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PRELIMINARY EVALUATION OF USAID PARTICIPANTS

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P R E F A C E

The study was commissioned by the United States Agency for International Development (USAID) Mission to Sri Lanka and was executed by the Social Studies Division of the Marga Institute under the direction of Dr L.D.A. Perera, Director. He was also responsible for co-ordinating the project and writing the report. The study was initiated with the verification of addresses of participants in USAID programmes provided to the Marga Institute in June 1992 and the field survey was completed on 15 May 1993.

A number of persons assisted in the preparation of the report. The contribution of each is gratefully acknowledged.

Dr Randall Casey, Programme Officer, USAID, took a very keen interest and gave the necessary impetus to complete the study in time. He made it possible, on a number of occasions, for our Investigators to meet some of the participants who earlier had been somewhat reluctant to be interviewed.

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Mr R.W. Jayasinghe, Senior Project Officer, Marga Institute, assisted in the field survey.

Ms Charmaine Chang edited the manuscripts.

Mr M.F.H. Thaliph, Stenographer, Marga Institute did an excellent job in typing the text and Mr K.D.D. Goonetilleke, Typist/Personal Assistant to the Director, Social Studies Division, typed the complex tables and some chapters of the text.

The field survey was an arduous and protracted task owing to the difficulties in meeting the selected respondents.

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The perseverence of the investigators contributed to the desired results. The following investigators administered the questionnaire enthusiastically and diligently :

Ms Mandalika Manjusri
Mr Chitra Sinithamarachchi
Mr Nilshan Muhajarine
Mr Sunil Wickramaratne
Dr A.S.K. Jayasuriya
Mr Mohamed Nimmy Jazmel
Dr D.J.M.M.N. Jayamaha
Dr C. Jayalal Yaddehige

Our thanks go to all the respondents, who for obvious reasons cannot be mentioned by name, who despite their heavy workload, responsibilities and constraints agreed to be interviewed for the purpose of the survey. They cooperated with us in many ways, providing us with valuable information on USAID Awards. Without that body of information, communicated freely and responsibly, this report would not have been possible.

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PRELIMINARY EVALUATION OF USAID PARTICIPANTS

CHAPTER 1 - Introduction

1.1 Background

An important component of the United States economic assistance programme is the AID Participants Training Programme. According to Aid Handbook 10 "its primary goal since its inception in 1948 has been and remains the development of the human resources potential of citizens of developing countries". As reported, the Congressional mandate is "..... to assist the people of developing countries in their efforts to acquire the knowledge and resources essential to development and to build the economic, political and social institutions which will improve the quality of their lives".[1/]

1.2 Definitions

Two pertinent questions that arise are 'who are these participants'? and 'what is participant training'? The analyses to follow would be more meaningful if these terms are correctly defined. According to the Handbook which lays down the required guidance for administration of the programme the term 'participant' is defined as "a foreign national whose education or training is funded and/or sponsored by AID and takes place outside of his/her home country". The term is a shortened form of "Participant in Development". The participants fall into two broad categories. Academic participants are those who are enrolled in an academic institution with the objective of obtaining an academic degree. Technical participants, on the other hand, are those whose training does not have an academic degree as an objective; training may be short courses, on-the-job training, observation tours or University courses without the objective of a degree.

Participant training denotes "the human resources development component of a development project which may also include technical assistance and commodities procurement, or the entire activity of a project which trains foreign nationals outside their home country to fulfil the host country's human resources development objectives".

1/ AID Handbook 10. Sept. 1, 1988, p.1

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1.3 USAID/Sri Lanka Programme

The USAID/Sri Lanka participants training programme has been providing academic and technical training to selected persons in the United States and in third world countries since 1950. Since then more than 3,000 Sri Lankan participants have received training under this programme. During the decade between 1980-1990 over 2,000 received training awards from USAID. This study is concerned with this set of participants.

The fields of training have been consistent and the spectrum broadly ranged from agriculture, health and education to various fields of business. As a requirement the participants are attached to a project and the projects associated with the study participants were :

		Number interviewed
383-0040	Rice Research Project	3
383-0041	Paddy Storage and Processing	-
383-0043	Malaria control	1
383-0044	Development Studies & Training Project I	27
383-0045	Agriculture Base Mapping	5
383-0048	On-Farm Management	1
383-0049	Agriculture Education Development	15
383-0055	Reforestation & Watershed Management	14
383-0056	Mahaweli Basin Development I	6
383-0057	Water Management	5
383-0058	Diversified Agriculture Research Project	21
383-0063	Market Town Water Supply Jaffna Project	4
383-0073	Mahaweli Basin Development II	5
383-0075	Mahaweli Environmental Project	6
383-0080	Irrigation System Management	10
383-0082	Private Enterprise Promotion	5
383-0083	Agriculture Planning & Analysis Project	1
383-0085	Development Studies & Training Project II	11
383-0086	Mahaweli Agriculture & Rural Development	7
383-0100	Private Sector Policy Support	2
383-0103	Mahaweli Downstream Support	2
383-0107	Rehabilitation Assistance	-
	Total	151

As evident the coverage comprised both the academic and the technical. The projects were also of periods ranging from long-term to short-term. In general short-term is considered to be a training of less than three months duration and long-term is considered to be when the duration is more than three months. Although a significant number of participants had received training, an in-depth evaluation of their lives and careers since return had not been carried out. It is however, the policy of USAID to evaluate its programmes and projects to ensure that maximum benefits are achieved. This preliminary evaluation of its participants' training programme therefore, is of much value to USAID for this study will provide

baseline information for a more comprehensive assessment at a later date.

1.4 Study objectives

The major objective is to evaluate the USAID/Sri Lanka participants training programme for the period 1986-1990. Through this exercise it is envisaged to obtain baseline data and other relevant information for a more comprehensive evaluation at a later date which may also be widened to initiate an evaluation of USAID-funded participants in the Maldives. The study is also envisaged to generate information which would be of use to programme organisers in dealing with a wide spectrum of issues ranging from institutional and procedure matters to policies for increasing the benefits of training and making the best use of knowledge and skills acquired.

1.5 Tasks performed

With the above objective/objectives in view Marga Institute performed the following tasks :

i. Checked the correctness of the lists of participants provided.

ii. Designed an appropriate questionnaire.

iii. Gathered training specific information and formulated participants' profiles accordingly.

iv. Carried out a socio-economic cum cultural survey of selected participants with emphasis on :

a) training received;

b) socio-economic status of participants prior to and after training;

c) present and future aspirations;

d) attitudes, perceptions and knowledge of the programme before and after training;

e) any other social, economic and cultural factors that may need analysis;

v. Executed an in-depth participatory dialogues study of selected participants covering specific areas of training received.

vi. Carried out a pilot survey.

vii. Organised the survey proper and the in-depth dialogues.

viii. Suggested necessary modifications. The conclusions and recommendations are based on field investigations, inquiry and in-depth dialogues. This task covered -

a) determination of any social, cultural and economic problems associated with the training;

b) assessment of strengths, weaknesses and shortcomings of the programme;

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c) critical evaluation of any special issues that were revealed;

d) recommendations for improvement of the programme.

Study procedure

Methodology

The general methodology followed for this purpose was :

a) an empirical field survey based on a sample of participants. One hundred and fifty one respondents were interviewed to gather the necessary information; and

b) participatory dialogues with a purposefully selected sample.

ii. Sampling units and sampling frame

The selection of sampling units and the sampling frame was the first procedure adopted. In this study the major concern was with persons who received training under the USAID programme. They were located quite widely and some of them were in such remote areas of the country that they were inaccessible. Because of this constraint a sampling procedure was required to reduce unnecessary travel and expenditure, time and energy. Positive sampling requires aggregations into sampling units. The units in this case are the word recipients.

Correct sampling procedure requires a frame to work within. In this project the list of all trained individuals formed the frame. The list was obtained from the USAID Mission Office.

iii. Sample design

The survey used a stratified three-stage sample design :

1. Stage one : On the basis of information given by USAID the participants were categorised as belonging to :

a) academically trained -

i. short-term (less than three months)

ii. long-term (more than three months)

b) technically trained -

i. short-term (less than three months)

ii. long-term (more than three months)

The second stage : Stratification was the identification of the participants on the basis of areas of specialisation which are :

a) agriculture

b) health

c) education

d) business

Table 1.1 reveals the distribution of sample participants according to areas of specialisation.

Table 1.1. Areas of specialisation

Specialisation	Frequency
Management	44
Plant breeding	11
Forestry	9
Computer systems/Micro computer	5
Statistics	9
Wildlife	7
Markets	12
Housing	2
Animal science/soil science	5
Hydrology	8
Cartography/Remote sensing	5
Agricultural policy	26
A.V./Information systems	2
Ecological studies/agroclimatic analysis	4
Geology	1
Taxation	1
Total	151

3. The third stage was the selection of the sub-set for in-depth participatory research.

1.7 Selection of sample

The population of participants was considered to be heterogeneous in most respects except for the fact that they were all USAID award recipients. Consequently, a stratified multi-stage sampling technique based on criteria already noted was adopted. The sample of participants was selected using systematic sampling techniques. On the other hand, the selection of participants was proportional to the number within a study area (agriculture etc.). In all steps the randomised design as described by Fisher and Yates[1/] was used. The design of the sample was such that each participant in each stratum had an equal chance of being selected.

1/ Fisher, R.A. & Yates, F. Statistical tables for Biological, Agricultural and Medical research. 4th Ed.

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1.8 Research techniques

The techniques used for the study were a questionnaire survey, interviews and participant research with depth dialogues.

1. The Questionnaire. Relevant information was gathered by means of a specially prepared questionnaire. The purpose of the questionnaire was to gather information on the participants and their departure, return, training receipt and follow-up stages. It also provides the basis for the evaluation of the effectiveness of the ADCID participants' training programme. In the preparation of the questionnaire careful consideration was given the purpose for which the survey was to be undertaken, the type of information to be collected and the envisaged utilisation of the information to be obtained.

Details regarding the information to be collected were determined with the objective/objectives in mind. Furthermore, any related problems on which information was required were also determined in order to cover the whole problem associated with the objectives contained. Within these parameters the danger of overloading the survey with an assortment of unnecessary information was controlled. In this connection the greater concern was what information was required in order that the purpose of the survey might be fulfilled. Each item of information envisaged to be collected was considered within a framework of how best to obtain it. Additionally, the responses to proposed questions were carefully considered within a framework of -

a) whether the respondents may have motives for concealing the truth of the situation;

b) whether they would not respond to questions or give incorrect replies and

c) whether the questionnaire would make excessive demands on the respondents.

The questions were so formulated as to elicit all the required information. For this purpose all relevant attitudinal, perceptual and behavioural parameters were selected according to the envisaged objectives, and an appropriate hierarchy of questions was established. The data was recorded in the interview schedule itself which was provided in a form ready for computerisation. The questionnaire was designed to permit easy tabulation and coding. The format included Yes/No and multiple choice questions and some opinions, attitudes, concepts, difficulties and satisfaction questions, some of which were for ranking or scaling. Qualitative data requiring further description was

recorded separately on a selected scale.

The draft questionnaire was subject to discussion with USAID officials and then pre-tested in order to determine its adequacy to meet the study objectives, improve field procedures and the questionnaire schedule itself. The pre-testing of the questionnaire was carried out by investigators and the questions were adapted with other alternatives and few modifications. A significant fact that emerged from the pre-test was the fair number of participants who had retired from service or who had resigned made the situation worse. This necessitated the enlargement of the sample. Consequently, an additional sample selection was carried out for use as identified replacement on the same techniques.

The questionnaire in its final form comprised a number of sections covering the different study areas. The coverage included :

A. General information - the respondent	9	major	questions	and	2	sub-questions	
B. Economic characteristics	10	"	"	"	11	"	"
C. Income and expenditure	3	"	"	"	6	"	"
D. Opinions, attitudes, perceptions & knowledge prior to training	7	"	"	"	2	"	"
E. Opinions, attitudes, perceptions & knowledge after training	18	"	"	"	12	"	"
F. Administrative arrangements	10	"	"	"	9	"	"
G. Follow on activities	9	"	"	"	7	"	"

2. Participatory research . Intensive unstructured interviews based on participatory dialogues were carried out with selected respondents to reinforce the identification of problems, implementation, needs, concepts etc. The areas covered in the dialogues were similar to those of the questionnaire, but the information obtained was greater in depth and more qualitative.

1.9 Data processing

The survey data was processed with the aid of an IBM computer and the statistical analysis was primarily based on SPSS package.

1.10 Investigators

Two graduates (specialised in English), two final year medical students and three passed out medical students (M.B.B.S.) carried out the major

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proportion of the interviews. Training of interviewers was an integral part of the survey and covered a period of nearly two days. The emphasis was on the study objectives, content of questionnaire and on techniques of interviewing. Investigators were implicitly instructed to elicit information relevant to the questions by inquiry and discussion without adherence to the exact words in the questionnaire. That the questions were only intended as a guide to investigators was underscored.

In order to eliminate errors and misinterpretations, regular discussions in the field and in office were carried out. They were also encouraged to make group reflections of their experience.

1.11 Constraints

In contrast to other surveys carried out involving thousands of household members this survey had to face a number of problems which strongly affected the time frame of the project. The major reason for this situation was the respondents themselves who were English educated, qualified and holding high posts in the public or private sectors or in corporations. The resulting major constraints were :

i. Language of the questionnaire. The questionnaire is in English and the initial search for Arts/Science graduates with adequate knowledge of English failed and hence, compelled employment of newly-passed-out Medical graduates for the purpose.

ii. Breakdown of initial sample. A large majority whom we visited according to addresses given were abroad or had resigned or retired or were dead. This necessitated the drawing up of a second sample of returned participants.

iii. Inability to locate respondents. The addresses given were not helpful in most cases as both the current address and position held were different. Much preliminary work was required to obtain the present locations.

iv. Appointments not honoured. The majority of AID-sponsored participants were high officials in government departments and ministries. Hence, meeting them was a great problem. The investigators had to make three or four visits to contact them to administer the questionnaire in spite of firm prior appointments. This constraint made the sampling methodology incapable of strictly fulfilling the project requirements.

In some cases therefore, purposeful selection of those available at place of visit was interviewed because of the distance already travelled by the investigators and the time and money expended.

. Nature of work of participants. Quite a number of participants were field officers and because of sudden official demands in the recent past they were shifted, at short notice, to places beyond the reach of investigators (aggravated by lack of travel facilities).

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CHAPTER 2 - Profile of respondents

2.1 General characteristics

The profile of returned participants is an important consideration in this study and covers the person's socio-economic status. In this context the age, educational level and marital status, areas of specialisation, country of training etc. give an insight to the maturity, stability and hierarchy of values of the returnees. It also indicates the capability of a participant to decide on matters of vital importance in organising both his/her life pattern and employment activities. This profile therefore, will be the base on which the participant's behaviour patterns before and after training can be comprehended. It is also a significant indicator of the participant's ability to resettle and integrate once again in the home country.

1. Sex and age: Of the total sample, 87 per cent were males and 13 per cent females. Agewise, the participants ranged between 24-70 years with one respondent in the early 70-year bracket. Majority of respondents (83 per cent) were between the age cohorts 36-60, the numbers decreasing with age to 6 per cent in the bracket 56-60 and to 3 per cent in the 61-70 year group. On the contrary, only 2 per cent fell into the 24-30 cohorts and 11 per cent in the 31-35 age bracket (Table 2.1).

Table 2.1. Age by sex

Age	Sex		Total
	Male	Female	
24 - 30	3	-	3
31 - 35	15	1	16
36 - 40	31	9	40
41 - 45	31	5	36
46 - 50	21	2	23
51 - 55	16	2	18
56 - 60	9	-	9
61 - 70	4	1	5
71 & over	1	-	1
Total	131	20	151

According to sex the male participants showed a wider distribution among all the cohorts than females who were mainly concentrated in the brackets 31-55 years. Of the males only 2 per cent fell into the

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24-30 year age bracket; but there were no female respondents falling into this group. Sex-wise, the majority 48 per cent and 70 per cent respectively for males and females had about equal numbers falling into the 51-55 age cohort. There were no female participants in the 56-60 age group but 7 per cent of males declared that they were in this bracket. There was one female who was nearly 71 years of age and retired compared with 3 per cent males who fell into this bracket

2. Marital status: Of the total sample, 93 per cent comprising 80 per cent males and 12 per cent females were married. Only one per cent (N = 2) males were widowed with none of the females falling into this category. Six per cent of participants comprising 67 per cent males and 33 per cent females never married (Table 2.2).

Table 2.2. Marital status by sex

Marital status	Sex		Total
	Male	Female	
Married	123	17	140
Widowed	2	-	2
Never married	6	3	9
Total	131	20	151

Agewise, of the three participants falling into the 24-30 age group two were married and one widowed. On the contrary, 19 per cent of those in the age cohort 31-35 were never married with the rest falling into the married group compared with 5 per cent in the 36-40 cohort who were never married and 93 per cent falling into the married category. There was also one participant in the age group 46-50 who never married and two in the 51-55 bracket who gave the same response with only one respondent in the 61-70 group stating so (vide Table 2.3).

On the basis of age and marital status therefore, the respondents are a mature group with a preponderant majority of the participants having family responsibilities. Consequently, one could expect this group to be quite motivated by the desire to acquire more knowledge and skills pertaining to their jobs not only for their own sake but also for the future of their families.

3. Religion: Of the total 83 per cent were Buddhists, 6 per cent Hindus, 7 per cent Roman Catholics and 3 per cent Other Christians. There was one respondent who was unwilling to specify (Table 2.4).

On the basis of sex 85 per cent of males and 70 per cent females were Buddhists. On the other hand, 5 per cent of males and 15 per cent of females were Hindus. Only one female fell into the Roman Catholic group but 7 per cent of males were of this religion. There were also three male participants and two female respondents who were in the other Christian group.

Table 2.4. Religion by sex

Religion	Sex		Total
	Male	Female	
Buddhist	111	14	125
Hindu	6	3	9
Roman Catholic	10	1	11
Other Christian	3	2	5
Unwilling to specify	1	-	1
Total	131	20	151

4. Ethnic groups: Table 2.5 reveals this information. According to ethnicity the majority of participants (93 per cent) were Sinhala. Of the male sample population 95 per cent were Sinhala and 85 per cent of female participants were in this ethnic group. Only 6 per cent were Sri Lankan Tamils and one respondent a Malayali. The other groups were not represented. This selection was unavoidable as the majority group is predominantly Sinhala.

Table 2.5. Ethnicity by sex

Ethnicity	Sex		Total
	Male	Female	
Sinhala	124	17	141
Sri Lankan Tamil	6	3	9
Malayali	1	-	1
Total	131	20	151

5. Educational level: Educational level is a measure of the speed with which a participant would be able to comprehend the lectures, acquire necessary skills and receive the full benefits of the programme. In this study education level is assessed at two stages - prior to training and after training. Table 2.6 summarises the situation prior to training. At the lower extreme there were a few with secondary level qualifications, but at the higher extreme there were the majority with

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postgraduate diplomas, masters and doctorates. It is observed that with the exception of 7 per cent of participants who had only secondary education qualifications all others were well-educated. None of the female participants fell into the secondary level only category. Of the balance, [illegible] per cent male respondents and one per cent female participants had their masters degrees. Four per cent of the sample population had Ph.D. degrees with more males (83 per cent) than females (17 per cent) stating so. Additionally, 16 per cent had diplomas or certificates. In this regard a significant number of male participants (96 per cent) reported possessing such qualifications in contrast to only one female respondent stating so. Those with technical and professional qualifications too were quite significant. Of the total sample population, 6 per cent had professional qualifications in technical fields with 10 per cent having degrees and diplomas in addition. The distribution of other categories is clear and needs no further elaboration.

Table 2.6. Level of education before training by sex

Educational level	Sex		Total
	Male	Female	
First degree	45	11	56
M.A./M.Sc.	21	2	23
M. Phil	2	–	2
Ph.D.	5	1	6
MICE	1	–	1
CIMA	–	1	1
Diploma/Certificate	23	1	24
Others including training	4	–	4
Secondary	11	–	11
First degree + Diploma	10	4	14
M.A./M.Sc. + Diploma	2	–	2
First degree + MICE + MIE	5	–	5
First degree + CIMA + MIE	2	–	2
Total	131	20	151

After training the educational status of participants had risen very clearly (Table 2.7). Those with only a first degree recorded a mere 2 per cent and they were all males. This indicates the remarkable improvement in the education level consequent to the majority obtaining additional qualifications. A very significant feature is the fact that those with only secondary level education had completely disappeared because they have obtained higher diplomas or certificates. Similarly those with Masters only decreased from 16 per cent

to 5 per cent. But the number with Masters plus Diplomas or certificates increased to 19 per cent from an insignificant 1 per cent. The participants with PhDs increased from [illegible] per cent to 13 per cent. This improvement was the result of an increase from [illegible] to five among female participants and an increase from five to 18 among male respondents. The majority of technically trained participants received certificates or diplomas rather than degrees. A significant number of participants (11 per cent) received short-term training in their respective fields.

An important feature therefore, is the high educational levels achieved by the participants. This reveals the maturity of the participants whose sense of responsibility maximised the necessary incentives to make full use of the opportunities given. Moreover, the current educational status of the participants reveals that the statements given by them are quite rational and confirms their knowledge and concern associated with the USAID programme.

6. <u>Areas of specialisation</u>: The USAID programme comprised 22 projects but the participants' specialisations were confined to 16 areas (Table 2.8). It is evident that the most popular field of specialisation was "Management" in which area 29 per cent of participants were involved. More male participants (86 per cent) than females (14 per cent) obtained training in this field. This was followed by specialisation in 'agricultural policy' as reported by 17 per cent of respondents comprising 85 per cent males and 15 per cent females. 'Markets' was another area of specialisation by 9 per cent of the sample population. As to be expected more males (83 per cent) than females (17 per cent) were involved in this area of training. 'Plant breeding' appears to be somewhat significant for 5 per cent of the sample population reported specialisation in this field. It is interesting to note that of the total number of males only 6 per cent were involved in this study whereas 15 per cent of the total female sample gave positive responses to thisfield. 'Forestry' was an area confined to 6 per cent of male participants. Of course, the total male sample only 7 per cent were interested in this study area. It is not strange that 'Fisheries' too was the interest of male participants rather than of the respondents. 'Hydrology' too was entirely dominated by male respondents. The distribution of other specialisations is quite clear and needs no further elaboration.

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Table 2.8 Area of specialisation by sex

Specialisation	Sex		Total
	Male	Female	
Management	38	6	44
Plant breeding	8	3	11
Forestry	9	–	9
Computer systems/Micro computer	5	–	5
Statistics	6	3	9
Wildlife	7	–	7
Markets	10	2	12
Housing	2	–	2
Animal Science/Soil Science	4	1	5
Hydrology	8	–	8
Cartography/Remote sensing	4	1	5
Agriculture policy	22	4	26
A.V./Information systems	2	–	2
Ecological studies/Agroclimatic analysis	4	–	4
Geology	1	–	1
Taxation	1	–	1
Total	131	20	151

7. Country of training: Training was carried out in 16 different countries. Table 2.9 records this information. The largest number of respondents (60 per cent) had their training in U.S.A. covering almost the entire spectrum of areas of specialisation with the exception of Geology. Of those who were trained in Management, 55 per cent were from U.S.A. and 16 per cent from the Philippines. Thailand trained 7 per cent of participants in this study area, another 7 per cent trained in India, and yet another 7 per cent in Tanzania. Seven 5 per cent of respondents received their overseas training in Israel. United States trained 4 per cent of those specialised in plant breeding and the other four were trained in Bangladesh, Thailand and Tanzania. In forestry too, U.S.A. leads with 34 per cent of respondents who specialised in this subject area. Strangely, Malaysia received only one participant for training in forestry but the Philippines received three and Thailand two participants. Computer training was mainly carried out in the States where 80 per cent of respondents participated while one trained in the Philippines. Training in statistics too was mostly in California where 89 per cent of participants were trained. Wildlife training was mainly carried out in Kenya and the Philippines with 43 per cent and 29 per cent respectively participating. Hydrology was specialised in by 75 per cent of the participants in the States. Another popular area of specialisation, agriculture policy, was carried out in U.S.A. where 69 per cent of the partici-

points were trained, followed by 15 per cent in the Philippines and 8 per cent in India. The other areas have only a few participants and the Table information needs no further explanation.

8. Duration of training: It is evident that short-term training was the popular mode in the UNDP programme. For 65 per cent of participants went for less than three months training. Table 2.19 gives this information. Of those who went for less than three months training 41 per cent were in programmes extending to periods less than one month training. Comparatively the long-term awards were more significant. Of the long-term participants, 9 per cent went for 1-2 years, 4 per cent for 2-3 years, 2 per cent for 3-4 years and another 4 per cent for periods between 5-6 years.

On the basis of training by area of specialisation it is evident that 43 per cent of participants in the Management field went for less than one month and in their 25 per cent was away for 2-3 months training period. Only 2 per cent of respondents following Management training had a fairly long-term course between 3-4 years and another 2 per cent for a period between 5-6 years. There is one respondent who was trained in plant breeding for a period between 5-6 years. On the contrary 27 per cent of those who specialised in this area were awarded short-term training. More than two-thirds of respondents who specialised in forestry went on short-term awards, but one respondent spent 5-6 years pursuing this area of specialisation. In the computer field only one participant spent 9-12 months training but the others spent less than 6 months each. Statistics too showed a similar trend. With the exception of one participant who spent 3-4 years all others went on short-term awards. In the Wildlife area the majority (57 per cent) went on short-term assignments but one participant had a 2-3 year training in this field. Marketing was mainly a short-term training course with 92 per cent of participants accepting such awards. Housing was not a significant training area with only two participants attending a less than one month course. The other important area of specialisation is agricultural policy where 76 per cent attended short-term training with 12 per cent attending a 1-2 year award, another one at a 3-4 year period and another on a 5-6 year programme. The other areas of specialisation need no further explanation.

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2.2 Major reasons for decision to apply for an award

The survey attempted to elicit the major reasons for seeking awards for such information could reveal the respondents' judgement of their life pattern in the future, their attitude on matters related to education, employment, income etc. It is observed that the incentives which motivated these participants were different from the usual for they belong to an economically stable group holding good employment positions with prospects. The reasons given therefore, reflect to a greater degree this environment. Field data substantiates these conclusions. A number of reasons (independently and in combination) were given by the participants for applying. It is evident that not one factor alone but a number of factors have motivated the participants to apply for USAID awards. On an individual basis 16 major reasons which have been cited singly or in combination could be isolated. These and their frequencies by sex are indicated in Table 2.11.

The most significant reason cited by 18 per cent of participants comprising 20 per cent male and 5 per cent female respondents was that "the department nominated them". This reason was followed by 10 per cent of the total sample who stated that it was "the employer's decision". This included 11 per cent male respondents and 5 per cent female participants. Another 10 per cent comprising 9 per cent males and 15 per cent females gave the reason "selected by the ministry". It is apparent that more than one-third of participants (38 per cent) were selected by their respective employers. It is quite interesting to note that 10 per cent of male sample gave the reason "acquire additional knowledge and skills" as the major reason. But none of the female participants gave this reason. That it "benefits the profession they are in" was suggested by 9 per cent of the total sample comprising 8 per cent male and 15 per cent female participants. It was "a part requirement of the job" they are engaged in was cited by 9 per cent of total participants. Nine per cent male and 10 per cent female participants reported so. "Enhancement of professional capabilities" was the reason given by another 9 per cent of participants comprising 9 per cent males and 10 per cent females. That the training offered was "compatible with their fields of specialisation" was the reason expressed by 6 per cent of male participants, but none of the female respondents suggested this reason. The desire "to work for a post-graduate degree" was the main reason given by 5 per cent of the total sample which included 3 per cent male and 20 per cent female participants. The other reasons were less significant.

The survey also obtained the reasons on the basis of age. Table 2.12 reveals this information. Of those who gave the reason "requirement of

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job", the majority were comparatively young ranging between 31-45 years. A breakdown indicates that 46 per cent were in the cohort 36-40. Another 21 per cent fell into the 41-45 bracket and yet another 21 per cent was limited to the 46-50 segment. There was none in the 24-30 cohort but a single participant was evident in the 56-60 bracket. Quite a wide age spectrum was evident with respect to those who gave the reason "nominated by the department". In this case the youngest group, 24-30 years had 7 per cent of participants, and the largest number was in the age cohort 41-45 followed by 15 per cent in the 31-35 bracket and another 15 per cent in the 51-55 age segment. With reference to those who reported "employer's decision" the largest numbers were concentrated in the cohorts between 31-55 with the maximum number (27 per cent) in the bracket 46-50 and a similar number (27 per cent) in the 31-35 cohort. This was followed by 20 per cent in the 36-40 segment. The others were not significant. The reason "selected by the ministry" had the maximum number of participants (37 per cent) falling into the 51-55 group followed by 20 per cent in the 46-50 segment. Another 20 per cent came from the 41-45 cohort with yet another 20 per cent falling into the 36-40 bracket. There was also one participant who was from the 31-35 segment. The younger age groups were more important with respect of the reason "enhancement of professional capabilities". The largest number (36 per cent) were from the cohort 36-40 followed by 14 per cent from the 41-45 segment. Additionally, there was 21 per cent from the 45-50 bracket giving this reason. The others were not significant. "Appropriate for fields of specialisation" was the reason given by those in the 41-45 age group (38 per cent) followed by 25 per cent from the cohort 46-50. The other categories were less significant. The reason "to acquire additional knowledge and skills" too were mainly cited by those in the younger age groups. The largest number giving this reason (38 per cent) was from the 41-45 cohort and was followed by 23 per cent from the 36-40 segment. Even the 24-30 group had one participant citing this reason. That it was "beneficial for the profession" was also the reason reported by the younger cohorts. In this respect 23 per cent was from the 36-40 segment and another 23 per cent was from the 41-45 cohort. However, there were two participants from the 51-55 age group and another two respondents from the 56-60 bracket who gave the same reason and one from the cohort 31-35 also gave this reason. The distribution of other reasons is clear and needs no further explanation.

The same information on the basis of educational level before training was also gathered in the survey. Table 2.13 summarises this data. Those

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with the first degree only cited 12 major reasons out of the total of 16 reasons given by all participants. "Desire to do a post-graduate degree" was reported by 13 per cent of these participants. This was followed by 11 per cent who gave the reasons "part of job requirement" and another 11 per cent suggested the reason "employer's decision". The largest number of those with first degree only qualification (16 per cent) gave the reason "nominated by the department". There were also 9 per cent of participants from this group who gave the reason "training offered was appropriate for their fields of specialisation". "Employer's decision" was cited by 11 per cent of first degree only holders. Furthermore, "enhancement of professional capabilities" was the reason given by 7 per cent of participants from this group. The others were less significant. For 26 per cent of participants with masters degrees "nominated by the department" was the major reason. This was followed by 13 per cent who gave the reason "employer's decision" and another 13 per cent stated "selected by ministry" as the major reason for them to apply for an award. "Acquisition of knowledge" was cited by 9 per cent of those with masters degrees and another 9 per cent of this group cited the reason "part of job requirement" as the major reason. Of those with doctorates 33 per cent gave the reason "acquisition of additional knowledge and skills" as the major reason for their decision. In this group there was one participant who reported "employer's decision" as the major reason and another one gave the reason "selected by ministry" and yet another cited "appropriate for fields of specialisation". Enhancement of professional capabilities" was the reason given by one participant with CIMA qualifications. Those participants with diplomas/certificates suggested a wide range of reasons. Twenty five per cent in this group reported "nominated by department" as the major reason for their decision followed by 13 per cent who gave "part of job requirement" as the significant reason and another 13 per cent cited "enhancement of professional capabilities" as the major reason. In addition "employer's decision" was the reason given by 8 per cent of those in this group and another 8 per cent reported "acquisition of additional knowledge and skills" and for yet another 8 per cent it was "suitable to profession" the main reason. The other reasons suggested were less significant. On the other hand, those with secondary level qualifications expressed eight reasons for their decisions to apply for awards. "Selected by ministry" was the reason given by 18 per cent of this group and another 18 per cent cited "acquisition of additional knowledge and skills" was a major reason. The other distributions are clear and need no further explanation.

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In addition, depth interviews revealed that at least two male participants went on training for "career advancement" and another three male respondents gave a very vague reason "to improve prospects in the department". Two male participants and one female respondent from the Universities gave the reason "lack of expertise in the university". It must also be underscored that 16 per cent of participants did not respond and no reasons were given for their attitude. A significant fact that emerged was that more than one-third of participants (33 per cent) were directly selected by the relevant departments or ministries.

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Table 2.3. Marital status by age

Marital status	Age									Total
	24-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 and over	
Married	2	13	37	36	22	16	9	4	1	140
Widowed	-	-	1	-	-	-	-	-	-	2
Never married	-	3	2	-	1	2	-	1	-	9
Total	3	16	40	36	23	18	9	5	1	151

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Table 2.7. Level of education after training by sex

Highest educational level	Sex		
	Male	Female	Total
First degree	3	-	3
First degree + Diploma/Certificate	1	1	2
First degree + Training (short-term)	14	6	20
First degree + Postgraduate Diploma/Certificate	21	3	24
First degree + Postgraduate Diploma/Certificate + Training (short-term)	3	2	5
M.A./M.Sc.	7	-	7
M.A./M.Sc. + Ph.D. + Diploma	-	1	1
M.A./M.Sc. + Ph.D. + Diploma + Certificate	3	-	3
M.A./M.Sc. + Training (short-term)	8	-	8
M.A./M.Sc. + Diploma	8	-	8
M.A./M.Sc. + Diploma + Certificate	1	-	1
M.A./M.Sc. + Diploma + Training (short-term)	2	1	3
M. Phil. + Diploma	6	-	6
M. Phil. + Diploma + Training (short-term)	1	-	1
Ph.D. + Diploma	10	4	14
Ph.D. + Diploma + Training (short-term)	2	-	2
Diploma/Certificate	19	2	21
Diploma/Certificate + First degree + MICE + MIE	1	-	1
Short-term training only	17	-	17
Short-term training only + First degree + MICE + MIE	3	-	3
First Degree + MICE + MIE	1	-	1
Total	131	20	151

Table 2.9. Country of training by area of specialisation

Country	Area of specialisation																Total
	Management	Plant breeding	Forestry	Computer systems/ micro computer	Statistics	Wildlife	Impacts	Grazing	Natural science/ soil science	Hydrology	Cartography/ remote sensing	Agriculture policy	W.M./Information systems	Ecological studies/agro-climatic analysis	Geology	Taxation	
Malaysia	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	4
Uganda	24	7	3	4	8	1	7	2	3	8	2	18	2	2	-	1	90
Bangladesh	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	3
Thailand	3	1	2	-	-	-	1	-	1	1	-	-	-	-	-	-	9
Israel	2	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	3
India	3	-	-	-	-	-	2	-	-	-	3	2	-	1	-	-	11
U.K.	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1
Pakistan	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	2
Egypt	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Kenya	6	1	3	1	-	2	-	-	-	1	-	4	-	-	-	-	18
Tanzania	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
Sri Lanka	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	2
Several countries	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Nigeria	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Australia	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Germany	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1
Total	44	11	9	5	9	7	12	2	5	8	5	26	2	4	1	1	151

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Table 2.10. Duration of training by area of specialisation

Duration	Area of specialisation																
	Management	Plant breeding	Forestry	Computer systems/ Micro computer	Statistics	Wildlife	Markets	Housing	Animal science/ Soil science	Hydrology	Cartography/ Remote sensing	Agriculture Policy	A.V./Information Systems	Ecological studies/Agro-Climatic analysis	Geology	Taxation	Total
1 month	19	3	4	2	5	3	8	2	1	3	1	10	-	1	-	-	62
2 - 3	10	-	2	-	3	1	3	-	-	2	2	10	1	2	-	1	37
4 - 6	3	1	2	2	-	-	-	-	1	1	2	-	-	1	-	-	13
7 - 8	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4
9 - 12	1	1	-	1	-	-	-	-	1	1	-	-	1	-	-	-	6
13 - 24	5	3	-	-	-	2	-	-	-	-	-	3	-	-	1	-	14
25 - 36	-	2	-	-	-	1	1	-	1	-	-	1	-	-	-	-	6
37 - 48	1	-	-	-	1	-	-	-	-	-	-	1	-	-	-	-	3
60 - 72	1	1	1	-	-	-	-	-	1	1	-	1	-	-	-	-	6
Total	44	11	9	5	9	7	12	2	5	8	5	26	2	4	1	1	151

Table 2.11. Major reasons for decision to apply for award by sex

Reason	Sex		
	Male	Female	Total
Part of job requirement	12	2	14
There was no option	-	1	1
As managing a related project	1	-	1
Employer's decision	14	1	15
Selected by Ministry	12	3	15
Nominated by Department	26	1	27
Desire to do a post-graduate degree	4	4	8
Enhancement of professional capabilities	12	2	14
Training offered was appropriate for field of Specialisation	8	-	8
To assist utility discussions on return	1	-	1
Full financial support	2	1	3
Only technician in the Department of Animal Science not trained abroad	1	-	1
Acquire additional knowledge and skills	13	-	13
Suitable for the profession	10	3	13
Knowledgeable to upgrade projects	1	-	1
Cornell best University for Agricultural studies	1	-	1
No response	13	2	15
Total	131	20	151

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Table 2.12. Major reasons for decision to apply for award by age

Reason	Age									Total
	24-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 and over	
Part of job requirement	-	1	6	3	3	-	1	-	-	14
There was no option	-	-	1	-	-	-	-	-	-	1
As managing a related project	-	-	-	-	-	1	-	-	-	1
Employer's decision	-	4	3	2	4	1	-	1	-	15
Selected by Ministry	-	1	3	3	3	5	-	-	-	15
Nominated by Department	2	4	3	8	3	4	2	-	1	27
Desire to do a post-graduate degree	-	2	5	1	-	-	-	-	-	8
Enhancement of professional capabilities	-	1	5	2	3	1	1	1	-	14
Training offered was appropriate for field of specialisation	-	-	1	3	2	1	-	1	-	8
To assist policy discussions on return	-	-	-	-	-	1	-	-	-	1
Full financial support	-	-	-	2	1	-	-	-	-	3
Only technician in the Department of Animal Science not trained abroad	-	1	-	-	-	-	-	-	-	1
Acquire additional knowledge and skills	1	-	3	5	1	1	1	1	-	13
Suitable for the profession	-	1	3	3	1	2	2	1	-	13
Knowledgable to upgrade projects'	-	-	1	-	-	-	-	-	-	1
Cornell best University for Agricultural studies	-	-	-	1	-	-	-	-	-	1
No response	-	1	6	3	2	1	2	-	-	15
Total	3	16	40	36	23	18	9	5	1	151

Table 2.13. Major reasons for decision to apply for award by educational level

Reasons	Educational level													
	1st Degree	BA/BSc.	Matrikl.	Phd.	HCE	CIFA	Diplom Techn.	Others	Secondary	1st Deg. + Diplom	BA/BSc. + Diplom	1st Deg. + CTCF + HCE	1st Deg. + CTCF + HCE	Total
Part of job requirement	6	2	-	-	-	-	3	1	1	-	1	-	-	14
There was no option	1	-	-	-	-	-	-	-	-	-	-	-	-	1
Is managing a related project	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Employer's decision	6	3	1	1	-	-	2	-	-	1	-	1	-	15
Selected by Ministry	3	3	1	1	-	-	1	-	2	2	-	2	-	15
Nominated by Department	9	6	-	-	-	-	6	1	1	3	-	1	-	27
Begin to make post-graduate degree	7	1	-	-	-	-	-	-	-	-	-	-	-	8
Enhancement of professional capabilities	4	-	-	-	-	1	3	-	2	3	-	-	1	14
Training offered was appropriate for field of specialisation	5	1	-	1	-	-	1	-	-	-	-	-	-	8
Tourist policy discussions on return	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Full financial support	1	1	-	-	-	-	-	-	-	1	-	-	-	3
Only technician in the Department of Animal Science not trained abroad	-	-	-	-	-	-	1	-	-	-	-	-	-	1
Acquire additional knowledge and skills	4	2	-	2	-	-	2	1	2	-	-	-	-	13
Suitable for the profession	4	1	-	1	-	-	2	-	1	2	1	-	1	13
Knowledgable to upgrade projects	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Cornell best university for agricultural studies	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Other answer	6	1	-	-	1	-	3	1	1	2	-	-	-	15
	44	23	2	6	1	1	24	4	11	14	2	5	2	151

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CHAPTER 3 - Economic characteristics of participants

This chapter deals with the impact of a wide range of activities of the participants including the nature, position and responsibilities of their employment before and after training, income and expenditure etc. The data gathered in the survey provides a fairly reliable basis for inquiry into and evaluation of some of the major economic characteristics of the participants. The survey contains detailed information on employment and positions held, responsibilities undertaken, income sources and income earned and evaluation of household economic resources.

