case No. 35 Health and Sanitation

Fortysix year old Medical Doctor received his Master of Public Health from Lousiana State University in 1978 under the participant training program. At present he is the Hospital Administrator of one of the largest hospital of Eastern region of Nepal. While in the University he studied public health with specialization in international health and population. He has got various trainings in Phillippines, Thailand and USA under USAID funded program.

He has frequent professional linkage with almuni participant trainees in Nepal. Before proceeding for training he was a hospital administrator. He has been serving HMG/N for the last 16 years holding technical and administrative posts. He also served Nepal Family Planning and Msternal Child Health Care Project in the capacity of the deputy chief.

He is of the strong feeling that the training has contributed much in his job accountability with full authority and responsibility. He also holds the view that the participant training program is very much effective because most of the American Universities give training according to the ability and attitude of the students. He has also participated in various national and regional seminars.

Case No. 36 Health And Sanitation

Thirty five years old Mr. Demographer received his Master's degree in Demography from the University of Pennsylvania Philadelphia in 1980 under the P.T.s Programme. He got Ph.D. degree from Australia National University in the year 1984.

His specialization is in fertility, mortality and family planning. Now he is working in the capacity of a demographer with HMG/N.

He has professional affiliation with the teaching staffs of the university where he studied. Besides, he is the founder member of population Association of Nepal and also the member of International Union for the Scientific Study of Population.

His skill and knowledge is highly utilized in the sense that he has been consultant to the leading private sector research firms in Nepal and has been serving in the capacity of guest lecturer at T.U. Dept of Population studies.

Thus he has contributed in the development of technical manpower on the one hand and policy framing on the other. He is the author of two books on population and has participated in more than 5 international seminars with papers. He has published more than 20 articles in the leading journals. He has contributed in many population related surveys and has written a substantial no. of research papers. Among the factors responsible for the utilization of his skill the vital one is the job placement relevant to training.

Case No. 37 Public Administration

Forty seven year old, development economist, after completing his Master of Commerce degree joined HMG/N service as a section officer. Within three years of his HMG service he was selected for USAID participant training program. He received Public and International Affairs degree with Economic Development Speciality from

the University of Pittsburgh, USA. He continued his studies in the same university for Ph.D. with the financial assistance of the University. Upon his return he was transferred to another ministry as a section officer. In the new ministry his career development was very fast. After attaining the post of secretary he resigned from the HMG service to join a private research institution.

He strongly feels that he might have introduced small changes in the lower echelons of his career. But at the higher echelons "scientific outlook" is not needed therefore started becoming counter productive.

As a government and private sector employee Mr. Development Economist has participated in various national and international meetings and seminars. He has to his credit several research reports, papers and articles.

Case No. 38. Public Administration

Sixtyfour years old Mr. administrator has been working currently as the Auditor General of Nepal. Mr. Administrator had B.A. and Bachelor in law degree before proceeding for participant training in 1964. Under participant training he was trained in Syracuse University, Syracuse USA in budgeting with a specialisation in budget ~~akk~~ accounting.

Mr. Administrator was working as under Secretary in the Finance Ministry (Gazetted Class II) before proceeding for training in USA in 1964. After completing his training he was promoted to Gazetted class I, and worked in the capacity of Director of Excise Department (1966-68), Director of Land Reform, (1968-69), Accountant General (1969-1970), Joint Secretary Ministry of Finance (1970-72), Additional Secretary (1972-75) and Finance Secretary (1975-1978) After that he held posts of Secretary in other ministries viz. Agriculture, Defence. After his retirement from Civil Service he was appointed as Auditor General of Nepal.

Mr. Administrator was so busy with his administrative assignments that he could not maintain academic contacts with the teaching staff ~~and~~ and fellow participants of the ~~Ministry~~ university where he had studied as a trainee of participant programme. But he feels that participant training has helped to broaden the outlook.

