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THE SRI LANKA INSTITUTE
-OF-
DEVELOPMENT ADMINISTRATION

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-IN-
PUBLIC ADMINISTRATION EDUCATION

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THE SRI LANKA INSTITUTE
-OF-
DEVELOPMENT ADMINISTRATION

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and
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TERMS OF REFERENCE

We were appointed by the National Association of Schools of Public Affairs and Administration to collaborate with the staff of the Sri Lanka Institute of Development Administration (SLIDA) in an institutional review with special reference to:

- (a) concentration of services;
- (b) staff recruitment and development; and
- (c) procedures for course and program/review evaluation.

After our arrival in Colombo we held discussions with officials of the USAID mission during which Mr N. Maheson gave us an additional suggested job description for our work at SLIDA. This was:

To conduct a general review of the working of the Institute with special reference to:

- (1) Assessment of institutional capacity in relation to training, consultancy and research.
- (2) Identification of long term strategies for:
 - (a) Concentration of training, consultancy and research services and increasing effectiveness.
 - (b) Faculty recruitment and development.
 - (c) Establishing systems for continuous program and course review.

(3) Institutional framework suitable for achieving objectives.

INTRODUCTION AND GENERAL BACKGROUND

The Sri Lanka Institute of Development Administration (SLIDA) offers administrative, management, supervisory and clerical training to the Sri Lanka civil service, which numbers over 400,000 employees. The Institute also provides consultancy services to public sector agencies, including state-owned corporations, and undertakes research on public service issues.

The training function of SLIDA originated in 1966 with the establishment of the Sri Lanka Academy of Administrative Studies. The redesignation of the Academy as SLIDA in 1979 resulted in the expansion of its mission to include consultancy and research. Through training, the Institute seeks to improve performance by upgrading managerial, organization, human relations, and specialist skills. Consultant services aim to assist Ministries and departments in improving their performance by means such as changing processes, procedures, organizational systems, and the use of resources. Research of an applied nature helps to establish those factors which contribute to, and those which militate against, effective performance.

As the nation's primary training, consultancy, and research institution for the public services, the Institute must be responsive to the Government's priorities and policies. Changes in the national environment, particularly

as they relate to public services, also affect the Institute's roles and missions. Some of these changes are discussed in this section.

The recent decline in the prestige of many civil service positions and in the economic status of civil servants relative to private sector employees has had an adverse impact on civil service morale. It also has resulted in a continuing brain drain from the public service.

Another important change has stemmed from the national policy on language. The decision to adopt the indigenous language spoken by the majority of Sri Lankans as the official language of the country was a logical step after the attainment of independence. However, the subsequent neglect of English has had unfortunate effects which the present Government is taking measures to correct. As far as the Civil Service is concerned, the more serious effects of the neglect of English are not likely to be felt fully for some years. Most of the present civil servants in top positions belong to a generation who were educated in English and whose spoken and written English is of a high standard. These officials are able to keep current with developments in their disciplines and with current thinking in economics, policy issues, development, and other areas as their knowledge of English gives them access to the extensive literature available in the English language.

SLIDA is faced with the difficult task of preparing the successors of the current top administrators and managers of the civil service. Many have received their entire education in Sinhala (and/or Tamil) and are not fluent in English. This creates a double problem as the successors have not had access to the English language literature, and suitable Sinhala or Tamil text books do not exist in training courses at SLIDA. It is very doubtful whether it would be economically feasible to translate and publish even a small selection of the available literature in the vernacular languages. Although SLIDA has been attempting to solve this problem by offering English language courses and by translating course materials into Sinhala, the problem is national in scope and will only be solved by measures taken on a national scale. It is mentioned here, however, as it has significant impact on SLIDA's tasks and operations.

Another factor which has affected SLIDA stems from the gradual move away from the British tradition of a politically nonpartisan civil service, whose senior members were trained to serve their Ministers with equal impartiality regardless of the political party in power.

While such a system has proved itself over a long period of time in Britain, it is not so well suited to the needs of a young nation committed to rapid development and to developing its own institutions and procedures of government.