3.1 Nature of occupation before training

Employment is an important indicator of not only the income of the participants but also their lifestyles. Field data revealed that all the participants were in some occupation prior to training. Of the sample population, 97 per cent were from the public sector, 1 per cent from corporations and another 1 per cent from the private sector. A very wide range in the nature of occupations and positions held is evident. Table 3.1 shows the information on the nature of occupation by sex.

The nature of occupations of participants covered a wide spectrum of activities ranging from administration and planning to malaria control, birds and trees and quality control. Of the total sample population 42 per cent were concerned with administration/management. This number comprised 92 per cent male respondents and 8 per cent female participants. Planning was the major concern of 12 per cent of participants with more males (78 per cent) than females (22 per cent) stating so. This was followed by 10 per cent falling into the lecturing category (67 per cent males and 33 per cent females). Controlling of water supply was cited by 7 per cent of participants who were all males. Six per cent of participants were engaged in forestry with one female participant falling into this group. Technical aspects was the concern of 4 per cent of respondents comprising five male respondents and one female participant. Surveying and cartography was cited by 3 per cent of respondents and another 3 per cent revealed malaria control as the nature of their occupation and yet another 3 per cent wildlife as their field. Accounts and taxation was the nature of occupation of 3 per cent participants and another 3 per cent cited data processing. There was one who was engaged in consulting work, another concerned with quality control and yet another soil science work. This completes the total sample population.

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Table 3.1. Nature of occupation before training by sex

Nature of occupation	Sex		Total
	Male	Female	
Administration/Management	59	5	64
Survey and Cartography	4	-	4
Malaria control	3	1	4
Forestry	8	1	9
Policy planning & appraisal	14	4	18
Community development	2	-	2
Wildlife/Fauna & Flora	4	-	4
Scientific work	2	-	2
Academic work	10	5	15
Water supply control	11	-	11
Technical matters	5	1	6
Accounts & Taxation	3	1	4
Consulting work	1	-	1
Data processing	3	2	5
Quality control	1	-	1
Soil sampling & analysing	1	-	1
Total	131	20	151

Nature of occupation in relation to educational qualifications is an important consideration especially significant in the assessment of job satisfaction. Table 3.2 reveals this information. It is observed that of the respondents who fell into the administration/management category, 34 per cent had their first degree, 16 per cent had post-graduate degrees and there was one participant with a Ph.D. Seven per cent of participants were professionally qualified. Lower down there were 23 per cent of participants who had diploma/certificate qualifications and only 5 per cent with secondary level qualifications. Of those whose main activities were associated with policy planning and evaluation, 17 per cent had their first degree; but 33 per cent had Masters qualifications and 11 per cent were with Ph.Ds. Another 11 per cent had first degree plus post-graduate diploma qualifications. There were two participants in this group with professional qualifications. Strangely, the majority of academicians (53 per cent) had only the first degree but 33 per cent were with Masters. There was no one with a Ph.D. Of those participants involved in water supply control only two respondents were qualified in engineering. The majority (63 per cent) however, had first degrees and there was one participant who was with secondary level qualification. Those in the forestry field were few with equal numbers (N = 2 each) having first degrees, Masters and Ph.Ds. There was only one respondent with secondary level qualifications in the forestry group. Those involved in technical matters reported 50 per cent as having their

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first degrees. However, there was one respondent with diploma/certificate qualifications and yet another with only secondary education. The other distributions do not show much variations and the information given in the table is clear.

Table 3.3 reveals the nature of occupation of participants by age. It is evident that the highest number associated with administration were in the age cohort 36-40 (28 per cent) and 46-50 (28 per cent) followed by 14 per cent in the 31-35 age bracket and another 14 per cent in the 41-45 cohort and 11 per cent in the 51-55 segment. There was only one respondent in the 24-30 bracket who was an administrator. It is apparent that this distribution conforms to the normal promotional status of the participants. Policy planning and appraisal too was concentrated in the cohorts 36-55 with a maximum (61 per cent) in the 36-40 and 41-45 brackets. The 24-30 cohort had none involved in this field and only one respondent was evident in the 51-55 bracket. The academicians are all from the age cohorts 36-50 with the largest concentrations in the 36-40 bracket (40 per cent) and in the 41-45 segment (47 per cent). Considering the age structure it is rather strange that quite a number of mature academicians were only with their first degree. The other distributions are quite clear and need no further explanations.

3.2 Position held before training

The positions held reveal the recognition of the abilities and capabilities of the respondents by their superiors. Table 3.4 summarises this information on the basis of sex. A very wide range of positions held is evident, but the strongest concentrations are limited to a few occupations. Of the positions 'Administrator' is the most popular registering 33 per cent of the total sample population. Of the males 33 per cent fell into this category compared with 30 per cent of the females who were in this group. Researchers were the next important group recording 13 per cent. Eleven per cent of male participants fell into this group but 20 per cent of females were in this position. Lecturer category was quite significant with 9 per cent stating so. In this respect of the males only 6 per cent fell into this class compared with 30 per cent of female respondents. Foresters came next with 7 per cent of the total sample, all males. Of the other positions rangers comprise 5 per cent of the sample and another 5 per cent were land officers. The other positions were few in number.

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Table 3.4. Position held before training by sex

Position	Sex		Total
	Male	Female	
Accountant	1	-	1
Commissioner/Deputy Commissioner/Director	4	1	5
Administrator/Manager	44	6	50
Forester	11	-	11
Lecturer	8	6	14
Engineer	7	2	9
Soil Surveyor	1	-	1
Land Officer	7	-	7
Researcher	15	4	19
Economist	1	-	1
Entomologist	1	-	1
Technician	6	-	6
Development Officer	1	-	1
Assessor	1	-	1
Statistician	4	-	4
Librarian	2	1	3
Planning Officer	4	-	4
Ranger	7	-	7
Secretary	1	-	1
Government Agent	1	-	1
Cartographer/Draughtsman	4	-	4
Total	131	20	151

The relationship between educational qualifications and positions held reveals the prevailing conditions for promotion of employees. Table 3.5 records this information. It is evident that there was only one accountant and he had only a certificate. But the few who were truly qualified in accountancy held other positions especially as administrators. Of the Commissioner/Director category, which is 3 per cent of the total sample, one had the first degree, another a masters and yet another was with a degree plus CIMA qualifications. The majority (33 per cent) who were administrators had a wide range of qualifications. Thirty six per cent of those who held this position had their first degrees followed by 16 per cent with first degree plus diploma. There were 14 per cent with masters and 8 per cent with Ph.Ds. Besides, 12 per cent were with professional qualifications. The majority of researchers were qualified with the exception of two participants who had secondary level qualifications. Of the lecturers the majority (57 per cent) were with the basic minimum of first degree. Of the foresters except for two respondents with secondary qualifications all others were qualified with one Ph.D., two masters and four diploma holders. All the engineers were qualified with 75 per cent having their first degree and one with MICE. The distribution of other positions as indicated in the table is clear and needs no further explanation.

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3.3 Arrangements during absence

This refers to the arrangements with the employer for leave of absence. Table 3.6 records the information. It is important to note that the large majority (97 per cent) comprising 88 per cent males and 12 per cent females went on full-pay leave for their training. Only two male participants went on half-pay leave and three female respondents went on no-pay leave. None resigned prior to going on training.

Table 3.6. Arrangements made with employer by sex

Arrangements	Sex		Total
	Male	Female	
Resigned	-	-	-
No-pay leave	-	3	3
Full-pay leave	129	17	146
Half-pay leave	2	-	2
Total	131	20	151

3.4 When employment recommenced since return

It is important to note whether the participants resumed duties after their return from training and if they did the time lapse between return and taking over duties. This aspect is quite significant for it reveals the usefulness of the participant for a particular job because of his/her training obtained. Table 3.7 summarises this information. A satisfactory situation is that 98 per cent of participants were employed on return after training. Even the three participants who responded negatively were employed after a lapse of a period. It is underscored that

Table 3.7. When recommenced employment by sex

Period	Sex		Total
	Male	Female	
Immediately	97	17	114
Day after return	1	1	2
One month after training	28	2	30
8-9 months after training	1	-	1
10 months and over	4	-	4
Total	131	20	151

the majority (75 per cent) comprising 85 per cent male participants and 15 per cent female respondents resumed duties immediately on return, and 1.3 per cent the day after return. But 20 per cent participants comprising

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more males (93 per cent) than females (7 per cent) resumed duties after a lapse of one month. This [illegible] related to those with long-term training assignments and was at their request for the purpose of organising their affairs at this end after a long absence from home. There were at least 3 per cent of respondents (N = [illegible]) who resumed duties after a period of 10 months and in this [illegible] participant who waited 5-6 months prior to assuming duties. This waiting period was necessary to complete the research project begun.

3.5 Current occupation and position

The current occupation refers to the type of work carried out by the participants interviewed. Therefore, it becomes a good indicator of the recognition of the usefulness of the training received by the participants. Table 3.8 records this information. It is evident that prior to training there was only one male accountant. Subsequent to training, the number has increased to five who are all male participants. However, of the total sample population only 3 per cent fell into the accountants category.

Table 3.8. Current occupation by sex

Occupation	Sex		Total
	Male	Female	
Accountant	5	-	5
Land use policy planning & implementation	4	1	5
Administrator/Manager	55	8	63
Development Officer	13	-	13
Environment Management	6	-	6
Seed quality controller	4	-	4
Lecturer	8	6	14
Engineer	7	1	8
Printer	1	-	1
Soil Surveyor	2	-	2
Researcher	13	2	15
Cartographer/Surveyor	4	-	4
Ranger	3	-	3
Economist	1	-	1
Statistician	1	1	2
Editor/P.R.O.	1	-	1
Consumer Protection	-	1	1
Retired	3	-	3
Total	131	20	151

In contrast, the largest number of participants fell into the administrator category. Prior to training about one-third fell into this group. Since return the number has increased to 43 per cent comprising 87 per cent males and 13 per cent females. In general, there had been a 26 per cent increase

in this category of participants. A significant change in the rural worker category is evident. This category of participants were reduced by 21 per cent comprising a 13 per cent reduction in male respondents and a 50 per cent reduction in female participants. This reduction does not mean retrogradation of the service but reflects promotion which is quite a healthy sign for the participants of these programmes. A similar trend is not evident in the case of lecturers for prior to training there were 9 per cent participants comprising 57 per cent male and 43 per cent females in this category and the proportion remained the same even after training. There is a significant increase in the number of development officers after training. Prior to training there was only one male respondent who fell into this category. But after training, the number increased to 13 which are all male participants. The category, planning officers which appeared prior to training is not evident but a new category land use policy planning and implementation is reported. Of the total sample population, 3 per cent fall into this group. A similar category comprising four male participants is seed quality controller and another is one female consumer protector. The engineering group remained the same. The other distributions are clear and need no further explanation.

Current position refers to the designated posts in the various sectors. Table 3.9 summarises this information as given by the participants interviewed. The majority of participants (46 per cent) fall into the category Director/Deputy Director/Head. Of the total male sample population 47 per cent fall into this category and 40 per cent of females that are in this group. Compared with the economist before training the increase to seven after training, reveals that the training received has satisfied, to a degree, a major demand from the economic sector. The other posts in the table need no elaboration.

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Table 3.9. Current position by sex

Current position	Sex		Total
	Male	Female	
Director/Deputy Director/Head	62	8	70
Economist	7	-	7
Researcher	7	1	8
Statistician	4	1	5
Technician	9	-	9
Consultant	4	-	4
Forester	5	-	5
Entomologist	3	-	3
Wildlife Ranger	5	-	5
Cartographer/Draughtsman	3	-	3
Lecturer	7	6	13
Accountant	2	-	2
Assessor	1	-	1
Engineer	4	1	5
Project Officer	1	1	2
Secretary	1	1	2
Agricultural Officer	2	-	2
Development Officer	2	1	3
Instructor	2	-	2
Total	131	20	151

3.6 Whether employed in different jobs

The survey revealed that almost all the respondents (96 per cent) returned initially to the same job and position occupied by them prior to training. The 4 per cent who did not return was due to the delay in completing their respective training projects. However, since returning at least 17 per cent of the total number of participants surveyed are employed in different jobs. The survey obtained the required information and Table 3.10 summarises the responses by educational level after training.

It is evident that educationwise none of the participants with only their first degrees were employed in different jobs since returning. On the contrary, of those who responded positively 35 per cent were with first degrees and post-graduate diplomas and 15 per cent were with PhDs. plus diplomas plus some training. There were 11 per cent of participants with first degrees and short-term training qualifications. Of the other participants 8 per cent had first degrees plus diplomas plus training and another 8 per cent were with PhDs. plus diplomas. The others were less significant.

Agewise the most number of those who shifted jobs were from age cohorts 46-50 (17 per cent) and 51-55 (17 per cent). This was followed by 15 per cent in the age bracket 36-40. and another 15 per cent from the age segment

56-60 and yet another 17 per cent [illegible] short-ed-7% [illegible] bracket 26-30 gave positive responses to this question. The others were not significant.

3.7 Reasons for shifting from first job

That some of the participants changed their jobs is evident. The survey suggested several major reasons for the change and the respondents too made valid suggestions which were kept in mind in the analysis. It is evident that only 15 per cent of the participants were involved in changes in their posts whilst the rest remained in the same posts they were prior to training. Of those who responded affirmatively only 17 per cent reported "lack of job satisfaction" as the important reason for the change in jobs and another 17 per cent made the suggestion "salary not sufficient" as the major reason. On the contrary, only 3 per cent were shifted by the employer and another 3 per cent retired. It is noteworthy that only one participant gave the reason "betterment of the job" as the significant reason and another one reported the reason "for more independent entrepreneurship."

Table 3.11 summarises the same information on the basis of educational level. This aspect is important for it shows whether the participants were shifted because of the recognition of their training or additional qualifications obtained. In this respect all those who stated that the change was due to "lack of job satisfaction" were well-qualified with 50 per cent of them having their first degrees plus post-graduate diplomas and training. One was with a doctorate and diploma and another one was an engineer with professional qualifications. There was, of course, a single participant who had only a short-term training qualification but with no job satisfaction. On the other hand, those who gave the reason "salary not sufficient" comprised a comparatively less qualified group with 50 per cent of them having only a diploma or a certificate, two with first degree and diploma and one with a masters plus diploma. It is quite revealing that there was one participant with a Ph.D. and a diploma who was keen for further education and training. There was also one respondent who had only a short-term training qualification who moved out to occupy another post. Two with post-graduate diplomas also changed their jobs and so did another with a first degree and short-term training. Those who retired comprised one with first degree plus short-term training, two with first degrees and post-graduate diplomas and yet another with only a short-term training qualification. There was a single participant with a doctorate plus

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diploma who changed jobs for more "independent entrepreneurship" for betterment of his status".

3.8 Current level of responsibilities and activities undertaken

In the employment sphere the degree of responsibility bestowed on the occupant of a post reflects his/her recognition by the superiors. It reflects the individual's ability and resourcefulness although some external factors too can influence the situation. The survey made inquiries from the participants on this aspect and suggested three degrees of responsibilities for their response. Table 3.12 records this information.

According to the survey data a significant 44 per cent of respondents comprising 82 per cent males and 18 per cent females had more responsibilities in their current jobs after training. But 54 per cent stated that the responsibilities were the same as before. Of those who reported so 91 per cent were male participants and 9 per cent female respondents. Only two participants stated that they had less responsibilities now and one had no prior job to assess the nature of change.

Table 3.12. Level of responsibility in the current job by sex

Degree of responsibility	Frequency		Total
	Male	Female	
More responsibility	55	12	67
Some responsibility	74	7	81
Less responsibility	1	1	2
No prior job	1	-	1
Total	131	20	151

According to the survey data a significant 44 per cent of respondents comprising 82 per cent males and 18 per cent females had more responsibilities in their current jobs after training. But 54 per cent stated that the responsibilities were the same as before. Of those who reported so 91 per cent were male participants and 9 per cent female respondents. Only two participants stated that they had less responsibilities now and one had no prior job to assess the nature of change.

It is evident that the training received had contributed much to bring about changes in responsibilities handled by a good proportion of participants. On the other hand, whether the training received has contributed to the resourcefulness of the participants in taking innovative action in their employment also needs consideration. Table 3.13 reports this information by sex.

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It is evident that at least 45 per cent of participants engaged in, 88 per cent males and 12 per cent females were involved in the management of projects, offices, divisions or companies. Initiation of new projects or services was quite significant registering 19 per cent of the total sample population. In this respect more males (22 per cent) than females (15 per cent) initiated such action. Even a significant 15 per cent of respondents contributing 91 per cent males and 9 per cent females contributed to the improvement of operational procedures, programmes or services. Only 4 per cent of returnee participants were involved in influencing or making policy decisions. This group comprised 83 per cent male respondents

Table 3.13. Activities undertaken since returning by sex

Activities	Sex		Total
	Male	Female	
Manage a project, office, division or company	60	8	68
Initiate new projects or services	23	5	28
Improve operational procedures, programmes or services	20	2	22
Influence or make policy	5	1	6
Train others (workshops etc.)	7	3	10
Participate in research activities	7	-	7
No response	9	1	10
Total	131	20	151

and 17 per cent female participants. Participation in the training of others was an important service for 7 per cent of the respondents reported so. This included 70 per cent male and 30 per cent female participants. There were seven male respondents who participated in research activities since returning. There was a 7 per cent no response comprising 90 per cent males and 10 per cent females. Depth inquiries revealed that they continue to work in the same field in similar manner prior to training.

Activities undertaken since training with reference to age shows an important relationship. Table 3.14 summarises this information. It is shown that the largest number who reported positive responses to the six survey suggestions were confined to the cohorts 36-55, below this limit or above the number progressively decreases to insignificant proportions. Of the participants who reported management of projects etc. 25 per cent were in the bracket 36-40, 24 per cent in the group 46-50 and 19 per cent in the 51-55 cohort. On the contrary, there were only 4 per cent in the 31-35 bracket and another 4 per cent in the 56060 cohort. In the initiation of new projects or services the younger cohorts revealed greater

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numbering. There were 14 per cent of participants in the age cohort 31-35 falling into this activity group followed by 32 per cent in the 36-40 bracket and 25 per cent in the 41-45 cohort. Improvement of operational procedures etc. was dominated by the age cohorts between 36 and below 50 years registering 77 per cent of total participants who responded affirmatively. "Policy making or influencing" was concentrated in two groups - one between 36-45 recording 67 per cent and the other in the 56-70 cohort registering 33 per cent. Finally, those involved in research activities were concentrated in the age cohorts 31-35, 36-40 and 41-45. The distribution reveals that there is a clear relationship between age and new activities undertaken by the participants since returning.

3.9 Sources of income

The economic status of a person depends primarily on income received, which in turn determines to a greater degree, the lifestyle and quality of life of the participants and his/her family. The consideration of sources of income can form the basis for the examination of income of respondents Table 3.15 summarises this information.

Both before and after training salary/wages was the most important source of income for the majority of participants. However, a reduction in the number from 81 per cent before training to 75 per cent after training of those receiving income from this source is evident. This does not mean a reduction in numbers receiving income from salaries. It reveals that some have gained other sources of income in addition to the salary. In this respect we observe an increase from 1 per cent to 3 per cent (before and after of those in receipt of salary/wages plus fees. On the other hand, the other sources remain more or less the same except for sources salary/wages plus business and self-employment which increased from 1 per cent to 3 per cent with one respondent receiving fees after training. The no response proportion increased from 3 per cent to 5 per cent.

In the differentiation on the basis of sex too, salary/wages was the most important source of income for both male and female participants before and after (Table 3.16). In this respect of the male participants 82 per cent cited salary as the main source before training but only 78 per cent after. For 75 per cent of female participants salary was the main source of income before training but this was reduced to 60 per cent after training. For male respondents the other sources remained approximately the same for the two periods except for the combined source of salary and business which increased from 2 per cent before to 4 per cent after. With

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reference to female respondents there is one participant who [illegible] combined source salary and fees was the main avenue after training which was not so before training. The other sources remain the same with 19 per cent citing combined sources salary and interest/dividend and the same proportion cites this combination even after training. Fees and agriculture combination was the main source of income for 4 per cent female respondents before and this proportion remain the same after.

Table 3.16. Sources of income before (A) and after (B) training by sex

Source*	Sex: Male A	Male B	Female A	Female B	Total A	Total B
1	107	102	15	12	112	114
1,2	2	3	–	1	2	4
1,2,3	1	1	–	–	1	1
1,2,4	3	3	–	–	3	3
1,2,6	1	1	–	–	1	1
1,3,4	1	1	–	–	1	1
1,4	2	2	3	3	5	5
1,4,5	2	2	–	–	2	2
1,5	6	6	1	1	7	7
1,6	2	5	–	–	2	5
No response	4	5	1	3	5	8
Total	131	131	20	20	151	151

Code* – 1. Wages/salary; 2. Fees; 3. Rent; 4. Interest or dividend; 5. Agriculture; 6. Business & Self-employment.

3.10 Level of monthly income

Table 3.17 summarises the level of income before and after training by sex. That the income revealed was highly variable is evident. It ranged from less than Rs.1,000 to more than Rs.10,000. It is gratifying to note that only 3 per cent of the total sample population comprising two male participants and two female respondents reported having an income less than Rs.1,000 each before training. Since training only one male reported receiving such an income but none of the female respondents stated so. In the next bracket 7 per cent of the total population received an income between Rs.1,001-2,000 before training. In this respect 7 per cent male participants and 10 per cent female respondents reported so. Since returning only 2 per cent of males received this income but none of the females were in receipt of such an income. We observe a very significant change in the Rs.2,001-3,000 income bracket which was the reported income of 7[illegible] per cent of male participants prior to training but only

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14 per cent of male participants fell into this group after training. There was only one female participant falling into this group prior to training but after training one of the females received this income. A similar trend is observable in the Rs.1,001-1,000 income bracket. In this respect 21 per cent of male respondents who were in this bracket before training was reduced to 15 per cent after training and in the case of female participants the number decreased from 15 per cent to 5 per cent. In contrast the next group, Rs.4,001-5,000 records an increase for male participants from 11 per cent prior to training to 14 per cent after training and the one female who was in this bracket before training had shifted to a better position. In the Rs.5,001-6,000 bracket a slight increase from 9 per cent before to 10 per cent after in the male participants is evident and in respect of female respondents there was an increase from 10 per cent to 15 per cent in this income bracket. A small increase after training by one male participant is evident in the Rs.6,001-7,500 bracket. But with respect to female respondents in this group there is a reduction from 15 per cent to 5 per cent after training. The Rs.7,501-10,000 bracket shows an increase from 8 per cent to 11 per cent prior to training and after for male participants. But in the case of female respondents the increase is very significant rising from 11 per cent to 40 per cent after training. On the contrary, the over Rs.10,000 category shows a remarkable improvement for both male and female participants. With respect to male respondents the increase was from 6 per cent to 21 per cent after training and in the case of female respondents the increase was from 5 per cent to 14 per cent after training.

Table 3.17 Level of income before (A) and after (B) training by sex

Income (Rupees)	Sex: Male A	Male B	Female A	Female B	Total A	Total B
Less than 1,000	2	1	2	-	4	1
1,001 - 2,000	9	3	2	-	11	3
2,001 - 3,000	32	18	1	-	33	18
3,001 - 4,000	27	19	3	1	30	20
4,001 - 5,000	14	18	1	-	15	18
5,001 - 6,000	12	13	2	3	14	16
6,001 - 7,500	10	11	3	1	13	12
7,501 - 10,000	11	15	2	8	13	23
over 10,000	8	28	1	3	9	31
No response	6	5	3	4	9	9
Total	131	131	20	20	151	151

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With reference to income received an attempt was also made to obtain their evaluation of the economic resources available to them. Table 3.18 summarises their evaluation. In this respect it must be underscored that the no response prior to training was 9 per cent comprising 11 per cent male respondents but rose to 11 per cent since return and included 9 per cent male respondents and 25 per cent female participants.

That the economic situation in general is quite satisfactory is evident from the fact that only an insignificant 1 per cent of participants reported extreme economic difficulties completely without resources, prior to training. In this respect there was one male participant and one female respondent who stated so. Since return only one male participant fell into this category. The next level which showed that the income is totally inadequate and the participants had no reserves was reported by 10 per cent of respondents comprising 9 per cent male and 15 per cent female participants prior to training. Since returning this proportion had been reduced to 3 per cent in the case of male participants and no female participants fell into this category. The other group which expressed the view that the income was somewhat inadequate and had no resources was reported by 23 per cent of total male participants and 15 per cent of the female population also stated so. Of the total sample population 26 fell into this group. On the contrary, adequacy of income but without reserves was reported by 25 per cent of respondents prior to training. This included 24 per cent of male participants and 30 per cent of female respondents. Since return the total number falling into this category increased to 28 per cent. This included an increase of male participants in this category from 24 per cent to 28 per cent and a decrease of female respondents in this group from 30 per cent to 25 per cent. Twenty five per cent of respondents stated that their economic resources are satisfactory and the income is ample but with no reserves. This status was reported by 28 per cent of male respondents and 5 per cent of female participants prior to training. Since returning 28 per cent of male participants and 35 per cent of female respondents expressed the view that their income are ample. At least 3 per cent of total sample comprising 1 per cent male and 20 per cent female participants reported that their economic resources are excellent, the incomes are ample and that they even have reserves prior to training. Since training the number of male participants in this bracket increased to 5 per cent but the female respondents in the group decreased to 5 per cent. The reduction in the number of females in this category is due to the 'no response' recorded consequent to the refusal to commit themselves.

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Table 3.2. Nature of occupation before training by educational level before training

Nature of occupation	Educational level													Total
	1st degree	MA/M.Sc.	M.Phil	Ph.D.	MICE	CIHA	Diploma/ Certificate	Others including training	Secondary	1st degree + Diploma	MA/M.Sc.+ Diploma	1st degree + MICE + MIE	1st degree + CIHA + MIE	
Administration/Management	22	7	2	1	-	1	15	2	3	8	-	2	1	64
Survey and Cartography	-	-	-	-	-	-	2	-	2	-	-	-	-	4
Malaria control	2	1	-	-	-	-	-	-	1	-	-	-	-	4
Forestry	2	2	-	2	-	-	2	-	1	-	-	-	-	9
Policy planning and appraisals	3	6	-	2	1	-	1	-	-	2	1	1	1	18
Community development	2	-	-	-	-	-	-	-	-	-	-	-	-	2
Wildlife/Fauna and Flora	1	-	-	-	-	-	-	1	2	-	-	-	-	4
Scientific work	2	-	-	-	-	-	-	-	-	-	-	-	-	2
Academic work	8	5	-	-	-	-	-	-	-	2	-	-	-	15
Water supply control	7	-	-	-	-	-	-	-	1	1	-	2	-	11
Technical matters	3	1	-	-	-	-	1	-	1	-	-	-	-	6
Accounts and Taxation	2	-	-	-	-	-	2	-	-	-	-	-	-	4
Consultation work	-	-	-	-	-	-	-	1	-	-	-	-	-	1
Data processing	2	-	-	-	-	-	1	-	-	1	1	-	-	5
Quality control	-	-	-	1	-	-	-	-	-	-	-	-	-	1
Soil sampling & analysing	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Total	56	23	2	6	1	1	24	4	11	14	2	5	2	151

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Table 3.3. Nature of occupation before training by age

Occupation	Age										
	24-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 and over	No response	Total
Administration/Management	1	9	18	9	14	7	4	1	-	1	64
Survey and Cartography	-	1	-	2	-	1	-	-	-	-	4
Malaria control	-	-	1	1	-	2	-	-	-	-	4
Forestry	-	1	2	2	1	-	1	1	1	-	9
Policy planning and appraisals	-	-	6	5	2	4	1	-	-	-	18
Community development	-	-	1	-	-	1	-	-	-	-	2
Wildlife/Fauna and Flora	-	2	-	1	1	-	-	-	-	-	4
Scientific work	1	1	-	-	-	-	-	-	-	-	2
Academic work	-	-	6	7	1	-	-	1	-	-	15
Water supply control	-	1	1	4	2	1	1	1	-	-	11
Technical matters	-	1	2	3	-	-	-	-	-	-	6
Accounts and Taxation	-	-	1	-	1	1	1	-	-	-	4
Consultation work	-	-	-	-	-	-	1	-	-	-	1
Data processing	-	-	2	2	-	-	-	1	-	-	5
Quality control	-	-	-	-	1	-	-	-	-	-	1
Soil sampling & analysing	-	-	-	-	-	1	-	-	-	-	1
Total	2	16	40	36	23	18	9	5	1	1	51

Table 3.5. Position prior to training by educational level before training

Position	Educational level													
	1st degree	MA/M.Sc.	M.Phil	Ph.D.	HICE	CIMA	Diploma/ Certificate	Others including training	Secondary	1st degree+ Diploma	MA/M.Sc.+ Diploma	1st degree+ HICE + MIE	1st degree+ CIMA + MIE	Total
Accountant	-	-	-	-	-	-	1	-	-	-	-	-	-	1
Commissioner/Deputy Commissioner/ Director	1	1	-	-	-	-	1	-	-	1	-	-	1	5
Administrator/Manager	18	7	-	4	1	1	6	-	-	8	1	3	1	50
Forester	2	2	-	1	-	-	4	-	2	-	-	-	-	11
Lecturer	8	5	-	-	-	-	-	-	-	1	-	-	-	14
Engineer	7	-	-	-	-	-	-	-	-	-	-	2	-	9
Soil surveyor	-	-	-	1	-	-	-	-	-	-	-	-	-	1
Land Officer	1	2	1	-	-	-	3	-	-	-	-	-	-	7
Researcher	10	3	-	-	-	-	2	1	1	2	-	-	-	19
Economist	-	-	1	-	-	-	-	-	-	-	-	-	-	1
Entomologist	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Technician	2	-	-	-	-	-	2	-	2	-	-	-	-	6
Development Officer	1	-	-	-	-	-	-	-	-	-	-	-	-	1
Assessor	1	-	-	-	-	-	-	-	-	-	-	-	-	1
Statistician	1	-	-	-	-	-	1	-	-	1	1	-	-	4
Librarian	2	1	-	-	-	-	-	-	-	-	-	-	-	3
Planning Officer	2	1	-	-	-	-	1	-	-	-	-	-	-	4
Ranger	-	-	-	-	-	-	1	3	3	-	-	-	-	7
Secretary	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Government Agent	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Cartographer/Draughtsman	-	-	-	-	-	-	2	-	2	-	-	-	-	4
Total	56	23	2	6	1	1	24	4	11	14	2	5	2	151

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Table 3.10. Employment in different jobs since returning by educational level after training

Educational level	Response		
	Yes	No	Total
First degree	-	3	3
First degree + Diploma/Certificate	1	1	2
First degree + Training (short-term)	3	17	20
First degree + Postgraduate Diploma/Certificate	7	17	24
First degree + Postgraduate Diploma/Certificate + Training (short-term)	1	4	5
Diploma/Certificate	-	7	7
Diploma/Certificate + Training + Diploma	-	1	1
Diploma/Certificate + Training + Diploma + Certificate	1	2	3
Diploma/Certificate + Training (short-term)	-	8	8
Diploma/Certificate + Diploma	1	7	8
Diploma/Certificate + Diploma + Certificate	-	1	1
Diploma/Certificate + Diploma + Training (short-term)	-	3	3
Certificate + Diploma	-	6	6
Certificate + Diploma + Training (short-term)	-	1	1
Training + Diploma	2	12	14
Training + Diploma + Training (short-term)	-	2	2
Diploma/Certificate	3	18	21
Diploma/Certificate + First degree + MICE + MIE	1	-	1
Short-term training only	3	14	17
Short-term training only + First Degree + MICE + MIE	-	3	3
First Degree + MICE + MIE	-	1	1
Total	23	128	151

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Table 3.11. Reasons for leaving previous employment by educational level after training

Educational level	Reasons								
	Lack of job satisfaction	Salary/Wages insufficient	Further education/training	Dmission of employer	Retirement	More independent entrepreneurship	Betterment of the job	No response	Total
First Degree	-	-	-	-	-	-	-	3	3
First Degree + Diploma/Certificate	-	-	-	-	1	-	-	1	2
First Degree + Training (short-term)	1	-	-	1	-	-	1	17	20
First Degree + Diploma/Certificate	1	2	-	2	2	-	-	17	24
First Degree + Diploma/Certificate + Training (short-term)	1	-	-	-	-	-	-	4	5
MICE/MIE	-	-	-	-	-	-	-	7	7
MICE/MIE + Diploma + Certificate	-	-	-	-	-	-	-	1	1
MICE/MIE + Diploma + Certificate	-	-	-	-	-	1	-	2	3
MICE/MIE + Training (short-term)	-	-	-	-	-	-	-	8	8
MICE/MIE + Diploma	-	1	-	-	-	-	-	7	8
MICE/MIE + Diploma + Certificate	-	-	-	-	-	-	-	1	1
MICE/MIE + Diploma + Training (short-term)	-	-	-	-	-	-	-	3	3
Certificate + Diploma	-	-	-	-	-	-	-	6	6
Certificate + Diploma + Training (short-term)	-	-	-	-	-	-	-	1	1
Diploma + Diploma	1	-	1	-	-	-	-	12	14
Diploma + Diploma + Training (short-term)	-	-	-	-	-	-	-	2	2
Diploma/Certificate	-	3	-	-	-	-	-	18	21
Diploma/Certificate + First Degree + MICE + MIE	1	-	-	-	-	-	-	-	1
Short-term training only	1	-	-	1	1	-	-	14	17
Short-term training only + First Degree + MICE + MIE	-	-	-	-	-	-	-	3	3
First Degree + MICE + MIE	-	-	-	-	-	-	-	1	1
Total	6	6	1	4	4	1	1	128	151

Table 3.14. Activities undertaken since returning by age

Activities	Age										
	24-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 and over	No response	Total
[illegible] project, office, division or company	-	4	11	18	16	11	4	3	-	1	68
Initiate [illegible] projects or services	2	4	9	7	2	2	1	1	-	-	28
Imp[illegible] procedures, programmes or services	-	2	8	5	4	2	1	-	-	-	22
Influence [illegible] policy	-	-	3	1	-	-	1	1	-	-	6
[illegible] others (workshops [illegible])	-	2	5	1	-	-	1	-	1	-	10
Participate in research activities	-	2	2	3	-	-	-	-	-	-	7
No response	-	2	2	1	1	3	1	-	-	-	10
Total	2	16	40	36	23	18	9	5	1	1	151

Table 3.15. Source of income before (A) and after (B) training, by age

Age	Income source 1*		1,2		1,2,3		1,2,4		1,4,6		1,3,4		1,4		1,4,5		1,5		1,6		Total	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
26 - 30	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2
31 - 35	14	13	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1	16	16
36 - 40	35	34	1	-	-	-	2	2	1	1	-	-	1	1	-	-	-	-	-	2	40	40
41 - 45	29	28	-	-	-	-	-	-	-	-	-	-	1	1	1	1	4	4	1	2	36	36
46 - 50	22	22	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	23	23
51 - 55	13	12	1	2	-	-	-	-	-	-	-	-	1	1	1	1	2	2	-	-	18	18
56 - 60	6	6	-	-	1	1	-	-	-	-	1	1	1	1	-	-	-	-	-	-	9	9
61 - 70	4	3	-	1	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	5	5
71 & over	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
No response	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Total	127	122	2	4	1	1	3	3	1	1	1	1	5	5	2	2	7	7	2	5	151	151

* Code : 1. Wages/salary, 2. Fees, 3. Rent, 4. Interest or dividend, 5. Agriculture, 6. Business & self-employment.

Table 3.18. Economic resources evaluation before (A) and after (B) training, by sex

Evaluation	Response					
	A			B		
	Male	Female	Total	Male	Female	Total
Economic resources are completely impaired	1	1	2	1	-	1
Economic resources are severally impaired	12	3	15	6	-	6
Economic resources are moderately impaired	34	5	39	23	2	25
Economic resources are mildly improved	32	6	38	37	5	42
Economic resources are satisfactory	37	1	38	46	7	53
Economic resources are excellent	1	4	5	6	1	7
No response	14	-	14	12	5	17
Total	131	20	151	131	20	151

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CHAPTER 4 - Opinions, attitudes, perceptions and knowledge prior to training

4.1 Knowledge about the programme

The survey was concerned with finding out how the respondents came to know of the USAID programmes. In this connection eight possible sources were given. The response was excellent for all participants replied. Table 4.1 records this information on the basis of sex. It is evident that with the exception of two female participants none of the others obtained information about the programme from teachers. The reason for such a low percentage is obvious. Moreover, none of the participants cited parents as the source of their knowledge about the programme. This situation is understandable for only a very few parents are interested in

Table 4.1. How this programme known to participants by sex

Source	Sex		Total
	Male	Female	
From teachers	-	2	2
From parents	-	-	-
From friends	1	-	1
From newspapers	1	-	1
From government officials	21	3	24
From employer	92	13	105
From USAID	15	1	16
From organisers of short courses	1	1	2
Total	131	20	151

the careers of their children once they are employed. This however does not apply when assistance is required for sickness, loans, family problems etc. Only one male participant received the information from newspapers. On the contrary, 70 per cent of total sample population obtained this information from the employers. Information from government officials followed next with 16 per cent of participants citing this source. Of the proportion who obtained information for government officials 16 per cent were males and 15 per cent females. Of the total population 11 per cent comprising 94 per cent male participants and 5 per cent female respondents received the information from USAID. The organisers of short courses was the source for one male participant and one female respondent. It is therefore, evident that 86 per cent of the total sample received the information from the employers in the public or private sector, and USAID source was important only for 11 per cent of the total sample population.

such dependence on the employer could lead to much misrepresentations and misunderstandings and even to some abuse of the whole system of recruitment. This could also be a major constraint for those with lower qualifications holding junior positions.

4.2 Participation in AID-sponsored training programmes

The number of times the respondents participated in USAID programmes is a good indicator of a participant's ability to manage subsequent awards for the greater benefit for him/her and the country. In this respect the experience gathered from the first trip can guide the participants in subsequent programmes. The participants will also be in a better position to deal with any problems at that end and have better competence to deal with the selected study programme. That the sample participants were fully aware of USAID involvement in the training programmes and that some have already participated in such programmes is evident. Table 4.2 reveals the required information on the basis of sex. It is evident that only 21 per cent of the total sample replied in the affirmative. This comprised 90 per cent male and 10 per cent female participants. Of the male participants 21 per cent had previously participated in AID-sponsored training programmes but only 15 per cent of female respondents replied in the affirmative.