Case No. 39. Public Administration

Forty six years old Mr. Anthropologist has been working currently as Additional Secretary (Gazetted I Class) of Ministry of Panchayat & Local Development HMG of Nepal. Before proceeding for training under USAID participant programme in 1965, he had B.A. degree under the participant programme, he did M.A. in Anthropology, with a specialisation in social anthropology from the Oregon State University, USA.

Before going abroad for training he was already in the Job at Panchayat Development Officer, after his training also he was in the same job for two years. He was promoted to Class II, in 1969, in the post of Chief District Officer, (Chief Administrator of the District) and worked in this capacity in various districts of Nepal. In the year 1969 he was promoted to Class I officer post, and was assigned to take the responsibility of coordinator in Integrated Rural Development Project for two years, after that he was posted as CDO of a district for two years. In 1982 he was made additional secretary in the Ministry of Panchayat and Local Development.

Mr. Anthropologist is keeping frequent touch with the teaching staff of the university where he had studied as a participant trainee, but he keeps touch quite often with fellow trainee from USA where he had studied. He has good contact with the participant alumni in Nepal. He feels strongly that the participant training helped him to achieve a) performance impact oriented approach, b) extension method to deal with the people, c) effective monitoring and supervision as an integral part of management.

Case No. 40. Transportation

Mr. Fortysix years old Mr. Pilot has been working as a captain of Twin Otter plane. Before proceeding for training in Civil aviation, Mr. Pilot had received Intermediate Science certificate. He was trained in Civil Aviation Training Centre of Thailand for one year period in 1964/65. His broad area of training was engineering with a specific area of air traffic control. However he could enrich his training studying in Lebanon (1971-1972), at the Safty Centre, where from he has received FOO certificate and again in Thailand (1977-1978) at Civil Aviation Training centre, where from he has received the certificate of Pilot (CPL). First time he went to study in Lebanon and Second time in Thailand, on his own ~~k~~ expense.

After receiving the training he was recruited as Air Traffic Controller in Gazetted Class III later on worked as flight operator superentendent (1972-1984). In 1985 he was promoted to Gazetted Class II as Senior Air Traffic Controller. At present he is in the post of Captain of Twin otter plane.

Mr. Captain has been maintaining frequent touch with his teachers of the university and with the fellow trainees from the country where he had studied. He is also having touch quite often with alumni participant trainees in Nepal.

CHAPTER VI

CONCLUSION AND RECOMMENDATION

5.1. Conclusions

The survey of the USAID participant trainees has provided various types of inferences which would help the policy makers in restructuring the participant program. The following are the main inferences, which could be drawn based on the survey, cases and informal interviews.

5.1.1 Nature

The study has shown that the participant program has been concentrated more in developing manpower in Agriculture and Natural Resources. As there is heavy concentration on the development of Agriculture and Natural Resources, different types of programs have been launched in this sector with USAID support and more participants were trained in this sector.

The distribution of trainees has revealed that majority of trainees are from the urban areas of Kathmandu valley or other urban centres, because those who could be eligible to enter into government or semi-government jobs are from such areas where educational level is high. This sort of urban oriented people prefer to stay either in Kathmandu valley or they prefer to work in urban areas, where there are better facilities. Consequently, the rural and remote areas are devoid of trained manpower. Furthermore, trained manpower is much more attracted to urban areas, because, they can get other opportunities to work during off the office hours.

Another important feature shown by the study is that a very small percentage of women has participated in the participant programme. Those female who have participated are in such area as Health and Sanitation, but not much in other areas.

Coming to the nature of the sponsoring organisation, it was found that majority of the participants is from the government sector, very few are from the semi-governmental sector and non from the private sector. Over concentration of participants in the government has helped to develop manpower in this sector but the private sector, which is the important sector is deprived of this opportunity.