Whereas in Britain top civil servants, who stand aloof from commitment to a specific set of political policies and objectives, may appear to be what is needed, the reverse is true for Sri Lanka. Without top executives of their own choosing, who share their political commitments, Ministers cannot really said to be fully in charge of the Ministries.

The two top posts in Ministries - Secretary and Additional Secretary - no longer form part of the administrative cadre. Ministers now have for senior advisors officials of their own choice who are fully in sympathy with, and committed to, their political goals.

Sri Lanka's tradition of parliamentary democracy is one of the country's strongest assets, contributing much to national stability. This tradition, however, has given rise to a problem affecting the civil service which has not yet been fully solved. This is the question of what to do with senior administrators who are removed from their posts and replaced when a new government comes to power. These administrators are, at present, placed in a "pool" and given the opportunity to seek civil service positions for which they are acceptable. In the past, we understand that SLIDA was used as a "holding" place for displaced officers, though this is apparently no longer the case. Such officers could not be expected to be highly motivated, regarding themselves as "birds of passage" at SLIDA. It is not surprising some did not contribute greatly to the achievement of SLIDA's objectives. The process of using SLIDA in this way rendered

the Institute less effective and damaged its image. We strongly recommend that no officer be selected for service at SLIDA unless (a) he or she wants to work there and (b) he or she is considered suitable by the Director and Governing Council.

Another external factor affecting SLIDA is the aftermath of the recent strike which resulted in large numbers of civil servants losing their jobs. This affected the quality of the support services within SLIDA as the majority of the clerical staff of the Institute were involved. More importantly, it also created a great demand for clerical training for the new recruits who were brought in to replace the strikers. This demand is in excess of SLIDA's training capacity. Apart from this, however, the question arises whether the country's only public management training institution should be devoting its limited resources to lower level training of this type.

Finally one very favorable factor affecting the future development of SLIDA is the interest and support which has come from the Konrad Adenauer Foundation. This support takes various forms, including provision for third country consultants to assist SLIDA faculty from time to time and for substantial assistance in SLIDA's building program. The availability of this support will be a major factor in SLIDA's ability to overcome its future problems and meet the challenges which face it. It is unfortunate that up to the present SLIDA has not been able to utilize all the financial support that the Konrad Adenauer Foundation has been prepared to make

available, and it is important that, with proper planning and adequate administrative capacity, SLIDA should make full use of this most valuable resource in future.

Some of SLIDA's problems stem from the fact that it is a part of the civil service, in fact a unit of the Ministry of Public Administration, and is consequently limited in many ways by the regulations and procedures that govern the civil service. Some of the present and past consequences of this fact include the use of SLIDA as a holding ground for out-of-favor senior civil servants, and SLIDA's inability to offer sufficiently attractive terms of service to attract and retain the caliber of staff needed (particularly in the case of those who have been sent overseas for advanced training).

Draft legislation is being prepared which would give SLIDA autonomous status as a parastatal organization outside the civil service, but governed by the present Governing Council of very influential Secretaries of major Ministries. We believe that the passage of this legislation is of vital importance to the future of SLIDA in that it will give the Director of SLIDA and the Governing Council a degree of independence and of freedom from bureaucratic "red tape" that is needed if SLIDA's performance is to match its clients' needs.

GENERAL CONCERNS

SLIDA's allocation of resources among training, consultancy and research needs careful consideration. At present the emphasis is heavily on training, and in the opinion of people with whom we talked (including the Governing Council and the Liaison Officers) this is rightly so.

We believe, however, that a distinction needs to be made between two kinds of instructional activity which take place at SLIDA. One of these is training and the other would best be designated management education. The object of training is always to enable a person or persons to perform an activity or a series of activities that they could not perform (or could not perform to a desired standard) before training. Thus training always has very specific and limited purposes. Management education, on the other hand, is concerned with a more general broadening of a person's knowledge in a wide variety of aspects of management. Knowledge, for instance, of the motivational theories of such authorities as McGregor, Maslow, Herzberg, Argyris, and others may form part of a "management education" program but would have less relevance in the context of training. On the other hand, the ability to draw up a PERT network would be developed as a result of training.