Table 4.2. Participated in AID-sponsored training programme before by sex

Response	Sex		Total
	Male	Female	
Yes	28	3	31
No	100	16	116
No response	3	1	4
Total	131	20	151

The survey also inquired into the training areas of those who previously participated out of the sample population. The participants reported 15 areas of training followed by them (vide Table 4.3). These areas revealed a fairly wide range from the academic to technical and professional. However, the 17 per cent who participated in such programmes do not show a strong concentration in any specific area. The largest number participated in a single area was four respondents who underwent a training in agricultural project evaluation. The other area was wildlife management reported by three respondents. In all other cases only one or two participants for each area is evident. In this respect forest ecology, seed quality control, horticulture, nutrition and environment management had one participant each. On the contrary, forest

extension and community forestry, water supply control, Ph.D., agronomy and development planning had two participants each. It must be emphatically stressed that the three female respondents who participated earlier in AID-sponsored programmes followed short-term seminars or workshops. Hence, they did not respond to this question.

The survey also gathered information on the areas of training and educational qualifications of the participants. Table 4.3 reveals this information. Of the sample population with first degree only 2 per cent followed a training programme on forest ecology and another 2 per cent was trained in economic forecasting and yet another 2 per cent in development planning. Four per cent was trained in water supply scheme and another 4 per cent in agronomy. The largest number was 5 per cent who concentrated on agricultural projects evaluation. In respect of those with masters degrees 9 per cent followed Ph.D. programmes. The other were all single participants in the following areas - computer programming, reforestation and community forestry, agro-economics, agricultural projects evaluation and environment management. Of those participants with doctorates one was trained in seed quality control, another in development planning and yet another in horticulture. Only one participant with diploma/certificate was trained in wildlife management and another one with secondary educational level too was trained in the same field. The others were less significant.

The position held by those who went on training programmes previously is quite pertinent to comprehend the usefulness of such programmes for the country. Table 4.4 summarises the data gathered. It is evident that of those who went on training awards 32 per cent were administrators/managers. Of this category of participants one each followed the following training areas - computer programming, water supply systems, agricultural projects evaluation, agronomy, seed quality control, development planning, horticulture and environment management. One researcher followed a training programme on agro-economics, another one on economic forecasting. There was one participant who worked for the Ph.D. Of the researchers one-third followed the agricultural projects evaluation programme and one participant was trained in agronomy. Of the rangers, 43 per cent was quite correctly trained in wildlife management followed by one ranger who specialised in nutrition. Of the foresters one followed a training in forest ecology and another two participants in forest extension and community forestry. In respect of other positions the number trained are quite low and the table information needs no further explanation.

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4.3 Preparedness to begin training

The question was posed as to whether the participants were adequately prepared to begin a training programme when they applied for an award. Table 4.5 records this information on the basis of educational level and sex. It is significant that the majority of participants (89 per cent) comprising 88 per cent males and 12 per cent females did not require additional information to apply for the awards. On a sex basis it is observed that of the total male participants, 91 per cent did not require any additional information and of the female sample population 80 per cent stated so. Breakdown of the suggestions made by the survey reveal that only 2 male respondents with diploma/certificate qualifications needed some training in the English language. The distribution of those few needing additional information is very clear and the data needs no further explanation.

4.4 Expectations after training

It is a natural tendency for recipients of training awards to expect some degree of compensation for the new skills and knowledge they acquired. Our survey captured this aspect from the sample participants. It is evident that of the total 25 per cent of participants comprising 82 per cent males and 18 per cent females expected to receive job promotions or salary increases after completing their training. It is quite interesting to note that 65 per cent of participants did not expect any such benefits. This included 88 per cent male participants and 60 per cent female respondents. Depth interviews with this group revealed that the majority were satisfied with the additional skills and knowledge obtained with no expense to them and others were satisfied with their foreign experience which they never could have worked out otherwise.

The survey also inquired whether age had an influence in their aspirations and expectations. Table 4.6 reports this information. It is evident

Table 4.6. Expectations of job promotion or salary increase by age

Age	Response			Total
	Yes	No	No response	
24 - 30	1	2	-	3
31 - 35	4	8	4	16
36 - 40	11	27	2	40
41 - 45	12	19	5	36
46 - 50	4	17	2	23
51 - 55	3	14	1	18
56 - 60	2	6	1	9
61 - 70	1	4	-	5
71 & over	-	1	-	1
Total	38	98	15	151

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that the majority of participants in the middle age cohorts ha[illegible]tations of promotions or salary increases on return from their training assignments. In this respect 29 per cent of those who had expectations were in the 36-40 age bracket and 32 per cent in the 41-45 cohort followed by 11 per cent from the 46-50 segment. On the other hand, one participant in the age group 24-30 had such expectations and the number increased to 11 per cent in the age segment 31-35.

The survey also inquired into whether the position held by the participants had an influence on their expectations after training. Table 4.7 reveals this information. Of those who responded affirmatively 32 per cent were lecturers with two participants not replying. This is to be expected for any post-graduate qualifications can influence their promotions to higher grades. This was followed by 28 per cent who fell into the

Table 4.7. Expectations after training by position (prior to training)

Position	Response			Total
	Yes	No	No response	
Accountant	-	1	-	1
Commissioner/Deputy Commissioner/Director	-	4	1	5
Administrator/Manager	8	39	3	50
Forester	1	9	1	11
Lecturer	12	1	1	14
Engineer	-	8	1	9
Soil surveyor	1	-	-	1
Land use officer	-	7	-	7
Researcher	6	10	3	19
Economist	-	-	1	1
Entomologist	1	-	-	1
Technician	2	4	-	6
Development Officer	-	1	-	1
Assessor	-	1	-	1
Statistician	2	2	-	4
Librarian	-	2	1	3
Planning Officer	1	3	-	4
Ranger	2	3	2	7
Secretary	-	-	1	1
Government Agent	-	1	-	1
Cartographer/Draughtsman	2	2	-	4
Total	38	98	15	151

administrator category. Strangely, of this category of participants only 16 per cent expected promotions or salary increases. There were three participants who did not respond. Of the total number of participants who

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had expectations 16 per cent were researchers and 32 per cent of them expected promotions after their training. About one-third of the entomologists had such expectations and 50 per cent of rangers had full expectations of promotions or salary increases and 50 per cent of cartographers had the same expectations. The others were not so significant.

The survey was also concerned to elucidate whether there was any close relationship between education level and expectations after training. Table 4.8 reveals this information. Of the participants with first degree qualifications only the majority (66 per cent) had no expectations of promotions or salary increases after training. However, the 30 per cent who responded affirmatively had full confidence that they would be promoted after their successful training. Only 35 per cent of those participants with masters degrees had expectations. Out of those with doctorate qualifications only one expected promotions or salary increases after training. The others were more concerned with the knowledge acquired and their academic status. None of the participants with MICE and CIMA qualifications expected any promotions or salary increases. On the contrary, 21 per cent of those participants with diplomas or certificates expected promotions or other benefits. Similarly, 21 per cent of participants with first degrees plus diplomas had expectations. It is relevant to observe that the least expectations or promotions or salary increases were reported by the most qualified participants.

4.5 Benefits expected after training

A normal consequence of any training programme is the direct or indirect benefits the participants receive. These can be physical or mental. The physical benefits can be measured in terms of career advancement, financial benefits etc. and the mental benefits could mean improvement of professional abilities and knowledge, exposure to cultures and social systems etc. In this connection the survey made five suggestions for the consideration of participants and the participants also made two additional suggestions.

Table 4.9 reveals the information on the basis of age. "Enhanced professional capabilities" was the most important benefit cited by 77 per cent of participants of all age cohorts. In respect of those who cited this benefit 26 per cent were from the age cohort 36-40 and another 26 per cent were from the 41-45 bracket. This was followed by 15 per cent from the

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age group 46-50 and 13 per cent from the 51-55 bracket reported the same benefit. The 31-35 bracket had 10 per cent of participants expressing this benefit and even the 24-30 segment revealed 2 per cent of participants stating so. "Obtaining a degree" was the important benefit for 8 per cent of the sample population. Of those who suggested this benefit the largest number (42 per cent) was from the 36-40 cohort followed by 25 per cent from the 41-45 bracket. Seventeen per cent who agreed on this benefit was from the 31-35 segment. The others were less significant. "Career advancement" as a major benefit was suggested by 29 per cent of the 36-40 group and another 29 per cent came from the 46-50 cohort. "Exposure to other cultural and social systems" was suggested by only 3 per cent of the sample population comprising two respondents from the 36-40 bracket, one from the 41-45 group and another one participant from the 46-50 cohort. Of those who suggested "professional contacts" 25 per cent were from the 46-50 bracket and another 25 per cent was from the over 61 cohort. The others were less significant. There was only one participant in the 41-45 cohort who suggested "financial benefit" and another one respondent from the 51-56 bracket suggested "ability to perform functions more efficiently".

The survey also suggested the ranking of the benefits. Table 4.10 records the information in rank order by sex. It is evident that the majority of male participants (78 per cent) and female respondents (80 per cent) strongly emphasised the fact that training has enhanced their professional capabilities. Even the second rank to this benefit was given by 12 per cent male and 10 per cent female participants. Five per cent of the males gave it a third rank order and 2 per cent the fifth rank. "Obtaining a degree or certificate" was also quite a significant benefit to many of the participants. In this respect 8 per cent males and 10 per cent females gave it the first rank and was followed by 7 per cent males and 25 per cent females ranking it second. Large numbers gave it a third order with 12 per cent males and 15 per cent females ranking it three. Fifteen per cent males and 20 per cent females considered it of the fourth order and the fifth rank was given by 20 per cent of female respondents.

"Professional contacts" were an important benefit cited by some of the participants. In this connection 5 per cent males and 5 per cent females gave it first rank followed by 19 per cent males and 30 per cent females giving it second rank. Additionally, 27 per cent male respondents and 15 per cent female participants ranked it third order with

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27 per cent males and 10 per cent females suggesting a fourth order. At least 6 per cent males and 20 per cent females gave this benefit a fifth rank. "Exposure to other cultures and social systems" was considered a first rank order benefit by 3 per cent of male participants and 5 per cent of female respondents. But 21 per cent male and 25 per cent female respondents gave it second rank followed by 17 per cent male and 25 female participants who gave it a low third rank order. Quite a high 23 per cent male and 15 per cent female respondents considered it to be a fourth rank order benefit and finally, 18 per cent males and 5 per cent females suggested fifth rank order for this benefit. "Financial benefits" were not considered a major benefit by most except for one male participant who ranked it only as a third order benefit. Similarly the ability to "perform functions more efficiently" was ranked second only by one female participant.

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Table 4.3. Field of training by educational level

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Field	Educational level													
	1st degree	Hons/Masc.	M. Phil	PhD	HCF	CIM	Diploma/ Certificate	Others	Secondary	1st degree + Diploma	Hons/Masc. + Diploma	1st degree + HCF + MHE	1st degree + CIM + MHE	Total
Forest Ecology	1	–	–	–	–	–	–	–	–	–	–	–	–	1
Computer programming and analysis	–	1	–	–	–	–	–	–	–	–	–	–	–	1
Reforestation and community forestry	–	1	–	–	–	–	–	–	1	–	–	–	–	2
Farm economics	–	1	–	–	–	–	–	–	–	–	–	–	–	1
Entrepreneurship schemes	2	–	–	–	–	–	–	–	–	–	–	–	–	2
Wildlife management	–	–	–	–	–	–	1	1	1	–	–	–	–	3
Demographic forecasting	1	–	–	–	–	–	–	–	–	–	–	–	–	1
M.A.	–	2	–	–	–	–	–	–	–	–	–	–	–	2
Agricultural project evaluation	3	1	–	–	–	–	–	–	–	–	–	–	–	4
Agronomy	2	–	–	–	–	–	–	–	–	–	–	–	–	2
Food quality control	–	–	–	1	–	–	–	–	–	–	–	–	–	1
Development planning	1	–	–	1	–	–	–	–	–	–	–	–	–	2
Horticulture	–	–	–	1	–	–	–	–	–	–	–	–	–	1
Nutrition	–	–	–	–	–	–	–	1	–	–	–	–	–	1
Environment management	–	1	–	–	–	–	–	–	–	–	–	–	–	1
[illegible]	46	16	2	3	1	1	23	2	9	14	2	5	2	126
	56	23	2	6	1	1	24	4	11	14	2	5	2	151

Table 4.4. Field of training by position

Position	Field 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	No response	Total
Accountant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Commissioner/Deputy Commissioner/Director	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5
Administrator/Manager	-	1	-	-	1	-	-	-	1	1	1	1	1	-	1	42	50
Forester	1	-	2	-	-	-	-	-	-	-	-	-	-	-	-	8	11
Lecturer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	14
Engineer	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	8	9
Soil surveyor	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Land use officer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7
Researcher	-	-	-	1	-	-	1	1	2	1	-	-	-	-	-	13	19
Economist	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Entomologist	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1
Technician	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	6
Development officer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Assessor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Statistician	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4
Librarian	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	2	3
Planning officer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4
Ranger	-	-	-	-	-	3	-	-	-	-	-	-	-	1	-	3	7
Secretary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Government Agent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Cartographer/Draughtsman	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4
Total	1	1	2	1	2	3	1	2	4	2	1	2	1	1	1	126	151

* Code : 1. Forest Ecology, 2. Computer Analysis, 3. Forest extension & Community Forestry, 4. Agro-economics, 5. On water supply schemes, 6. Wildlife Management, 7. Economic Forecasting, 8. Ph.D., 9. Agricultural Project Evaluation, 10. Agronomy, 11. Seed quality control, 12. Development planning, 13. Horticulture, 14. Nutrition, 15. Environment Management.

Table 4.5. Additional assistance required by educational level prior to training

Assistance required	Educational level																											
	1st. Deg.		MA/ M.Sc.		M.Phil		Ph.D.		MICE		CIMA		Dip/ Cert.		Others		Secon- dary		1st.Deg.+ Diploma		MA/M.Sc. + Dip.		1st Deg. + MICE+ MIE		1st Deg. + CIMA + MIE		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
1,2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	-
1,3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
1,4	-	1	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	2	1
2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
2,3	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
3	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
3,4	1	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
3,5	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
5	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	1	2
No response	41	8	21	2	2	-	5	1	1	-	-	1	18	1	4	-	10	-	8	3	2	-	5	-	2	-	119	16
Total	45	11	21	2	2	-	5	1	1	-	-	1	23	1	4	-	11	-	10	4	2	-	5	-	2	-	131	20

* Code : 1. English language training, 2. Information on health insurance, 3. Information on training institutions, 4. Information on travel arrangements, 5. Information on accommodation & allowances.

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Table 4.8. Expectations after training by educational level(prior to training)

Response	Educational level													Total
	1st. Deg.	MA/ M.Sc.	M.Phil	Ph.D.	MICE	CIMA	Dip./ Cert.	Others	Secon- dary	1st.Deg.+ Diploma	MA/M.Sc. + Dip.	1st Deg. + MICE + MIE	1st Deg. + CIMA + MIE	
Yes	17	8	-	1	-	-	5	2	1	3	1	-	-	38
No	37	13	1	5	1	1	18	2	6	8	1	3	2	98
No response	2	2	1	-	-	-	1	-	4	3	-	2	-	15
Total	56	23	2	6	1	1	24	4	11	14	2	5	2	151

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Table 4.9. Expected benefits from the training received by age

Benefits	Age									Total
	24-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 and over	
Enhanced professional capabilities	2	12	30	30	17	15	8	2	1	117
Career advancement/better job opportunities	-	1	2	1	2	1	-	-	-	7
Exposure to other cultural and social systems	-	-	2	1	1	-	-	1	-	5
Professional contacts	-	1	1	-	2	1	1	2	-	8
Obtaining a degree or certificate	1	2	5	3	1	-	-	-	-	12
Financial benefits	-	-	-	1	-	-	-	-	-	1
Ability to perform functions more effectively	-	-	-	-	-	1	-	-	-	1
Total	3	16	40	36	23	18	9	5	1	151

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Table 4.10. Expected benefits from the training received ranked by sex

Benefits	Rank									
	First		Second		Third		Fourth		Fifth	
	M*	F*	M	F	M	F	M	F	M	F
Enhanced professional capabilities	102	16	16	2	6	-	-	-	2	-
Career advancement/better job opportunities	7	-	46	3	28	4	13	1	12	1
Exposure to other cultural and social systems	4	1	27	5	22	4	30	3	24	1
Professional contacts	7	1	25	6	35	3	36	2	8	4
Obtaining a degree or certificate	10	2	9	1	16	3	19	4	33	1
Financial benefits	-	-	-	-	1	-	-	-	-	-
Ability to perform functions more effectively	-	-	-	1	-	-	-	-	-	-
No response	1	-	8	2	23	6	33	10	52	13
Total	131	20	131	20	131	20	131	20	131	20

* M = Male F = Female

CHAPTER 5 - Opinions, attitudes, perceptions and knowledge after return

Opinions, attitudes, perceptions and knowledge are important considerations to assess the factors that have stimulated these participants to seek training outside the country even for a short period of time. Their opinions are also relevant because some of their perceptions and attitudes after returning, can have different impacts in their work place and at home.

5.1 Fulfilment of objectives

Undoubtedly the participants had definite objectives or reasons for going abroad for some training. The survey attempted to find out to what extent their objectives were fulfilled. This aspect is quite important for it reveals their perceptions of economic status and positions they occupy after return. It also reflects their attitudes towards their co-workers, suboradinates and employment in general.

That the participants did have objectives is fully evident for the survey revealed that 74 per cent of participants comprising 86 per cent males and 14 per cent females responded affirmatively. But 23 per cent replied in the negative and 3 per cent of the total sample population did not respond. Of the total male respondents nearly three-quarters (73 per cent) reported that their objectives had been adequately fulfilled, and 80 per cent of the total female respondents stated so. Only one female participant did not respond.

The survey also captured this aspect on the basis of age. Table 5.1 reviews this information by age. It is evident that all participants in the youngest cohort (24-30) reported that their objectives were adequately fulfilled. More than three-quarters of those in the older brackets too

Table 5.1. Fulfilment of objectives by age

Response	Age									Total
	24-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 & over	
Yes	3	10	32	28	16	10	8	3	1	111
No	-	5	7	7	7	7	-	2	-	35
No response	-	1	1	1	-	1	1	-	-	5
Total	3	16	40	36	23	18	9	5	1	151

gave positive responses with 80 per cent in the 36-40 bracket, 77 per cent in the 41-45 group and 70 per cent in the 46-50 cohort. Almost all participants in the 56-60 cohort and all in the 71 and over bracket had their objectives fulfilled. But only 55 per cent of participants in the 51-55 segment reported fulfilment of their objectives.

Whether the objectives have been fulfilled by current position is an important consideration for it could reveal a participant's relationship with the employer and also his/her incentive to create a favourable working climate. Table 5.2 records the necessary data. It is revealed that 80 per cent of those in the director/deputy director/head category had their objectives fulfilled and only 19 per cent of respondents in this category could not achieve their objectives with one participant not replying.

Table 5.2. Fulfilment of objectives by current position

Position	Response			Total
	Yes	No	No response	
Director/Deputy Director/Head	56	13	1	70
Economist	6	-	1	7
Researcher	4	3	1	8
Statistician	4	1	-	5
Technician	6	3	-	9
Consultant	2	1	1	4
Forester	1	4	-	5
Entomologist	2	1	-	3
Wildlife Ranger	4	1	-	5
Cartographer/Draughtsman	2	1	-	3
Lecturer	10	2	1	13
Accountant	2	-	-	2
Assessor	-	1	-	1
Engineer	4	1	-	5
Project Officer	2	-	-	2
Secretary	1	1	-	2
Agricultural Officer	1	1	-	2
Development Officer	3	-	-	3
Instructor	1	1	-	2
Total	111	35	5	151

Of the lecturers 70 per cent replied in the affirmative with two participants giving negative replies and one not responding. In the researcher category 50 per cent of participants reported to the effect that they had achieved their objectives. However, more than one-third (38 per cent) were unable to fulfil their objectives. There was one in this group who did not respond. In the technician category more than one half (67 per cent) reported that their objectives were fulfilled. On the contrary, 33 per cent of this group responded negatively. The economist group was more gainful

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for 86 per cent of them stated that they have fulfilled their objectives and one did not respond. Eighty per cent of the rangers also had their objectives fulfilled and only one participant in this group did not respond. Foresters were a dissatisfied group for 80 per cent reported non-achievement of objectives. Only one forester responded affirmatively. Engineers were a satisfied group with 80 per cent reporting affirmatively. Only one participant in this group gave a negative reply. The other responses were less significant.

The survey obtained the same information on the basis of educational level in order to comprehend whether the response was influenced by the educational status of the participants. Table 5.3 reveals this information. It is evident that all the participants with first degree qualifications only were able to report the fulfilment of their objectives, but one participant with first degree and diploma was not able to. Of those participants with first degree and short-term training 80 per cent were able to achieve their objectives and only 20 per cent did not. On the contrary 67 per cent of those with first degree plus postgraduate diplomas fulfilled their objectives but 29 per cent could not and one participant in this group did not respond. Seventy-nine per cent of those with Ph.D. and diplomas fulfilled their objectives but 21 per cent did not. Of those with diploma/certificate qualifications 76 per cent were able to fulfil their objectives but 24 per cent could not. A significant majority of 65 per cent of those with short-term training qualifications were successful in achieving their objectives but 25 per cent could not and there was one participant who did not respond. Of th se with masters, and short-term training qualifications 88 per cent were successful in achieveing their objectives with one participant reporting the non-fulfilment of the objectives. Similarly 88 per cent with masters and diploma qualifications reported the fulfilment of objectives with one participant giving a negative reply. Of those with masters qualifications only 86 per cent achieved their objectives but one could not. The other distributions are less significant.

5.2 Reasons for reporting fulfilment of objectives

In respect of achievement of their objectives the majority gave their reasons for reporting so. Those who confirmed the fulfilment of their objectives had 19 reasons for stating so. Table 5.4 reports the reasons by age. Of the total sample 25 per cent proposed the reason "enhancement of professional capabilities". Except for the youngest segment all other groups had participants stating this reason. The

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largest number (30 per cent) was from the 36-40 cohort followed by 24 per cent from the 46-50 segment. The other significant cohort suggesting this reason was 41-45 with 19 per cent stating so. Another important reason for fulfilment of objectives suggested was that the "training was very relevant to their work and they were better equipped to hold the position they are in". This was cited by 16 per cent of the total sample population. The largest number of participants reporting this reason was from the older age cohorts except for one participant from the 24-30 segment and two participants from 31-35 group who stated so. "Obtaining a recognised degree or diploma" was a major benefit for 6 per cent of the sample population. In this respect 22 per cent were from the 31-35 segment with 22 per cent from the 36-40 cohort. The other age brackets had one participant each. Another relevant reason given for the fulfilment of their objectives was "increased knowledge as well as added qualifications" reported by a small proportion (4 per cent) of participants. Of those who suggested this reason two participants were from the 36-40 cohort, one from the 31-35 group and another one from the 41-45 segment. There was also one each from the age cohorts 51-55 and 56-60 citing this reason. "Studying in a foreign institute" was a fulfilment of an objective for 3 per cent of total participants. One respondent from the cohort 24-30 expressed this reason and there was also another one from the segment 36-40 stating so. A 3 per cent sample from the cohorts 36-40 and 41-45 reported that "the course material was up to expectations" and they were satisfied. Two participants, one from the 36-40 segment and another one from the 41-45 cohort suggested the praiseworthy reason "the objective of using the training received to serve the people was realised". The other reasons suggested were less significant.

The survey also gathered the suggested reasons in terms of educational level after return in order to assess the influence of this aspect on the participants' suggestions. Table 5.5 summarises this information. It is evident that "enhancement of professional capabilities" was cited by 25 per cent of participants having a wide spectrum of qualifications. Of those who cited this only one participant had the first degree qualifications and another participant with a short-term training experience only. The two participants with no certificates did not respond. Nineteen per cent of those who expressed this reason were with first degrees and postgraduate diplomas and another 19 per cent had only a certificate or diploma qualification. This was followed by 14 per cent with Ph.Ds and 11 per cent with masters plus diploma qualifications. The distribution of others needs no explanation. Another important reason given for achievement of objectives

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was "very relevant to work" was suggested by 15 per cent of total sample population. In this respect the largest number who gave this reason (30 per cent) were with first degrees plus short-term training qualifications, 13 per cent were with first degrees plus diplomas and training and another 13 per cent had only diploma or certificate qualifications. Those with masters plus short-term training who expressed this reason amounted to 9 per cent and another 9 per cent had first degree and diploma qualifications. "Obtaining recognised degrees" was the reason given by 6 per cent of the sample population. One-third of those who gave this reason had masters qualifications and were followed by 22 per cent with first degree plus short-term training and another 22 per cent with Ph.D. qualifications. One participant who reported this reason had his masters plus diploma and another one was with first degree plus diploma. The other reasons were less significant.

5.3 Reasons for reporting inadequate fulfilment of objectives

A significant number of participants also gave negative responses. Of the total sample population 23 per cent reported that their objectives were not fulfilled and they had reasons for this failure. Table 5.6 reports the reasons by age. A significant majority of nearly one-third of participants who replied negatively (29 per cent) emphatically stressed that "the time period of training was inadequate". Of those who gave this reason 30 per cent were from the 41-45 cohort and 10 per cent from the 61-70 bracket. There were 20 per cent of participants who came from the 31-35 segment and another 20 per cent from the 46-50 group and yet another 20 per cent from the 51-55 segment. That "the programme was not properly organised" was the reason for non-fulfilment of the objectives of some of the participants. This was the reason given by a mere 3 per cent of participants. In this respect there were two participants from the 41-45 cohort, one from the 31-35 bracket and another one from the 36-40 group. There was even one from the 51-55 segment who reported this reason. There were two participants from the 46-50 age group who emphasised that "the programme was biased towards developed countries rather than developing countries". That "the options available were very few" was the reason for inadequate fulfilment of objectives as cited by one participant from the 36-40 segment and another from the 51-55 cohort too expressed this view. That "the technology was inappropriate for developing countries" was the reason given by one participant from the 36-40 cohort and another one from the 46-50 cohort. The other reasons were not so significant.

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The negative responses were also considered in terms of educational level. Table 5.7 summarises this information. It is evident that those participants with first degrees only gave no responses. There was only one participant with first degree plus diploma qualifications who stated that "the availability of only a few options" was the cause for the inadequate fulfilment of his objective. There was also one with first degree plus short-term training qualifications who stated that the cause for his/her disappointment was the "non-availability of a training course in repairing laboratory instruments". A single participant also with first degree and short-term training qualifications specified the reason "participants not allowed to select areas of training required" for the inadequate fulfilment of his/her objectives. On the contrary, a significant number (29 per cent) of those who responded was of the opinion that "time was a limiting factor" which restricted the achievement of their objectives. In this respect 10 per cent of those who stated so had first degree and short-term qualifications and 40 per cent were with first degrees and diploma qualifications. Another participant with a masters degree and yet another with professional qualifications and diplomas expressed the same reason for inadequate fulfilment of their objectives. There were also two participants who were only diploma holders who endorsed this statement. Another significant reason given was that they "opted for a definite course but had to study a course not of their choice". This was stated by 14 per cent of participants who responded comprising two with first degree and diplomas and another two participants with masters qualifications and yet another with professional qualifications (M.I.C.E. & M.I.E. etc.). The other reasons given were less significant but the distribution is clear and needs no further explanation.

Positionwise we observe that at least 20 per cent from the director category group had their objectives inadequately fulfilled (vide Table 5.8). A wide spectrum of reasons was given by this group. "Insufficient time" was the reason given by 14 per cent of those who responded and another 14 per cent tendered the reason "the training was too rushed and should have been confined to one country only". The other reasons were cited by one participant each and the distribution is clear as shown in the table and needs no elaboration.

5.4 Greatest benefit from training received

The survey was concerned with the participants' opinion of the most important benefit from the USAID training programme. The survey suggested five benefits and the participants cited four very important benefits which were included in the analysis. Table 5.9 summarises this information on the

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basis of age. The most significant benefit for 74 per cent of participants was "enhanced professional capabilities". Participants from all cohorts suggested this benefit. Of those who cited this benefit the majority (28 per cent) were from the cohort 41-45 followed by 24 per cent from the 36-40 bracket. At least 16 per cent from the 46-50 group suggested this as the most significant benefit followed by 14 per cent from the 51-55 bracket. The 31-35 segment recorded 10 per cent of participants who cited this benefit and the youngest group 24-30 years had two participants contributing to this view. "Professional benefit" was a major benefit for 7 per cent of the total sample population. Of those who reported this benefit 3 per cent came from the 36-40 cohort followed by 20 per cent from the 61-70 bracket. None from the 41-45 segment suggested this benefit. But there was one participant each from the other cohorts. Another 7 per cent of the total sample suggested the greatest benefit to be "obtaining a degree/certificate". This benefit was most important for the younger groups with 50 per cent coming from the 36-40 bracket, 30 per cent from the 31-35 segment and 20 per cent from the 41-45 age group. "Exposure to other cultural and social systems" was an important benefit to 4 per cent of the total sample participants. Of those who expressed this opinion 33 per cent came from the 36-40 bracket and another 33 per cent was from the 46-50 cohort. The others were less significant. "Career advancement" was cited as a great benefit by 5 per cent of the total sample comprising 29 per cent from the 36-40 segment, another 29 per cent from the 41-45 bracket and yet another from the 46-50 group. There was only one participant from the 51-55 group who suggested this as the most important benefit. The other distributions were not significant.

Whether the position they hold contributed to their assessment of the greatest benefits received was considered an important aspect. The survey also gathered this information and Table 5.10 reveals the necessary data. The table is very clear, but some of the benefits suggested are underlined in order to comprehend any relationships. As evident earlier the greatest benefit was "the enhancement of professional capabilities". Of the total who expressed this view 49 per cent were directors or heads of departments. Of the director group 77 per cent considered this the greatest benefit. A significant number of lecturers too (19 per cent) considered this as the greatest benefit. Sixty-Eight per cent of researchers and 78 per cent of technicians too considered this as the most significant benefit. Of the director group only 6 per cent considered "career advancement" as a great benefit and

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one participant who was a cartographer too considered "career advancement" as the greatest benefit. The other distributions are clear and need no further explanation.

An attempt was also made to evaluate the greatest benefits suggested by educational level. Table 5.11 reflects this information. It is evident that participants with a wide range of educational qualifications endorsed "enhanced professional capabilities" as one of the greatest benefits. In this respect the largest number who cited this (14 per cent) had first degree and postgraduate diploma qualifications followed by 13 per cent who had first degree plus short-term training qualifications. Another 14 per cent who cited this benefit had only diploma/certificate qualifications but 9 per cent of participants in this group had Ph.D. plus diploma qualifications and another 9 per cent short-term training qualifications only. "Professional contacts" was the greatest benefit for 7 per cent of the total sample population comprising 30 per cent with first degree plus diploma qualifications and 20 per cent with first degree and short-term training qualifications. There was one participant who had masters plus diploma qualifications who expressed this view. There was only one participant with short-term training qualifications who stated so and another one with professional qualifications. "Obtaining a degree or certificate" was important for 7 per cent of the total sample. In this respect 30 per cent were with Ph.D. plus diploma qualifications and 20 per cent had first degree plus short-term training qualifications and another 20 per cent had only diploma/certificate qualifications. "Career advancement" as a great benefit was cited by 5 per cent of participants comprising two with diploma/certificate qualifications and another two participants with short-term training qualifications only. Additionally, one participant with masters degree and another with first degree plus diploma and yet another with first degree plus short-term training qualifications stated so. The other distributions were less significant.

The survey also suggested the ranking of the greatest benefits and the participants' responses in this direction were quite satisfactory. Table 5.12 shows the ranking suggested by participants according to sex. It is evident that the greatest benefit was "the enhancement of professional capabilities". This benefit was ranked first by 74 per cent of male participants and 70 per cent female respondents. The second rank for this benefit was given only by 14 per cent of male and 5 per cent of female respondents and one female participant ranked it third. Comparatively, the benefit "career advancement/better job opportunities" received a rather low

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ranking for only [illegible] per cent male and 10 per cent female participants gave it first ranking. But 28 per cent male respondents and 15 per cent female participants considered it second order rank, and 21 per cent male and 15 per cent female participants considered it a third order benefit. "Exposure to other cultures and social systems" received a better third order ranking than either first or second ranks. Only [illegible] per cent male and 5 per cent female respondents considered it a first rank benefit and 9 per cent males and 20 per cent females gave it a second order ranking. In contrast 19 per cent male participants and 20 per cent female respondents considered it to be a third rank order benefit. "Professional contacts" too received a low first order ranking but a better second and third rankings. Only 6 per cent males and 10 per cent females gave this benefit a first rank but 24 per cent male participants and 25 female respondents considered it a second important benefit and 21 per cent male and 10 per cent female participants considered it a third order benefit. Strangely, "obtaining a degree or certificate" was not considered a very great benefit for only 7 per cent of male participants and 5 per cent female respondents gave it a first rank order. On the contrary, 5 per cent male respondents and 15 per cent female participants considered it a second rank benefit and 10 per cent males and 20 per cent females gave it a third ranking. "Exposure to new ideas and present day world trends" were not considered a great benefit for only one male participant gave it a first rank order. Similarly, "exposure to different environments" was rated low with only one male participant giving it a first rank order. The benefit "better job opportunities" too followed the same fate with only one male participant ranking it as a first order benefit. The others were less significant.

5.5 Satisfaction with training experience

The survey inquired into whether the participants were satisfied or not with their overall training experience. Three degrees of satisfaction were suggested. Table 5.13 indicates this information. It is evident that 52 per cent of participants comprising 85 per cent males and 15 per cent females declared that they were very satisfied with the training received. On the other hand, 42 per cent of the sample made up of 89 per cent male respondents and 12 per cent female participants stated that they were somewhat satisfied. Only 5 per cent comprising 6 male participants and one female respondent declared that they were not satisfied with the training undergone. Only two male participants did not respond.

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Table 5.13. Degree of satisfaction with training received by sex

Degree	Sex M	Sex F	Total
Very satisfied	67	12	79
Somewhat satisfied	56	7	63
Not satisfied	6	1	7
No response	2	-	2
Total	131	20	151

The survey obtained the same information on the basis of current position in order to comprehend whether the posts held by the participants since return had influenced the assessment of the degree of satisfaction declared. Table 5.14 reveals this information. It is apparent that 60 per cent of participants who are directors or heads of departments were very satisfied with the training programme and 36 per cent were somewhat satisfied.

Table 5.14. Degree of satisfaction with training programme by current position

Current position	Degree of satisfaction: Very satisfied	Somewhat satisfied	Not satisfied	No response	Total
Director/Deputy Director/ Head	42	25	3	-	70
Economist	4	2	1	-	7
Researcher	3	3	1	1	8
Statistician	3	2	-	-	5
Technician	4	4	1	-	9
Consultant	1	2	-	1	4
Forester	-	5	-	-	5
Entomologist	-	3	-	-	3
Ranger	3	2	-	-	5
Cartographer/Draughtsman	2	1	-	-	3
Lecturer	9	4	-	-	13
Accountant	2	-	-	-	2
Assessor	-	1	-	-	1
Engineer	2	3	-	-	5
Project Officer	2	-	-	-	2
Secretary	-	2	-	-	2
Agricultural	-	1	1	-	2
Development Officer	2	1	-	-	3
Instructor	-	2	-	-	2
Total	79	63	7	2	151

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Only 4 per cent (N = 3) were not satisfied. Of the lecturers 65 per cent were very satisfied but 31 per cent were somewhat satisfied. None were dissatisfied. In the case of technicians four participants were very satisfied with another four somewhat satisfied. Only one respondent declared that he was not satisfied. With respect to researchers 38 per cent of them declared that they were very satisfied. Only one participant in this group declared dissatisfaction with the training received and another one did not respond. In respect of economists 59 per cent were very satisfied and 29 per cent somewhat satisfied. Only one participant declared dissatisfaction with the training. All the foresters were only somewhat satisfied but none were dissatisfied or very satisfied. Forty per cent of engineers were very satisfied with their training and 60 per cent were somewhat satisfied. None were dissatisfied. The other positions were less significant and need no further explanation.

5.6 Reasons for dissatisfaction with training

That only 5 per cent of total sample population (N = 7) were dissatisfied with the training received must be underscored. The survey was able to obtain the reasons as to how they came to such a conclusion. In this respect five reasons were suggested by the few who responded negatively. The "inability to use the knowledge or experience in the field" was the reason expressed by one participant from the age group 41-45 and another one from the 46-50 cohort confirmed it. The "failure to get a long-term training to read for a postgraduate degree" was the reason for disappointment of one participant from the 31-35 group. The "bias towards developed countries" was the reason for dissatisfaction of one respondent from the age group 36-40 and another one from the 46-50 cohort stated the same reason. "That the quality of training is moderate" was the reason reported by one participant in the age group 51-55 and "poor travel arrangements" was the reason given by another from the age cohort 41-45.

Educationwise it is observed that the "inability to get a long-term training award" was the reason given by one participant with first degree plus short-term training qualifications. On the other hand, one participant who reported the "inability to use the knowledge or experience gained" as the reason for dissatisfaction had first degree plus post-graduate diploma qualifications and another participant with the same qualifications reported the "bias towards developed countries" as the reason for dissatisfaction. One participant with masters plus diploma qualifications emphasised the reason "could not use the knowledge or experience" as the reason for dissatisfaction. That the "quality of

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training was moderate" was the reason for dissatisfaction suggested by one participant with Ph.D. and diploma qualifications and finally one diploma/ certificate qualifications holder reported "very poor travel arrangements" as the reason for dissatisfaction.

5.7 Whether in job trained for and relevancy of training

Whether the participants are in the jobs they were trained for and how relevant is the training for the current jobs they are in are two significant aspects considered by the survey. Their importance lies in the responses to these aspects which could reveal how useful the training had been specifically to the needs of the country.

The survey revealed that 88 per cent of the total participants are in jobs they were trained for and only 9 per cent reported nigative replies with 3 per cent of participants (N = 4) not responding (vide Table 5.15). Of those who replied in the affirmative 86 per cent were males and 14 per cent females. On the other hand, of those who responded negatively, all were males. Of those who did not respond three were male participants and two were female respondents. Agewise, of those who reported that they were not in jobs trained for one participant was from the cohort 61-70 and three were from the 51-55 segment. Four participants were from the 46-50 group and two were from the 41-45 segment. In addition, one was from the 36-40 bracket and another one was from the 31-35 segment and yet another from the 24-30 cohort.

Table 5.15. Whether in the job trained for by sex

Response	Sex		Total
	Male	Female	
Yes	114	19	133
No	14	-	14
No response	3	1	4
Total	131	20	151

The few who were not in the jobs trained for though not very significant yet had their reasons for being in this situation. There was one participant who was technically trained presently carrying out clerical work at the head office. Another one stated that he was "trained in forest-fire management, which is not considered a priority by the Sri Lankan forest department". Two participants stated that "due to lack of other officers they are presently carrying out wholly inappropriate duties

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as administrators". "A change from the public sector to the private sector for better salary" was the reason given by one participant who is not in a job trained for. Another participant tendered the reason that he is "now a statistician though trained on technical aspects of water management". Three participants reported that they are "now retired" and another three respondents gave the reason "presently in charge of wetland conservation which was not part of the training" and one gave the reason "decision of the employer" for not being in the job trained for. Finally, one respondent gave the reason "after two years of my training, I resigned from post".