So far as the mode of training is concerned, training of one year or more year duration is directed towards degree earning type. Furthermore, it was also found that those who had gone to USA had tried to seek other funding agencies for getting additional degree. The reason for degree oriented training is due to the possibilities of career advancement, because an additional degree, other than basic one gets more weightage in promotion.

The selection of the participant trainees is being made from the concerned Department and Ministries, where the US assistance based projects are carried on. So, the selection of participants has been based on a small universe. Consequently, participant training has become a bonus for the people working in the concerned project. During the survey it was also found that some trainees went reluctantly for training. The process of nomination from a narrow base has also affected less positively on the utilisation of skill by the trainees.

So far as the satisfaction of the trainees on the selection of the country is concerned, it was found that trainees from urban areas, particularly of Kathmandu are satisfied with their training in USA, while those trainees who are from rural areas are satisfied with their training in India.

5.1.2. Impact

USAID participant training has provided various sorts of positive impacts on the trainees, organisation and the country as a whole. Majority of the trainees have emphasised that their career would have been different if they did not have the opportunity to participate in participant training program. Comparatively those participant trainees who had returned during 1970-75 have expressed their opinion in this regard more emphatically. This feature clearly indicates that USAID participant training has positive impact on shaping the career of the participants.

In the pre-survey period, the research team had a feeling that the USAID participant training would have negative impact on the socio cultural life of the participant trainees but the survey results have nullified this hypothesis. Majority of the participants have experienced that their being in alien social and cultural environment did not affect them negatively on their socio-cultural life. This may be due to the fact that majority of the trainees were from the age group of 26-46, and majority of them were from the urban areas of Nepal.

The USAID participant program has positive impact on the career development of the participant trainees. After the training about 52 percent of the trainees who were already employed, before proceeding for training, received promotion or transfer to other jobs.

The participant training program has positively affected trainees every day work. It is recorded that the training has developed self-confidence. They are able to look upon the problems with broader outlook. Furthermore, the trainees have emphasised that the training has helped to enhance their technical skill. The survey results have further shown that those who went to study in USA have assessed that, the training has developed broader outlook in their every day work, while those participants trained in India have emphasised that, with their training in India, they could build up self confidence and learn technical skill. Women participants have felt that, their involvement in participant training has helped to develop broader outlook in their day to day work, while the male participants feel that they could develop self confidence.

The analysis of the impact of participant training on the organisation has been made on the basis of skill utilisation by the trainees, which affects the performances of the organisation where the trainees work. The trainees strongly feel that for the career advancement in any organisation, education plays the pivotal role, then the work performance and other factors. In case of skill utilisation in organisation, it is recorded that the skill is utilised moderately.

With regard to the job placement and mobility in jobs, it was found that, with the placement in suitable job also,

the trainees could utilise their skill only moderately. However, with regard to mobility in job it was found that there is greater mobility because of expanding and larger governmental organisation, the results of the survey have indicated that those participants whether, trained in USA or in India could utilise their knowledge and skill learned during training, when they were in the first job. The moment they move to other jobs the extent of utilization of knowledge and skill is less, because they are burdened with other unrelated activities. The results on the dura-

tion of return and skill utilisation in various jobs have shown that only those participant who remained in the first job for less than three years, could utilise their skill very much in the first job.

The analysis of skill utilisation, on the basis of grades (job) degree, gender, and country of training and period of return of participants has given a variety of results. Gradewise analysis of skill utilisation shows that those trainees who are in Gazetted Third Class could utilise their skill more than those who are in higher classes. Degreewise analysis has shown that participants with MBA degree could utilise skills more effectively. Participants with Ph.D. and MSC degrees could also utilise their skill very much while participants with BSc degree could utilise their skill moderately. Male participants could utilise their skill more than the female. Analysis of skill on the basis of country of training show that, these participant who were trained in third countries could utilise their skill more than the participants trained in USA or India. The information on skill utilisation on the basis of period of return has shown that those who had returned in early 1960's could utilise their skill more than others.