Obviously there is considerable overlap between "education" and "training," but we believe it is important to make the distinction in the context of SLIDA's activities. Training

usually involves short periods, e.g., courses of a few days or a few weeks, whereas management education programs may last for months or years. SLIDA's short courses on disciplinary procedures are an excellent example of what we mean by training. The Diploma program in Public Management is better described as a management education program.

We raise this matter in considering the question of whether SLIDA or the Universities are the appropriate venue for management education programs.

The many demands placed on SLIDA to offer instructional programs dealing with performance problems is another concern. If the cause of the problem is not due to a lack of knowledge or skill, no amount of training will solve the problem. Training programs designed to improve performance are not likely to be effective, for example, if incentives or rewards are not associated with good performance. Similarly, training will be ineffective where environmental factors militate against effective performance.

RECOMMENDATIONS

I. Mission

SLIDA's mission is at present so comprehensive that the Institute's energies are diluted in an effort to tackle too many tasks. Immediate attention needs to be given to what SLIDA will and will not do. Without this clarification of mission SLIDA's performance cannot meet the expectations of its staff and Governing Council nor that of others.

Recommendation I.1. SLIDA should develop a three-year plan focused on a statement of SLIDA's mission.

SLIDA has experienced significant changes since its roles and mission were expanded in 1979. Additional facilities are planned (i.e. an auditorium, more classrooms and, in the future, a residential facility). In these circumstances mission clarification is crucial to future success. The written program plan should be completed by June 1981, and the development of the plan should involve the Governing Council, Liaison Officers, and SLIDA's administrators, faculty and staff.

Recommendation I.2. SLIDA should concentrate training efforts on top-level and middle-level management personnel.

An earlier mention was made of SLIDA's efforts to provide clerical training. Resource limitations dictate that training programs be given a more narrow focus. Training other than that for top-level and middle-level management, especially clerical training, should be the

responsibility of another unit of government.

Recommendation I.3. Applied research should be accepted as a proper function of SLIDA.

Training and consultancy functions will be improved by applied research activities. Giving formal recognition to the importance of applied research will serve to encourage the development of SLIDA's third component. Limited progress in applied research should be expected in the immediate future due to limited resources. If significant success is to be realized in applied research, outside funding (non-governmental) will have to be obtained.

II. Organizational Structure

SLIDA has six departments to handle training programs, one department with research and publications responsibility, and an administrative support service department. The daily operations of SLIDA consume a significant amount of the time of the Director of the Institute. This is explained by the fact that approximately one year ago the number of faculty at SLIDA was less than ten; today the faculty number more than thirty. This increase in the number of professional personnel is likely to continue.

With the increased staff size organizational changes within SLIDA will be needed to ensure the optimum utilization of the Institute's most precious resource, its professional staff.

Recommendation II.1. Written role definitions should be developed for each member of SLIDA, including its top administrators.

Recommendation II.2. One person should be assigned as director of training.

The director of training should have the organizational responsibility for the development, coordination and implementation of all training programs.

Recommendation II.3 One person should be assigned as director of consultancy and research.

The director of consultancy and research should have the organizational responsibility for the development, coordination and implementation of all programs and activities related to consultancy and research.

Recommendation II.4. The number of training departments should be reduced to three or four units.

Departments dealing with finance management, organizational management and human resource management are definitely needed. A fourth unit might be a department that transcends functional areas and caters for top management only. This department could include the present policy analysis group (one person) and should have someone of considerable authority (i.e. seniority plus qualifications) as its head.

Training departments should have a minimum of five full-time persons, though a department initially could be established with three full-time persons.

(For our recommendations regarding the S.L.A.S. program see Recommendation III.8)

Recommendation II.5. A training Center support unit should be established.

The duties assigned to the support unit could include assisting faculty with gathering information for the courses, ensuring classroom facilities are adequate, typing all syllabi for the programs, handling all media needs, duplicating materials, and providing other needed logistical support for the teaching faculty.