The next consideration is how relevant was the training received for the job they are now in. Table 5.16 reveals this information by sex. It is evident that 65 per cent of total sample population comprising 88 per cent male participants and 12 per cent female respondents were of the

Table 5.16. Estimation of relevance of training received by sex

Estimation	Sex		Total
	Male	Female	
Very relevant	86	12	98
Somewhat relevant	32	7	39
Not relevant	8	-	8
No response	5	1	6
Total	131	20	151

opinion that the training was very relevant. Somewhat relevant was expressed by 26 per cent of the population. This included 82 per cent male respondents and 18 per cent female participants. Not relevant was underscored only by eight male participants. The 4 per cent who did not respond comprised five male participants and one female respondent.

Table 5.17 summarises the same information on the basis of current position. Of those who expressed the opinion very relevant 41 per cent belonged to the director/head of department category. Within this group 66 per cent reported that the training was very relevant, 29 per cent considered the training to be somewhat relevant and even 2 per cent expressed the view that it was not relevant. Another 2 per cent did not respond. This was followed by 12 per cent who expressed the view that the training was very relevant. These participants were lecturers and almost all of them were of this opinion except for one lecturer who expressed the view that the training was only somewhat relevant.

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six per cent of those who stated that the training was very relevant were economists. In this connection almost all the economists were of this opinion. The only exception was one participant who stated that the training was somewhat relevant. Of the researcher category 75 per cent were of the opinion that the training was very relevant, but 25 per cent stated that it was only somewhat relevant. Four of the statisticians emphasised that the training was very relevant but one endorsed that it was not relevant. The majority of technicians (56 per cent) were of the opinion that the training was very relevant but two of them were of the opinion that it was not relevant and one stated that it was only somewhat relevant, and yet another one did n t respond. Three of the wildlife rangers expressed the opinion that the training was very relevant but one stated that it was only somewhat relevant and yet another considered the training to be not relevant. There was one project officer who stated the training to be very relevant and another who stressed that it was not relevant. The other responses were less significant.

The same information on the basis of educational level is indicated in Table 5.18. The table is self-explanatory and needs very little explanation. However, some of the significant relationships will be underlined. Of the participants with first degree and short-term training qualifications 80 per cent expressed the opinion that the training was very relevant and 15 per cent was of the opinion that it was somewhat relevant. But one participant with this qualification stressed that the training was not relevant. On the contrary, 46 per cent of those participants with first degrees and post-graduate diplomas declared that the training was very relevant and 42 per cent stated that it was only somewhat relevant. Only one participant expressed the opinion that it was not relevant and two participants did not respond. Forty-eight per cent of participants with only diploma/certificate qualifications reported that the training was very relevant but only 29 per cent stated that it was only somewhat relevant. Not relevant was reported by 14 per cent of those with this qualifications and another 10 per cent did n t respond. The majority of short-term training only qualified participants (47 per cent) was of the opinion that the training was very relevant but 29 per cent reported it to be only somewhat relevant. A significant 18 per cent stressed that it was not relevant and one participant did not respond. Of those with first degree plus M.I.C.E. and M.I.E. qualifications one stated that the training was very relevant and another expressed the view that it was only somewhat relevant and yet another emphasised that it was not relevant. Of those with doctorate

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qualifications the majority (93 per cent) was emphatic that the training received was very relevant and only one such participant expressed the view that the training was only somewhat relevant. None declared it to be not relevant.

It is evident that none of the female participants reported that the training received was not relevant. The 5 per cent of participants (all males) gave two major reasons for the non-relevance of their training for the current job. Seven male participants expressed the reason "present job is different from the previous job for which the training was undertaken". On the other hand, another participant stated "now I am a teacher in electronics at a Technical College" as the reason for non-relevance of the training received.

Associated with the above considerations is whether the training received has contributed to give the participants maximum satisfaction in their current employment. According to the survey information it is evident that 80 per cent of respondents comprising 86 per cent male participants and 14 per cent female respondents expressed the opinion that the training received had contributed to give maximum satisfaction in the current employment. On the contrary, 14 per cent of total sample population comprising 90 per cent male and 10 per cent female participants replied in the negative. And 6 per cent of the total population including 89 per cent male participants and one female respondent did not respond.

Agewise those who replied in the affirmative came from all age cohorts except from the 71 and over segment (vide Table 5.19). The largest number

Table 5.19. Whether maximum satisfaction received by sex

Response	Age									Total
	24-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 & over	
Yes	2	14	37	29	17	12	8	2	-	121
No	1	2	3	5	5	4	-	-	1	21
No response	-	-	-	2	1	2	1	3	-	9
Total	3	16	40	36	23	18	9	5	1	151

(31 per cent) was from the 36-40 cohort followed by 24 per cent from the 41-45 group. The 46-50 bracket recorded 14 per cent and the 31-35 segment 12 per cent. Even the 51-55 group showed 10 per cent of participants replying in the affirmative and two participants from the 61-70 age group and another two respondents from the 24-30 bracket stated so.

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On the contrary, those who gave negative responses were mainly concentrated in the 46-50 bracket (24 per cent) and another 24 per cent in the 41-45 segment. The 51-55 group registered 19 per cent. There was also one participant in the 24-30 cohort and two respondents in the 31-35 bracket who responded in the negative.

5.8 Sharing of ideas and techniques learnt

Dissemination of ideas and techniques learnt is an important goal of the programme for unless the ideas etc. are shared with the colleagues or communicated to juniors the very purpose of the training programme is lost and ultimately the country becomes the loser. Hence, the survey attempted to obtain information from the participants to what extent they were able to share their training ideas and experiences since return. Table 5.20 reveals this information by sex. It is evident that less than one-half of participants (43 per cent) reported that they were able to share ideas and techniques learnt to a large extent. This includes 89 per cent males and

Table 5.20. Sharing of ideas and techniques learnt by sex

Extent	Sex		Total
	Male	Female	
Large extent	58	7	65
Moderate extent	61	12	73
Small extent	11	1	12
No response	1	-	1
Total	131	20	151

11 per cent females. Comparatively, of the males 44 per cent were of this opinion and 35 per cent of female participants also reported the same view. Moderate extent was revealed by 48 per cent of total sample population comprising 84 per cent male participants and 16 per cent female respondents. Of the male participants 47 per cent were of the opinion that the sharing was moderate and 60 per cent of female respondents also stated so. Small extent was reported by 8 per cent of the total sample population comprising 92 per cent male and 8 per cent female participants. Of the male sample population only 8 per cent were of this opinion and in the case of female sample only 5 per cent. Only one male participant did not respond.

Table 5.21 reveals the above information on the basis of age. Of those who reported the opinion that the sharing was to a large extent 32 per cent were from the cohort 36-40 and another 32 per cent came from the 41-45 bracket.

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This was followed by 14 per cent from the 46-50 group. Even the 56-60 bracket voiced the same opinion. That the sharing was to a moderate extent was cited by a large age spectrum spanning from 24 years to over 71 years. All the three participants in the cohort 24-30 expressed this view and 69 per cent of those from the 31-35 bracket stated so. Moreover, 70 per cent from the 56-60 cohort and 50 per cent from the 51-55 segment reported that the sharing was to a moderate extent. Of those who stated that the sharing was to a small extent the largest proportion was from the cohorts 46-50 (N = 3), 51-55 (N = 3) and 36-40 (N = 3). There was also one participant from the cohort 31-35 and two from the 41-45 segment who stated so. Only one participant from the 56-60 bracket did not respond.

The few who reported inability to share the ideas and techniques suggested seven reasons for such a situation. Three male participants indicated that there are "no new projects relevant to their specific training" as the major reason for their inability to share their knowledge. One male participant revealed "inappropriate technology" as the major reason for the inability to share their ideas. Another male participant expressed the reason that "a proper programme had not yet been established in the country", hence the inability to use the ideas and techniques learnt. One male participant gave the reason that he is "involved in administration". On the contrary, one male participant and one female respondent reported that their "training knowledge had not been utilised at all for reasons little known to them". Finally, that "sharing of experience got low priority in the place of work" was stressed by one male participant for his inability to share the knowledge he had acquired.

5.9 Ability to use fully the training in current jobs

A pertinent question that arises is whether the participants were able to fully use their training in the current jobs. In this respect a satisfactory situation is evident for more than three-quarters of participants (79 per cent) comprising 87 per cent males and 13 per cent females replied affirmatively (vide Table 5.22). Emphasis is made that of the total male sample population 79 per cent were able to utilise their training in the current job. Only 16 per cent of total male participants could not and 5 per cent did not respond. On the contrary, of the total female sample 80 per cent were able to use their training experience in the current job and only 10 per cent could not and another 10 did not respond.

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Table 5.22. Use of training in the current job by sex

Response	Sex		Total
	Male	Female	
Yes	103	16	119
No	21	2	23
No response	7	2	9
Total	131	20	151

Table 5.23 reveals this information on an age basis. It is evident that the majority in each cohort were able to fully utilise their training in the current jobs. The only exception is one participant from the 71 and over bracket who could not. Of those who responded affirmatively 28 per cent came from the 36-40 segment followed by 27 per cent from the 41-45 bracket. Thirteen per cent from the 31-35 group too reported affirmatively with 12 per cent from the 51-55 bracket and another 10 per cent from the 46-50 segment stating so. On the other hand, the largest number (39 per cent) who reported negatively was from the 46-50 bracket followed by 26 per cent from the 36-40 cohort. Thirteen per cent from the 41-45 group and 9 per cent from the 51-55 segment stated so. The 6 per cent who did not respond comprised 22 per cent from 61-70 cohort, another 22 per cent from the 51-55 bracket and yet another 22 per cent from the 46-50 group. One participant each from the 36-40, 41-45 and 56-60 cohorts did not respond.

The survey suggested six possible reasons for the participants not being able to fully use their experiences in the current job and the respondents suggested two more valid reasons which were included in the analysis. Table 5.24 summarises this information by sex. It is a significant event that only a very small percentage had constraints for the full use of their training. Only one male and one female participants expressed the reason "lack of equipment" as the major constraint for the full use of their training. That only 1.3 per cent of the total sample stated so reveals the real significance of their reason. Similarly, there was only one male participant who reported the constraint "appointment to a project different from that for which the training was undertaken". Moreover, "training was not applicable to local conditions" was the reason given by two male participants and another three male respondents suggested "resistance to change by others" as a major constraint. Two male participants and one female respondent reported "lack of support from superiors" as an important constraint for full use of training received in the current job. "Lack of qualified staff" was cited by three male participants and one female

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Table 5.24. Constraints for full use by sex

Constraints	Affirmative response M	F	Total
Lack of equipment	1	1	2
Lack of resources/supplies	5	1	6
Lack of qualified staff	3	1	4
Lack of support from superiors	2	1	3
Resistance to change by others	3	-	3
Training not applicable to local conditions	2	-	2
Resignation from previous post	-	-	-
Appointed to a project different from that for which the training was undertaken	1	-	1
No response	114	16	130
Total	131	20	151

respondent and the majority comprising five male participants and one female respondent reported "lack of resources/supplies" as the major constraint.

The same information is represented in Table 5.25 on the basis of position held. This aspect is considered in order to comprehend whether the constraints had any relationship to the post held by the participants. It is evident that at least one statistician and one lecturer were of the opinion that "lack of equipment" was the major constraint which limited the full use of training received. Twenty-nine per cent of those who reported constraints suggested "lack of resources/supplies". In this group were three participants who were lecturers, one entomologist, one economist and one director/head of department. "Lack of qualified staff" was the difficulty for four directors/heads of departments. Lack of "support of superiors" was the constraint reported by one director/head of department, one development officer and one researcher. "Resistance to change by others" was the significant constraint for three participants comprising one director/head of department, one forester and one agricultural officer. An important constraint "training not applicable to local conditions" was cited by one director/head of department and one forester. Finally, one participant who is a wildlife ranger reported the constraint "appointed to a project different from that for which the training was undertaken".

5.10 Training received serving future needs

The survey was concerned with whether the training received would serve their future needs in terms of economic status, knowledge, job performance and career advancement. Table 5.26 summarises this

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information by age.

The general opinion regarding "economic betterment" is negative for more than one-half of participants (53 per cent) reported negative responses. Only 28 per cent replied in the affirmative and 19 per cent did not respond. Of those who replied affirmatively the largest number (33 per cent) were from the cohort 36-40 followed by 23 per cent from the 41-45 bracket. The 46-50 segment revealed 16 per cent of participants who affirmed that there could be economic betterment. Twelve per cent of participants from the 31-35 bracket too, stated so. The others were less significant. On the contrary, of those who reported in the negative the majority (24 per cent) came from the 41-45 cohort followed by 23 per cent from the 36-40 bracket. The 46-50 bracket had 16 per cent stating that there could not be any economic betterment in the future and 14 per cent from the 51-55 segment also stated so. In the younger group (24-30) all three participants stated that there could not be any economic betterment and 10 per cent of participants from the 31-35 bracket also voiced the same opinion.

As to be expected "enhancement of knowledge" had a very positive reaction for of the total sample 81 per cent replied in the affirmative and only 11 per cent reported negatively with 9 per cent not responding. Of those who gave positive answers the majority (28 per cent) were from the 36-40 segment followed by 25 per cent from the 41-45 bracket. The 46-50 group recorded 16 per cent and the 51-55 cohort 10 per cent. All the three participants from the 24-30 bracket replied in the affirmative and 11 per cent from the 31-35 group stated so. Of those who tendered negative replies the largest number was from the 41-45 cohort (19 per cent) and another 19 per cent came from the 46-50 segment and yet another 19 per cent from the 51-55 bracket. There were also two participants from each of the 31-35, 36-40 and 56-60 cohorts who replied negatively.

"Better job performance" received an equally positive reaction for 71 per cent of the total sample endorsed the opinion that the training would contribute to better job performance in the future. However, 20 per cent of participants reported negatively with 9 per cent not responding. Of those who responded affirmatively 27 per cent were from the cohort 36-40 and another 27 per cent was from the 41-45 segment. This was followed by 14 per cent from the 46-50 bracket and 13 per cent from the 31-35 cohort. Only one participant from the 24-30 group confirmed this opinion. But six participants from the 56-60 bracket were of the opinion that the training would serve better job performance in the future. Even two participants from the 61-70 bracket stated so and so did the participants from the 71 and over cohort.

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"Career improvement in the future" had a comparatively lower response ment. Slightly more than one-half (58 per cent) replied in the affirmative, but 28 per cent reported to the contrary and 15 per cent did not respond. Of those who responded positively 31 per cent came from the 41-45 bracket followed by 30 per cent from the 36-40 cohort. Fourteen per cent from the 46-50 segment stated so and 13 per cent from the 31-35 cohort endorsed this opinion. The others were less significant. On the other hand, the majority of those who replied negatively (21 per cent) were from the 51-55 bracket followed by 19 per cent from the 36-40 segment and another 19 per cent was from the 46-50 segment.

The survey also captured the same opinions on the basis of current positions. Table 5.27 summarises this information. Of those who reported in the affirmative in respect of economic betterment 51 per cent were directors/heads of departments. On the contrary, of the directors only 31 per cent responded positively but 50 per cent did not think that the training would adequately serve economic betterment in the future, and 19 per cent did not respond. In fact, of those who replied in the negative 44 per cent were from the director/head of department category. The other positions did not reveal such concentrations. Of the lecturers 54 per cent replied in the affirmative and 15 per cent negatively with 31 per cent not responding. More than one-half of engineers (60 per cent) were expecting the training to assist their economic betterment in the future. Only one engineer replied in the negative and others did not respond. Two accountants agreed that the training would serve them favourably in the future; but more than one-half of this group (57 per cent) did not expect their training to contribute towards economic betterment in the future. Forty per cent of the statisticians replied in the affirmative but 60 per cent responded negatively. Two wildlife rangers agreed that the training will contribute to their economic betterment but another two rangers replied in the negative with one not responding. All the agricultural officers agreed that the training would contribute to their economic betterment in the future. The other responses were less significant.

Quite a significant number in the director/head of department category (79 per cent) agreed that achievement of knowledge is positive. In this respect only 9 per cent of this category of participants replied in the negative but 13 per cent did not respond. All the lecturers gave affirmative replies and so did all the statisticians, entomologists, cartographers, accountants etc.

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"Better job performance" too revealed very encouraging results. Of the directors 70 per cent replied affirmatively with 20 per cent saying no and 10 per cent not responding. Almost all the economists (86 per cent) gave positive responses with only one participant replying in the negative. Seventy six per cent of all researchers too reported better job performance in the future with one replying in the negative and another not responding. Of the lecturers 85 per cent confirmed that there would be better job performance with one participant giving a negative reply and one not responding. In all other categories the majority fully agreed that there would be better job performance because of the training received by them.

In respect of "career improvements" the majority of participants responded affirmatively. Forty-nine per cent of those in the director category were positive that there would be career advancements and 85 per cent of lecturers too stated so. In almost all cases more than one-half agreed that there would be career improvements. Of those who gave negative replies 34 per cent of directors stated so. A high proportion of entomologists (67 per cent) reported negatively. The two participants who were secretaries gave negative responses and so did the agricultural officers. The other categories were less significant.

5.11 Ways training has benefited participants

The survey considered the benefits received with reference to five parameters. Of these the first three were to be evaluated on a three-point scale - significantly, marginally and no change, and the response to the last two were to be either positive or negative. Table 5.28 summarises this information by educational level.

The first benefit is concerned with income. As to whether "income has increased", 6 per cent of the total sample population reported significant increase followed by 13 per cent who reported marginal increase and 69 per cent stressed that there was no change in the income with 13 per cent not responding. Of those who responded significant increase in income five participants had Ph.D. plus diploma qualifications, one was with only a first degree, another one with a first degree plus diploma and yet another one with a first degree and short-term training qualifications. There was also one participant with a masters and diploma qualifications who reported that there was a significant increase in income. In the marginal increase group 21 per cent had masters qualifications and 16 per cent had first degree plus short-term training qualifications. Another 16 per cent has first degrees and postgraduate qualifications.

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Only a mere 3 per cent of the total sample population reported that their "profits had increased" significantly. Of those who stated so three participants were with doctorate plus diploma qualifications followed by one with first degree and postgraduate diploma qualifications and another one with only diploma/certificate qualifications. In the case of those who reported marginal increase (19 per cent of the total), 20 per cent had Ph.D. plus diploma qualifications and 13 per cent had first degree plus training qualifications and another 13 per cent who stated so had first degree plus diploma qualifications and yet another had a masters degree. There was also 13 per cent of participants who stated so with only short-term training qualifications. All other participants stated that there was no change in the profits.

That "knowledge has increased" was underscored by 92 per cent of all participants covering the full spectrum of qualifications. The distribution needs no further explanation. However, it must be noted that one participant with first degree and short-term training qualifications and two respondents with only short-term training qualifications reported no change.

The "security" position is rather vague. Even after training only 43 per cent of total sample population revealed that security increased significantly. But 40 per cent cited only a marginal increase with 17 per cent not responding. Of those who reported significant increase in security 15 per cent were with first degree plus short-term training qualifications followed by 12 per cent with only short-term training qualifications. Another 12 per cent had Ph.D. plus diploma qualifications. Eleven per cent of participants had first degree plus post-graduate qualifications and another 11 per cent who stated so were with diploma/certificate qualifications. There were 8 per cent of respondents with masters degree who also stated so. Of those who responded that the training did not give them better security 20 per cent were with first degree plus diploma qualifications followed by 20 per cent with only diploma/certificate qualifications. Even 8 per cent of participants with first degree plus short-term training reported negatively and 13 per cent with only short-term training experience stated so. The others were less significant.

"Finding employment easily" was not considered a benefit by the majority for only 36 per cent reported that it could be a benefit and 44 per cent replied in the negative and 20 per cent did not respond. Of those who reported that finding employment was quite easy 15 per cent had

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first degree and postgraduate qualifications followed by 13 per cent with first degrees and short-term training qualifications. Another 13 per cent had Ph.D. plus diploma qualifications and yet another 13 per cent with only diploma/certificate qualifications. On the other hand, of those who reported negatively 18 per cent were with first degree plus postgraduate diploman. This was followed by 16 per cent of participants who had first degree and short-term training qualifications. The other responses were less significant.

The survey also gathered the same information on the basis of current position. Table 5.29 reveals the required information.

Of those who reported "income increases" two were from the director category and seven were lecturers. None of the occupants of other posts revealed increase in income. Even of those who expressed marginal increases, the majority (39 per cent) were from the director category with 16 per cent lecturers coming next in importance. There were two each of researchers, statisticians and consultants who stated so. Additionally, one wildlife ranger, a project officer and another agricultural officer reported a marginal increase in income. In almost all other positions the majority expressed no change in income.

A similar situation is evident in the case of "profits". Three lecturers reported increase in profits and one director and another statistician cited the same view. Forty per cent of those who stated that there was a marginal increase in profits were from the director group followed by 20 per cent from the lecturer category who stated so. The other categories had only single respondents. No change was cited by quite a large number of participants. Of those who stated so 41 per cent were directors. Moreover, 7 per cent of economists, another 7 per cent of techniciens, 5 per cent of researchers and 4 per cent of foresters stated that there was no change in their profit situation.

"Increase in knowledge" is quite significant and the distribution shown in the table is very clear and needs no further explanation.

The benefit "better security" does not show a significant increase in all positions. Of those who responded positively, 43 per cent were directors. The other positions recorded very much lower proportions of participants who stated so. This was followed by the next highest proportion 14 per cent comprising all lecturers who stated so. Eight per cent of economists too endorsed this view. Additionally, there were 6 per cent of technicians and another 6 per cent of rangers who responded positively.

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The other positions are less significant. On the contrary, of those who responded negatively 46 per cent were from the director category followed by 8 per cent of researchers, 7 per cent of technicians and another 7 per cent of foresters. The other responses were less significant.

"Obtaining employment" does not seem to be an easy task after training for 44 per cent gave negative replies and only 36 per cent replied in the affirmative. Of those who responded affirmatively 44 per cent were directors/heads of departments followed by 9 per cent of economists and another 9 per cent of wildlife rangers who stated so. The other responses were less significant. A large proportion of director/head of department category participants, (42 per cent) replied negatively and was followed by 11 per cent of researchers. There was also 8 per cent of technicians who responded negatively for this benefit while all the development officers reported negatively.

5.12 Evaluation of status and role after training

The participants have returned with some qualifications or training or experience from a foreign institute. The additional qualifications usually give the participants an advantage over others who have not been abroad for some training. In this connection the survey attempted to find out how the participants themselves assess their place in the social and economic hierarchy in order to see whether there had been some social mobility, either positive or negative, since training. With respect to status and role of participants the survey suggested three parameters, namely their status and role in the work place, the honour and respect given by the community and his or her recognition, to be assessed on a three-point scale - declined, improved and same. Depth interviews also revealed that the participants are quite aware of what is required. The data reported in Table 5.39 summarises this information by age.

In the case of "status and role in the work place" only one participant from the 31-35 bracket reported a deterioration. On the contrary, 48 per cent of the total sample revealed an improvement in the status and role in the work place. Of those who reported an improvement the majority (35 per cent) came from the 36-40 cohort followed by 29 per cent from the 41-45 bracket. Eleven per cent were from the 46-50 segment and 7 per cent were from the 31-35 bracket. The 51-55 cohort revealed 6 per cent of participants reporting improvement in status and role. Even two participants from the 61-70 segment and one from the 71 and over bracket stated so. No change in status and role was reported by 46 per cent of the total sample population and 5 per cent did not respond.

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With reference to "honour and respect given by the community" 36 per cent of the total sample population reported an improvement but 55 per cent revealed that the conditions were the same and 7 per cent did not respond. Of those who reported improvement 37 per cent were from the 36-40 cohort followed by 29 per cent from the 41-45 bracket. The 46-50 segment was represented by 11 per cent who stated so. The 56-60 bracket revealed 7 per cent and the 31-35 bracket had another 7 per cent who expressed improvement. On the other hand, of those who reported that honour and respect was the same the majority (23 per cent) were from the 41-45 cohort and the 36-40 bracket (20 per cent). This was followed by 18 per cent from the 46-50 segment and 14 per cent from the 51-55 group. The 31-35 cohort also had 13 per cent of participants who stated so. All the participants from the younger bracket 24-30 reported that honour and respect given remained the same.

In respect of "recognition" there was one participant from the 46-50 bracket who revealed a decline but 50 per cent of the total sample was of the opinion that recognition has improved and 46 per cent considered it to be the same. Only 4 per cent of respondents did not respond. Of those who cited improvement the majority (31 per cent) were from the 36-40 bracket and 41-45 segment (29 per cent). There were 11 per cent of participants from the 31-35 bracket who reported improvement and another 11 per cent from the 46-50 segment who stated so. Eleven per cent from the 31-35 age group also agreed on improvement of recognition. On the contrary, those who evaluated the opinion that recognition received was the same were concentrated in the 31-35 cohort and 51-55 segment. Two participants from the 24-30 bracket and another two participants from the 56-60 segment and yet another from the 61-70 cohort expressed the same opinion.

An attempt was also made to inquire about the same aspect with reference to the current positions held by the participants. Table 5.31 summarises this information.

In respect of "status and role in the work place" the only participant who reports its decline is a technician. Of those who expressed improvement, 40 per cent were from the director/head of department category followed by 17 per cent from the lecturer group. There were 7 per cent of techniciens who reported that their status and role had improved. Five per cent of researchers agreed that their status and role had improved and another 6 per cent of rangers too stated so. The others were less significant. Of those who reported that the status and role remained the same 50 per cent were directors/heads of departments. All the participants of the engineering

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group reported the same and 6 per cent of economists and another 6 per cent of researchers endorsed this opinion. The other positions need no elaboration.

Of those who revealed an improvement in the 'honour and respect given by the community' 40 per cent were directors followed by 19 per cent from the lecturer group. Five per cent of statisticians contributed to this opinion and another 5 per cent of foresters stated so. Four per cent of researchers reported this opinion and another 4 per cent stated so. The other positions are less significant. Quite a large proportion reported that honour and respect remained the same and of those who stated so 47 per cent were directors followed by 7 per cent of economists and another 7 per cent of researchers. Except for one engineer who reported that honour and respect had improved all others stated that it remained the same. The other positions are less significant.

The only participant who expressed the view that "recognition" has declined was a director/head of a department. Of those who reported recognition has improved the majority (41 per cent) were directors/heads of departments, followed by 16 per cent of lecturers and 8 per cent technicians. The other positions need no further explanation. Of those who reported that recognition has remained the same 51 per cent were from the director category followed by 6 per cent of engineers and another 6 per cent of economists and yet another 6 per cent researchers. There was also 4 per cent of statisticians who stated so. The others were less significant.

5.13 Recognition of training

Whether the training received has been recognised is a very significant consideration. The survey considered this aspect from the colleagues' and superiors' viewpoints. The recognition given by colleagues and superiors is a very pertinent consideration for these could have a positive or negative impact on the participants' working climate depending on the degree of frustration due to lack of recognition.

In respect of colleagues the survey suggested four possible 'recognition situations' for participants' evaluation. Table 5.32 reveals this information by educational level.

It is evident that 63 per cent of total sample reported that because of the recognition given by colleagues more duties and responsibilities have been thrust on the participants after their return from training. Of those who stated so the majority (14 per cent) were with

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diploma/certificate qualifications. There were 12 per cent of participants with first degree and post graduate diploma who stated so and another 12 per cent with Ph.D. plus diploma qualifications who expressed this opinion. There were 8 per cent with only short-term training experience who reported increased duties and responsibilities and 7 per cent with masters plus diploma qualifications who endorsed this opinion. Six per cent of those who stated so had only masters qualifications and 5 per cent with masters plus short-term training qualifications also endorsed this opinion. The others were less significant.

Only 11 per cent of the total sample population agreed that their esteem and prestige had increased after training. Of those who stated so the largest number (41 per cent) had first degree plus postgraduate qualifications. This was followed by 24 per cent who had only diploma/certificate qualifications. The others were less significant.

There was only one participant with masters plus diploma qualifications who reported jealousy of colleagues since his return after training.

On the contrary, 15 per cent of the total sample revealed that no recognition was given them after training. In this respect 23 per cent of those who stated so were with first degree plus postgraduate qualifications and another 23 per cent who stated so had only short-term training qualifications. Eighteen per cent of participants who voiced this view were with first degree plus short-term training qualifications and 14 per cent who stated so had only diploma/certificate qualifications. There was one participant with masters plus Ph.D. qualifications who expressed this opinion and two respondents with masters and short-term training also had the same viewpoint. Even two participants with Ph.D. plus diploma stated so.

This aspect was also considered in terms of current position. Table 5.33 reveals the information. It is evident that of those who expressed increased duties and responsibilities the majority (49 per cent) were directors/heads of departments followed by 13 per cent of lecturers who stated so. There were also 6 per cent of statisticians and 5 per cent of technicians who endorsed this view. The others were less significant. On the other hand, of those who reported increased esteem and prestige the majority (N = 7) were directors. With respect to other positions the table is clear and needs no further explanation. Jealousy was suggested by one who is an economist. Of those who reported non-recognition, the majority (23 per cent) were directors/heads of departments. This was followed by 14 per cent of lecturers who stated so. Nine per cent of agricultural

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officers also endorsed this view. All the entomologists (N = 3) tendered this opinion. The others are well revealed in the table and need no elaboration.

Regarding recognition by superiors, the survey suggested six parameters for consideration. Table 5.34 summarises the responses by educational level. It is evident that 20 per cent of total sample reported "job promotions" as a sign of recognition by superiors and only 2 per cent of respondents suggest "salary increase" as a reason for recognition. On the other hand, "increased duties and responsibilities" was the most significant parameter suggested by 46 per cent of the total sample. Only 5 per cent considered "increased esteem or prestige" as recognition by superiors and "no recognition" was expressed by 14 per cent of total respondents while two participants reported negative recognition by superiors after their return from training.

Of those who suggested "job promotion" as a recognition by superiors more than one-half (57 per cent were with Ph.D. plus diploma qualifications. This was followed by 17 per cent who had first degree and postgraduate qualifications and 13 per cent with masters qualifications. There were 10 per cent of participants with only short-term training experience who reported job promotion as recognition of training by superiors. The others were less significant. "Salary increase" was suggested by one participant with first degree plus short-term training experience and another one with masters qualifications and yet another with masters and short-term training experience. On the contrary, "increased duties and responsibilities" as a token of recognition by superiors was suggested by the majority of participants. Of those who stated so 20 per cent were with diploma/certificate qualifications and 16 per cent were with first degree and short-term training qualifications and 13 per cent were with first degree plus postgraduate diploma qualifications. There were 9 per cent of respondents with masters and diploma qualifications and another 9 per cent with only short-term training experience who endorsed this opinion. Additionally, 6 per cent with M.Phil. and diploma also reported this viewpoint. The others were less significant. The small number of participants who suggested "increased esteem and prestige" comprises four respondents with first degree and postgraduate diploma qualifications and another one with first degree plus diploma qualifications and yet another two participants with only diploma/certificate qualifications. Of the two participants who suggested "negative recognition" one had first degree plus short-term

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training qualifications and the other only short-term training experience. "No recognition" was cited by a significant number in different positions. Eighteen per cent of those who cited this parameter had first degree plus postgraduate diploma qualifications and another 18 per cent with only diploma/certificate qualifications. Furthermore, a significant 27 per cent of respondents with only short-term training experience stressed no recognition. The others were less significant.

5.14 Preference for awards

The survey was concerned with the inquiry whether the participants preferred to receive an award from some other agency rather than the one from which already obtained. It is evident that 32 per cent of total sample comprising 92 per cent male respondents and 8 per cent female participants reported their preference to receive an award from some other agency. But 36 per cent were satisfied with the USAID award already received and 24 per cent of participants did not respond. Those who did not respond were in the age limits between 36-55 years with long experience in the departments attached to. Hence, the wish to remain non-commital. Depth interviews revealed they feared that adverse comments would jeopardise future chances of getting awards from USAID or any other agency however confidential the interviews may be. In spite of many constraints the survey was able to gather some responses regarding USAID awards available.

Both groups of participants viz. those who were dissatisfied and those who were satisfied with USAID award, had their reasons.

1. Reasons for dissatisfaction with award

Table 5.35 reveals the reasons reported for non-preference by sex. Of those who declared non-preference 34 per cent cited "depends on the agency" as the major reason. This included 71 per cent male participants and 29 per cent female respondents. That they prefer "a better grant to follow a more substantial course" was suggested by 24 per cent of participants who were all males. There were four male participants who preferred an agency which gives them "better financial support". Other reasons were suggested by one or two participants and were less significant. However, some ideas need mentioning here. Two male participants and one female respondent stressed that they had "no choice to select a different country other than America". According to one male participant, "Rockerfeller or Fulbright Scholarship would have a better scope" and two male respondents gave the reason "going to

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the United Kingdom for training in the same field is better" and one participant underscored "the availability of awards is few, whatever is offered is accepted".

Table 5.35. Reasons for not being satisfied with USAID award by sex

Reasons	Sex		Total
	Male	Female	
Depends on the other agency	10	4	14
A better grant to follow a more substantial course	10	-	10
Prefer one year Diploma course at Harvard School of Law and Economic	1	-	1
No choice to select a different country other than America	2	1	3
Going to the United Kingdom for training in same field is better	2	-	2
Initially it was a full time course, later became a split programme. Prefer a full time one	2	-	2
Prefer a grant to study for 1 year at the ITC. Netherlands	1	-	1
There may be better financial support from other agencies	4	-	4
Because of existing bureaucracy of USAID	2	-	2
Rockefeller or Fulbright Scholarship would have better scope	1	-	1
Since we receive a fewer number of awards	1	-	1
No response	95	15	110
Total	131	20	151

The above information on the basis of age is reported in Table 5.36. It is evident that of those who responded affirmatively to the question whether they would prefer to get an award from another agency 34 per cent expressed the view "depends on the other agency". Of those who endorsed this reason 43 per cent were from the cohort 36-40 followed by 29 per cent from the 46-50 segment. There was one participant from the cohort 31-35 who stated so and yet another from the 41-45 bracket and there was also one respondent from the 51-55 group who stated so. Even one participant from the 61-70 segment stressed this reason. Another significant reason given was "a better grant to follow a more substantial course" by 24 per cent of those who responded positively. In this respect 19 per cent of those in the 31-35 cohort endorsed this opinion. This was followed by 6 per cent from the 41-45 segment, 9 per cent from the 46-50 bracket,

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another 6 per cent from the 51-55 group and 22 per cent from the 56-60 cohort. Of those who gave the reason "there may be better financial support from other agencies" one participant was from the 41-45 bracket and one from the 46-50 segment and yet another from the 51-55 cohort endorsed this opinion. There were 7 per cent of those who responded affirmatively stating "no chance to select a different country other than America" as the major reason for their preference for an award from another agency. In this case there were two participants from the 36-40 segment and one respondent from the 41-45 bracket also reported this reason. The distribution of other responses is quite clear and needs no further elaboration.

Table 5.37 reveals the above information on the basis of educational level (after training). All three participants with only first degrees did not respond. The majority of respondents who suggested the reason "depends on the other agency" were distributed over a wide spectrum of educational levels. Of those who suggested this reason 29 per cent were with first degree plus postgraduate diploma qualifications and 14 per cent were with diploma/certificate qualifications. The others were all singles and the distribution is quite clear. Of those who suggested "a better grant to follow a more substantial course", 30 per cent were with first degree and postgraduate diploma qualifications followed by another 30 per cent with masters plus diploma experience. Twenty per cent who suggested this reason had only diploma/certificate qualifications. There was one participant with M.Phil. plus diploma qualifications and another one with Ph.D. and diploma who agreed. That the preference is for "a one year diploma course at Harward School of Law and Economics" was strongly expressed by one participant with first degree plus postgraduate diploma qualifications. "Going to the United Kingdom for training in same field is better" was the reason suggested by another participant with only a short-term training qualification. The reason "there may be better financial support from other countries" was suggested by two participants with Ph.D. plus diploma qualifications and another two respondents with only diploma/certificate qualifications endorsed the same opinion. The distribution of other participants is quite clear in the table and needs no elaboration.

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2. Reasons for satisfaction with award

The survey also captured the reason for participants' preference for USAID Awards rather than awards from other agencies. Table 5.38 reveals the responses by sex. The response was less than what was expected for only 25 per cent respondents replied which can be considered significant for the purpose in view. Of the total who responded 88 per cent were male participants and 13 per cent female respondents. Of the sample male participants 24 per cent submitted reasons for their decision and 30 per cent of female respondents did so. The distribution shown in the table is quite clear but some reasons given must be underscored because of their relevance.

There were three male participants and two female respondents who gave the reason "training fulfilled the requirements" and was followed by three male and one female participants stating "everything was satisfactory in the award and no complaints". Although details were not given one male respondent underscored that USAID awards are better than those from other agencies. Three participants emphasised that "USAID award finance was adequate hence, the satisfaction" with these awards and another three participants stressed that "USAID training is recognised". The others need no elaboration.

Table 5.39 records this information by educational level after training. None of the participants with only first degree qualifications responded to this aspect of the survey. Two participants with first degree plus diploma qualifications and one with masters qualifications and another one with masters plus diploma experience gave the reason "USAID looks after its recipients better". "Planning to go to the US for higher studies" was the reason cited by one respondent who had Ph.D. plus diploma qualifications. The thought that USAID Programme is better than awards from other agencies was the reason suggested by three participants who had only short-term training qualifications. "That training fulfilled the requirements" was cited by 3 per cent of the sample comprising one with masters plus short-term training qualifications and another one with masters and diploma qualifications and yet another one with a Ph.D. plus diploma standard. In addition, there was one with diploma/certificate qualifications and another one with only

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short-term training experience. That "everything was satisfactory in the award and no complaints" was suggested by two respondents with first degree plus postgraduate diploma qualifications and one with Masters and Ph.D. experience and another one with first degree and short-term training experience. The recognition given to USAID training awards was emphasised by three participants, one with masters plus diploma qualifications, another one with Ph.D. plus diploma standard and yet another one with diploma/certificate qualifications. The others were less significant.

5.15 Recommendation of programme and of its quality

The survey attempted to obtain the views of participants about the status and quality of the programme. Status signifies whether the training is recognised and tenable in all countries and the participants are able to recommend the programme to others without any hesitation or reservation. Related to this aspect is also the question whether the participants were at any time disappointed or embarrassed because of the training received. The quality of the training received, on the contrary, signifies its standard in terms of the programmes' academic dimension which can also be assessed comparatively in terms of better, equal to or inferior to training programmes of other agencies.

1. Recommendation of programme

In respect of recommendation of programme to others 85 per cent of participants comprising 88 per cent male respondents and 11 per cent female participants replied in the affirmative and 13 per cent of total participants tendered negative replies. This includes 85 per cent male and 5 per cent female respondents. Four female participants did not respond. Table 5.40 reveals the information on the basis of educational level.

All three participants with only first degree qualifications did not respond. Of those who responded affirmatively 16 per cent had first degree plus postgraduate qualifications. Three respondents from this group replied in the negative. Positive replies were given by 14 per cent of respondents with first degree and short-term training experience but two participants who had the same qualifications did not agree. Another 14 per cent of participants with only diploma/certificate qualifications also replied in the affirmative but two participants in the group disagreed. There were 12 per cent of respondents with short-term training experience

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who expressed the opinion that they are able to recommend the programmes to others but one respondent from the group replied in the negative. The majority with Ph.D. plus diploma qualifications (86 per cent) accepted that they could recommend the programme to others but two participants with these qualifications replied in the negative. Of those who responded affirmatively 6 per cent were with masters and short-term training experience and another 6 per cent who agreed had masters plus diploma qualifications. There were 4 per cent with only masters qualifications who confirmed recommendations but two participants from this group replied negatively. Another 4 per cent with first degree and postgraduate qualifications agreed that they can recommend the programme to others without any reservations. Additionally, four participants with M.Phil. and diploma qualifications endorsed the above opinion, but two participants with the same educational qualifications reported their inability to do so. The others were less significant.

