

POST TRAINING UTILISATION OF AARDO COURSES IN BANGLADESH

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ABBREVIATIONS

AARDO	Afro Asian Rural Development Organisation
BARD	Bangladesh Academy for Rural Development
BRDB	Bangladesh Rural Development Board
CIRDAP	Centre on Integrated Rural Development for Asia and the Pacific
FGDs	Focus Group Discussions
GO	Government Organisation
LQ	Learning Questionnaire
LGED	Local Government Engineering Department
KP	Kirk Patrick
KOLQ	Key Objective of Learning Questionnaire
MoU	Memorandum of Understanding
NGO	Non Government Organisation
OLS	Ordinary Least Square
PTU	Post Training Utilisation
RDA	Rural Development Academy
RDGD	Rural Development and Cooperative Division
ROI	Financial Report on Investment
SPSS	Statistical Package for Social Science

CHAPTAR ONE

INTRODUCTION

1.1 Background of the Study

Over the years the roles of Afro Asian Rural Development Organisation (AARDO) have changed and increased, but its basic underlying principle is to provide efficient and effective training programme for its member countries. Besides organisational activities, technical work programme of AARDO comprises human resource development, development of pilot projects, participative technical cooperation, collaboration with International/ Regional organisations, strengthening of centers of excellence and regional offices and dissemination of information. Organising training courses, seminars, workshops, study visits, etc. for suitable personnel of its 29 member countries in diverse fields on contemporary agriculture and rural development is a regular feature of AARDO. Up to 2006, it organised 30 training programmes, two International workshops, one each seminar and study visit. The arrangements of training fellowships have also been made at some centers of excellence in the member countries. Altogether 41 participants attended 21 training courses and 34 participants attended 32 International workshops / seminars during 1994 to 2009 from Bangladesh only. These courses/ workshops/ seminars have been divided into three major areas such as, a. rural poverty alleviation, b. agricultural development, and c. social and gender development.

Learning Questionnaire (LQ) is a simple instrument for asking the participants what they have learned from the programme, what they have been usefully reminded of, and what was not included that they expected to be included, or would have liked to be included. The Key Objective of Learning Questionnaire (KOLQ) is to assess the level of learning achieved by posing the relevant questions against the list of Key Objectives (KO) produced for the programme. These types of evaluation were made after the end of all training / training workshop organised by AARDO. They stated those training as

satisfactory in different training reports. Nevertheless, a factual based evaluation was felt very necessary to support that the training programme/seminar/workshop was effective and achieved the objectives of the training/ seminar/ workshop.

In these perspectives, AARDO felt necessity to evaluate its trainings/ training workshops/ seminars to get feedback about the effectiveness and utilisation. Therefore, AARDO intended to carry out an evaluation of its training programme accomplished by the Bangladeshi participants in different countries. Bangladesh Academy for Rural Development (BARD), Comilla was requested by AARDO for conducting this study as per Memorandum of Understanding (MoU) between AARDO and BARD.

1.2 Statement of the Issues

Training is an important component of the overall capacity building of any employee in an organisation. It is a planned process of imparting knowledge and skills, and of changing attitude and/ or behaviour. It is a process of teaching, informing or educating people so that they may become as qualified as possible to do their work and to perform in positions of greater difficulty and responsibility (Van, 1962). The major purpose of training is to prepare the participants with required knowledge, attitude and skill needed for accomplishing their tasks in performing the job/ work and responsibilities. Need based and task related training helps bridging the gap between actual performance and desired performance of an individual in an organisation.

The elements of training are generally accommodated in four areas: Inputs, Process, Output and Impact. Inputs include trainer, participants, materials, fund, and location. Process includes training methods, facilitation skills, and participation. Output includes trained participants, achieved objectives, course products like reports, audio – visual aids / materials produced. Impact of training is seen as the final result of the training, changed behaviour and improved quality of services rendered by the participants to their organisation and target group in the back home situation.

Evaluation of a training/ workshop/ seminar programme is the systematic collection and analysis of descriptive and judgmental information necessary to make effective training decisions related to the selection, adaptation, value and modification of various instructional and allied activities. It is mainly done for making necessary changes in the programme in order to increase knowledge and skill of the participants, secondly for the respective organisations which they belong to, and where they utilise the knowledge and skill attained from the training/ workshop. Furthermore, evaluation can be made concurrently, at the end of the session, at the end of each module, just at the end of the programme and after 3 to 4 years of the training.