The major barrier inhibiting the utilisation of skill of the participant trainees is found to be lack of incentives and facilities. While lack of supportive services and institutional factors took second and third position respectively.

The results of the survey on the impact of participants training on Nepal's development, analysed on the basis of job availability, technical manpower development, enhancement of knowledge and skill and various other macro activities and on the overall development of the country, have depicted positive impact of the participant training program. The results have shown that majority

5.1.3. Felt Need For Future Training

The responses of the participant trainees on the future needs of training in their field of training have been presented in terms of area of training, mode of training and the country of training. The results of the survey have revealed that in all the seven broad areas of participant training, carried in the past, there is a need now in Nepal to ~~rather~~ channalise the participant program to provide training in specialised areas, than sending for traditional degrees in broad subject area of knowledge. Secondly, as in the past, in the future, more emphasis has to be given on degree based mode of training. Thirdly, the country preferred for specialised areas of study is USA.

The survey has depicted that there is a need for training in modern management. Ninety five percent of the sample has supported the need for training in modern management.

Another important inference drawn from the survey is that about 85 percent of the respondents favoured participant training to the private sector.

5.1.4. Inferences from case profiles

The analysis of forty cases of participants presents a scenario on the impact of participant training program on their career development. The cases have shown that the training has helped them to get better jobs, They are more involved in professional activities like publication and research. Some of the cases have also shown that they could develop ~~innovative~~ innovative ideas and participate in policy framing and implementing them.

5.2. Recommendations

Heavy concentration of participant trainees in Agriculture sector has helped to produce more trained manpower in this sector, due to ill performance there is under use of trained manpower. Furthermore, the reduction in the training of manpower in Education and Health sectors after the 1960's has thwarted the improvement of manpower in these sectors, leading to their ill development on the one side and on the other, experts working in these sectors are less motivated to work due to lesser possibility for enhancing their knowledge and skill. The team feels that there is a need to have a balance in the development of manpower through the program. The balance should be maintained on the basis of the use of manpower. Secondly, training should be concentrated in areas, where there is the possibility of having multiplier effects on the economy of Nepal. In other words, training should be given to those who will be in a position to train or disseminate knowledge and skills to others.

The heavy concentration of USAID trainees in the urban areas needs proper attention from all aspects. In selecting candidates for the participant program, first, there should be the requirement that the trainees should be from that group of people who have served in remote and rural areas and who are willing to work for a considerable period of time in such areas after their return. If this sort of approach is not adopted, the existing knowledge and skill gap between the urban and rural areas will be further widened. A paradoxical situation will be created because, large number of highly trained manpower will be there in the urban centres, where they will not needed, and there will be a dearth of skilled manpower in the rural areas where there is the need of such manpower.

The inclusion of very small number of women in the participant program has caused frustration among the women employees in the sponsoring organisations. We feel that a certain percentage of women should be provided opportunity to participate in the training program.

The team feels strongly that the selection of candidates from a narrow base of the personnel working in the projects funded through US assistance should be made much wider. If the selection of the candidates is made more open and competitive, there will be higher probability of selecting better people than simply through nomination. This form of selection is practiced by US Education Foundation and Winrock International. Consequently, better candidates are being selected and they have been very enthusiastic to use their skill upon their return to Nepal. Some may argue that, if the opportunity of training is not provided to the concerned organisations, would there be the possibilities for enhancing the capabilities of such organisations? In this regard a trade-off can be established. In order to build up the capabilities of the concerned organisations, some short term of training would be better than the degree oriented types of training. If it is longterm and degree oriented, it would be better to have selection on competitive basis.

With regard to the selection of the country for training, it is felt by the team that for specialised types of training USA would be the appropriate country, whereas, for basic training India and Third countries can be the appropriate countries for participant training.