The same information is given in Table 5.41 by current position. Their opinions are quite relevant for the majority are holding very responsible positions with wide decision-making powers. It is evident that of the directors/heads of departments

Table 5.41. Recommendation of the programme by current position

Current position	Response			Total
	Yes	No	No response	
Director/Deputy Director/Head	61	7	2	70
Economist	6	1	-	7
Researcher	6	2	-	8
Statistician	5	-	-	5
Technician	6	2	1	9
Consultant	3	-	1	4
Forester	4	1	-	5
Entomologist	3	-	-	3
Wildlife Ranger	5	-	-	5
Cartographer/Draughtsman	3	-	-	3
Lecturer	12	1	-	13
Accountant	2	-	-	2
Assessor	-	1	-	1
Engineer	5	-	-	5
Project Officer	2	-	-	2
Secretary	2	-	-	2
Agricultural Officer	1	1	-	2
Development Officer	3	-	-	3
Instructor	2	-	-	2
Total	131	16	4	151

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87 per cent replied in the affirmative and 10 per cent answered negatively. Only two participants in the group did not respond. Except for one all other lecturers reported their ability to recommend programme to others. Of the total who reported affirmatively 5 per cent were economists but one respondent from this group replied in the negative. Another 5 per cent of statisticians also stated so while two of them could not agree to recommend the programme. Yet another 5 per cent of technicians reported in the affirmative but two of them replied in the negative. Of the foresters four reported affirmatively but one gave a negative reply. There was one assessor who did not agree to the opinion that the programme could be recommended to others. Of the agricultural officers one replied positively and the other in the negative. All participants in other positions replied affirmatively.

2. Discomfort experienced on account of award

In respect of the second aspect whether the participants were disappointed or embarrassed at any time because of the training received a significant majority (89 per cent) replied in the negative and only 11 per cent of participants responded affirmatively. Table 5.42 summarises the information on the basis of age. It is evident that of those who replied that they were disappointed or embarrassed one participant was from the youngest cohort 24-30. There were none from the 46-50 bracket and so was it with reference to all the cohorts between 56-71 and over. On the contrary, of those who replied in the negative the largest number (27 per cent) were from the 36-40 block followed by 24 per cent from the 41-45 segment and 19 per cent from the 46-50 bracket.

Table 5.42. Disappointed or embarrassed because of the training received by sex

Age	Response Yes	Response No	Total
24 - 30	1	2	3
31 - 35	3	13	16
36 - 40	4	36	40
41 - 45	4	32	36
46 - 50	-	23	23
51 - 55	5	13	18
56 - 60	-	9	9
61 - 70	-	5	5
71 & over	-	1	1
Total	17	134	151

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There were 10 per cent from the 31-35 group who stated that they were not disappointed or embarrassed at any time and another 16 per cent from the 51-55 bracket who endorsed the same reply. The others need no elaboration.

In connection with this aspect, both participants who responded affirmatively and those who replied negatively had their reasons. Table 5.43 summarises the reasons in respect of those who were disappointed or embarrassed. It is evident that 12 male participants and two female respondents gave reasons for their affirmative responses. The distribution indicated is quite clear and needs no elaboration.

Table 5.43. Reasons for being disappointed or embarrassed at any time by sex

Reasons	Sex		
	Male	Female	Total
The per diem of $ 36 was very inadequate	1	-	1
Lack of full interest of the supervisors	-	1	1
Because of the overly racist disposition of one of the teaching assistants at University of Minnesota	1	-	1
Lack of facilities to do my research project in Sri Lanka	2	-	2
Because it was a split programme had to come back to Sri Lanka halfway	2	-	2
Expected to learn more but couldn't	2	-	2
Couldn't incorporate the knowledge gained from training with the work at the Forest Department	1	-	1
Because of the inappropriateness of the course	2	1	3
Harrassment by US Immigrations	1	-	1
No response	119	18	137
Total	131	20	151

On the contrary, those who were not disappointed or embarrassed at any time gave 16 reasons for this status. Table 5.44 reveals this information by sex. It is evident that 46 per cent of participants comprising 87 per cent males and 13 per cent females gave reasons for their opinion but 54 per cent which included 86 per cent male participants and 14 per cent female respondents did not respond. Of those who responded three male participants suggested the reason "has helped to perform duties better" as the major reason. On the contrary, of the total sample 16 per cent of respondents comprising 83 per

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cent males and 16 per cent females emphasised the fact that there was "no cause whatsoever for disappointment or embarrassment". This was followed by 10 per cent of the total sample (13 per cent males and 7 females) who underscored "training quite satisfactory" as the major reason for not being disappointed or embarrassed. Three male participants and one female respondent reported the reason "recognition of the award" as the major reason for this decision. Another four male participants gave the reason "training relevant and adequate" and yet another four male participants expressed the reason "objectives were fulfilled". The reason "no problems were encountered" was stated by three male participants. The distribution of other reasons is clear and needs no further elaboration.

Table 5.44. Reasons for not being disappointed or embarrassed by sex

Reasons	Sex		
	Male	Female	Total
Has helped to perform duties in a better way	3	-	3
No cause for embarrassment	20	4	24
Recognition of the award	3	1	4
No problems were encountered	3	-	3
Training quite satisfactory	14	1	15
Training quite satisfactory + degree recognised + returned to the same job & promoted	-	1	1
Training relevant and adequate	4	-	4
Arrangements made were satisfactory	1	-	1
USAID looked after most of the basic requirements during training period	1	-	1
Objectives were fulfilled	4	-	4
Enhancement of knowledge	2	-	2
Training is relevant to work	1	1	2
Because the programme met what was expected	1	-	1
Only a short tour. No problems	2	-	2
USAID provided all facilities	2	-	2
I had good job security	-	1	1
No response	70	11	81
Total	131	20	151

5.16 Quality of training

The survey suggested the assessment of the training given at three levels viz. is better, is equal or is inferior compared with training awarded by other agencies. It was revealed that 25 per cent of all male participants reported that the quality of training was better than that of other agencies and of the total sample female population 40 per cent stated so. On the other hand, of those who stressed that the training was better

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80 per cent were male participants and 20 per cent females. That it was equal to training of other agencies was reported by 27 per cent of male participants and 20 per cent of female respondents. Only three male participants evaluated it as inferior. It must be underscored that 45 per cent of total sample population comprising 88 per cent males and 12 per cent females did not respond.

Table 5.45 summarises the required information on the basis of age. Of those who reported "is better" the majority (44 per cent) were from the 36-40 cohort followed by 17 per cent of participants from the 46-50 segment. There were 15 per cent of participants in the 41-45 bracket who stated so. In addition 7 per cent of those who stated "is better" were from the 31-35 group and another 7 per cent from the 51-55 segment. There was only one participant from the 24-30 cohort who stated that the training is better. Of the 26 per cent of total participants who reported that the quality of training "is equal" 31 per cent were from the 41-45 bracket followed by 23 per cent from the 36-40 segment and 18 per cent from the 46-50 cohort. There were two participants from the 24-30 cohort who stated so and another three respondents endorsed this opinion. On the contrary, of those who stated that the training "is inferior" one was from the 36-40 bracket, another from 46-50 cohort and yet another from the 51-55 segment. The no response was quite significant with 45 per cent from all cohorts, except from the 24-30 segment and the 71 and over brackets, contributing to this. Of those who endorsed this response the majority (26 per cent) were from the 41-45 bracket followed by 18 per cent from the 36-40 segment. Sixteen per cent from the 51-55 group did not respond and likewise 15 per cent from the 31-35 cohort. There were 7 participants from the 56-60 bracket who did not respond and two from 61-70 cohort who did not.

Table 5.45. Opinion as to the quality of training by age

Age	Opinion				Total
	Is better	Is equal	Is inferior	No response	
24 - 30	1	2	-	-	3
31 - 35	3	3	-	10	16
36 - 40	18	9	1	12	40
41 - 45	6	12	-	18	36
46 - 50	7	7	1	8	23
51 - 55	3	3	1	11	18
56 - 60	1	1	-	7	9
61 - 70	2	1	-	2	5
71 & over	-	1	-	-	1
Total	41	39	3	68	151

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Table 5.46 reports the same information on the basis of educational level (after training). Of those who reported that the training "is better" the majority (22 per cent) were with first degree and postgraduate diploma qualifications. This was followed by 12 per cent who had Ph.D. plus diploma qualifications. There were 9 per cent of participants with first degree and short-term training experience and another 9 per cent who stated so with only short-term training experience. In addition, 7 per cent who had first degree plus postgraduate diploma plus training experience stated so and another 7 per cent with masters plus diploma endorsed this assessment. The opinion "is equal" was suggested by those with a wide range of educational qualifications. The majority (21 per cent) who stated so were with first degree and postgraduate diploma qualifications followed by 15 per cent with diploma/certificate status and 13 per cent with first degree plus short-term training experience. There were 10 per cent with masters plus diploma qualifications and another 10 per cent with only short-term training experience who contributed to this opinion. On the contrary, 8 per cent of those who reported this opinion were with Ph.D. plus diploma qualifications. Others were less significant. Of those who suggested that the training "was inferior" one participant had first degree plus postgraduate diploma qualifications and another one was with masters qualifications and yet another had professional qualifications plus diploma.

Table 5.47 reports the same information by current position. It is evident that of those who reported "is better" the majority (56 per cent) were directors/heads of departments followed by 15 per cent participants who were lecturers. None of the technicians, accountants, assessors, engineers, agricultural officers or instructors reported that the quality of training is better. Of the director category participants 33 per cent were of the opinion that the training "is better" and 46 per cent of lecturers stated so. The others were less significant. Of those who stated that the quality of training "is equal" 36 per cent were directors/heads of departments, followed by 10 per cent researchers, another 10 per cent technicians and yet another 10 per cent of lecturers. That the training "was inferior" was reported by two participants from the director/head of department group and by one who is an assessor. On the contrary, of those who did not respond the majority (46 per cent) were from the director/head of department group. The rest of the distribution is quite clear and needs no further elaboration.

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Table 5.3. Fulfilment of objectives by educational level

Educational level	Response			Total
	Yes	No	No response	
First degree	3	–	–	3
First degree + Diploma/Certificate	1	1	–	2
First degree + Training (short-term)	16	4	–	20
First degree + Postgraduate Diploma/Certificate	16	7	1	24
First degree + Postgraduate Diploma/Certificate + Training (short-term)	3	2	–	5
Mone/M.Sc.	6	1	–	7
Mone/M.Sc. + Ph.D. + Diploma	1	–	–	1
Mone/M.Sc. + Ph.D. + Diploma - Certificate	3	–	–	3
Mone/M.Sc. + Training (short-term)	7	–	1	8
Mone/M.Sc. + Diploma	7	–	1	8
Mone/M.Sc. + Diploma + Certificate	1	–	–	1
Mone/M.Sc. + Diploma + Training (short-term)	3	–	–	3
M.Phil. + Diploma	1	5	–	6
M.Phil. + Diploma + Training (short-term)	1	–	–	1
Ph.D. + Diploma	11	3	–	14
Ph.D. + Diploma + Training (short-term)	2	–	–	2
Diploma/Certificate	16	5	–	21
Diploma/Certificate + First degree + MICE + MIE	–	1	–	1
Short-term training only	11	5	1	17
Short-term training only + First Degree + MICE + MIE	2	–	1	3
First Degree + MICE + MIE	–	1	–	1
	111	35	5	151

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Table 5.4. Reasons for adequate fulfilment of objectives by age

Reasons	Age									
	26–30	31–35	36–40	41–45	46–50	51–55	56–60	61–70	71 & over	Total
Enhancement of professional capabilities	–	3	11	7	9	3	2	1	1	37
Excellent training in scribing	–	1	–	–	–	–	–	–	–	1
Studying in a foreign institute	1	–	1	2	1	–	–	–	–	5
Increased knowledge as well as additional qualifications	–	1	2	1	–	1	1	–	–	6
Visiting research organizations	–	–	–	–	–	1	–	–	–	1
Able to select courses wished for	–	–	–	1	–	–	–	–	–	1
Very relevant to work	1	2	6	4	3	4	3	–	–	23
Solution to the problem of higher education	1	–	–	–	–	–	–	–	–	1
Course material was up to expectations	–	–	3	1	–	–	–	–	–	4
Introduced to new programmes and methods of teaching	–	–	2	1	–	–	–	–	–	3
Chance to attend international conferences	–	–	–	–	1	–	–	–	–	1
Relevance to water management activities implemented in Sri Lanka	–	–	–	–	–	1	–	–	–	1
The objective of using the training obtained to serve the people is fulfiled	–	–	1	1	–	–	–	–	–	2
Obtained recognised degrees (M.Sc. and Ph.D), Diploma	–	2	2	1	1	1	1	1	–	9
Learn techniques for maximum use of land	–	–	–	1	–	–	–	–	–	1
Can operate new machinery	–	–	–	1	–	–	–	–	–	1
Can train other people too	–	–	–	–	–	–	–	1	–	1
Studied a variety of subjects not available in Sri Lanka	–	–	–	1	–	–	–	–	–	1
This type of training is not available in Sri Lanka	–	–	1	1	1	–	–	–	–	3
No response	–	7	11	13	7	7	2	2	–	49
	3	16	40	36	23	18	9	5	1	151

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Table 5.5. Reasons for adequate fulfilment of objectives by educational level

Reasons	Educational level																					Total
	1*	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Enhancement of professional capabilities	1	-	3	7	-	1	1	2	2	4	1	-	-	-	5	1	7	-	1	1	-	37
Excellent training in scribing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
Studying in a foreign institute	-	-	1	1	-	-	-	-	-	-	-	1	-	-	-	-	1	-	1	-	-	5
Increased knowledge as well as additional qualifications	-	-	-	2	-	1	-	-	-	-	-	-	-	-	-	-	2	-	1	-	-	6
Visiting foreign organisations	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1
Able to select courses wished for	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
Very relevant to work	1	-	7	2	3	-	-	-	2	1	-	-	-	1	1	-	1	-	3	1	-	23
Solution to the problem of higher education	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Course material was up to expectations	-	-	-	-	-	-	-	-	-	2	-	2	-	-	-	-	-	-	-	-	-	4
Introduced to new programmes and methods of teaching	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
Chance to attend international conferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
Relevance to water management activities implemented in Sri Lanka	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1
The objective of using the training obtained to serve the people is fulfiled	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	2
Obtained recognised degrees (M.Sc. and Ph.D.), Diploma	-	-	2	-	1	3	-	-	-	1	-	-	-	-	2	-	-	-	-	-	-	9
Modern techniques for maximum use of land	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Can operate new machinery	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
Can train other people too	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Studied a variety of subjects not available in Sri Lanka	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
This type of training is not available in Sri Lanka	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1	-	3
No response	-	1	6	10	1	1	-	1	3	-	-	-	6	-	5	-	7	1	6	-	1	49
Total	3	2	20	24	5	7	1	3	8	8	1	3	6	1	14	2	21	1	17	3	1	151

* Code : 1. First degree. 2. First degree + Diploma/Certificate. 3. First degree + Training (short-term). 4. First degree + Postgraduate Diploma/Certificate. 5. First degree + Postgraduate Diploma/Certificate + Training (short-term). 6. MA/M.Sc. 7. MA/M.Sc. + Ph.D. + Diploma. 8. MA/M.Sc. + Ph.D. + Diploma + Certificate. 9. MA/M.Sc.+ Training (short-term). 10. MA/M.Sc. + Diploma. 11. MA/M.Sc.+ Diploma + Certificate. 12. MA/M.Sc.+ Diploma + Training (short-term). 13. M.Phil.+ Diploma. 14. M.Phil.+Diploma+Training(short-term). 15. Ph.D.+ Diploma. 16. Ph.D+Diploma+Training(short-term). 17. Diploma/Certificate. 18. Diploma/Certificate + First degree+ MICE+MIE. 19. Short-term training only. 20. Short-term training only+ First degree + MICE + MIE. 21. First Degree + MICE + MIE.

Table 5.6. Reasons for inadequate fulfilment of objectives by age

Reasons	Age									Total
	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 & over	
Not able to receive a training on repairing of laboratory instruments	-	1	-	-	-	-	-	-	-	1
Participant was not allowed to select areas of training required consequently much unnecessary information	-	1	-	-	-	-	-	-	-	1
Not enough time	-	2	-	3	2	2	-	1	-	10
Prefers a Masters degree to a Diploma	-	-	1	-	-	-	-	-	-	1
To some extent could have had more professional contacts	-	-	1	-	-	-	-	1	-	2
No one is satisfied with any training. They always want more	-	-	-	-	-	1	-	-	-	1
The options available were very few	-	-	1	-	-	1	-	-	-	2
Too basic	-	-	-	1	-	-	-	-	-	1
It was a split programme, not properly organised	-	1	1	2	-	1	-	-	-	5
A follow up would have been more useful	-	-	1	-	-	1	-	-	-	2
I expected to do agricultural systems. But I was able to do irrigation systems	-	-	1	-	-	-	-	-	-	1
No improvement in career prospects	-	-	-	-	-	1	-	-	-	1
Did not complete modules 2,3,4 of Diploma Programme of 1 year duration due to lack of funding support from USAID	-	-	-	1	-	-	-	-	-	1
Programme biased towards developed countries	-	-	-	-	2	-	-	-	-	2
Technology inappropriate for developing countries	-	-	1	-	1	-	-	-	-	2
Quality of training moderate	-	-	-	-	-	1	-	-	-	1
Had to choose alternative programme apart from the objective	-	-	1	-	-	-	-	-	-	1
No response	3	11	32	29	18	10	9	3	1	116
Total	3	16	40	36	23	18	9	5	1	151

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Table 5.7. Reasons for inadequate fulfilment of objectives by educational level

Educational level	Reasons																		
	1*	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	NR	Total
First degree	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3
First degree + Diploma/Certificate	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	2
First degree + Training (short-term)	-	1	1	-	1	-	-	-	-	-	-	-	-	-	1	-	-	16	20
First degree + Postgraduate Diploma/Certificate	-	-	4	1	-	-	-	-	2	-	-	-	-	-	-	-	-	17	24
First degree + Postgraduate Diploma/Certificate + Training (short-term)	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	4	5
M.A./M.Sc.	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	5	7
M.A./M.Sc. + Ph.D. + Diploma	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
M.A./M.Sc. + Ph.D. + Diploma + Certificate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3
M.A./M.Sc. + Training (short-term)	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	7	8
M.A./M.Sc. + Diploma	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	8
M.A./M.Sc. + Diploma + Certificate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
M.A./M.Sc. + Diploma + Training (short-term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3
M. Phil. + Diploma	-	-	1	-	-	-	-	-	2	-	-	-	1	-	1	-	-	1	6
M. Phil. + Diploma + Training (short-term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Ph.D. + Diploma	-	-	-	-	-	-	1	-	-	-	-	1	-	-	-	1	-	11	14
Ph.D. + Diploma + Training (short-term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2
Diploma/Certificate	-	-	2	-	-	-	-	1	-	-	-	-	-	-	-	-	-	17	20
Diploma/Certificate + First degree + MICE + MIE	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	2
Short-term training only	1	-	1	-	-	-	-	-	1	-	1	-	-	1	-	-	-	12	17
Short-term training only + First Degree + MICE + MIE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3
First Degree + MICE + MIE	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Total	1	1	10	1	2	1	2	1	5	2	1	1	1	2	2	1	1	116	151

* Code : 1. Not able to receive a training on repairing of laboratory instruments. 2. Participant was not allowed to select areas of training required consequently much unnecessary information. 3. Not enough time. 4. Prefers a Masters degree to a Diploma. 5. To some extent could have had more professional contacts. 6. No one is satisfied with any training. They always want more. 7. The options available were very few. 8. To basic. 9. It was a split programme, not properly organised. 10. A follow up would have helped. 11. I expected to do agricultural systems. But I was able to do irrigation systems. 12. No improvement in career prospects. 13. Did not complete modules 2,3,4 or Diploma Programme of 1 year duration due to lack of funding support from USAID. 14. Programme biased towards developed countries. 15. Technology inappropriate for developing countries. 16. Quality of training moderate. 17. Had to choose alternative programme apart from the objective.

NR = No response.

Table 5.8. Reasons for inadequate fulfilment of objectives by current position

Current position	Reasons																	NR	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
Director/Deputy Director/Head	-	-	2	1	1	1	1	1	1	1	1	-	-	-	2	1	1	56	70
Economist	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7
Researcher	1	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	5	8
Statistician	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	4	5
Technician	-	-	1	-	-	-	-	-	2	-	-	-	-	-	-	-	-	6	9
Consultant	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	4
Forester	-	-	2	-	-	-	-	-	-	-	-	-	-	1	-	-	-	2	5
Entomologist	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	2	3
Wildlife Ranger	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	4	5
Cartographer/Draughtsman	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	3
Lecturer	-	-	-	-	-	-	1	-	-	-	-	-	-	1	-	-	-	11	13
Accountant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2
Assessor	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Engineer	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	5
Project Officer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2
Secretary	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	2
Agricultural Officer	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	2
Development Officer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3
Instructor	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2
Total	1	1	10	1	2	1	2	1	5	2	1	1	1	2	2	1	1	116	151

: 1. Not able to receive a training on operating of laboratory instruments. 2. Participant was not allowed to select areas of training required consequently much unnecessary information. 3. Not enough time. 4. Preferred a Masters degree to a Diploma. 5. To some extent could have had more professional contacts. 6. Person is satisfied with any training. They always want more. 7. The options available were very few. 8. To basic. 9. It was a split programme, not properly organised. 10. A follow up would have helped. 11. I expected to do agricultural systems. But I was able to do irrigation systems. 12. No improvement in career prospects. 13. Did not complete modules 2,3, for Diploma Programme of 1 year duration due to lack of funding support from USAID. 14. Programme biased towards developed countries. 15. Technology inappropriate for developing countries. 16. Quality of training moderate. 17. Had to choose alternative programme apart from the objective.

NR = No response

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Table 5.9. Greatest benefits from training programme by age

Benefits	Age									Total
	24-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 and over	
Enhanced professional capabilities	2	11	27	31	18	15	5	1	1	111
Career advancement	-	-	2	2	2	1	-	-	-	7
Exposure to other cultures and social systems	-	-	2	-	2	-	1	1	-	6
Professional contacts	1	1	3	-	1	1	1	2	-	10
Obtaining a degree certificate	-	3	5	2	-	-	-	-	-	10
Exposure to new ideas and present day world trends	-	-	-	-	-	-	-	1	-	1
Exposure to activities in a different environment	-	-	-	-	-	-	1	-	-	1
Better job prospects	-	-	1	-	-	-	-	-	-	1
No response	-	1	-	1	-	1	1	-	-	4
Total	3	16	40	36	23	18	9	5	1	151

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Table 5.10. Greatest benefits from training programme by current position

Benefits	Current position																			Total
	1*	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Enhanced professional capabilities	54	5	7	2	7	3	3	3	3	1	9	1	1	3	2	1	2	3	1	111
Career advancement	4	-	-	-	-	-	1	-	-	1	-	1	-	-	-	-	-	-	-	7
Exposure to other cultures and social systems	3	-	-	-	1	-	1	-	-	-	-	-	-	1	-	-	-	-	-	6
Professional contacts	5	1	-	-	-	-	-	-	-	-	1	-	-	1	-	1	-	-	1	10
Gain a degree certificate	2	-	-	2	-	-	-	-	2	1	3	-	-	-	-	-	-	-	-	10
Exposure to new ideas and present day world trends	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Exposure to activities in a different environment	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Better job prospects	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
No response	1	-	1	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	4
Total	70	7	8	5	9	4	5	3	5	3	13	2	1	5	2	2	2	3	2	151

* Code : 1. Director/Deputy Director/Head. 2. Economist. 3. Researcher. 4. Statistician. 5. Technician 6. Consultant. 7. Forester. 8. Entomologist. 9. Wild Life Ranger. 10. Cartographer/Draughtsman. 11. Lecturer. 12. Accountant. 13. Assessor. 14. Engineer. 15. Project Officer. 16. Secretary. 17. Agricultural Officer. 18. Development Officer. 19. Instructor.

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Table 5.11. Evaluation of greatest benefit by educational level

Benefits	Educational level																					Total
	1*	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Enhanced professional capabilities	2	1	14	16	5	5	1	3	7	7	1	3	4	1	10	2	15	1	10	2	1	111
Career advancement	-	-	1	1	-	1	-	-	-	-	-	-	-	-	-	-	2	-	2	-	-	7
Exposure to other cultures and social systems	-	-	2	1	-	-	-	-	-	-	-	-	1	-	-	-	2	-	-	-	-	6
Professional contacts	-	1	2	3	-	-	-	-	-	1	-	-	1	-	-	-	-	-	1	1	-	10
Obtaining a degree certificate	-	-	2	1	-	1	-	-	-	-	-	-	-	-	3	-	2	-	1	-	-	10
Exposure to new ideas and present day world trends	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Exposure to activities in a different environment	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1
Better job prospects	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
No response	-	-	-	1	-	-	-	-	-	-	-	-	-	-	1	-	-	-	2	-	-	4
Total	2	2	21	24	5	7	1	3	8	8	1	3	6	1	14	2	21	1	17	3	1	151

* Code : 1. First degree. 2. First degree + Diploma/Certificate. 3. First degree + Training (short-term). 4. First degree + Postgraduate Diploma/Certificate. 5. First degree + Postgraduate Diploma/Certificate+ Training (short-term). 6. MA/M.Sc. 7. MA/M.Sc. + Ph.D. + Diploma. 8. MA/M.Sc. + Ph.D. + Diploma + Certificate. 9. MA/M.Sc.+ Training (short-term). 10. MA/M.Sc. + Diploma. 11. MA/M.Sc. + Diploma + Certificate. 12. MA/M.Sc. + Diploma + Training (short-term). 13. M.Phil. + Diploma. 14. M.Phil.+ Diploma+ Training (short-term). 15. Ph.D.+ Diploma. 16. Ph.D.+ Diploma + Training (short-term). 17. Diploma/ Certificate. 18. Diploma/Certificate + First degree + MICE + MIE. 19. Short-term training only. 20. Short-term training only + First Degree + MICE + MIE. 21. First Degree + MICE + MIE.

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Table 5.12. Greatest benefits from the training by sex

Benefits	First			Second			Third		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Enhance professional capabilities	97	14	111	18	1	19	–	1	1
Career advancement	5	2	7	37	3	40	28	3	31
Exposure to other cultures and social systems	5	1	6	12	4	16	25	4	29
Interpersonal contacts	8	2	10	32	5	37	28	2	30
Obtain an advanced degree or certificate	9	1	10	6	3	9	13	4	17
Exposure to new ideas and present day world trends	1	–	1	–	–	–	–	–	–
Financial benefits	–	–	–	1	–	1	–	–	–
Exposure to activities in a different environment	1	–	1	–	–	–	–	–	–
Better job prospects	1	–	1	–	–	–	–	–	–
No response	4	–	4	25	4	29	37	6	43
Total	131	20	151	131	20	151	131	20	151

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Table 5.17. Relevance of training to present job by current position

Current position	Degree of relevance				Total
	Very relevant	Somewhat relevant	Not relevant	No response	
Director/Deputy Director/Head	46	20	2	2	70
Economist	6	1	–	–	7
Researcher	6	2	–	–	8
Statistician	4	–	1	–	5
Technician	5	1	2	1	9
Consultant	2	1	–	1	4
Forester	1	3	1	–	5
Entomologist	1	2	–	–	3
Wild Life Ranger	3	1	1	–	5
Cartographer/Draughtsman	3	–	–	–	3
Lecturer	12	1	–	–	13
Accountant	2	–	–	–	2
Assessor	1	–	–	–	1
Engineer	3	2	–	–	5
Project Officer	1	–	1	–	2
Secretary	–	2	–	–	2
Agricultural Officer	2	–	–	–	2
Development Officer	–	3	–	–	3
Instructor	–	–	–	2	2
Total	98	39	8	6	151

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Table 5.15. Relevance of training to present job by educational level

Educational level	Degree of relevance				
	Very relevant	Somewhat relevant	Not relevant	No response	Total
First degree	3	–	–	–	3
First degree + Diploma/Certificate	1	1	–	–	2
First degree + Training (short-term)	16	3	1	–	20
First degree + Postgraduate Diploma/Certificate	11	10	1	2	24
First degree + Postgraduate Diploma/Certificate + Training (short-term)	3	2	–	–	5
[illegible]	4	3	–	–	7
[illegible] + [illegible]	1	–	–	–	1
[illegible] + [illegible] + Certificate	3	–	–	–	3
[illegible] + Training (short-term)	5	3	–	–	8
[illegible] + [illegible]	7	1	–	–	8
[illegible] + Diploma + Certificate	1	–	–	–	1
[illegible] + Diploma + [illegible] (short-term)	3	–	–	–	3
[illegible] + Diploma	4	2	–	–	6
[illegible] + Diploma + [illegible] (short-term)	1	–	–	–	1
[illegible] + Diploma + [illegible] (short-term)	13	1	–	–	14
Diploma/Certificate	2	–	–	–	2
Diploma/Certificate + First Degree + MICE + MIE	10	6	3	2	21
Short-term training only	1	–	–	–	1
Short-term training only + First Degree + MICE + MIE	8	5	3	1	17
First Degree + MICE + MIE	1	1	–	1	3
Total	–	1	–	–	1
	98	39	8	6	151

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Table 5.21. Sharing of ideas and techniques learnt by age

Extent	Age 26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 and over	Total
Large extent	-	5	21	21	9	6	1	2	-	65
Moderate extent	3	10	16	13	11	9	7	3	1	73
Small extent	-	1	3	2	3	3	-	-	-	12
No response	-	-	-	-	-	-	1	-	-	1
Total	3	16	40	36	23	18	9	5	1	51

Table 5.23. Full use of training in the current job by age

Response	Age 26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 and over	Total
Yes	3	15	33	32	12	14	7	3	-	119
No	-	1	6	3	9	2	1	-	1	23
No response	-	-	1	1	2	2	1	2	-	9
Total	3	16	40	36	23	18	9	5	1	151

Table 5.25. Constraints for full use by current position

Constraints	Current position																			Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Lack of equipment	-	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2
Lack of resources/supplies	1	1	-	-	-	-	-	1	-	-	3	-	-	-	-	-	-	-	-	6
Lack of qualified staff	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4
Lack of support from superiors	1	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	3
Resistance to change by others	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	-	-	3
Training not applicable to local conditions	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	2
Appointed to a position different from that for which the training was undertaken	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	1
No response	62	6	8	3	9	4	3	2	4	3	8	2	1	5	2	2	1	3	2	130
Total	70	7	8	5	9	4	5	3	5	3	13	2	1	5	2	2	2	3	2	151

: 1. Director/Deputy Director/Head. 2. Economist. 3. Researcher. 4. Statistician. 5. Technician. 6. Consultant. 7. Forester. 8. Entomologist. 9. Wild Life Ranger. 10. Cartographer/Draughtsman. 11. Lecturer. 12. Accountant. 13. Assessor. 14. Engineer. 15. Project Officer. 16. Secretary. 17. Agricultural Officer. 18. Development Officer. 19. Instructor.

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Table 5.26. Training received serving future needs by age

Age	Serving future needs: Economic betterment				Minimum [illegible] knowledge				Better job performance				Future improvement			
	Yes	No	NR*	Total	Yes	No	NR*	Total	Yes	No	NR*	Total	Yes	No	NR*	Total
24 - 30	-	3	-	3	3	-	-	3	1	2	-	3	1	2	-	3
31 - 35	5	8	3	16	13	2	1	16	14	1	1	16	11	3	2	16
36 - 40	14	18	8	40	34	2	4	40	29	8	3	40	26	8	6	40
41 - 45	1[illegible]	19	7	36	31	3	2	36	29	4	3	36	27	5	4	36
46 - 50	7	13	3	23	19	3	1	23	15	7	1	23	12	8	3	23
51 - 55	4	11	3	18	12	3	3	18	10	4	4	18	4	9	5	18
56 - 60	1	5	3	9	6	2	1	9	6	2	1	9	3	4	2	9
61 - 70	1	3	1	5	3	1	1	5	2	2	1	5	2	3	-	5
71 and over	1	-	-	1	1	-	-	1	1	-	-	1	1	-	-	1
Total	43	80	28	151	122	16	13	151	107	30	14	151	87	42	22	151

* NR = No response

Table 5.27. Training received serving future needs by current position

Current position	Serving future needs: Economic betterment				Enhancement of knowledge				Better job performance				Career improvement			
	Yes	No	NR*	Total	Yes	No	NR*	Total	Yes	No	NR*	Total	Yes	No	NR*	Total
Director/Deputy Director/Head	22	35	13	70	55	6	9	70	49	14	7	70	34	24	12	70
Economist	2	4	1	7	6	1	-	7	6	1	-	7	5	1	1	7
Researcher	-	6	2	8	6	1	1	8	6	1	1	8	5	2	1	8
Statistician	2	3	-	5	5	-	-	5	3	2	-	5	4	1	-	5
Technician	1	6	2	9	7	2	-	9	6	2	1	9	6	2	1	9
Consultant	-	2	2	4	-	2	2	4	2	1	1	4	2	-	2	4
Forester	1	3	1	5	4	1	-	5	1	3	1	5	4	-	1	5
Entomologist	-	3	-	3	3	-	-	3	2	1	-	3	1	2	-	3
Wildlife Ranger	2	2	1	5	-	-	5	5	5	-	-	5	4	-	1	5
Cartographer/ Draughtsman	-	3	-	3	3	-	-	3	3	-	-	3	3	-	-	3
Lecturer	7	2	4	13	13	-	-	13	11	1	1	13	11	1	1	13
Accountant	-	2	-	2	2	-	-	2	2	-	-	2	1	1	-	2
Assessor	-	1	-	1	1	-	-	1	-	1	-	1	-	1	-	1
Engineer	3	1	1	5	5	-	-	5	4	-	1	5	3	1	1	5
Project Officer	1	-	1	2	1	-	1	2	1	-	1	2	1	-	1	2
Secretary	-	2	-	2	2	-	-	2	2	-	-	2	-	2	-	2
Agricultural Officer	2	-	-	2	2	-	-	2	2	-	-	2	2	-	-	2
Development Officer	-	3	-	3	2	1	-	3	1	2	-	3	1	2	-	3
Instructor	-	2	-	2	-	2	-	2	1	1	-	2	-	2	-	2
Total	43	80	28	151	122	16	13	151	107	30	14	151	87	42	22	151

* NR = No response

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Table 5.28. Benefits from training by educational level (after training)

Educational level**	Income has increased*					Profits have increased					Knowledge has increased					Better security				Finding employment is quite easy			
	A*	B*	C*	MR*	Total	A	B	C	NR	Total	A	B	C	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	1	-	1	1	3	-	1	1	1	3	3	-	-	-	3	2	-	1	3	1	1	1	3
1,9	-	-	2	-	2	-	-	2	-	2	1	1	-	-	2	1	1	-	2	-	2	-	2
1,10	1	3	14	2	20	-	2	12	6	20	14	5	1	-	20	10	5	5	20	7	9	4	20
2	1	2	19	3	24	1	2	18	3	24	15	9	-	-	24	7	13	4	24	8	12	4	24
2,10	-	-	4	1	5	-	-	2	3	5	5	-	-	-	5	1	2	2	5	1	1	3	5
3	-	3	4	-	7	-	2	4	1	7	6	1	-	-	7	5	2	-	7	3	3	1	7
3,6	1	-	-	-	1	-	-	1	-	1	1	-	-	-	1	1	-	-	1	1	-	-	1
3,9	-	-	2	1	3	-	-	1	2	3	3	-	-	-	3	1	2	-	3	-	2	1	3
3,10	-	-	6	2	8	-	-	4	4	8	7	-	-	1	8	3	2	3	8	3	2	3	8
4	-	1	6	1	8	-	1	5	2	8	7	1	-	-	8	3	4	1	8	3	4	1	8
4,9	-	-	1	-	1	-	-	1	-	1	1	-	-	-	1	1	-	-	1	-	1	-	1
4,10	-	1	2	-	3	-	1	2	-	3	2	1	-	-	3	1	1	1	3	1	2	-	3
5	-	1	5	-	6	-	-	4	2	6	3	3	-	-	6	2	3	1	6	3	3	-	6
5,10	-	-	1	-	1	-	-	1	-	1	1	-	-	-	1	1	-	-	1	1	-	-	1
6	5	4	3	2	14	3	3	5	3	14	10	3	-	1	14	8	4	2	14	7	3	4	14
6,10	-	-	1	1	2	-	-	-	2	2	2	-	-	-	2	1	1	-	2	1	1	-	2
9	-	2	17	2	21	1	1	16	3	21	14	5	2	-	21	7	12	2	21	7	12	2	21
9,12	-	-	1	-	1	-	-	1	-	1	-	1	-	-	1	1	-	-	1	-	1	-	1
10	-	2	13	2	17	-	2	11	4	17	11	3	2	1	17	8	8	1	17	6	7	4	17
10,12	-	-	2	1	3	-	-	1	2	3	2	-	-	1	3	-	1	2	3	1	-	2	3
12	-	-	1	-	1	-	-	-	1	1	1	-	-	-	1	1	-	-	1	1	-	-	1
Total	9	19	104	19	151	5	15	92	39	151	109	33	5	4	151	65	61	25	151	55	66	30	151

* Code : A = Significantly, B = Marginally, C = No change, MR = No response.