III. Training Programs

Training programs at SLIDA are presently offered through six departmental units. There appears to be a considerable amount of autonomy within the departmental units concerning course offerings, though some consultation does take place. SLIDA like its predecessor, the Academy of Administrative Studies, understandably has channeled most of its resources into the training function. It is logical to assume this will be true in the future. Therefore, SLIDA should plan its future training programs carefully to ensure that they are relevant, effective, well designed, properly evaluated and well publicized.

Recommendation III.1. An annual training needs assessment should be conducted.

A needs assessment survey, conducted on an annual basis within Ministries, would help determine the most relevant curriculum offerings for each year. SLIDA staff, skilled in analysing performance problems, should assist in these surveys to ensure that Ministries differentiate

between those performance problems which can be dealt with by means of training and those which call for other kinds of solution. (See also Recommendations IV.1 and IV.4.)

Recommendation III.2. SLIDA should develop a three-year master training program plan.

Development of a master plan of training programs which most likely would be offered for the next three years should be of assistance to SLIDA staff, prospective participants and client organizations. The master plan would be modified according to information obtained from the annual needs assessment survey.

Recommendation III.3. SLIDA should develop a master matrix of all program (course) content offered within a year.

Development of a master matrix of the program content that SLIDA intends to offer within a given year will help to reduce content overlap and allow for the development of other needed programs. This will require staff agreement on which course (program) will cover the specific content listed in the master matrix.

Recommendation III.4. Management training programs should focus on finance management, organization management, and human resources management.

Earlier mention was made of the need to focus training programs on top- and middle-level management. These programs should concentrate on the three vital areas of financial management, organization management, and human

resources management. Other training programs should be undertaken only after SLIDA is convinced that training, and not project consultancy or applied research, is the best approach to meet needs.

Recommendation III.5. Training programs should be short-term.

The majority of SLIDA's course offerings are already of short duration, from a few days to one or two weeks. But in addition SLIDA presently provides a financial management diploma and will offer a public management diploma. To offer these diplomas for students who must attend the Institute full-time for one year requires a heavy investment of professional staff time and ties up the use of facilities for long periods. We question whether this is the optimal utilization of these SLIDA resources. If SLIDA can make arrangements with a University to offer these diplomas at SLIDA, but under the complete auspices of the University and with only a minimum of faculty time being contributed by SLIDA, it might be justified to continue offering the diploma programs. If such University arrangements cannot be made, SLIDA should seriously examine the costs and benefits associated with the diploma programs. The possibility of a University taking over the complete responsibility for these programs should also be considered.

Recommendation III.6. Each training program should be evaluated with a standard evaluation instrument.

Faculty and administration at SLIDA should examine several examination formats and adopt one standard format of evaluation instrument for evaluating all training programs at SLIDA for the next two years. The process of evaluation should be constructive in nature and should result in improvements in training programs over time. A standard evaluation instrument will provide the necessary comparative framework to assist in improving training programs regardless of the topic or content.

Recommendation III.7. Each faculty member should have no less than four classroom visitations per year from SLIDA colleagues.

In addition to program evaluation through use of a standard evaluation instrument, classroom visitations by professional SLIDA colleagues can provide constructive assistance to SLIDA faculty. These visitations should include a written and oral assessment on how teaching might be improved.

Recommendation III.8. Additional resources and administrative autonomy should be given to the Sri Lanka Administrative Service program.

The S.L.A.S. program appears to be a quality program. It is understaffed and needs at least two additional faculty members. The S.L.A.S. program should become a separate unit within SLIDA, with its own Additional Director, faculty and facilities. The facilities should be residential

to maximize the training offered. A suitable location, probably outside Colombo, should be selected.

IV. Consultancy

Presently the SLIDA faculty do some consultancy, though the amount varies considerably among individuals. Collectively the faculty spend approximately 10% to 15% of their time on consultancy activities.

Recommendation IV.1. SLIDA faculty should do more consultancy than at present.

The Institute could better serve its mission if more time were devoted to consultancy. There are many occasions when consultancy, rather than training, is needed to bring about improvements in performance. It appears that some of the training programs offered at SLIDA are in response to a problem within one or more Ministries, with the primary goal of the training being to arrest the problem. Consultancy by SLIDA may help solve the specific problem confronting a public sector unit and possibly avoid providing training when it is not what is needed.