As it is found that the young professionals are more effective in utilising their skill long term training is to be provided to the young working professionals than to the seniors, because they are more involved in other non-training related activities. Furthermore, the effectiveness of skill utilisation is more in higher level training such as MSC, Ph.D. etc. Therefore more considerations should be given to such specialised types of training.

Utilisation of skill is not only related with the level of training but also with host of other factors such as incentives and facilities and supportive services. In this context, the training should be provided to such organisations, where there are facilities, and supportive services, otherwise, the trainees would be frustrated and as a consequence they would intend to drain out from the country.

As there is a predominant role of the private sector in the Nepalese economy, there is the need for its development. In order to develop the private sector in a more organised way, where the graduates with specialised skill and knowledge could participate, there is a need for the allocation of seats in participant program for the development of the manpower in the private sector. In addition, Nepal is lacking entrepreneurs, who can take risk in business, so the team feels that for entrepreneur development training should be given to Nepalese entrepreneurs in such countries as USA or newly industrialised countries like Korea, Philippines and others.

Training in modern management is needed basically for the higher level officials in the government, who are either trained in their specialised areas or have been working on the basis of their experiences in bureaucracy. Such officials tend to have made them either to be oriented towards their subject areas or to typical bureaucratic approach. There is a need to provide them the exposure

of modern management, so that their horizons will be broaden and the work efficiency be enhanced.

The subjective judgement of the respondents have provided a mixed opinion, with regard to the role of USAID in supporting the trainees to make them effective in their field of work. However, the research team strongly feels, on the basis of the responses of the participants that USAID has to show concern on supporting the participant training on the following: (a) those participants, who could not complete their program or degree due to external factors should be contacted and given opportunity to complete their degree. This group of participants are vehemently against the program. (b) those who are in research and teaching activities are in need of knowledge of new innovations and recent trends in their field of study. So in order to provide them knowledge on new development in their subject areas, there is the need to develop professional libraries and to make available journals and periodicals (c) On the basis of area of specialisation, seminars are to be conducted, with the resource persons from regular american universities or organisations of higher education. (d) an alumni association of USAID participants can be promoted in order to develop contacts among the trainees, and to be acquainted with the problems of the trainees by the officials of USAID/Nepal.

The participant program can not be looked simply as the program of the US government, it is to be properly considered by the Government of Nepal too. No doubt the Government of Nepal has a policy to provide manpower training in other countries, in areas where domestic training capability is not developed and for the sanction of scholarship there is the need for the clearance of National Planning Commission. The development of manpower should not be looked merely from the point of view of its supply, but it

is to be seen from the point of view of its utilisation. In order to meet this there is the need for the assessment of manpower development in a longer term perspective, based on the demand of the country. Simply providing training will not bring any change there is the need for the utilisation of such skill for which appropriate equipments and environment are needed. Besides, there is the need for challenges to such manpower, so as to polish and sharpen their knowledge. Training of manpower simply for ornamental value has not brought substantiate change rather it has developed frustration among the participant trainees, who have high skill and who stand on merit, The team strongly feels that, before taking any further action in the area of participant training there is the need for total review of the program by both the governments. If the findings of this study is also discussed with the Government of Nepal, it would definitely help to develop a new future course of action for making the participant program more effective.

Another very serious matter which needs a through discussion with the Government of Nepal is related with the mobility of the staff from one job to another, and from the job of the professional to that of administrators. The reason for this is that more power and facilities are enjoyed by the administrators than by the professionals. People do not prefer to remain as professionals, because their findings are not consulted in order to make decisions. Consequently, the professionals in most of the cases have become bureaucrats working within the time frame of 10 to 5 for six days in a week. (In Nepal offices are open from 10 to 5 in summer & 10 to 4 in winter). This tendency has not helped in the development of professional experts in the Nepalese society. The knowledge and skill obtained by the Nepalese experts from well-reputed foreign universities could not be further developed leading either to obsoletism or to a wide gap in the knowledge of Nepalese experts and the foreign experts with the same background.

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