** Code : 1. First degree. 2. First degree + Diploma/Certificate. 3. First degree + Training (short-term). 4. First degree + Postgraduate Diploma/Certificate. 5. First degree + Postgraduate Diploma/Certificate + Training (short-term). 6. MA/M.Sc. 7. MA/M.Sc.+ Ph.D.+ Diploma. 8. MA/M.Sc. + Ph.D. + Diploma + Certificate. 9. MA/M.Sc.+ Training (short-term). 10. MA/M.Sc.+ Diploma. 11. MA/M.Sc.+ Diploma + Certificate. 12. MA/M.Sc.+ Diploma + Training (short-term). 13. M.Phil.+ Diploma. 14. M.Phil.+ Diploma+Training (short-term). 15. Ph.D.+ Diploma. 16. Ph.D.+ Diploma+Training (short-term). 17. Diploma/Certificate. 18. Diploma/Certificate + First degree + ICE+ITI. 19. Short-term training only. 20. Short-term training only + 1st degree + ICE+ ITI. 21. [illegible]

Table 5.29. Benefits from training by current position

Current position	Benefits and response																							
	Income has increased					Profits have increased					Knowledge has increased					Better security				Finding employment is quite easy			
	A*	B*	C*	NR	Total	A	B	C	NR	Total	A	B	C	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
Director/Deputy Director/Head	2	7	49	12	70	1	6	38	25	70	53	13	1	3	70	26	28	16	70	24	28	18	70
Economist	-	-	7	-	7	-	-	6	1	7	6	-	1	-	7	5	2	-	7	5	2	-	7
Researcher	-	2	6	-	8	-	1	5	2	8	5	3	-	-	8	2	5	1	8	1	7	-	8
Statistician	-	2	3	-	5	1	1	3	-	5	4	1	-	-	5	3	2	-	5	2	2	1	5
Technician	-	-	7	2	9	-	1	6	2	9	7	1	1	-	9	4	4	1	9	2	5	2	9
Consultant	-	2	1	1	4	-	1	2	1	4	1	2	-	1	4	1	-	3	4	2	1	1	4
Forester	-	-	4	1	5	-	-	4	1	5	3	1	-	-	5	1	4	-	5	1	4	-	5
Entomologist	-	-	3	-	3	-	-	3	-	3	1	1	1	-	3	1	2	-	3	-	2	1	3
Wildlife Ranger	-	1	4	-	5	-	-	5	-	5	3	2	-	-	5	4	1	-	5	5	-	-	5
Cartographer/ Draughtsman	-	-	3	-	3	-	-	3	-	3	2	1	-	-	3	2	1	-	3	1	1	1	3
Lecturer	7	3	-	3	13	3	3	3	4	13	11	2	-	-	13	9	2	2	13	7	3	3	13
Accountant	-	-	2	-	2	-	-	2	-	2	2	-	-	-	2	1	1	-	2	1	1	-	2
Assessor	-	-	1	-	1	-	-	1	-	1	1	-	-	-	1	-	1	-	1	-	1	-	1
Engineer	-	1	4	-	5	-	1	2	2	5	3	2	-	-	5	2	-	3	5	2	1	2	5
Project Officer	-	-	2	-	2	-	-	1	1	2	2	-	-	-	2	1	-	1	2	1	-	1	2
Secretary	-	-	2	-	2	-	-	2	-	2	1	1	-	-	2	-	2	-	2	-	2	-	2
Agricultural Officer	-	1	1	-	2	-	1	1	-	2	1	1	-	-	2	1	1	-	2	1	1	-	2
Development Officer	-	-	3	-	3	-	-	3	-	3	2	-	1	-	3	-	3	-	3	-	3	-	3
Instructor	-	-	2	-	2	-	-	2	-	2	-	2	-	-	2	-	2	-	2	-	2	-	2
Total	2	19	104	19	151	5	15	92	39	151	109	33	5	4	151	65	61	25	151	55	66	30	151

* Code: A = Significantly. B = Marginally. C = No change. NR = No response

Table 5.30. Evaluation of status and role after training by age

Age	Evaluation: Status & role in work place					Honour/respect given by the community				Your recognition				
	Declined	Improved	Same	NR*	Total	Improved	Same	NR*	Total	Declined	Improved	Same	NR*	Total
24 – 30	–	1	2	–	3	–	3	–	3	–	1	2	–	3
31 – 35	1	5	9	1	16	4	11	1	16	–	8	8	–	16
36 – 40	–	25	13	2	40	21	17	2	40	–	23	16	1	40
41 – 45	–	21	15	–	36	17	19	–	36	–	22	14	–	36
46 – 50	–	8	13	2	23	6	15	2	23	1	8	13	1	23
51 – 55	–	4	12	2	18	2	12	4	18	–	3	12	3	18
56 – 60	–	5	3	1	9	4	4	1	9	–	6	2	1	9
61 – 70	–	2	3	–	5	2	2	1	5	–	3	2	–	5
71 & over	–	1	–	–	1	1	–	–	1	–	1	–	–	1
Total	1	72	70	8	151	57	83	11	151	1	75	69	6	151

* NR = No response

Table 5.31 Evaluation of status and role after training by current position

Current position	Evaluation: Status & role in work place					Your/respect given by the community				Your recognition				
	Declined	Improved	Same	NR*	Total	Improved	Same	NR*	Total	Declined	Improved	Same	NR*	Total
Director/Deputy Director/Head	–	29	35	6	70	23	39	8	70	1	31	35	3	70
Economist	–	3	4	–	7	1	6	–	7	–	3	4	–	7
Researcher	–	4	4	–	8	2	6	–	8	–	4	4	–	8
Statistician	–	2	3	–	5	3	2	–	5	–	2	3	–	5
Technician	1	5	2	1	9	4	3	2	9	–	6	1	2	9
Consultant	–	1	2	1	4	–	3	1	4	–	2	1	1	4
Forester	–	2	3	–	5	3	2	–	5	–	3	2	–	5
Entomologist	–	2	1	–	3	1	2	–	3	–	2	1	–	3
Wildlife Ranger	–	4	1	–	5	3	2	–	5	–	3	2	–	5
Cartographer/ Draughtsman	–	2	1	–	3	1	2	–	3	–	2	1	–	3
Lecturer	–	12	1	–	13	11	2	–	13	–	12	1	–	13
Accountant	–	2	–	–	2	2	–	–	2	–	2	–	–	2
Assessor	–	–	1	–	1	–	1	–	1	–	–	1	–	1
Engineer	–	–	5	–	5	1	4	–	5	–	1	4	–	5
Project Officer	–	–	2	–	2	–	2	–	2	–	–	2	–	2
Secretary	–	–	2	–	2	–	2	–	2	–	–	2	–	2
Agricultural Officer	–	2	–	–	2	1	1	–	2	–	1	1	–	2
Development Officer	–	1	2	–	3	1	2	–	3	–	1	2	–	3
Instructor	–	1	1	–	2	–	2	–	2	–	–	2	–	2
Total	1	72	70	8	151	57	83	11	151	1	75	69	6	151

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Table 5.32. Recognition of training by colleagues according to educational level after training

Educational level	Recognition of training				No Response	Total
	Increased duties & responsibilities	Increased esteem or prestige	Jealousy	No recognition given		
First degree	2	-	-	-	1	3
First degree + Diploma/Certificate	1	1	-	-	-	2
First degree + Training (short-term)	11	-	-	4	5	20
First degree + Postgraduate Diploma/Certificate	11	7	-	5	1	24
First degree + Postgraduate Diploma/Certificate + Training (short-term)	3	-	-	-	2	5
M.A./M.Sc.	6	1	-	-	-	7
M.A./M.Sc. + Ph.D. + Diploma	1	-	-	-	-	1
M.A./M.Sc. + Ph.D. + Diploma + Certificate	2	-	-	1	-	3
M.A./M.Sc. + Training (short-term)	5	-	-	2	1	8
M.A./M.Sc. + Diploma	7	-	1	-	-	8
M.A./M.Sc. + Diploma + Certificate	-	1	-	-	-	1
M.A./M.Sc. + Diploma + Training (short-term)	2	1	-	-	-	3
M.Phil. + Diploma	6	-	-	-	-	6
M.Phil. + Diploma + Training (short-term)	1	-	-	-	-	1
Ph.D. + Diploma	11	-	-	2	1	14
Ph.D. + Diploma + Training (short-term)	1	1	-	-	-	2
Diploma/Certificate	13	4	-	3	1	21
Diploma/Certificate + First Degree + MICE + MIE	1	-	-	-	-	1
Short-term training only	8	1	-	5	3	17
Short-term training only + First degree + MICE + MIE	2	-	-	-	1	3
First degree + MICE + MIE	1	-	-	-	-	1
Total	95	17	1	22	16	151

Table 5.33. Recognition of training by colleagues according to current position

Current position	Recognition of training					
	Increased duties & responsibilities	Increased esteem or prestige	Jealousy	No recognition given	No response	Total
Director/Deputy Director/Head	47	7	-	5	11	70
Economist	5	-	1	1	-	7
Researcher	6	-	-	2	-	8
Statistician	3	1	-	1	-	5
Technician	5	1	-	3	-	9
Consultant	1	2	-	-	1	4
Forester	4	-	-	1	-	5
Entomologist	-	-	-	3	-	3
Wildlife Ranger	3	1	-	1	-	5
Cartographer/Draughtsman	2	1	-	-	-	3
Lecturer	12	-	-	1	-	13
Accountant	-	2	-	-	-	2
Assessor	-	1	-	-	-	1
Engineer	2	-	-	1	2	5
Project Officer	1	-	-	1	-	2
Secretary	-	-	-	-	2	2
Agricultural Officer	2	-	-	-	-	2
Development Officer	-	1	-	2	-	3
Instructor	2	-	-	-	-	2
Total	95	17	1	22	16	151

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Table 5.34. Recognition of training by superiors according to level of education

Educational level	Recognition of training						No response	Total
	Job promotion	Salary increase	Increased duties & responsibilities	Increased esteem or prestige	Negative recognition	No recognition		
First degree	1	-	2	-	-	-	-	3
First degree + Diploma/Certificate	-	-	1	1	-	-	-	2
First degree + Training (short-term)	1	1	11	-	1	2	4	20
First degree + Postgraduate Diploma/ Certificate	5	-	9	4	-	4	2	24
First degree + Postgraduate Diploma/ Certificate + Training (short-term)	1	-	2	-	-	-	2	5
M.A./M.Sc.	4	1	1	-	-	1	-	7
M.A./M.Sc. + Ph.D. + Diploma	1	-	-	-	-	-	-	1
M.A./M.Sc. + Ph.D. + Diploma + Certificate	-	-	2	-	-	1	-	3
M.A./M.Sc. + Training (short-term)	-	1	5	-	-	-	2	8
M.A./M.Sc. + Diploma	1	-	6	-	-	1	-	8
M.A./M.Sc. + Diploma + Certificate	-	-	1	-	-	-	-	1
M.A./M.Sc. + Diploma + Training (short-term)	1	-	2	-	-	-	-	3
M. Phil. + Diploma	1	-	4	-	-	-	1	6
M. Phil. + Diploma + Training (short-term)	-	-	1	-	-	-	-	1
Ph.D. + Diploma	11	-	-	-	-	2	1	14
Ph.D. + Diploma + Training (short-term)	-	-	-	-	-	1	1	2
Diploma/Certificate	-	-	14	2	-	4	1	21
Diploma/Certificate + First degree + MICE + MIE	-	-	1	-	-	-	-	1
Short-term training only	3	-	6	-	1	6	1	17
Short-term training only + First degree + MICE + MIE	-	-	2	-	-	-	1	3
First degree + MICE + MIE	-	-	-	-	-	-	1	1
Total	30	3	70	7	2	22	17	151

Table 5.36. Reasons for not being satisfied with USAID award by age

Reasons	Age									Total
	24-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 and over	
1*	-	1	6	1	4	1	-	1	-	14
2	-	3	-	2	2	1	2	-	-	10
3	-	-	-	-	-	1	-	-	-	1
5	-	-	2	1	-	-	-	-	-	3
6	-	-	1	1	-	-	-	-	-	2
7	1	-	-	-	1	-	-	-	-	2
8	-	-	-	1	-	-	-	-	-	1
9	-	-	-	1	1	2	-	-	-	4
10	-	1	1	-	-	-	-	-	-	2
11	-	-	-	-	-	-	-	1	-	1
12	-	-	1	-	-	-	-	-	-	1
No response	2	11	29	29	15	13	7	3	1	110
Total	3	16	40	36	23	18	9	5	1	151

* Code : 1. Depends on the other Agency. 2. A better grant to follow a more substantial course. 3. Prefer one year Diploma course at Harward School of Law and Economics. 5. No choice to select a different country other than America. 6. Going to the United Kingdom for training in same field is better. 7. Initially it was a full time course, later became a split programme. Prefer a full time one. 8. Prefer a grant to study for 1 year at the I.T.C. Netherlands. 9. There may be better financial support from other agencies. 10. Because of existing bureaucracy of USAID. 11. Rockefeller or Fulbright scholarship would have larger scope. 12. Since we receive very few numbers of awards.

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Table 5.37. Reasons for not being satisfied with USAID award by level of education

Level of education	Reasons 1*	2	3	5	6	7	8	9	10	11	12	NR	Total
First degree	-	-	-	-	-	-	-	-	-	-	-	3	3
First degree + Diploma/Certificate	1	-	-	-	-	-	-	-	-	-	-	1	2
First degree + Training (short-term)	1	-	-	-	-	1	-	-	-	1	1	16	20
First degree + Postgraduate Diploma/Certificate	4	3	1	1	-	-	-	-	1	-	-	14	24
First degree + Postgraduate Diploma/Certificate + Training (short-term)	1	-	-	-	-	-	-	-	-	-	-	4	5
M.../M.Sc.	-	-	-	1	-	1	-	-	-	-	-	5	7
M.../M.Sc. + Ph.D. + Diploma	-	-	-	-	-	-	-	-	-	-	-	1	1
M.../M.Sc. + Ph.D. + Diploma + Certificate	1	-	-	-	-	-	-	-	-	-	-	2	3
M.../M.Sc. + Training (short-term)	1	-	-	-	-	-	-	-	-	-	-	7	8
M.../M.Sc. + Diploma	1	3	-	-	-	-	-	-	-	-	-	4	8
M.../M.Sc. + Diploma + Certificate	-	-	-	-	-	-	-	-	-	-	-	1	1
M.../M.Sc. + Diploma + Training (short-term)	-	-	-	-	-	-	-	-	-	-	-	3	3
M.Phil. + Diploma	-	1	-	-	-	-	-	-	1	-	-	4	6
M.Phil. + Diploma + Training (short-term)	1	-	-	-	-	-	-	-	-	-	-	-	1
Ph.D. + Diploma	-	1	-	1	-	-	-	2	-	-	-	10	14
Ph.D. + Diploma + Training (short-term)	-	-	-	-	-	-	-	-	-	-	-	2	2
Diploma/Certificate	2	2	-	-	-	-	-	2	-	-	-	15	21
Diploma/Certificate + First degree + MICE + MIE	1	-	-	-	-	-	-	-	-	-	-	-	1
Short-term training only	-	-	-	-	2	-	1	-	-	-	-	14	17
Short-term training only + First Degree + MICE + MIE	-	-	-	-	-	-	-	-	-	-	-	3	3
First Degree + MICE + MIE	-	-	-	-	-	-	-	-	-	-	-	1	1
Total	14	10	1	3	2	2	1	4	2	1	1	110	151

* Code : 1. Depends on the other Agency. 2. A better grant to follow a more substantial course. 3. Prefer one year Diploma course at Harward School of Law and Economics. 5. No choice to select a different country other than America. 6. Going to the United Kingdom for training in same field is better. 7. Initially it was a full time course, later became a split programme. Prefer a full time one. 8. Prefer a grant to study for 1 year at the I.T.C. Netherlands. 9. There may be better financial support from other agencies. 10. Because of existing bureaucracy of USAID. 11. Rockefeller or Fulbright scholarship would have larger scope. 12. Since we receive very few numbers of awards.

TABLE 5.3a: Reasons for being satisfied with their award by sex

Reasons	Sex		Total
	Male	Female	
Was the information that UKIE looked after its recipients better	4	-	4
Planning to go to the US for higher studies	1	-	1
Think UKIE is better than another agency	3	-	3
USA is the best country for studies on Education & Technology	2	-	2
Other agencies do not have this programme	1	-	1
Training fulfilled the requirement	3	2	5
Not aware of any other programme that is so relevant	2	-	2
Satisfied with pre-departure arrangements	-	1	1
Requirements during stay being met adequately	1	-	1
No such opportunity existed	1	-	1
Learned the work	3	-	3
Arrangements made were satisfactory	2	-	2
Everything was satisfactory in the award and no complaints	3	1	4
Considered selected the programme	-	1	1
Prefer to get better stipend	1	-	1
Satisfied with UKIE	2	1	3
UKIE has a strong training capacity and network for serving the needs of participants	1	-	1
USAID training is recognised	3	-	3
No answer	98	14	112
Total	131	20	151

Table 5.39. Reasons for being satisfied with [illegible] ward by educational level after training

Reasons	Educational level																					Total
	1*	2	3	[illegible]	5	6	7	8	[illegible]	10	11	12	13	14	15	16	17	18	19	20	21	
1**	-	-	2	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	-	-	[illegible]
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	3
4	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	2
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
6	-	-	-	-	-	-	-	-	1	1	-	-	-	-	1	-	1	-	1	-	-	5
7	-	-	-	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	2
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
9	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
11	-	-	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	3
12	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
13	-	-	1	2	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4
14	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1
15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
16	-	-	-	-	-	-	-	-	-	-	-	-	1	-	2	-	-	-	-	-	-	3
17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1
18	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	-	1	-	-	-	-	3
No response	3	2	16	19	5	5	-	2	6	7	-	1	5	1	7	1	18	1	10	2	1	112
Total	3	2	20	24	5	7	1	3	8	8	1	3	6	1	14	2	21	1	17	3	1	151

Please see separate sheet for codes.

* Code : Educational level

1. First degree
2. First degree + Diploma/Certificate
3. First degree + Training (short-term)
4. First degree + Postgraduate Diploma/Certificate
5. First degree + Postgraduate Diploma/Certificate + Training (short-term)
6. M.A./M.Sc.
7. M.A./M.Sc. + Ph.D. + Diploma
8. M.A./M.Sc. + Ph.D. + Diploma + Certificate
9. M.A./M.Sc. + Training (short-term)
10. M.A./M.Sc. + Diploma
11. M.A./M.Sc. + Diploma + Certificate
12. M.A./M.Sc. + Diploma + Training (short-term)
13. M.Phil. + Diploma
14. M. Phil. + Diploma + Training (short-term)
15. Ph.D. + Diploma
16. Ph.D. + Diploma + Training (short-term)
17. Diploma/Certificate
18. Diploma/Certificate + First degree + MICE + MIE
19. Short-term training only
20. Short-term training only + First Degree+MICE+MIE
21. First Degree + MICE + MIE

** Code : Reasons

1. Has the impression that USAID looks after its recipients better
2. Planning to go to the US for higher studies
3. I think USAID better than other agency
4. USA is the best country for studies on Education & Technology
5. Other agencies do not have this programme
6. Training fulfilled the requirement
7. Not aware of any other programme that is so relevant
8. Satisfied with pre-departure arrangements
9. Requirement during training met adequately
10. No such opportunity existed
11. Finances adequate
12. Arrangements made were satisfactory
13. Everything was satisfactory in the award and no complaints
14. Candidate selected the programme
15. Easier to get better stipend
16. Satisfied with USAID
17. USAID has a strong training capacity and network for serving the needs of participants
18. USAID training is recognised

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Table 5.40. Recommendation of the programme by educational level

Educational level	Response			Total
	Yes	No	No response	
First degree	-	-	3	3
First degree + Diploma/Certificate	2	-	-	2
First degree + Training (short-term)	18	2	-	20
First degree + Postgraduate Diploma/Certificate	21	3	-	24
First degree + Postgraduate Diploma/Certificate + Training (short-term)	5	-	-	5
M.A./M.Sc.	5	2	-	7
M.A./M.Sc. + Ph.D. + Diploma	1	-	-	1
M.A./M.Sc. + Ph.D. + Diploma + Certificate	3	-	-	3
M.A./M.Sc. + Training (short-term)	8	-	-	8
M.A./M.Sc. + Diploma	8	-	-	8
M.A./M.Sc. + Diploma + Certificate	1	-	-	1
M.A./M.Sc. + Diploma + Training (short-term)	3	-	-	3
M. Phil. + Diploma	4	2	-	6
M. Phil. + Diploma + Training (short-term)	1	-	-	1
Ph.D. + Diploma	12	2	-	14
Ph.D. + Diploma + Training (short-term)	2	-	-	2
Diploma/Certificate	18	2	1	21
Diploma/Certificate + First degree + MICE + MIE	-	1	-	1
Short-term training only	15	1	1	17
Short-term training only + First Degree + MICE + MIE	2	-	1	3
First degree + MICE + MIE	-	1	-	1
Total	129	16	6	151

Table 5.46. Opinion as to the quality of training by educational level

Educational level	Quality				
	Is better	Is equal	Is inferior	No response	Total
First degree	1	-	-	2	3
First degree + Diploma/Certificate	2	-	-	-	2
First degree + Training (short-term)	4	5	-	11	20
First degree + Postgraduate Diploma/Certificate	9	8	1	6	24
First degree + Postgraduate Diploma/Certificate + Training (short-term)	2	-	-	3	5
M.A./M.Sc.	3	1	1	2	7
M.A./M.Sc. + Ph.D. + Diploma	-	1	-	-	1
M.A./M.Sc. + Ph.D. + Diploma + Certificate	1	1	-	1	3
M.A./M.Sc. + Training (short-term)	2	1	-	5	8
M.A./M.Sc. + Diploma	3	4	-	1	8
M.A./M.Sc. + Diploma + Certificate	1	-	-	-	1
M.A./M.Sc. + Diploma + Training (short-term)	-	2	-	1	3
M.Phil. + Diploma	1	2	-	3	6
M. Phil. + Diploma + Training (short-term)	-	1	-	-	1
Ph.D. + Diploma	5	3	-	6	14
Ph.D. + Diploma + Training (short-term)	-	-	-	2	2
Diploma/Certificate	3	6	-	12	21
Diploma/Certificate + First degree + MICE + MIE	-	-	1	-	1
Short-term training only	4	4	-	9	17
Short-term training only + First degree + MICE + MIE	-	-	-	3	3
First degree + MICE + MIE	-	-	-	1	1
Total	41	39	3	68	151

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Table 5.47. Opinion as to the quality of training by current position

Current position	Quality				Total
	Is better	Is equal	Is inferior	No response	
Director/Deputy Director/Head	23	14	2	31	70
Economist	1	2	-	4	7
Researcher	1	4	-	3	8
Statistician	1	2	-	2	5
Technician	-	4	-	5	9
Consultant	1	1	-	2	4
Forester	1	1	-	3	5
Entomologist	1	2	-	-	3
Wildlife Ranger	2	-	-	3	5
Cartographer/Draughtsman	-	-	-	3	3
Lecturer	6	4	-	3	13
Accountant	-	2	-	-	2
Assessor	-	-	1	-	1
Engineer	-	1	-	4	5
Project Officer	1	-	-	1	2
Secretary	1	-	-	1	2
Agricultural Officer	-	1	-	1	2
Development Officer	2	1	-	-	3
Instructor	-	-	-	2	2
Total	41	39	3	68	151

CHAPTER 6 - Administrative arrangements and follow on activities

The survey attempted to obtain a critical assessment of the whole procedure adopted in awarding training programmes to participants in Sri Lanka. The entire procedure ranged from the calling of applications and pre-departure preparation phase to the training programme proper in the host country including programme structure and content, competence of lecturers etc. It is quite satisfactory to note that nearly 90 per cent of the participants readily responded to our questioning.

6.1 Procedure adopted for calling applications

Some aspects pertaining to applications etc. were already discussed in Chapter 4. In this section the major concern would be to investigate whethe the participants were satisfied or not with the procedure adopted for calling applications and the interviews conducted. It is evident that 86 per cent of participants comprising 86 per cent males and 14 per cent females replied affirmatively to the question of whether they were satisfied with the procedure adopted for calling applications. Only 3 per cent of the total sample population which included 60 per cent male participants and 40 per cent female respondents gave negative replies with 11 per cent of male participants not responding.

The above aspect was also considered in terms of age. Table 6.1 records this information. Of those who declared satisfaction 26 per cent were from 36-40 cohort followed by 24 per cent from the 41-45 segment.

Table 6.1. Satisfaction about the procedure adopted for calling applications by age

Age	Response			Total
	Yes	No	No response	
24 - 30	3	-	-	3
31 - 35	13	-	3	16
36 - 40	36	1	3	40
41 - 45	31	3	2	36
46 - 50	20	1	2	23
51 - 55	15	-	3	18
56 - 60	7	-	2	9
61 - 70	4	-	1	5
71 & over	1	-	-	1
Total	130	5	16	151

There were 15 per cent of participants from the 46-50 segment with 62 per cent from the 51-55 bracket stating so. Had three participants from the 26-30 group replied in the affirmative and even the participant from the 71 and over bracket reported satisfaction about the procedure adopted. Of the few who responded with negative answers one was from the 36-40 cohort and another one from the 46-50 bracket. Three participants from the 41-40 segment also reported dissatisfaction with the procedure adopted.

To complete this aspect the survey also gathered information on the basis of educational levels. Table 6.2 summarises this information. It is evident that those who responded affirmatively covered a whole range of educational qualifications from secondary to doctorate level. Of those who replied positively 17 per cent were with first degree plus postgraduate qualifications, but one participant with the same qualifications replied in the negative. There were 11 per cent with first degree and short-term training experience declaring satisfaction on the procedure adopted, but two participants with the same qualifications did not agree. The majority with these plus diploma qualifications (86 per cent) replied affirmatively and only one in this group gave a negative reply and another one did not respond. On the contrary, of those participants with doctorate plus diploma and short-term training experience one replied in the affirmative and one did not respond. The majority with diploma/certificate qualifications (90 per cent) were satisfied but one was not and another one did not respond. Of the participants with only short-term training experience 88 per cent replied in the affirmative, but three participants in this group did not respond. The others were less significant.

6.2 Interviews conducted

The survey inquired into whether the participants were satisfied with the way in which the interviews were conducted. It was revealed that 62 per cent were satisfied but 5 per cent were not. That a significant proportion (32 per cent) did not respond is underscored. Of those who replied affirmatively 88 per cent were males and 12 per cent females and those who replied in the negative comprised 75 per cent male participants and 25 per cent female respondents. The significant no response group comprised 86 per cent males and 14 per cent females.

Table 6.3 summarises this information on the basis of age. Of those who reported their satisfaction 29 per cent were from the 36-40 bracket followed by 23 per cent from the cohort 41-45 stating so. Fifteen per cent of participants from the 46-50 segment were satisfied with how the interviews

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were conducted. There were 11 per cent of participants in the 21-25 bracket who endorsed this opinion.

Table 6.2. Satisfaction about the interview conducted by age

Age	Response: Yes	No	No response	Total
21 - 25	3	-	-	3
31 - 35	10	2	[illegible]	15
36 - 40	27	2	11	40
41 - 45	22	3	11	36
46 - 50	14	1	8	23
51 - 55	10	-	8	18
56 - 60	4	-	5	9
61 - 70	3	-	2	5
71 & over	1	-	-	1
Total	94	8	49	151

All the participants in the 26-30 segment were satisfied and so were the participants from the 71 and over bracket. Additionally, 3 participants from the 61-70 bracket replied in the affirmative. Of those who reported negative responses two were from the 31-35 cohort and another two from the 36-40 bracket. Three from the 41-45 segment gave negative responses and one from the 46-50 bracket stated so. Of those who did not respond the majority (63 per cent) were from the 36-40 cohort and 14 per cent from the 51-55 segment. The others were less significant.

6.3 Problems with administrative arrangements

In this respect the survey suggested seven major administrative arrangements for participants' consideration. The arrangements specifically referred to are; obtaining visas including problems associated with immigration procedure, medical insurance, per diem and other allowances, travel arrangements, accommodation, assistance from programme organisers and advice and counselling services available in the institution of training.

Table 6.4 reports the information on the basis of educational level before training. It is evident that very few participants had visa problems. Of the total sample population 45 per cent had no problems whatsoever regarding their visas. Only five participants reported having some problems and delays and 12 per cent did not respond. Of those who had problems three participants were with first degree qualifications. One respondent in this group had masters qualifications and another one who endorsed this was with

diploma/certificate status. With respect to medical insurance there were hardly any problems for only one participant from the entire sample replied in the affirmative, but 15 per cent did not respond. Depth inquiries revealed that these participants too did not have grave problems except for the fact that they had to visit the specified medical officer a number of times. Regarding the per diem and other allowances only 13 per cent of participants (N = 19) had some problems but more than three-quarters of the sample (76 per cent) had no problems whatsoever with 11 per cent of total not responding. Of those who replied in the affirmative the majority (39 per cent) had only their first degree qualifications and was followed by 21 per cent with masters qualifications who stated so. There were two participants with degree/diploma qualifications and another two respondents with only secondary level qualifications who reported problems regarding their allowances. Travel arrangements can be considered to be quite satisfactory for only 5 per cent of total sample (N = 8) had some problems in this respect. Of those who stated so two participants had first degree qualifications and three had masters qualifications. There was one with diploma/certificate status who had some problems and another one with first degree plus diploma qualifications and yet another with professional qualifications (MICB) who reported problems in this area. Only 11 per cent of participants did not respond. In respect of accommodation 9 per cent reported having problems, but 80 per cent did not and only 10 per cent of participants did not respond. Of those who reported problems the majority (49 per cent) had first degree qualifications and were followed by 20 per cent (N = 3) of respondents with diploma/certificate qualifications stating so. There were two participants with secondary level qualifications who had problems and another one with masters qualifications reported that he had to face the same situation. One participant with a Ph.D. too reported to this effect and another with first degree plus diploma also stated so. Support from organisers of programmes at site was a problem area for only 5 per cent (N = 8) of participants and 80 per cent had no such problems but 14 per cent did not respond. Of those who had problems associated with lack of support from organisers four participants were with first degree qualifications followed by two who had first degree plus diploma qualifications. There was one with masters and another participant with only diploma/certificate qualifications who stated so. Counselling, on the other hand, entailed problems for only five participants. Of those who stated so four had first degree qualifications and another one had first degree plus diploma qualifications. The no response to this administrative arrangement was 14 per cent of total sample population.

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Of the problem areas cited reasons were given for the administrative arrangements which had given the participants the most significant problems. Of the administrative arrangement problems those connected with allowances and per diem was cited by 13 per cent of the sample population. Three major problems were reported. "Non-receipt of incidental expenses" and "insufficient per diem allowances" were reported by four participants. One participant who reported this problem was from the cohort 31-35 and another one from the 51-55 segment supported this statement. There were two other participants from the 36-40 bracket who contributed to this view. That "the per diem was delayed for 1-6 months" was reported by 63 per cent of those who had problems with allowances. One participant from the 31-35 cohort reported this problem and six participants from the 36-40 bracket reported so. There were two participants from the 41-45 segment who had problem of per diem delays and another one from the 51-55 bracket had this problem. That "the per diem was just sufficient but quite inadequate to live with family" was stated by five participants. Two of them were from the 36-40 cohort and another two participants were from the 46-50 segment. There was also one participant from the 41-45 group who reported the same problematic situation.

The other problem was accommodation. The survey revealed that 13 per cent of the total sample had accommodation problems. In this respect 10 per cent of the total sample population strongly underscored that there were "water shortages, no kitchen facilities and the canteen was not up to standard". Of those who stated so seven participants were from the cohort 36-40. There were two from the 31-35 segment who stated so and another two respondents from the 41-45 bracket and yet another two participants from the 46-50 bracket who endorsed this opinion. Even the 51-55 cohort had two participants who reported to this effect. That he had "to stay out the first week" was reported by one participant from the 36-40 age group. "Had to find accommodation on their own" was cited by two participants. One was from the 36-40 bracket and the other was from the 41-45 segment.

6.4 Preparation for training programme

In this respect the survey inquired into whether the participants were adequately prepared for the training programme and whether the participants attended any orientation programmes or classes to assist them in successfully following the training programme.

There were hardly any problems connected with their preparedness for following the training programme for 93 per cent of participants replied

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affirmatively and only 3 per cent (N = 5) tendered negative replies while 6 per cent did not respond. Of those who reported positively 88 per cent were male respondents and 12 per cent female respondents. Of those who replied in the negative three respondents were males and two were females. In this section the main concern is with those participants who were not adequately prepared to undertake the training programme. Of those who stated so four participants had their first degree qualifications and one was with only secondary level qualifications. On the other hand, of those who did not respond one was with masters qualifications and another one had first degree plus diploma qualifications. Two participants who did not respond had only secondary level qualifications and another two respondents were with professional qualifications (M.I.C.E.). Positionwise, it is observed that three lecturers were not prepared for the training programme. One technician reported similarly and also another development officer. Agewise, it is the comparatively younger participants who reported that they were not prepared. There was one participant from the 31-35 cohort and another one from the 41-45 segment and three respondents from the 36-40 bracket who stated so.

The other aspect considered is orientation programmes conducted to prepare the participants for the training to be given. Orientation in the present context connotes not only the familiarisation of a participant with the formulations and procedures associated with the entire process but also the preparation of the individual to face new situations and circumstances in a given environment. Such programmes therefore, give the participants a high degree of self-confidence to make the necessary arrangements for departure from the home country and also to live in the host country. In this respect three features were considered. Whether 'pre-departure orientation in home country preceded' was one. The other was 'arrival orientation in country of training' and the third was 'did not attend any orientation.

Inquiries revealed that of the total sample only four participants attended a pre-departure orientation programme in the home country. This included three male participants and one female respondent. On the contrary, 48 per cent comprising 81 per cent males and 19 per cent females had attended arrival orientation programmes in the country of training. But 37 per cent of the total sample population comprising 91 per cent male participants and 9 per cent female respondents did not attend any orientation and 12 per cent of male participants did not respond.

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Table 6.5 reports the above aspect on the basis of educational level prior to training. Of those who attended pre-departure orientation in the home country three participants had first degree qualifications and the other respondent who stated so was with diploma/certificate experience. On the contrary, those who followed orientation courses in country of training 33 per cent had first degree qualifications and 19 per cent masters qualifications. Ten per cent of participants who underwent such a course had first degree plus diploma qualifications and 8 per cent were with only secondary grade. In addition, 18 per cent of participants with diploma/certificate qualifications reported following this course and so did 8 per cent with secondary educational level experience. The others were less significant.

In respect of those who did not attend an orientation course 46 per cent were with first degree qualifications followed by 14 per cent who had masters.degree. Eleven per cent of participants who did not attend an orientation course were with only diploma/certificate qualifications and 9 per cent reported having first degree plus diploma qualifications. There were also three with doctorate who did not attend orientation programmes. The others were less significant.

It is relevant to note that of the first degree holders 43 per cent underwent orientation in country of training but 46 per cent did not follow any such courses. Of those with masters degrees 61 per cent followed orientation in country of training but 35 per cent did not. Of those participants with Ph.Ds. three did not follow orientation courses but two followed orientation in the country of training. On the other hand, 54 per cent of participants with diploma/certificate qualifications followed orientation in the country of training but 25 per cent did not.

The survey also obtained information on the above aspect with reference to position before training. Table 6.6 reports this information. It is observed that of those who followed pre-departure orientation in the home country one was an administrator, another a forester and yet another a lecturer. There was also one researcher who followed such an orientation. Of those who followed orientation in country of training 30 per cent were from the administrator category followed by 11 per cent who were lecturers and 10 per cent foresters. There were also 8 per cent of researchers who followed such orientation. Even 7 per cent of engineers reported following such a course. Five per cent of planning officers indicated following orientation in country of training and another 5 per cent of statisticians and yet another 5 per cent of directors stated so.

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It is quite interesting to note that of the administrators one followed a pre-departure orientation in the home country and 44 per cent followed such a course in the country of training. But 40 per cent did not follow any orientation. Similarly, of the researchers 32 per cent attended orientation in the country of training whereas 56 per cent did not attend any orientation. The others need no elaboration. Whether there are definite rules regarding orientation within the country or outside is not very clear. But the fact remains that some followed orientation courses and some did not. Depth dialogues however, revealed that the major reasons for this difference are foreign experience of the participants and command of the English language.

6.5 Choice of study areas available

In this respect the survey specifically inquired into whether a choice of study areas was available or not and reasons for their responses. Table 6.7 records the responses by sex. It is evident that of the total 30 per cent comprising 87 per cent male participants and 13 per cent female respondents confirmed that the study areas available were limited. On the contrary, the majority (62 per cent) which included 85 per cent male and 15 per cent female participants were satisfied with the choice of study areas available which was in no way limited. Only 8 per cent of total participants (N = 12) did not respond.

Table 6.7. Whether choice of study areas available was limited or not by sex

Choice	Sex		Total
	Male	Female	
Yes	40	6	46
No	79	14	93
No response	12	-	12
Total	131	20	151

An attempt was also made to examine the same information on the basis of educational level at that time. Table 6.8 summarises this information. Of those with first degree qualifications 32 per cent reported that the study areas available were limited but 63 per cent were of the opinion that there were no limitations on the availability of study areas. On the other hand, 17 per cent of those with masters degrees replied in the affirmative but 78 per cent reported no limitations with one participant not responding.

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Table 6.8. Whether choice of study areas available was limited or not by educational level before training

Educational level	Response			Total
	Yes	No	No response	
First degree	18	35	3	56
M.A./M.Sc.	4	18	1	23
M.Phil.	-	1	1	2
Ph.D.	1	4	1	6
M.I.C.E.	-	1	-	1
C.I.M.A.	-	1	-	1
Diploma/Certificate	8	15	1	24
Others including training	2	2	-	4
Secondary	4	6	1	11
First degree + Diploma	5	8	1	14
M.A./M.Sc. + Diploma	1	1	-	2
First degree + MICE + MIE	2	1	2	5
First degree + CIMA + MIE	1	-	1	2
Total	46	93	12	151

One participant with M.Phil. degree reported negatively and another one with same degree did not respond. In respect of those with Ph.D. degrees one expressed the opinion that there was a limitation in the availability of study areas but four of them did not agree and one did not respond. One professional (engineer) reported that there was no limitation in the availability of study areas and the other professional (accountant) also stated so. Thirty-three per cent of those with diploma/certificate qualifications expressed affirmative replies and 63 per cent gave negative responses and one did not respond. Of those with only secondary level experience 36 per cent reported limitations in the availability of study areas but 57 per cent did not find so and one did not respond. The others need no further elaboration.

Whether age had any influence on the above opinion was also inquired into by the survey. Table 6.9 reveals this information by age. It is evident that the majority of comparatively younger participants stressed the limited availability of study areas. In this respect 15 per cent of those who replied in the affirmative were in the 31-35 segment, 30 per cent were in the 36-40 bracket and 24 per cent in the 41-45 cohort. There was only one from the 24-30 bracket who expressed limited availability of study areas. On the contrary, of those who gave negative replies the majority were concentrated in the cohorts between 36-55. Of the largest number who said that there were no limitations 26 per cent were from the 36-40 segment followed by 25 per cent from the 41-45 bracket and 18 per cent from the

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46-50 group. There were 15 per cent even in the 51-55 bracket and 5 per cent in the 56-60 segment who stated so. One participant from the 61-70 group relied in the negative.

Table 6.9. Whether choice of study areas available was limited or not by age

Age	Response			Total
	Yes	No	No response	
24 - 30	1	2	-	3
31 - 35	7	9	-	16
36 - 40	14	24	2	40
41 - 45	11	23	2	36
46 - 50	5	16	2	23
51 - 55	3	14	1	18
56 - 60	2	4	3	9
61 - 70	2	1	2	5
71 & over	1	-	-	1
Total	46	93	12	151

The survey also obtained the reasons for participants' positive or negative responses.

In respect of those who reported limited availability of study areas Table 6.10 reveals the required information by sex. One male participant emphasised the reason "some courses and training were solely for Indian requirements and not suitable for Sri Lankan conditions". Of the male respondents 6 per cent suggested the reason "limited to the field of training only" as the reason for the limitations in study areas. This was followed by the reason "some courses were not offered" (eg. tissue culture) given by 5 per cent of total male sample. That "the curriculum was predetermined to fulfil the needs of the Institute which offered the training" was cited by 3 per cent of male participants. Two per cent of participants gave the reason "the choice of study areas was only limited to agricultural marketing" and another 2 per cent reported "the choice of study areas was limited for engineers" and yet another 2 per cent suggested "time duration not enough". There was also another 2 per cent who suggested "we would have gained more experience if we were allowed to select particular areas relevant to our country and situation". Of the women participants two suggested the reason "the choice of study areas was limited for engineers" and one female participant reported "sent only for a selected subject, there were no options" as the reason for limitations. Another female respondent suggested "no options were given to change" as an important reason

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for her reply in the affirmative and yet another suggested study areas selected by M.S.C.A. for the limitations. One female respondent also emphasised "the partition not an option" as a major reason. Emphasis is made that 70 per cent of female participants did not respond.