Recommendation IV.2. When faculty from SLIDA engage in consultancy, a case study of the completed work should be written up.

With the funds available from the Konrad Adenauer Foundation, SLIDA should engage a consultant (or consultants) who would instruct SLIDA faculty in the principles of consultancy and the writing of follow-up case studies.

Recommendation IV.3. SLIDA should establish an incentive system for consultancy work.

An incentive system comparable to the one at the National Institute of Business Management is recommended for consultancy work performed by SLIDA faculty.

V. Research and Publications

Presently, SLIDA faculty devote about 10% of their time to research and publication activity. There is little consensus about the kind of research that faculty ought to be undertaking, though there is consensus that research is a third priority behind training and consultancy.

Research and publication will continue to be a third priority in SLIDA'S immediate future. For research activity to be meaningful to the mission of SLIDA, it should be complementary to training and consultancy activities.

Recommendation V.1. A written policy on SLIDA's research mission should be developed.

Recommendation V.2. Research related to training, training techniques, and training evaluation should be a focal point of the research mission.

Recommendation V.3 Each faculty member at SLIDA should be expected to contribute to the research mission of SLIDA each year.

We suggest that the Director should appoint a small task force of three to five professional staff members to implement these recommendations.

VI. Faculty

Since SLIDA was established in 1979 from the former Academy of Administrative Studies, it has added faculty to its staff. Presently, the faculty number more than 30 with an average tenure that appears to be one or two years. There is a problem of losing faculty to other governmental units, including the public enterprises, primarily because of better pay and prospects.

The workload of SLIDA is definitely increasing. This will necessitate the hiring of more faculty and, in the next two years, could result in a doubling of the present size. Recruiting the best qualified persons for the faculty is without question a most important factor in the future success of SLIDA.

Recommendation VI.1. A written job description should be developed for each position, including new positions as they develop.

This is essential if SLIDA is to utilize faculty members optimally.

Recommendation VI.2. A pay incentive plan for faculty, which takes into account performance and contributions to SLIDA, should be established.

Recommendation VI.3. Guidelines should be established for the training and professional development of full-time SLIDA faculty.

Recommendation VI.4. Teaching methods workshops for all full-time SLIDA faculty and a separate series of workshops for external faculty should be provided.

This may well require outside assistance either from a University in Sri Lanka or from overseas. One possibility would be for a small team (say two persons) to visit SLIDA for a period of approximately one month and provide workshops in the systematic design, management and evaluation of training for SLIDA faculty and adjunct faculty.

We believe SLIDA faculty are in general doing a good job as trainers, given their lack of training in instructional design and methodology, but that their effectiveness could be greatly enhanced by providing this training.

Recommendation VI.5. A professional development plan for each permanent faculty member should be drawn up and updated annually.

Recommendation VI.6. The faculty should be backed by a competent centralized support support staff.

This point needs special attention as SLIDA faculty currently spend about 25% of their time, or more, on support-related activities. Training programs for the support staff will be needed, particularly during the implementation stage.

Recommendation VI.7. Recruitment and hiring procedures should be developed that will ensure that permanent faculty are thoroughly screened and approved by the Director and Governing Council before appointments are made.

Any return to the previous practice, whereby SLIDA

was regarded as a holding place for civil servants who were out of favor in other governmental units, would ensure the demise of SLIDA quicker than any other factor. Proper recruitment and hiring practices can provide the necessary quality control to assist SLIDA's growth and development.

Recommendation VI.8. Faculty who are given educational opportunities in other countries should be bonded to SLIDA.

The bond should be specifically to serve SLIDA and not, as at present, just to serve the Government of Sri Lanka. The period of the bond should be the same as is applicable to the present bonding to the Government.

VII. Public Relations

SLIDA does not have a significant public relations program at this time. This is understandable since the size of SLIDA has been relatively small until recently. Since 1979 the Institute has been designated the primary training center for the public service. This is a major responsibility, and it is mandatory that SLIDA begin communicating effectively and extensively with its many client systems. The future success of SLIDA, as perceived by those within as well as outside of government, will be partially determined by the image that SLIDA projects to those individuals and groups.