Table 5.11 supplies the same information on the basis of educational level prior to training. Only 24 per cent of first degree holders gave reasons for the availability of study areas being limited. Of this group 5 per cent suggested the reason "some courses were not offered" and another 5 per cent were of the opinion that they "would have gained more experience if allowed to select particular areas relevant to our country and situation". There were 4 per cent of participants with first degree qualifications who suggested the reason "the choice of study area was limited for engineers". The other reasons were reported by single participants and the table is clear. For those with masters degrees only 12 per cent of participants (N = 5) responded. That "the curriculum was pre-determined to fulfil the requirements of the institute which offered the training" was reported by two participants with such qualifications. One suggested the reason "the choice of study area was limited for engineers" and another reported "some courses were not offered" and yet another reported "went for an irrigation management course because the choice of fields was inadequate". The distribution of other reasons needs no further elaboration as the table clearly depicts the situation.

Those who understood that the study areas were not limited determined 12 reasons. Table 5.12 reports this information by sex. Of the male sample 37 per cent tendered reasons for their conclusion that the study areas were not limited. It is revealed that 16 per cent of total male participants emphatically reported that "there was a wide choice". This was followed by 5 per cent of male participants who suggested they were "free to choose any course" and another 5 per cent of males expressed "relevant to candidate's work" and the question of limits does not arise. Four per cent of male participants also stated "choice of study area was selected by the candidate". The others are clear from the table and need no further explanation. Of the female participants 15 per cent gave the reason "there was a wide choice" and no limitations existed. Ten per cent of female respondents also gave the reason "was given the chance to select".

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Table 6.12. Reasons for choice of study areas not being limited by sex

Reasons	Response		Total
	Male	Female	
The training was a short-term programme with a specifically set curriculum	2	-	2
There was a wide choice	21	3	24
Enough courses available at the forestry school	1	-	1
Courses could be picked/selected for each semester	2	-	2
Relevant to candidate's work	6	-	6
Subject matter dealt with extensively	1	-	1
Had enough study areas in Entomology	1	-	1
This was a pre-arranged short-course, course was flexible enough to fit individual requests	1	-	1
Was free to choose any course	7	-	7
Choice of study areas could be selected by candidate	5	-	5
Was given the chance to select	1	2	3
Information of different subject areas was available in each University prior to going there	1	-	1
No response	82	15	97
Total	131	20	151

Table 6.13 reports the same information by educational level prior to training. Of the first degree holders one suggested "the training was a short-term programme with a specifically set curriculum" as the reason for the choice of study areas not being limited and 18 per cent suggested "there was a wide choice". Seven per cent of the first degree holders gave the reason "was free to choose any course" and 5 per cent suggested "was given the chance to select". The others were less significant. On the other hand, of those with masters degree one suggested "The training was a short-term programme with a specifically set curriculum" as the reason but 13 per cent of those with the same qualifications gave the reason "there was a wide choice" to show that there was no limitation of study areas. This was followed by 9 per cent who responded with "relevant to candidate's work". One with a doctorate proposed the reason "there was a wide choice" and another with the same qualifications gave the reason "was free to choose any course" and yet another with Ph.D. suggested "choice of study area was selected by the candidate" to prove that there were no limitations on choice of study areas. Of those participants with only diploma/certificate qualifications 21 per cent tendered the reasons "there was a wide choice". One of them suggested "relevant to candidate's work" and another with same qualifications gave the reason "was free to choose any course". On the contrary, 26 per cent of participants with only secondary level qualifications cited the reason "there was a wide choice" and one with the same qualifications suggested the reason

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"enough courses available at the forestry school". Two participants with first degree plus diploma qualifications proposed the reason "course could be picked/selected for each semester" and one with the same qualifications gave the reason "relevant to candidate's work". The others were less significant.

6.6 Suggestions for further improvement of programme

In this respect the survey suggested five areas for participants' comments. These include selection procedure, course structure and content, lectures, tutorials and practicals.

Seven suggestions were made regarding improvement to selection procedure. Table 6.14 reports the suggestions by sex. The majority of participants (9 per cent) comprising 92 per cent males and one female made the suggestion "should have at least five years of service in the department to be considered". This was followed by three male participants and one female respondent giving the reason "should be advertised, otherwise no one knows". Another reason proposed by one male and one female participant was "selection should be on merits assessed fairly", and three male participants proposed "selection should be based on academic/professional interest" as major suggestion for improvement of selection procedure. Table 6.15 summarises the same information on the basis of age. In this respect "selection should be based on academic/professional interest" was reported by one participant from 31-35 cohort and two from 36-40 segment. The largest number who suggested "should have at least five years of service in the department to be considered" was concentrated in the lower age cohorts. There was one from 24-30 segment and another one from the 31-35 bracket and yet another one from the 41-45 group who stated so. Seven participants from 36-40 cohort and three respondents from the 46-50 segment endorsed this opinion. "Should be advertised, otherwise no one knows" was suggested by two participants from the 36-40 segment and one from 51-55 bracket and another one from the 56-60 cohort. The others were less significant.

Those who responded for improvement of course structure and content made 12 suggestions. Table 6.16 reports this information by sex. All who responded were males except for one female participant who proposed "theoretical aspects should have been explained in more detail". Of the male participants the majority (9 per cent) suggested "should adjust the programme to individual necessities and not to a general programme at a University". This was followed by 4 per cent who proposed "course content too academic". Two participants suggested that "courses more relevant to Sri

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Lanka should be taught" to improve the course content and another two respondents suggested "theoretical aspects should have been explained in more detail". The others were all single participant's views but some relevant ones need mentioning here. Of these "introduce developing country examples as well" is important and another valid suggestion is "technical officers and community development officers had one course which is not meaningful". The suggestion that the "programme should be designed to encourage discussion" needs some thought and so too, the suggestion that, "courses most relevant to Sri Lanka were not taught". On the basis of age (vide Table 6.17) it is noted that the majority who suggested "should adjust the programme to individual necessities and not to a general programme at a University" were less than 50 years of age. One-third of those who suggested this were from the 46-50 cohort and another third from the 36-40 segment. Two participants who stated so were from the 41-45 bracket. One from the 24-30 group and another one from the 31-35 segment includes all who suggested this reason. On the other hand, those who proposed "less academic course content" ranged between 36-70 years with one in each of the cohorts as indicated in the table. Of those who suggested "courses relevant to Sri Lanka should be taught", one was from 31-35 segment and another from the 36-40 bracket. The suggestion "sensing techniques of savannah not appropriate to Lankan forests" was made by two participants from the 41-45 cohort. The distribution of other suggestions is clear and needs no further explanation.

Fifteen per cent of participants comprising 95 per cent males and 5 per cent females made four suggestions for the improvement of lectures. Of those who responded the majority (6 per cent) comprising 92 per cent males and one female suggested "concentrate on limited areas and cover them in depth" as an important method to improve programme lectures. On the other hand, 5 per cent (all males) suggested that "duration should be longer". There was one male participant who proposed the making of lectures more interesting by bringing in an analytical approach and another suggested that "lectures should be given at farmer level also, not only to professionals". Table 6.18 reports the same information by age. Of those who suggested "concentrate on limited areas and cover them in depth" one participant was from the 24-30 cohort. The largest number of respondents who stated (N = 5) was from the 36-40 segment followed by four respondents from the 41-45 cohort and two from the 46-50 bracket. "Duration should be longer" was suggested by three from the 36-40 bracket and one from the 31-35 group. Two participants from the 46-50 cohort and another two from the 56-60 bracket reported the same suggestion. On the basis of current position we observe that of

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the director group 9 per cent suggested "concentrate on limited areas and cover them in depth" and 7 per cent proposed "duration should be longer" (vide Table 6.19). One participant in the director category made the suggestion "make the lectures more interesting" and another one explained "lectures should be given at farmer level also, not only to professionals". Of the economists one male participant suggested "duration should be longer" and another one "concentrate on limited areas and cover them in depth". "Duration should be longer" was also suggested by one wildlife ranger and another ranger suggested "concentrate on limited areas and cover them in depth". Two development officers also proposed the same suggestion.

The participants had no problems with tutorials but three suggestions were made for the improvement of practicals. It is evident that 20 per cent of male participants made some suggestion but none of the female participants suggested any improvements. Of the males 5 per cent declared the need for more practical work and 13 per cent emphasised that "practicals should be more appropriate for field conditions in Sri Lanka". Two participants made the suggestion "duration of practicals should be expanded". for the improvement of this areas of study.

6.7 Follow on activities

A number of follow on activities were suggested covering some of the main requirements which included assistance for adjustment to normal life, professional support by USAID after training, forming USAID Professional Society, contact with outside professionals etc. and finally the participants' attitude towards USAID.

1. Assistance. In this respect the question was asked whether the participants expected further assistance from USAID towards adjustment to their normal life in the home country after training. This covered two aspects: the adjustment to the family and household and the adjustment to employment. The responses would reveal, on the one hand, the strength, flexibility and adaptability of the participants and the degree to which they could make their lives successful and on the other, their comprehension and approach to employment, family life etc.

   In evaluating the information gathered in the survey at least one constraint had to be borne in mind. This is the usual problem of reluctance of participants to divulge information regarding problems associated with adjustments to normal life after returning. In this case however, the period of absence from the home country of the

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majority had been short and therefore, is unlikely to cause a number of problems and complications to the participants and their families. Additionally, firm conclusions regarding post-training adjustments could not be arrived at in a fair number of cases as the participants had returned some time back and the time lapse had blurred the issues if any had arisen. This applies specifically to adaptations to normal family life and to employment.

Within these limits the responses to the question designed to elicit information on this aspect is set out in Table 6.20. It is evident that only 19 per cent of participants responded affirmatively and 77 per cent of the total sample population replied in the negative with 3 per cent not responding. Of those who replied in the affirmative the majority (28 per cent) were from the 36-40 cohort followed by 21 per cent from the 41-45 segment and another 21 per cent from the 46-50 bracket stated so. Fourteen per cent from the 31-35 cohort endorsed this view. One participant from the 56-60 bracket and another one from the 61-70 segment and yet another from the 71 and over group also stated so. Of those who responded negatively 26 per cent were from the 36-40 bracket followed by 25 per cent from the 41-45 segment. Fourteen per cent responded to this effect from the 41-45 group and another 14 per cent from the 51-55 bracket endorsed this response. There were 10 per cent from the 31-35 segment who replied in the negative and 6 per cent from the 56-60 group also stated so. All three participants from the 24-30 cohort replied in the negative and three from the 61-70 segment gave a similar reply.

Table 6.20. Expectation of assistance for adjustment from USAID by age

Age	Response			Total
	Yes	No	No response	
24 - 30	-	3	-	3
31 - 35	4	12	-	16
36 - 40	8	31	1	40
41 - 45	6	29	1	36
46 - 50	6	16	1	23
51 - 55	2	16	-	18
56 - 60	1	7	1	9
61 - 70	1	3	1	5
71 & over	1	-	-	1
Total	29	117	5	151

Educationwise, the majority who responded in the affirmative came from the least qualified group (vide Table 6.21). Of those with diploma/

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certificate qualifications 24 per cent replied in the affirmative but 76 per cent did not expect any assistance for adjustments. Similarly 29 per cent of those with short-term training expected assistance but 59 per cent did not. One participant with first degree qualifications reported in the affirmative but two participants with the same qualifications replied negatively. All those with masters plus Ph.ds plus diploma qualifications replied negatively but one participant with Ph.D. and diploma replied in the affirmative and 12 respondents with the same qualifications did not. In respect of others the table is clear and needs no elaboration.

At least 20 per cent of participants needed some form of assistance for adjustment to normal life. In this respect one would think in terms of quality of life, attitudes to family relationships, marital problems, perceptions regarding changes in the social and economic status of the households and relationships with the community etc. There is very little evidence of disruption of any of the above aspects in their normal life. The type of assistance suggested by the participants themselves substantiates this conclusion. Those who replied in the affirmative suggested seven reasons for their opinion. Table 6.22 summarises this information by sex. It is evident that 4 per cent of the total sample comprising 83 per cent male participants and 17 per cent female respondents suggested "follow up training in Sri Lanka

Table 6.22. Type of assistance required for adjustment to normal life by sex

Suggestions	Sex		Total
	Male	Female	
Follow up training in Sri Lanka with course material to be given	5	1	6
Financial assistance to be given	1	-	1
Monitoring & evaluating progress of work to prevent trainees being wasted in irrelevant fields	1	-	1
Employer should be instructed how to make use of trained persons	4	-	4
Further in-service training to improve knowledge and skills	5	1	6
Funds for research work applied to the country	1	2	3
No response	114	16	130
Total	131	20	151

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with course material to be given" as the type of assistance required for adjustment. This was followed by another 4 per cent of total sample stating "further in-service training to improve knowledge and skills" as a requirement. For one male participant and two female respondents "funds for research work applied to the country" was a major requirement for adjustment. Only one male participant replied "financial assistance to be given" as a requirement for this adjustment, and another male respondent suggested "monitoring and evaluating progress of work to prevent trainees being wasted in irrelevant fields".

The above information by educational level after training is included in Table 6.23. One of the major reasons suggested was "follow up training in Sri Lanka with course material to be given". This was suggested by one participant with first degree plus postgraduate diploma qualifications and another one with masters plus short-term training experience and yet another with masters plus diploma qualifications. Two participants with diploma/certificate qualifications also gave this suggestion and one more with M.Phil plus diploma also reported this requirement. The other important suggestion was "further in-service training to improve knowledge and skills" reported by two professionals, one with Ph.D., another with masters plus diploma qualifications and yet another with masters and diploma qualifications. Even one participant with masters and another with first degree plus short-term training experience suggested this requirement. "Employers should be instructed how to make use of trained persons" was suggested by two participants with short-term training qualifications. One participant with masters and diploma qualifications suggested this and another with first degree and postgraduate qualifications and yet another with first degree plus short-term training experience endorsed this requirement. It is significant to note that there was only one participant with first degree plus postgraduate diploma who suggested "financial assistance to be given".

Those who responded negatively too had seven reasons for not requiring assistance for adjustment. Table 6.24 reports this information by sex. It is evident that 13 per cent of total sample population comprising 79 per cent males and 21 per cent females gave the reason "not necessary - public servants return to same job". Another 13 per cent including the same number of male and female participants reported "training tour was short so no adjustment assistance is required". Eight per cent of participants which included 92 per cent males and 8 per cent females gave the reason "confident enough to manage alone" as the reason for not

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requiring assistance. Six male participants suggested a very mature reason "can manage without any help" by way of the negative response. Additionally, three male respondents reported the reason "training has given sufficient confidence to carry out duties" as a major reason for not requiring any assistance. Two male respondents gave the interesting suggestion "cannot change Sri Lankan way of life by 3-5 years of training abroad" and one male participant was sufficiently mature to suggest "mature enough to adjust to normal life at home".

2. Professional support. The survey also inquired into whether USAID should continue to offer limited professional support after training. Of the total sample 69 per cent comprising 88 per cent male respondents and 12 per cent female participants reported in the affirmative and 25 per cent of the total sample comprising 85 per cent males and 15 per cent females replied in the negative. Eight per cent of total sample did not respond. It is important to note that of the total male sample 69 per cent reported the need for limited professional support but 26 per cent did not agree and 5 per cent did not respond. In respect of female participants 65 per cent was of the opinion that such support is necessary but 30 per cent replied in the negative and 5 per cent did not respond.

Table 6.25 reveals information on the need for professional support by current position. It is evident that of the director category of participants 70 per cent suggested the need for continuing limited professional support but 27 per cent replied in the negative. A large proportion of lecturers (85 per cent) replied in the affirmative and only one lecturer reported that there is no need for such support. Of the economists equal proportion of 43 per cent each replied positively and negatively and one did not respond. The majority of researchers (75 per cent) agreed that there is need for such support but 25 per cent did not think so. Of the technicians 78 per cent considered it was necessary to have such support but 22 per cent gave the opposite view. All the engineers agreed that such support is necessary to maintain the training they received. Eighty per cent of wildlife rangers endorsed the need for such support although 20 per cent did not support such a view. Two of the consultants replied in the affirmative but two did not respond. Only two foresters agreed that there is the need for support but three of them disagreed. Equal numbers of statisticians agreed and disagreed on this issue and one of them did not respond. The distribution of other responses is clear and need no further explanation.

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The survey also inquired from the respondents what type of support they recommend. Those who replied in the affirmative suggested 17 types of support that could be given by USAID. Table 6.26 reports this information by current position. In this respect some of the important suggestions will be explained. "Information on new developments and recent advancements" was suggested by 13 per cent of the sample population. Of those who reported this requirement 50 per cent were directors. Ten per cent of technicians supported this suggestion and another 10 per cent of engineers agreed. There were also 15 per cent of lecturers who expressed this view and a statistician also reported this support service. One consultant and another ranger suggested the same support. "Organise more seminars" was suggested by 8 per cent of participants. Of those who suggested this support 42 per cent fell into the director category. Others were single participants as shown in table. "Further training" was the support requirement suggested by 11 per cent of the total sample. Of those who suggested this support 56 per cent were directors. Economists formed 13 per cent and another 13 per cent were cartographers/draughtsmen and yet another 13 per cent were agricultural officers. One researcher also suggested this support by USAID. "Improving library facilities" was suggested by 11 per cent of total sample population. In this respect 59 per cent were directors and one was an economist who suggested this support. Other participants who reported this support service included an agricultural officer and a development officer. There were also two researchers who supported this requirement.

Those who replied in the negative, on the contrary, suggested five reasons for their opinion. It is imperative to note that although 26 per cent of the total sample population replied in the negative only 23 per cent of those who responded so (N = 9) tendered reasons for their opinions. However, some of the reasons are mentioned in order to bring out the full nature of this aspect. That the "present job is not relevant to training" is the reason given by one participant who is a director. "No need now" was suggested by two directors, one accountant and another development officer. "Can manage without any support" was suggested by one economist and one statistician. "Professionally stable, hence do not require any further support" was the suggestion given by one participant who is a forester.

3. Post-training support. The survey inquired specifically what type of post-training support the participants would like to have. There were five suggested support components viz. (a) commitment building/community

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development activities, b) career enhancement activities, c) continuing education activities, d) employment assistance activities and e) provision of a USAID support network to returnees.

Table 6.27 reports the type of post-training support suggested by sex. It is evident that 13 per cent of the total sample comprising 85 per cent male respondents and 15 per cent female participants suggested commitment building/community development activities as an important post-training support. But 85 per cent of total replied in the negative for this support. This includes 88 per cent male and 13 per cent female respondents. On the contrary, 53 per cent of total participants replied in the affirmative for the suggestion "Career enhancement activities". This included 90 per cent male participants and 10 per cent female respondents. But 46 per cent of the total sample comprising 84 per cent males and 16 per cent females replied in the negative and one female participant did not respond. "Continuing education activities" was suggested by 54 per cent of total sample and included 88 per cent male participants and 12 per cent female respondents. But 44 per cent of total participants comprising 86 per cent male and 14 per cent female respondents replied in the negative. There were two males and one female who did not respond. "Employment assistance activities" was suggested only by 26 per cent of the total sample of whom 93 per cent were males and 8 per cent females. But 70 per cent of participants disagreed. Of those who disagreed 85 per cent were male participants and 15 per cent were female respondents. Four males and one female did not respond. The other suggestion "provision of a USAID support network to trainees" was reported by 48 per cent of the total population comprising 85 per cent male participants and 15 per cent female respondents. A similar proportion (48 per cent) of whom 89 per cent were males and 11 per cent females replied in the negative with four male respondents and one female participant not responding.

The same components were also considered in terms of current position. Table 6.28 summarises this information. The distribution revealed in the table is very clear but some significant facts need underscoring here. In respect of the component "commitment building/community development activities" the majority in different positions gave negative responses. In the case of directors approximately equal numbers replied in the affirmative and in the negative. The suggestion "career enhancement activities" reveals a more balanced response. In this respect, of the director group more reported affirmatively (55 per cent) than

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negatively (43 per cent). More economists replied in the negative (71 per cent) although 29 per cent replied in the affirmative. Of the researchers a majority (88 per cent) agreed with support for "career enhancement activities" with only 13 per cent disagreeing. On the contrary, of the lecturers 77 per cent replied in the affirmative and 23 per cent in the negative. Even in the case of engineers 60 per cent supported this opinion and 40 per cent did not. "Continuing education activities" was quite important and in almost all positions the majority replied in the affirmative. In this respect the only exceptions were consultants, entomologists, assessors and instructors who reported in the negative. Strangely, "employment assistance activities" were not considered so important for the majority in all cases replied in the negative. Finally, the fifth suggestion reveals a balanced response with approximately equal numbers responding positively and negatively.

4. Forming a USAID Professional Society. The survey inquired into this aspect in order to explore the extent to which the participants are eager to maintain their relationship with the USAID and the degree to which they wish to update their training experience and keep in touch with new developments etc. Inquiries revealed that a big majority (74 per cent) were keen to form such a society. In fact, only six male participants did not give definite negative responses, of whom three male participants emphatically stated that they were not interested and two others indicated that their work does not permit them time for other activities. There was also another participant who followed a short-term course and had very little contacts and consequently had no interest in this aspect. The survey also obtained the reasons for the interest of the participants in this regard. The participants suggested 20 reasons for their interest in forming a society.

Table 6.29 records the reasons by sex. It is evident that the majority (39 per cent) comprising 88 per cent male participants and 12 per cent female respondents suggested the reason "sharing of experience, ideas and skills for professional advancement". Of the male participants 40 per cent reported this reason and 35 per cent of female respondents also endorsed this. The reason "for career enhancement activities" was cited by six male respondents and one female participant. In this respect 5 per cent of males and 5 per cent of females suggested this reason. Another very significant reason reported was "to update knowledge" given by 6 per cent of the total sample. This included 5 per cent of total male participants and 15 per cent of total female sample. "To discuss work/duty problems

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was proposed by 3 per cent of the survey population comprising 1 male respondents and one female participant. An important reason given by 5 per cent of male participants was "contribute to assist and improve future training programmes". "No particular reason other than professional contact" was the reason suggested by another 5 per cent of total male sample population. One female respondent strongly suggested the combined reasons "to update knowledge "plus" sharing of experience, ideas and skills for professional advancements "plus" to get financial support from USAID". The table clearly indicates the other reasons and needs no further explanation

Whether age too could have a relationship to the above suggestions was also explored by the survey. Table 6.30 reveals this information. It is evident that the reason "career enhancement activities" was concentrated in three cohorts viz. 3 per cent of participants from 36-40 cohort, another 3 per cent from the 46-50 bracket and yet another from the 51-55 segment. Of those who suggested the reason "to update knowledge", 44 per cent of participants were from the 41-45 cohort followed by 22 per cent from the 46-50 segment. One who expressed this reason was from the 56-60 group, another from the 61-70 segment and yet another from the 36-40 bracket. Of the very significant number who suggested the reason "sharing of experience, ideas and skills for professional advancement" 27 per cent of participants were from the cohort 36-40 and 19 per cent were from the 41-45 segment. Fifteen per cent of respondents who endorsed this reason were from the 46-50 group and 12 per cent were from the 51-55 segment. Additionally, 10 per cent from the 31-35 cohort tendered this reason and another 10 per cent of participants also agreed. Even one respondent from the 24-30 segment endorsed this reason. Those who reported the reason "contribute to improve future training programmes" were from three cohorts. One participant was from the 31-35 bracket. Three respondents who stated so were from the 36-40 segment and two were from the 46-50 group. One participant from each of the 24-30, 36-40, 41-45 and 46-50 cohorts suggested the reason "for better understanding among scholars and exchange of ideas". The five participants who proposed the reason "no particular reason other than professional contact" were distributed as follows: One from the 24-30 cohort, another one from the 36-40 segment and yet another one from 41-45 bracket. There were also two participants from the 31-35 group who endorsed this reason. "To discuss work/duty problems" was suggested by two participants from the 36-40 bracket, one from the 41-45 segment

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and another one from the 46-50 group. The other distributions are quite clear as shown in table.

6.8 Attitude towards USAID

This was measured in terms of three parameters - positive, neutral and negative. It was revealed that 94 per cent of participants comprising 84 per cent males and 85 per cent females had positive attitudes towards USAID. On the contrary, 12 per cent comprising 13 per cent males and 5 per cent females declared that they had a neutral attitude and one male participant reported a negative attitude.

Table 6.31 reveals this information on the basis of age. Of those who declared a positive attitude towards USAID the majority (28 per cent) were concentrated in the 36-40 cohort followed by 25 per cent from the 41-45 segment and 13 per cent from the 46-50 bracket. There were another 12 per cent from the 31-35 segment and another 12 per cent from the 51-55 group who reported the same attitude. The majority (33 per cent) who declared a neutral attitude were from the 46-50 cohort followed by 22 per cent from the 36-40 segment. Seventeen per cent who stated that they have a neutral attitude came from the 41-45 bracket and there was one participant from the 51-55 segment who stated so. There was only one participant who declared a negative attitude and he was from the 51-55 bracket.

Table 6.31. Attitude towards USAID by age

Age	Attitude			No response	Total
	Positive	Neutral	Negative		
24 - 30	-	3	-	-	3
31 - 35	15	-	-	1	16
36 - 40	35	4	-	1	40
41 - 45	32	3	-	1	36
46 - 50	17	6	-	-	23
51 - 55	15	1	1	1	18
56 - 60	9	-	-	-	9
61 - 70	3	1	-	1	5
71 & over	1	-	-	-	1
Total	127	18	1	5	151

The survey also obtained the attitude response by educational level after training. Table 6.32 reveals this information. Of those who declared positive attitudes towards USAID the majority (17 per cent) were with first degree plus postgraduate diploma qualifications. There were 11 per cent of respondents with first degree and a short-term training experience who

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declared a positive attitude. There was also 5 per cent with M.Phil. plus diploma who had positive attitudes and another 5 per cent with masters who stated so. Six per cent of participants who declared positive attitudes had masters degrees plus diplomas. The others are clear and need no further explanation. In respect of those who declared neutral attitudes there were four participants with short-term training. This was followed by three participants who had diploma/certificate experience and another three respondents who had first degree plus short-term training experience who stated so. Two participants who declared neutral attitudes had first degree and postgraduate diploma qualifications. The others are less significant. The only one who had a negative attitude had only a short-term training programme.

In respect of qualifications only, it is observed that all three participants with first degree had a positive reaction towards USAID and of the others with first degree plus short-term training qualifications 70 per cent had positive attitudes and 15 per cent neutral reactions. In the case of those participants with first degrees plus postgraduate diploma qualifications 92 per cent gave positive responses and 15 per cent declared neutral attitudes. All three participants with masters and Ph.D. plus diplomas had positive attitudes and of the Ph.D. plus diploma qualified participants 93 per cent had such an attitude but one declared a neutral attitude. Of the diploma/certificate holders 81 per cent had positive attitudes and 14 per cent neutral reactions. The majority of short-term trained participants (71 per cent) declared positive attitudes but 24 per cent were neutral.

Table 6.33 records the information by current position. It is evident that the majority of respondents in all positions had positive attitudes towards USAID. Of the director group 83 per cent declared positive attitudes and only 13 per cent reported neutral reactions. Of the economists 86 per cent had positive attitudes and only one participant declared that he had neutral attitudes. Of the lecturers 92 per cent had positive attitudes and one neutral reaction. The rest of the distribution is quite clear and needs no further explanation.

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Table [illegible] Satisfaction regarding procedure adopted for calling applications by educational level after training

Educational level	Response			Total
	Yes	No	No response	
First Degree	2	–	1	3
First Degree + Diploma/Certificate	2	–	–	2
First Degree + Training (short-term)	14	2	4	20
First Degree + Postgraduate Diploma/Certificate	22	1	1	24
First Degree + Postgraduate Diploma/Certificate + Training (short-term)	5	–	–	5
MBA/MSc	6	–	1	7
MBA/MSc + PhD + Diploma	1	–	–	1
MBA/MSc + PhD + Diploma + Certificate	3	–	–	3
MBA/MSc + Training (short-term)	7	–	1	8
MBA/MSc + Diploma	7	–	1	8
MBA/MSc + Diploma + Certificate	1	–	–	1
MBA/MSc + Diploma + Training (short-term)	2	–	1	3
MPhil + Diploma	6	–	–	6
MPhil + Diploma + Training (short-term)	1	–	–	1
PhD + Diploma	12	1	1	14
PhD + Diploma + Training (short-term)	1	–	1	2
Diploma/Certificate	19	1	1	21
Diploma/Certificate + First Degree + MICE + MIE	1	–	–	1
Short-term training only	15	–	2	17
Short-term training only + First Degree + MICE + MIE	2	–	1	3
First Degree + MICE + MIE	1	–	–	1
Total	130	5	16	151

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Table [illegible]. Problems with administrative arrangements by educational level before training

	Administrative arrangements																															
	Visa/Immigration procedure				Medical procedure				Allowance per diem				Travel arrangements				Accommodation				Support from organisers				Counselling			
	Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
First Degree	3	44	9	56	–	46	10	56	6	43	7	56	3	46	8	56	7	42	7	56	4	44	8	56	4	44	8	56
M.A./M.Sc.	1	21	1	23	–	22	1	23	4	18	1	23	3	19	1	23	1	21	1	23	1	21	1	23	–	21	2	23
M. Phil.	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2
Ph. D.	–	6	–	6	–	6	–	6	1	5	–	6	–	6	–	6	1	5	–	6	–	6	–	6	–	6	–	6
A.I.C.M.	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1
G.I.M.A.	–	–	1	1	–	–	1	1	1	–	–	1	–	–	1	1	1	–	–	1	–	–	1	1	–	–	1	1
Diploma/certificate	1	23	–	24	–	21	3	24	2	20	2	24	1	23	–	24	3	21	–	24	1	22	1	24	–	23	1	24
Other training etc.	–	3	1	4	–	3	1	4	1	2	1	4	–	3	1	4	–	3	1	4	–	3	1	4	–	3	1	4
Secondary	–	10	1	11	–	10	1	11	2	8	1	11	–	10	1	11	2	8	1	11	–	10	1	11	–	10	1	11
First Degree + Diploma	–	10	4	14	1	9	4	14	1	9	4	14	1	9	4	14	1	10	3	14	2	7	5	14	1	8	5	14
M.A./M.Sc. + Diploma	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2
First Degree + GCE + A/L	–	4	1	5	–	3	2	5	–	4	1	5	1	3	1	5	–	4	1	5	–	3	2	5	–	3	2	5
First Degree + G.M.A + MBA	–	2	–	2	–	2	–	2	1	1	–	2	–	2	–	2	–	2	–	2	–	1	1	2	–	2	–	2
Total	5	125	18	151	1	127	23	151	19	115	17	151	8	126	17	151	16	121	14	151	8	122	21	151	5	125	21	151

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Table 6.6. Orientation courses attended by educational level before training

Educational level	Courses attended				Total
	Pre-departure orientation in home country	Arrival Orientation in country of training	Did not attend an orientation course	No response	
First Degree	3	24	26	3	56
M.A./M.Sc.	–	14	8	1	23
M. Phil.	–	–	1	1	2
Ph.D.	–	2	3	1	6
M.B.B.S.	–	1	–	–	1
B.L.S.A.	–	–	1	–	1
Diploma and Certificate	1	13	6	4	24
Other training etc.	–	2	2	–	4
Secondary	–	6	3	2	11
First Degree + Diploma	–	7	5	2	14
M.A./M.Sc. + Diploma	–	1	–	1	2
First Degree + MICE + MIT	–	2	–	3	5
First Degree + CIMA + MIB	–	1	1	–	2
Total	4	73	56	18	151

Table 6.6. Orientation courses attended by position before training

Position	Pre-departure orientation in home country	Arrival Orientation in country of training	Did not attend an orientation course	No response	Total
Accountant	-	1	-	-	1
Commissioner/Deputy Commissioner/ Director	-	4	1	-	5
Administrator/Manager	1	22	20	7	50
Forester	1	7	3	-	11
Doctor	1	8	5	-	14
Engineer	-	5	2	2	9
Soil surveyor	-	1	-	-	1
Land use officer	-	2	2	3	7
Researcher	1	6	11	1	19
Economist	-	-	1	-	1
Entomologist	-	-	1	-	1
Technician	-	3	2	1	6
Development officer	-	-	1	-	1
Assessor	-	1	-	-	1
Statistician	-	4	-	-	4
Librarian	-	2	1	-	3
Planning officer	-	3	1	-	4
Ranger	-	4	3	-	7
Secretary	-	-	-	1	1
Government Agent	-	-	-	1	1
Carpenter/Draughtsman	-	-	2	2	4
Total	4	73	56	18	151

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Table 6.10. Reasons for limited availability of study areas by sex

Reasons	Response		
	Male	Female	Total
Because some courses and training were solely for Indian requirements	1	-	1
The choice of study areas was limited for engineers	5	-	5
Some courses were not offered (e.g. Tissue culture)	7	-	7
There was no workshop for repairing laboratory items	1	-	1
Went for an irrigation management course because the choice of fields was inadequate	2	-	2
More theory should have been incorporated	1	-	1
Limited to the field of analysing only	8	-	8
Had to complete some prerequisite courses at the University	1	-	1
Sent only for a selected subject. There were no options	2	-	2
A wider choice would have been better	-	1	1
Too basic. The students should be exposed to varying standards	1	-	1
The choice of study areas was only limited to agricultural marketing	3	-	3
The curriculum was pre-determined to fulfil the requirements of the institute which offered the training	4	-	4
No option was given to change	-	1	1
Study areas selected by ICRA	-	1	1
We would have gained more experience if we were allowed to select particular areas relevant to our country and situation	3	-	3
Time duration not enough	3	1	4
No response	91	14	105
Total	131	20	151

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Table 6.11. Reasons for limited availability of study areas by educational level before training

Reasons	Educational level 1*	2	3	4	5	6	7	8	9	10	11	12	13	Total
[illegible] courses and training were solely for Indian requirements	–	–	–	–	–	–	–	–	1	–	–	–	–	1
The choice of study areas was limited for engineers	2	1	–	–	–	–	–	–	–	1	–	–	1	5
Some courses were not offered (e.g. Tissue culture)	3	1	–	–	–	–	1	1	1	–	–	–	–	7
There was no workshop for repairing laboratory items	–	–	–	–	–	–	1	–	–	–	–	–	–	1
Want for an irrigation management course because the choice of fields was inadequate	1	1	–	–	–	–	–	–	–	–	–	–	–	2
More theory should have been incorporated	–	–	–	–	–	–	–	–	–	–	1	–	–	1
Limited to the field of training only	1	–	–	–	–	–	3	–	1	2	–	1	–	8
Had to compel to some irrelevant courses at the University	1	–	–	–	–	–	–	–	–	–	–	–	–	1
Set only for a selected subject. There were no options	1	–	–	–	–	–	1	–	–	–	–	–	–	2
A wider choice would have been better	–	–	–	–	–	–	–	–	–	1	–	–	–	1
Too basic. The students should be exposed to varying standards	–	–	–	–	–	–	1	–	–	–	–	–	–	1
No choice of study areas as only limited to agricultural marketing	1	–	–	–	–	–	1	–	–	1	–	–	–	3
The curriculum was pre-determined to fulfil the requirements of the institute which offered the training	1	2	–	–	–	–	1	–	–	–	–	–	–	4
No choice was given to change	1	–	–	–	–	–	–	–	–	–	–	–	–	1
Study areas selected by [illegible]	1	–	–	–	–	–	–	–	–	–	–	–	–	1
We would have preferred [illegible] if we were allowed to select particular areas relevant to our country and situation	3	–	–	–	–	–	–	–	–	–	–	–	–	3
Time duration not enough	1	–	–	1	–	–	–	1	–	1	–	–	–	4
No reasons.	36	19	2	5	1	1	15	2	8	8	1	4	1	105
Total	55	24	2	6	1	1	24	4	11	14	2	5	2	151

* Code : 1. [illegible] 2. BA/B.Sc. 3. M.Phil. 4. Ph.D. 5. HDC. 6. CIMA. 7. Diploma/Certificate. 8. Others including [illegible] 9. Secondary. 10. First degree + Diploma. 11. MA/M.Sc. + Diploma. 12. First degree + HDCE + HDE. 13. First degree + CIMA + HDC.

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Table 6.13. Reasons for choice of study areas not being limited by educational level before training

Reasons	Educational level													Total
	1*	2	3	4	5	6	7	8	9	10	11	12	13	
The training was a short term programme with a specifically set curriculum	1	1	-	-	-	-	-	-	-	-	-	-	-	2
There was a wide choice	10	3	-	-	-	-	5	2	4	-	-	-	-	24
Enough courses available at the forestry school	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Courses could be picked/selected for each semester	-	1	-	-	-	-	-	-	-	1	-	-	-	2
Relevant to candidate's work	1	2	-	-	-	-	1	-	-	2	-	-	-	6
Subject matter dealt extensively	1	-	-	-	-	-	-	-	-	-	-	-	-	1
Had enough study areas in Entomology	1	-	-	-	-	-	-	-	-	-	-	-	-	1
This was a pre-arranged short-course, Course was flexible enough to fit individual requests	-	-	-	1	-	-	-	-	-	-	-	-	-	1
Was free to choose any courses	4	1	-	1	-	-	1	-	-	-	-	-	-	7
Choice of study areas was selected by the candidate	2	1	-	1	-	-	-	-	-	-	1	-	-	5
Was given the chance to select	3	-	-	-	-	-	-	-	-	-	-	-	-	3
Had information of different areas available in each University prior to going there	1	-	-	-	-	-	-	-	-	-	-	-	-	1
No response	32	14	2	3	1	1	17	2	6	11	1	5	2	97
Total	56	23	2	6	1	1	24	4	11	14	2	5	2	151

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* Code : 1. First degree. 2. MA/M.Sc. 3. M.Phil. 4. Ph.D. 5. MICE. 6. CIMA. 7. Diploma/Certificate. 8. Others including training. 9. Secondary. 10. First degree + Diploma. 11. MA/M.Sc. + Diploma. 12. First degree + MICE + MIE. 13. First degree + CIMA + MIE.

Table [illegible] Suggestions for improvement of selection procedure by sex

Suggestions	Sex		
	Male	Female	Total
Selection should be based on academic/professional interest	3	–	3
There should be no selection criteria	1	–	1
Candidates should be given the civil service so that they will get a [illegible] or scholarly-oriented break-through	1	–	1
Should be based on local needs in socio-cultural context	1	–	1
Should take into [illegible] of service in the department to be considered	12	1	13
Selection should be [illegible] fairly	1	1	2
Should be [illegible], but nobody knows	3	1	4
No response	109	17	126
Total	131	20	151

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Table 6.15. Suggestions for improvement of selection procedure by age

Suggestions	Age									
	24-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 & over	Total
Selection should be based on academic/professional interest	-	1	2	-	-	-	-	-	-	3
Have an independent selection committee	-	-	-	-	-	1	-	-	-	1
Concentrate on early arrivals to the public service, so that they will get a professionally oriented breakthrough	-	-	-	-	-	-	-	1	-	1
Should be based on our local needs and socio-cultural context	-	-	-	-	1	-	-	-	-	1
Should have at least five years of service in the department to be considered	1	1	7	1	3	-	-	-	-	13
Selection should be on merits assessed fairly	-	1	-	1	-	-	-	-	-	2
Should be advertised, otherwise no one knows	-	-	2	-	-	1	1	-	-	4
No response	2	13	29	34	19	16	8	4	1	126
Total	3	16	40	36	23	18	9	5	1	151

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Table 6.15. Suggestions for improvement of course structure and content by sex

Suggestions	Sex		
	Male	Female	Total
Introduce developing country examples as well	1	–	1
Course content too advanced	5	–	5
Should be relevant to the [illegible] and the country	1	–	1
Course content should include [illegible] motor mechanism, photography, animal diseases etc.	1	–	1
Technical officer [illegible] community development officers had only one course which is not adequate	1	–	1
Should adjust the programme to individual necessities and not to a standard programme at a University	12	–	12
[illegible] too much too advanced	1	–	1
[illegible] to encourage discussion	1	–	1
[illegible] were not taught	2	–	2
[illegible] should be explained in more detail	–	1	1
[illegible] not appropriate to Lankan jungles	2	–	2
More course material on tropical forests should be included	1	–	1
No suggestions	103	19	122
Total	131	20	151

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Table 6.17. Suggestions for improvement of course structure and content by age

Suggestions	Age									
	24-30	31-35	36-40	41-45	46-50	51-55	56-60	61-70	71 & over	Total
Introduce developing country examples as well	-	-	-	-	-	-	1	-	-	1
Course content too academic	-	-	1	1	1	1	-	1	-	5
Should be relevant to the person and the country	-	-	-	-	-	1	-	-	-	1
Course content should also include motor mechanism, photography, animal diseases etc.	-	-	-	-	1	-	-	-	-	1
Technical officers and community development officers had only one course which is not adequate	1	-	-	-	-	-	-	-	-	1
Should adjust the programme to individual necessities not to a general programme at a University	1	1	4	2	4	-	-	-	-	12
The courses were much too advanced	-	-	-	-	-	-	1	-	-	1
Programme should be designed to encourage discussion	-	-	-	-	-	-	-	1	-	1
Courses most relevant to Sri Lanka were not taught	-	1	1	-	-	-	-	-	-	2
Theoretical aspects should have been explained in more details	-	-	-	1	-	-	-	-	-	1
Sensing techniques of Savannah not applicable to Sri Lanka jungles	-	-	-	2	-	-	-	-	-	2
More course material on tropical forests should be included	-	-	-	1	-	-	-	-	-	1
No response	1	14	34	29	17	16	7	3	1	122
Total	3	16	40	36	23	18	9	5	1	151

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Table 6.18. Suggestions for the improvement of I study by age

Suggestions	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	71 & over	Total
[illegible]	-	-	1	-	-	-	-	-	-	1
Lectures should [illegible] at a more level [illegible] only to professionals	-	-	-	-	-	-	-	1	-	1
[illegible]	-	1	3	-	2	-	[illegible]	-	-	[illegible]
[illegible] individual [illegible] and cover them in depth	1	-	5	[illegible]	2	-	-	-	-	12
No [illegible]	2	15	31	32	19	18	7	[illegible]	1	129
Total	3	16	40	36	[illegible]	18	9	5	1	151

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Table 6.19. Suggestions for improvement of lectures by current position

Current position	Suggestions				No response	Total
	Make it more interesting	Lectures should be given at farmer level also not only to professionals	Duration should be longer	Concentrate on limited areas and cover them in depth		
Director/Deputy Director/Head	1	1	5	6	57	70
Economist	-	-	1	-	6	7
Researcher	-	-	-	-	8	8
Statistician	-	-	-	-	5	5
Technician	-	-	-	1	8	9
Consultant	-	-	-	1	3	4
Forester	-	-	1	1	3	5
Entomologist	-	-	-	-	3	3
Wildlife Ranger	-	-	1	1	3	5
Cartographer/Draughtsman	-	-	-	-	3	3
Lecturer	-	-	-	-	13	13
Accountant	-	-	-	-	2	2
Assessor	-	-	-	-	1	1
Engineer	-	-	-	-	5	5
Project Officer	-	-	-	-	2	2
Secretary	-	-	-	-	2	2
Agricultural Officer	-	-	-	-	2	2
Development Officer	-	-	-	2	1	3
Instructor	-	-	-	-	2	2
Total	1	1	8	12	129	151

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[illegible]	[illegible]			
	Yes	No	[illegible]	Total
First degree	1	2	–	3
First degree + Diploma/Certificate	–	2	–	2
First degree + Training (short-term)	3	17	–	20
First degree + Postgraduate Diploma/Certificate	1	19	4	24
First degree + Postgraduate Diploma/Certificate + Training (short-term)	2	3	–	5
[illegible]	1	6	–	7
[illegible] + [illegible] + Diploma	1	–	–	1
[illegible] + [illegible] + Diploma + Certificate	–	3	–	3
[illegible] + Diploma + Training (short-term)	1	7	–	8
[illegible] + Training	2	6	–	8
[illegible] + [illegible] + [illegible]	–	1	–	1
[illegible] + [illegible] + [illegible] (short-term)	1	2	–	3
[illegible] + Diploma	1	5	–	6
[illegible] + Diploma + [illegible] (short-term)	–	1	–	1
[illegible] + Diploma	1	12	1	14
[illegible] + Diploma + [illegible] (short-term)	–	2	–	2
[illegible]	5	16	–	21
[illegible] + [illegible] + [illegible] + MICS + MIE	–	1	–	1
Short-term training only	5	10	2	17
Short-term training only + First degree + MICS + MIE	1	2	–	3
First degree + MICS + [illegible]	–	1	–	1
Total	29	117	5	151

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Table 5.23. Assistance required from USAID for adjustment to normal life by educational level after training

Educational level	Assistance required							
	1*	2	3	4	5	6	No response	Total
First degree	-	-	-	-	-	-	3	3
First degree + Diploma/Certificate	-	-	-	-	-	-	2	2
First degree + Training (short-term)	-	-	-	1	1	-	18	20
First degree + Postgraduate Diploma/Certificate	-	1	1	1	-	-	21	24
First degree + Postgraduate Diploma/Certificate + Training (short-term)	1	-	-	-	1	-	3	5
M.A./M.Sc.	-	-	-	-	1	-	6	7
M.A./M.Sc. + Ph.D. + Diploma	-	-	-	-	-	1	-	1
M.A./M.Sc. + Ph.D. + Diploma + Certificate	-	-	-	-	-	-	3	3
M.A./M.Sc. + Training (short-term)	1	-	-	-	-	-	7	8
M.A./M.Sc. + Diploma	-	-	-	-	1	1	6	8
M.A./M.Sc. + Diploma + Certificate	-	-	-	-	-	-	1	1
M.A./M.Sc. + Diploma + Training (short-term)	1	-	-	-	-	-	2	3
M.Phil. + Diploma	1	-	-	-	-	-	5	6
M.Phil. + Diploma + Training (short-term)	-	-	-	-	-	-	1	1
Ph.D. + Diploma	-	-	-	-	-	1	13	14
Ph.D. + Diploma + Training (short-term)	-	-	-	-	-	-	2	2
Diploma/Certificate	2	-	-	-	-	-	19	21
Diploma/Certificate + First degree + MICE + MIE	-	-	-	-	-	-	1	1
Short-term training only	-	-	-	2	2	-	13	17
Short-term training only + First Degree + MICE + MIE	-	-	-	-	-	-	3	3
First Degree + MICE + MIE	-	-	-	-	-	-	1	1
Total	6	1	1	4	6	3	130	151

* Code : 1. Followup training in Sri Lanka with course material to be given. 2. Financial assistance to be given 3. Monitoring and evaluating progress of work to prevent trainees being wasted in irrelevant fields. 4. Employer should be instructed how to make use of trained persons. 5. Further in-service training to improve knowledge and skills. 6. Funds for research work applicable to the country.

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Table 6.24. Reasons for not requiring assistance for adjustment by sex

Reasons	Sex		Total
	Male	Female	
Not necessary -- public servants return to same job	15	4	19
Can manage without any help	6	-	6
Training tour was short so no adjustment assistance is required	15	4	19
Confident enough to manage alone	11	1	12
Training has given sufficient confidence to carry out duties	3	-	3
Mature enough to adjust to normal life at home	1	-	1
Cannot change Sri Lankan way of life by 3-5 years training abroad	2	-	2
No response	78	11	89
Total	131	20	151

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Table 6.25. Need for limited professional support after training by current position

Current position	Response			Total
	Yes	No	No response	
Director/Deputy Director/Head	49	19	2	70
Economist	3	3	1	7
Researcher	6	2	-	8
Statistician	2	2	1	5
Technician	7	2	-	9
Consultant	2	-	2	4
Forester	2	3	-	5
Entomologist	2	1	-	3
Wildlife Ranger	4	1	-	5
Cartographer/Draughtsman	2	1	-	3
Lecturer	11	1	1	13
Accountant	1	1	-	2
Assessor	1	-	-	1
Engineer	5	-	-	5
Project Officer	1	1	-	2
Secretary	2	-	-	2
Agricultural Officer	2	-	-	2
Development Officer	1	2	-	3
Instructor	1	-	1	2
Total	104	39	8	151

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Table 6.26. Type of support required by current position

Current position	Suggested support																				
	1,2*	2	2,16	3	3,7,8	4	5	6,7	7	7,[illegible]	7,11	8	9	10,15	12	13	14	16	17	[illegible]	Total
Director/Deputy Director/Head	–	10	1	5	–	2	1	–	9	–	1	2	1	–	–	10	1	1	–	26	70
Economist	–	–	–	–	1	–	–	–	2	–	–	–	–	–	–	1	–	–	–	3	7
Researcher	–	–	–	–	–	1	–	–	1	–	–	1	–	–	–	2	–	–	–	3	8
Statistician	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	3	5
Librarian	–	2	–	1	–	1	1	–	–	–	–	–	–	–	1	–	–	–	–	3	9
Consultant	1	1	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	4
Director	–	–	–	1	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	3	5
Administrator	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	2	3
Building Manager	–	1	–	–	–	1	–	–	–	–	–	1	–	–	–	–	–	–	–	2	5
Photographer/Draughtsman	–	–	–	–	–	–	–	–	2	–	–	–	–	–	–	–	–	–	–	1	3
Lecturer	–	3	–	–	–	4	–	1	–	–	–	–	–	–	–	2	–	–	1	2	13
Accountant	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	2
Advisor	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1
Minister	–	2	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	1	–	1	5
Project Officer	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	2
Secretary	–	–	–	1	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	2
Agricultural Officer	–	–	–	–	–	–	–	–	2	–	–	–	–	–	–	–	–	–	–	–	2
Development Officer	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	2	3
Instructor	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	1	2
Total	1	20	1	1[illegible]	1	9	2	1	16	1	1	5	2	1	1	17	1	3	1	55	151

* Code: 1. Membership of professional organisations. 2. Information on new developments in current [illegible]. 3. Organise seminars [illegible]. 4. Financial assistance for research activities. 5. Continue some type of institutional improvements [illegible] to WSDB now – 5 year programming assistance. 6. Organise workshops. 7. Further training. [illegible]. 8. Assistance in present professional undertakings. 9. Latest technology. 11. Setting literature, [illegible], programmes etc. available in Sri Lanka. 12. Send selected candidates to the IRC Netherlands. 13. Improving library facilities. 14. Supplement and further develop the expertise in identified areas. 15. Professional support in the same field to improve the knowledge. 16. Assist to keep in touch. 17. Travel to places to present papers.

[illegible]

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Table 6.27. Type of post-training support suggested by sex

Suggested support	Response							
	Yes		No		No response		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Commitment building/community development activities	17	3	112	16	2	1	131	20
Career enhancement activities	72	8	59	11	–	1	131	20
Continuing education activities	72	10	57	9	2	1	131	20
Employment assistance activities	37	3	90	16	4	1	131	20
Providing a local support network to returnees	62	11	65	8	4	1	131	20

Table 6.28. Type of post-training support suggested by current position

Current position	Commitment building/ Community Dev. activities				Career enhancement activities				Continuing education activities				Employment assistance activities				Provide a USAID support net-work to returnees			
	Response				Response				Response				Response				Response			
	Yes	No	NR*	Total	Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
Director/Deputy Director/Head	9	59	2	70	39	30	1	70	38	30	2	70	19	49	2	70	35	33	2	70
Economist	1	6	–	7	2	5	–	7	5	2	–	7	2	5	–	7	2	5	–	7
Researcher	–	8	–	8	7	1	–	8	4	4	–	8	1	7	–	8	3	5	–	8
Statistician	–	5	–	5	–	5	–	5	2	3	–	5	1	4	–	5	3	2	–	5
Technician	2	7	–	9	3	6	–	9	4	5	–	9	2	7	–	9	2	7	–	9
Consultant	1	3	–	4	3	1	–	4	–	4	–	4	2	2	–	4	2	2	–	4
Forester	–	5	–	5	3	2	–	5	3	2	–	5	–	5	–	5	3	2	–	5
Entomologist	1	2	–	3	1	2	–	3	–	3	–	3	1	2	–	3	1	2	–	3
Wildlife Ranger	1	4	–	5	2	3	–	5	3	2	–	5	2	3	–	5	1	4	–	5
Cartographer/Draughtsman	1	2	–	3	2	1	–	3	3	–	–	3	2	1	–	3	2	1	–	3
Nurturer	1	12	–	13	10	3	–	13	9	4	–	13	2	9	2	13	8	3	2	13
Accountant	1	1	–	2	1	1	–	2	1	–	1	2	1	–	1	2	1	–	1	2
Assessor	–	1	–	1	1	–	–	1	–	1	–	1	–	1	–	1	–	1	–	1
Engineer	1	4	–	5	3	2	–	5	5	–	–	5	1	4	–	5	3	2	–	5
Project Officer	–	2	–	2	1	1	–	2	2	–	–	2	1	1	–	2	1	1	–	2
Secretary	1	1	–	2	–	2	–	2	–	2	–	2	1	1	–	2	2	–	–	2
Agricultural Officer	–	1	1	2	1	1	–	2	2	–	–	2	1	1	–	2	1	1	–	2
Wildlife Officer	–	3	–	3	1	2	–	3	1	2	–	3	1	2	–	3	1	2	–	3
Instructor	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	2	–	–	2
Total	20	128	3	151	80	70	1	151	82	66	3	151	40	106	5	151	73	73	5	151

*NR = No response

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Table 6.29. Reasons for forming a USAID Professional Society by sex

Reasons	Affirmative response		
	Male	Female	Total
For career enhancement activities	6	1	7
For career enhancement activities + continuing education activities	1	1	2
Continuing education activities	1	-	1
To update knowledge	6	3	9
To update knowledge + Sharing of experiences,ideas and skills for professional advancement	2	-	2
To update knowledge + Sharing of experiences,ideas and skills for professional advancement + To get financial support from USAID	-	1	1
Sharing of experiences,ideas and skills for professional advancement	52	7	59
To gain assistance for projects on wildlife management and training	3	-	3
No particular reason other than professional contact	5	-	5
Provide opportunities to meet fellow trainees + Contribute to improve future training programmes and assistance	1	-	1
Contribute to assist and improve future training programmes	6	-	6
Contribute to improve future training programmes and assistance + To get financial support from USAID	1	-	1
To bring together people with common interest + To get financial support from USAID	1	-	1
To get financial support from USAID	1	-	1
Provide advice to prospective trainees	2	-	2
Social contact	1	-	1
For a support network	-	1	1
Supplying the department with relevant literature	1	-	1
For better understanding among scholars and exchange of ideas	3	1	4
To discuss work/duty problems	4	-	4
No response	34	5	39
Total	131	20	151

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Table 6.30. Reasons for forming a USAID Professional Society by age

Reasons	Age									Total
	[illegible]	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 & over	
For career enhancement activities	-	-	3	-	3	1	-	-	-	7
For career enhancement activities + continuing education activities	-	-	1	1	-	-	-	-	-	2
Continuing education activities	-	-	-	-	-	1	-	-	-	1
To update knowledge	-	-	1	4	2	-	1	1	-	9
To update knowledge + sharing of experiences, ideas and skills for professional advancement	-	-	1	1	-	-	-	-	-	2
To update knowledge + sharing of experiences, ideas and skills for professional advancement + to get financial support from USAID	-	1	-	-	-	-	-	-	-	1
Sharing of experiences, ideas and skills for professional advancement	1	6	16	11	9	7	6	3	-	59
To give assistance for projects on wildlife management and training	-	1	-	1	1	-	-	-	-	3
To participate beyond other professional contact	1	2	1	1	-	-	-	-	-	5
Provide opportunities to meet fellow trainees + contribute to improve future training programmes and assistance	-	-	-	1	-	-	-	-	-	1
Contribute to design and improve future training programmes	-	1	3	-	2	-	-	-	-	6
Contribute to design and improve future training programmes + to get financial support from USAID	-	-	-	-	1	-	-	-	-	1
To bring together people with common interest + to get financial support from USAID	-	-	-	-	-	1	-	-	-	1
To get financial support from USAID	-	-	1	-	-	-	-	-	-	1
Provide advice to prospective trainees	-	1	-	-	-	-	1	-	-	2
Social contact	-	-	-	-	-	1	-	-	-	1
Form a support network	-	-	-	-	-	1	-	-	-	1
Familiarize oneself with relevant literature	-	-	-	1	-	-	-	-	-	1
For better understanding among scholars and exchange of ideas	1	-	1	1	1	-	-	-	-	4
To discuss work/duty problems	-	-	2	1	1	-	-	-	-	4
No response	-	4	10	13	3	6	1	1	1	39
Total	3	16	40	36	23	18	9	5	1	151

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Table 6.32: Attitude towards USAID by educational level after training

Educational level	Attitude				
	Positive	Neutral	Negative	No response	Total
First degree	3	-	-	-	3
First degree + Diploma/Certificate	2	-	-		2
First degree + Training (short-term)	14	3	-	2	20
First degree + Postgraduate Diploma/Certificate	22	2	-	-	24
First degree + Postgraduate Diploma/Certificate + Training (short-term)	4	1	-	-	5
Male/Masc.	6	1	-	-	7
Male/Masc. + Short + Diploma	1	-	-	-	1
Male/Masc. + Diploma + Certificate	3	-	-	-	3
Male/Masc. + Training (short-term)	7	1	-	-	8
Male/Masc. + Diploma	8	-	-	-	8
Male/Masc. + Diploma + Certificate	1	-	-	-	1
Male/Masc. + Diploma + Training (short-term)	3	-	-	-	3
Female + Diploma	6	-	-	-	6
Female + Diploma + Training (short-term)	1	-	-	-	1
Other + Diploma	13	1	-	-	14
Other + Diploma + Training (short-term)	1	1	-	-	2
Diploma/Certificate	17	3	-	1	21
Diploma/Certificate + First degree + MICE + MIB	1	-	-	-	1
Short-term training only	12	4	1	-	17
Short-term training only + First degree + MICE + MIB	2	-	-	1	3
First degree + MICE + MIB	-	1	-	-	1
Total	127	18	1	5	151

Table 6.33. Attitude towards DLAID by current position

Current position	Attitude				
	Positive	Neutral	Negative	No response	Total
Director/Deputy Director/Head	58	9	-	3	70
Economist	6	1	-	-	7
Researcher	8	-	-	-	6
Statistician	5	-	-	-	5
Technician	7	-	1	1	9
Consultant	4	-	-	-	4
Forester	4	1	-	-	5
Anthropologist	2	1	-	-	3
Wildlife Ranger	4	1	-	-	5
Cartographer/Draughtsman	2	1	-	-	3
Planner	12	1	-	-	13
Accountant	2	-	-	-	2
Assessor	1	-	-	-	1
Administrator	3	1	-	1	5
Project Officer	2	-	-	-	2
Secretary	2	-	-	-	2
Agricultural Officer	2	-	-	-	2
Development Officer	1	2	-	-	3
Instructor	2	-	-	-	2
Total	127	18	1	5	151

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CHAPTER 7 - Conclusions and recommendations

Introduction

This Chapter summarises the important conclusions and the recommendations both specific and implied that occur in the preceding chapters. It is however, not the intention to present the recommendations separately but to treat them as emerging from examination of particular aspects of the project carried out by the Harga Institute through a field survey as well as by in-depth dialogues.

It must be underlined that the project undertaken by the Harga Institute was limited to an evaluation study of a selected sample of participants. The sample which was selected for the survey broadly represents the group of people who have received awards from USAID for training. The conclusions to be drawn from this group however, need to take into account the fact that the sample was concerned with a population of participants who had successfully completed the training and returned and is unlikely to be fully representative of the type that did not fully succeed although a few had entered the study. The project also sought to examine the major changes that have taken place and to identify the problems, their nature and magnitude, that participants faced and suggest appropriate solutions. It is hoped that the conclusions and recommendations considered together would help not only to devise a strategy for better use of USAID programmes in the country but also assist USAID to charter its future course of action within the country and outside for improved results.

7.1 Profile of participants

The profile of participants in the survey is a basic component of the study as it reveals the individual's socio-cultural and economic status. The age, educational level and marital status discloses the maturity, stability, priorities and values of the individual. The profile therefore, lays the foundation to enable comprehension of the participant's behaviour patterns including his/her sense of responsibility.

1. Age and marital status. These aspects were fully discussed in Chapter 2, but there is the need to underscore some of the relevant characteristics. Agewise although the majority (80 per cent) were within the age cohorts 36-60 the comparatively lower proportion in the less than 40 years of age need careful consideration. There were only three participants in the younger segment (24-30), a mere

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3 per cent of the sample population and the next bracket (31-35) recorded only 11 per cent. On the contrary, the older cohorts between 36-55 comprised more than three-quarters (77 per cent) of the total population compared with only 13 per cent in the brackets 24-35. The presence of older participants was the reason for the initial breakdown of sample for quite a number selected had retired or were dead, besides, of course, the number resigned and those not returned. Hence, there is the need to give appropriate consideration to age in the selection criteria schedule. In this respect the participants should be able to give the departments and the country a fairly long period of useful service.

2. Position. Almost the whole sample (97 per cent) were from the public sector and they occupied a very wide range of positions. A market feature is the over-concentration in a few occupations. In this respect 33 per cent were administrators followed by 13 per cent researchers and 9 per cent lecturers. The other positions were held by one or two participants each. This over-concentration of participants in a few occupations and positions is not quite a healthy sign for a community which is already over-burdened with a surfeit of bureacratic administrators. A more equitable distribution of awards on the basis of actual requirements could be a guiding principle for granting of training awards in the future.

Undoubtedly, the training had benefited the majority of participants for the positions held revealed that there was a marked increase in their older positions and new and better positions have been created. For example, prior to training there were only 55 administrators. Since return the number had increased to 70. Similarly, engineers have increased from five to nine and researchers from eight to 19 and economists from one to seven etc. That the training has benefited the participants is underlined. But the over-concentration of even the qualified could lead to development of bottlenecks and great constraints which could in a way hold the subject area to ransom. Hence, the need to spread out the awards among/across a greater number of fields for the greater benefit of the country.

7.2 Area of specialisation and duration of training

The USAID programme for Sri Lanka comprised 22 projects but as noted earlier the participants' specialisations were confined to 16 areas with

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"management" as the most popular field of specialisation (vide Chapter 2). Being an agricultural country it is reasonable to expect specialisation in this aspect but when 17 per cent of participants specialised in "agricultural policy training" but only 7 per cent specialised in "plant breeding" and 5 per cent in "phytology" etc., this does not show that the areas of specialisation were distributed according to the vital needs of this sector. It is a fact too needs some depth consideration.

Duration of training is another area commented on by the participants. It is apparent that the majority went on short-term assignments - less than three months with 41 per cent reporting less than one month and 23 per cent between 2-3 months. In fact 43 per cent of participants in the management field went for less than one month training awards and only 2 per cent of participants followed this field over a longer 3-4 year period. Even in the important field of 'agricultural policy', 76 per cent went on short-term training programmes. An important consideration is the purpose of such short-term training to both the participant and the sending country. It is evident that none of the participants expressed the view that the programmes were too long. On the contrary, time constraints had imposed limitations on lectures with the negative consequences - fast delivery without explanations or their curtailment. Under such circumstances the impact would necessarily be quite adverse. Depth interviews also revealed that the majority of participants prefer to undergo a more substantial training programme or a definite assignment to work for a diploma or certificate which could be useful to both parties. According to most participants attending workshops or seminar would not bring about the desired results for the period is too short and the learning process too quick and superficial. Exposure to a foreign country for those who have not been abroad is a good experience according to some participants. But discussions revealed their preference for more useful and intensive training programmes in selected fields of at least six months duration.

7.3 Activities undertaken and current level of responsibilities

The current activities and responsibilities assigned to them are a good measure of the value of the training received. It also shows whether the training has contributed to enhance the abilities of participants for taking innovative action in their employment. Chapter 3, Section 3.8 discusses this aspect in detail. However, it must be underlined that 45 per cent of participants were assigned the management of projects, offices, divisions etc. But only 19 per cent revealed that

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they were involved in initiating new projects and only 4 per cent of respondents were concerned with influencing or making policy decisions. In respect of responsibilities given since return it is evident that 44 per cent were given more responsibilities in the current job after returning. But slightly more than one-half (51 per cent) reported that the responsibilities given were the same as before.

Although it could be concluded that the training received has contributed to a certain degree to bring about changes in both the above aspects yet the participants' involvement is still rather low. There is therefore, the need to monitor participants' activities and an advisory service be initiated to advise the employers in the appropriate use of participants after training.

7.4 Relevance of training and associated components

The survey attempted to find out how relevant the training was to the respective participants meaning whether the participants were able to fully use the training received in the current job and to what extent the ideas and techniques learnt from the training programme were shared with colleagues etc. In this respect that the possession of knowledge alone does not signify the achievement of the desired objectives of the programme is underlined for the participants must be able to put into practical effect their training. Within the available framework one expects the participants to be adequately motivated not only to acquire knowledge and skills but also to communicate the acquired knowledge and skills to other members who work with him/her.

In respect of relevance of training the question that arises is whether the participants are presently in the job for which they were trained. A satisfactory situation is that a very significant majority (88 per cent) were in jobs they were trained for. Section 5.7 discusses this aspect in fair detail. But an important observation is that a significant 12 per cent of participants were not in the jobs trained for. Depth interviews also revealed that even among those who responded affirmatively there were some who were dissatisfied with the current job they are in. Our concentration should be on this group of participants who are not in the jobs trained for.

Despite its relatively low proportion the reasons given for not being in the jobs trained for are quite revealing. It is evident that of those who stated so the majority were carrying out clerical and administrative duties though technically or science trained. Some, of course, have retired. It is therefore, imperative that those who were trained be kept in the jobs trained for irrespective of whether there is a shortage of other personnel.

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This indicates that ways and means need be found to contain the high order proportion not working in jobs trained for. It is also emphatic that if there is no regular use for the skills acquired there would not be any motivation which means that the very objectives of the donor agency are lost.

The situation about sharing of ideas and technology is slightly different from the relevancy aspects discussed earlier. One could expect a very high proportion of participants fully involved in this respect. But less than one-half the number of participants replied sharing ideas and technology. The main reasons for this status of the component are (a) the absence of prospects relevant to the specific training received, (b) inappropriate technology in use and (c) lack of proper programme established in the country. A few stated that their skills and knowledge were not utilised at all. Those who stated so were not prepared to give their reasons. However, these statements are very significant and need careful consideration in future programmes.

7.5 Knowledge about the programme

Obtaining the necessary initial information and locating the area of specialisation are two pre-requisites prior to initiating action for an award. The survey obtained information as to how the participants came to know of the USAID programme. In this case whether a recognised or organised system of information for potential applicants exists is doubtful for the majority (70 per cent) obtained the information from the employers. Information from government officials (16 per cent) was the next important source and the USAID as a source of information was cited by only 11 per cent of participants. It is rather unfortunate that the participation of USAID in this respect is minimal for valid reasons. However, with the employer dominating the whole process beginning with the dissemination of information about the availability of awards there is bound to be some constraints. The dissemination of information is restricted and a large number of potential applicants from other departments or ministries with necessary qualifications and intents could be 'shut out' from applying. Another constraint is the bias that could come into the selection of individuals. In this case there is always the possibility for high officials in the department being selected at the expense of junior officers and of course, there is favouritism which can greatly influence the selection. Hence, there exists the need to formalise this aspect for a wider dissemination of information through central sources including the USAID centre.

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7.6 Satisfaction with training experience

This subject was discussed at length in Section 5.5. In this respect the healthy situation is that more than one-half (52 per cent) of participants were satisfied with the training received. It is however, a fact that only 5 per cent was dissatisfied with this experience. But the concern here is with the 42 per cent who reported that they were "not satisfied" indicating that they were not fully satisfied. Depth interviews suggested that some of the reasons given by those who emphatically indicated "not satisfied" also apply to this large group which the donors could consider rather seriously. The most important reason was their inability to use the knowledge or experience in the field. The other was the "bias towards developed countries" and the third important reason suggested was "the quality of training is moderate" and finally "inability to get a long-term training award". It must be observed that some of those who suggested these were qualified and one was even with a doctorate. These suggestions could be kept in mind when formulating future programmes.

7.7 Administrative arrangements

This aspect was discussed at length in Chapter 6 covering the full procedure from the calling of applications and pre-departure preparation to the training programme in the host country. Some important aspects would be underscored in this section.

1. Problems with administrative arrangements.

It is relevant to observe that only a few of the participants had problems. This aspect was analysed at length in Section 6.3. Hence, only the significant problems would be underlined for future incoporation. Of the administrative problems 13 per cent of sample population cited allowances and per diem as important ones. In this respect non-receipt of incidental expenses and insufficient per diem allowance were reported by a few participants. That the per diem was delayed for 1-6 months was also reported by 63 per cent of those who had problems with allowances. This could be kept in mind for the future.

The other problem area cited was accommodation. It was reported that 13 per cent of the total sample had accommodation problems. Water shortages, lack of kitchen facilities and the canteen not being up to the standard were some of the problems reported. "Had to stay out the first week" and "had to find accommodation on your own"

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the other two problems reported. These could be considered in planning future programmes.

2. Choice of study areas available.

This is an important area for careful consideration. It was evident that 50 per cent of participants stressed that study areas available were limited with 8 per cent (n = 2) not responding. Section 6.5 analyses this aspect extensively but some of the important reasons given by those who confirmed the limitation would be considered here. Although reported by one participant yet a significant reason was that some of the courses were mainly on the basis of Indian requirements and not suitable for Sri Lankan conditions. Another reason suggested was "the curriculum was pre-determined to satisfy the needs of the Institute which offered the training" etc. Depth dialogues revealed that quite a number of participants followed the courses as they had no choice about the selection which was done by the employer. Reluctance to study the stipulated subject area means loss of award. A number of these reasons given would not have arisen if the persons with necessary requirements for the award were appointed. There is therefore, the need to monitor the selections in relation to qualifications, interests, experience and ability to follow such courses.

7.8 Further improvement of programme

Section 6.6 discussed this aspect at length. However, some of the suggestions would be summarised here to emphasise their importance.

1. Selection procedure. In this respect the depth interviews revealed that the majority of participants preferred a properly constituted interview board to carry out the selection. According to them the selection board should comprise persons from different sections, but a USAID representative is a 'must' in the panel. Additionally, there is the urgent need to advertise the awards so that all those qualified would have an equal opportunit to apply for such awards.

2. Course structure and content. That there is the need to improve the course structure and content is evident. Emphasis is made that whilst there were few with secondary level qualifications and a few others with certificate qualifications the majority were highly qualified with degrees and postgraduate degrees and

diplomas. Hence, some of their suggestions noted in section 5.6 need recognition and careful consideration. It is also observed that participation does signify some interest in an activity, but regular participation shows desirable motivation of the respondents. Maintaining such motivation and disseminating novel and required concepts dedication to course development or such a leadership is imperative for the success of the programme. Whether the programme is geared to such a development is not obvious creating the need to give this aspect some consideration.

3. Lectures. Lectures are an important component of most programmes. There is also a heavy reliance on this component for achieving the objectives of the programme. Quality, content and presentation are the three major determinants which influence the success or failure of lectures. On the basis of their educational attainments, the participants would have found comprehension of the information disseminated comparatively easy provided it was projected clearly without distortion. That some improvements regarding lectures are necessary is evident. But the exact reasons as to why this situation exists are not clear and could not be pinpointed. The participants are from a mature and responsible group. Almost all are qualified and there was no language barrier except for one participant who found it difficult to follow the American accent. However, one or a combination of the following may be underscored as creating the situation :

a) too technical with insufficient explanation
b) superficial treatment of a wide subject area
c) lack of an analytical approach to lectures
d) Inadequate duration of programme
e) inadequate preparation
f) insufficient practical application
g) inadequate motivation leading to absence of rapport.

7.9 Benefits received and status given

Section 5.11 deals with this aspect in some detail. It is evident that the benefits in isolation have less significance, but in combination the responses are quite appreciative. The spectrum of combinations is so wide that a full analysis would be quite cumbersome was also revealed. A relative and significant feature however, is that almost all the respondents have received some benefit by participating in the programme and available

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data reveals that these can have a definite impact on their personal life.

One of the most important benefits the survey suggested was "income" and the other was "profits". Information revealed that the preponderant majority of those who responded reported that there was 'no change' in income. Only a very small number reported a significant increase in income. A similar situation is reported in respect of profits where only 3 per cent reported significant increase. Under normal conditions income is an important part of a persons' life and it is imperative that this incentive be given the participants who have been adequately trained or qualified whose contribution to the country could be quite substantial. In this respect a similar procedure as for University lecturers who are promoted from assistant lecturer to lecturer grade on obtaining post-graduate qualifications could be applied to other officers who have received awards and additional qualifications.

A commendable situation is that the participants rate 'the acquisition of knowledge' as the greatest benefit obtained from the training. This reveals the type of persons who received the awards. Depth dialogues disclosed that the participants were positive regarding the training had on raising their skills, providing experience in their fields of work and bringing them new and better capabilities. This benefit had given the majority the greatest satisfaction. It is therefore, imperative that this attitude be maintained in the future by offering the required awards to correct individuals.

With respect to status and role of participants after training the data collected revealed that the majority of participants had come to the conclusion that even though they have not benefited in terms of income and wealth with an improved status, socially they have benefited to some degree. Those who reported improvement in the status and role in the work places revealed that the coworkers turned more frequently to them for assistance or guidance. On the other hand, a significant number perceived no change in the attitude of the community towards them as a result of the training. They also did not observe any negative reactions on the part of the community members for the large majority of both male and female participants had not come across any reactions such as jealousy or degrading in social life as result of training. On the whole, evidence available from the surveys do not support any severe breakdown in community relationships resulting from the training.

7.10 Fulfilment of objectives

The survey attempted to elicit the major objectives of the participants for accepting training awards. Available data indicated that the majority had definite objectives for going abroad for training. A contrary situation, i.e. no objectives, is quite unimaginable with this type of participants. Hence, the fulfilment of objectives is fundamental for their future. A very satisfactory situation is evident for the survey revealed that a preponderant majority of participants (74 per cent) have achieved their objectives while 23 per cent have not. The negative group included 24 per cent male participants and 20 per cent female respondents. Section 5.2 discusses the reasons as to why the majority reported fulfilment of objectives which should be considered in organising future programmes.

Generally, objectives in the context of scholarships and awards reveal the recipients' judgement of their life pattern to be, their perception of economic status in terms of income and wealth, their aspirations for their children which discloses their attitude to matters related to education, employment etc. With the USAID participants surveyed the reasons given were quite different from those indicated earlier. None of the reasons suggested revealed an interest in income and wealth etc. The concentration was on enhancing their knowledge and skills and academic attainments rather than salaries and promotions. The responses therefore, are quite unique and worthy of consideration for future programmes as the emphasis is on quality, excellence and usefulness of training.

On the contrary, the more important are the reasons for reporting in the negative (Section 5.3). One of the major reasons suggested was the inadequate time period of the course as cited by 29 per cent of those who gave negative responses. Depth dialogues revealed that as the period was limited the course structure and content were tightly concentrated with very little time for analysis and thorough discussions. Even the course organisation suffered because of this constraint as reported by 3 per cent of participants. It is also revealed that some of the programmes were biased towards developed countries rather than developing countries as reported by two participants. Although it was not a significant number yet depth interviews showed that lack of experience in the developing world, specifically in the tropics, was a major limitation in this case.

7.11 Follow on activities

A number of follow on activities were suggested and Section 6.7 deals with them at length. This section would comment on the earlier findings and

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make necessary recommendations, if required.

1. Assistance to re-adjustment. This refers to adjustment to normal life or situations in the relevant section (Section 6.7.1). The information obtained from the survey regarding adjustment to life after return indicates that the large majority, were able to cope satisfactorily with the experience. They did not report any serious problems of maladjustments and emotional stress. However, it must be underlined that some of the problems of maladjustments that would have occurred could not have been easily observed and captured in a survey which is based on brief interviews. The survey relied mainly on assessments made by the participants after their experience. In respect of some problems the participants, who are quite educated and mature, would not have given them much retrospective importance in the recall during the interview. The interviews as structured (restricted by the available funds) gave little scope for closer inquiry into this aspect.

2. Professional support. The question was raised whether USAID should continue to offer limited professional support after training. It is evident that the majority (68 per cent) responded affirmatively but 26 per cent disagreed and 5 per cent did not respond. This study fully supports the need for limited professional support in the form of :

   a) supplying information on new developments and recent advancements in the respective subject areas;

   b) organising more seminars and workshops with a view to giving the participants a 'further training';

   c) improving library facilities.

3. Post-training support. The survey suggested five support components and Section 6.7 discusses them at length. To summarise the suggestion it is observed that of the five components, commitment building/community development activities were not well taken by the participants for only 13 per cent of them replied in the affirmative. Similarly, the participants were less interested in employment assistance activities for only 26 per cent replied in the affirmative. On the contrary, the need for the following activities is fully endorsed :

   a) continuing education activities;

b. [illegible] activities and

c. [illegible] support activities to trainees.

4. Forming a [illegible] professional society. This was inquired into in order to determine the extent to which the participants are keen to continue their relationship with the USAID and the extent to which they desire to keep their knowledge and experience current (vide Section 6.7.4 of Chapter 6). It must be emphatically underlined that 7[illegible] per cent of participants were very keen to form such a society. Only six male participants replied in the negative. To reinforce the urgent need to form a society some of the important reasons suggested are given below :

a) sharing of experience, ideas and skills for professional advancement;

b) for career enhancement activities;

c) to update knowledge;

d) to contribute to assist and improve future training programmes;

e) for professional contacts.

7.12 Overall assessment

In the final part of the survey an attempt was made to gather information regarding the participants' impression of the overall assessment of the programme including the impact of the training and their relations with USAID. The observations of participants whether positive or negative are based on their own subjective perception and therefore, have to be used with some degree of reservation. It is observed that in the overall evaluation of the training experience and its benefits by the participants themselves, the assessment has been positive for the large majority (74 per cent) comprising 84 per cent males and 36 per cent females. Depth interviews also revealed that a large number would not refuse if a similar opportunity was offered to them again. The survey indicated that the pre-training and post-training phases did not produce major problems to the participants. In general the capacity of the entire system to service the participants appears to be quite satisfactory and the various ministries and departments involved seem to function very cooperatively especially with reference to granting of leave, issue of passports, visas, foreign exchange, information etc. The large majority of participants, both male and female, were clearly of the view that the training had no negative impact on their personal or family life and also on the working climate.

With respect to attitude towards USAID the assessment was on a three-point scale - positive, neutral and negative. A preponderant majority of 84 per cent comprising 87 per cent male participants and 13 per cent female respondents reported positively. Twelve per cent regarded their attitude as neutral and only one participant gave a negative reply and five participants did not respond. The popularity and acceptance of the USAID programme is therefore, quite significant. Both interviews revealed the acquisition of knowledge and skills and the achievement of objectives as the major contributory factors that brought about the high positive reaction. Maintaining this status will depend on the intensity of some of the limitations already indicated. Innovations should therefore, be made to reduce these constraints in order to achieve better results purely because of the inherent usefulness of the specific programmes for the country.

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