Recommendation VII.1. SLIDA should establish a public relations policy and invest time and resources to implement the policy.

To assist the public relations/communications effort SLIDA should request a public relations consultant to work within the the organization for at least one year. The consultant would be working with individuals SLIDA has assigned to the public relations effort. The program should be evaluated every six months in the first two years to ensure that the agreed goals and objectives are being achieved.

VIII. Facilities

The present facilities at SLIDA are inadequate for its tasks by any standard of measurement. A training institute that has but four relatively small classrooms is challenged beyond reason to accomplish its mission. At the same time there are measures which can and should be taken to improve the usage of the existing building.

The future role expectations of SLIDA by government officials necessitates additional facilities. SLIDA and the Government of Sri Lanka are indeed fortunate that the Konrad Adenauer Foundation has agreed to provide assistance with their building needs in the immediate future. An auditorium, which can be sectioned into classrooms, is scheduled for construction in early 1981. Officials of SLIDA are hopeful that a building, comparable to the one that presently houses them, will be constructed

just North of their existing facility. Finally the need for dormitory (hostel) quarters were mentioned by a top administrator at SLIDA. The hostel would solve the critical housing problem that confronts public servants stationed outside Colombo who come for programs at SLIDA. It would also help create a "campus like" atmosphere which could enhance the total learning for the participants on the Institute's courses.

The hostel also would allow the Institute to offer a more attractive educational package for individuals from foreign countries who attend SLIDA's programs.

Recommendation VIII.1. A private office must be provided for the Director.

At present the Director's office also houses his secretary and it is used as a conference room. The Director needs the privacy of a suitable separate office.

Recommendation VIII.2. The library should be furnished with an air conditioner.

Recommendation VIII.3. SLIDA should enlist the services of an architect to make recommendations regarding the usage of the present facilities.

Recommendation VIII.4. The office facilities of the permanent faculty of SLIDA should be improved.

Recommendation VIII.5. SLIDA should ensure that the existing classrooms have adequate lighting, blackboards and overhead projector screens.

- Recommendation VIII.6. SLIDA should request the assistance of an outside librarian for advice about improving the physical facilities of the library.
- Recommendation VIII.7. SLIDA should consider having some of the present classrooms tiered (stair-stepped) or ensure that some of the future classrooms be so constructed.
- Recommendation VIII.8. SLIDA should ensure that all classrooms receive quality maintenance care.

ACKNOWLEDGEMENTS

We express our gratitude to those individuals and organizations who assisted us in our task. Although all the shortcomings of our report are entirely our responsibility, we have benefited greatly from the help we received from the Director of SLIDA, Mr. V. T. Navaratne, and Additional Director, Mr. J. V. Thambar, as well as the many other staff members who gave generously of their time. At the USAID Mission, our discussions with Mission Director, Ms. Sara Jane Littlefield, Assistant Director, Dr. James Brady, and Mr. Maheson gave us many useful insights. We valued highly our talks with Mr. Jörg Wolff of the Konrad Adenauer Foundation, and we are most appreciative of the hospitality shown to us by both Mr. and Mrs. Wolff.

From the Sri Lankan Government we express our gratitude to the Honorable Ranil Wickremasinghe, Minister of Education, who briefed us very thoroughly on the management training needs of the largest Ministry and on many other matters relevant to our task. We also are indebted to Mr. Neil Fernando, Additional Secretary, and Mr. Wijemanne of the Ministry of Education, who provided us with stimulating ideas.

The Chairman and Governing Council of SLIDA and the Liaison Officers helped to give us a broader view of SLIDA's role and responsibilities.

The Director General of the NIBM, Mr Gunadheera, and the Dean of the Faculty of Management Studies, Dr Hema Wijewardena of the University of Sir Jayewardenepura, together with his Heads of Departments, all helped to provide keen insights and knowledge of management education and consultancy facilities in Colombo.

Our understanding of the field operations of the Sri Lanka government service was greatly enhanced by the day that one of us was privileged to spend with the Honorable G.J.K. Perera, District Minister, Kurunegala, and Mr N. Jeyanathan, the Government Agent.

A useful check on our perspectives, as outsiders visiting SLIDA for the first time, was provided by Ronald Brown, Howard Seldon and Adrian Gaunt of the Crown Agents, who were conducting a Training of Trainers Course at the Institute.

Finally, but by no means least, the support staff at SLIDA, including the drivers, contributed considerably to our comfort and, we hope, our effectiveness.

A list of all those we interviewed is given in the Appendix to our report.

APPENDIX

List of Persons Interviewed

SLIDA

Mr. V.T. Navaratne, Director
 Mr. J.V. Thambar, Additional Director
 Mr. S. Ganesa Rajah, Additional Director
 Mr. E.S. Gunatilake, Deputy Director
 Mr. A.W. Arujadasa, Coordinating Consultant
 Mr. C.T. Elangasekera, Coordinating Consultant
 Mr. P.L.A.F. Fernando, Coordinating Consultant
 Mr. A.S. Gunawardene, Coordinating Consultant
 Mr. D. Nesiah, Coordinating Consultant
 Mr. T. Thirulinganathan, Consultant
 Mr. H.B. Sanders, Consultant
 Mr. M.A.C. Sisirakimurara, Consultant
 Mr. S.A. Mauaurferi, Training and Research Associate
 Mr. B.A. Perera, Training and Research Associate
 Mr. J. Wahauawatta, Training and Research Associate
 Mr. M.W. Premawardene, Training and Research Associate
 Mr. H.A. Dayananda, Training and Research Associate
 Miss G.N. Fernando, Librarian

USAID

Ms. Sara Jane Littlefield, Mission Director
 Dr. James Brady, Assistant Director
 Mr. Maheson, Human Resources Officer

Konrad Adenauer Foundation

Mr. Jürg Wolff, Regional Representative for Public Administration

Ministry of Education

Honorable Ranil Wickremasinghe, Minister of Education
 Mr. P.N.M. Fernando, Additional Secretary
 Mr. Wijemanna

National Institute of Business Management

Mr. S. Gunadeera, Director General

University of Sri Jayewardenefura

Mr. Hema Wijewardena, Dean, Faculty of Management Studies
and Commerce
Dr. Gunafala Nanayakkara, Coordinator, Post Graduate Studies
Mr. K.A. Munasrighe, Head of Department of Management Studies
Mr. D.A.M. Dassanayake, Head of Department of Commerce

Governing Council of SLIDA

Mr. D.B.I.P.S. Siviwardhana, Chairman; Secretary
Ministry of Public Administration
Dr. W.M. Tilakaradina, Secretary, Ministry of Finance
and Planning
Dr Wickrema Weerasooria, Secretary, Ministry of Plan
Implementation
Dr. F.S.C. Kalpage, Secretary, Ministry of Higher
Education
Mr C. Gamage, Secretary, Ministry of Home Affairs
Mr Bradman Weerakone, Secretary to the Prime Minister
Mr C.P. de Silva, Private Sector Representative

SLIDA Liaison Officers

Mr. R.V. Rupasinghe, Additional Secretary, Ministry of
Transport
Mr. Graham Dissanayake, Senior Assistant Secretary, Ministry
of Food and Cooperative
Mr. E.W.M. Perera, Director/National Planning, Ministry of
Finance and Planning
Mr. Christie Nanayakkara, Additional Secretary, Ministry of
Lands and Land Development
Mr. S.M. Rajapakse, Assistant Secretary, Ministry of Local
Government, Housing and Construction
Mr. W.A.L. Wijayapala, Adviser, Ministry Plan Implementation
Mr. A. Abeygoonewardan, Director, Agricultural Training,
Ministry of Agricultural Development and Research.

Ministry of Finance and Planning

Mr. Paul V. Thambar, Deputy Director, External Resources
Department

Kurunegala District

Honorable Gamini Jayamic Krama Perera, Member of Parliament
and District Minister Kurunegala
Mr. N. Jeyanathan, Government Agent Kurunegala

Crown Agents Team at SLIDA

Mr Ronald Brown, Head of Training Services
Mr Howard Seldon, Supplies Management
Mr Adrian Gaunt, Training of Trainers