Generally, in most cases, reaction and learning levels evaluation is perceived as an effective mechanism for assessment of the training. It is also perceived that the training programme would automatically bring changes in knowledge, skill, attitude and behaviour and the results are expected to be intangible in nature, and hence, post training utilisation was not considered as an essential part of the training in the past. But over the years, it has become an important component as training requires enormous amount of investment in terms of human, financial and other resources.

The three most common reasons for evaluating the training/ seminar/workshop are to: a) find out the means and ways to improve future training/workshop/seminar; b) determine whether training /workshop/ seminar should be continued; and c) justify the existing role of the different organisations. First comes the organisation where the participants serve, the second one is the Ministry under which the organisation works and the third is the training institutes which organise the training programme, and finally the donors who provide technical and financial support to organise the training programme.

Kirkpatrick formulated following four levels of conceptual framework to assist evaluators in determining what data are to be collected (Kirkpatrick, 1996). These levels are:

1. Reaction
2. Learning
3. Behaviour or performance and
4. Results

These levels represent interdependent as well as a sequence of steps to evaluate training programmes. Each level is important and has an impact on the next level. The process of moving from one level to another becomes difficult and time consuming, but it provides more valuable information.

At the first level, the reaction evaluation measures the reactions of participants to the learning experience and overall environment of the programme. It can also be called a 'measure of customer satisfaction', The 'Reactionary' type evaluation is a general feedback regarding views, opinions and feelings of the participant's about the facilitators, training environment, content etc. based on participatory observations, which may be collected during or immediately after the training. In some cases, it is not at a 'happy sheet' level, nor a simple tick-list, but one that states realistic feelings. This is, however, not a proper evaluation of training.

Learning level, the second level measures the changes in knowledge, skill and attitude of the participants after undertaking the course. A pre-training test just at the outset of the course and a post-training test just after the end of the course have been done for measuring the changes. Usually, a simple standardised paper and pencil test is administered (same test) before and after the programmes as part of the evaluation process. This helps in understanding the extent to which participants changed their attitude, improved knowledge and /or increased skill as a result of attending the training programme.

At the third level, the extent to which behaviour is changed as result of training/ workshop/ seminar is assessed. Ideally it is assessed between six to nine months after the training is completed. Conducting test several weeks or months later assesses retention of learning.

At the fourth level, the results of final impact are taken into consideration. It can be in the form of increased production, improved quality of services, decreased costs, reduced cost, turnover, frequency and/or severity of problems, This assessment can be

made between one to three years after completion of training programme, otherwise it could be a problem of 'lack of recall'. Behavior or performance evaluation measures how the participants' job performance altered after a period of time as a result of the training. The important aspect of the change is how and to what extent the participants have applied the concepts and processes taught in the course. Impact or results measure the effects of attitude and behavioral changes caused by the training on both the functioning and the ability to function of the organisation to which the participants belong or target group with which they work. The aim of this phase of evaluation is to ascertain both quantitative and qualitative changes in organisational performances that can be attributed to the training. This sort of evaluation is also called Post-Training Utilisation (PTU). PTU integrates two major aspects of training like (a) relevance of training input to job and (b) degree of actual utilisation of training input in performing tasks or job.

It has been mentioned earlier that AARDO regularly made reaction and learning level evaluation. It barely specifies the learning in terms of knowledge, skill and attitude and its transfer to the work / back home situation. It is imperative to corroborate the widest possible spectrum of the effects of training to signify its accomplishment.

The Kirkpatrick (KP) model has been used in different situations. This helps the authorities to take decisions about the continuation of training in a very proactive manner. Increasingly, the KP model is being used by training organisations to understand the impact of the training programmes even where the results are not very tangible in nature. The present study is an evaluation study based on KP model conducted for assessment of training programme organised by AARDO for the officials of Bangladesh.

One of the major yardsticks for measuring the learning of the participants from a training programme is the training objective and expectation set before starting the programme. Training/ workshop/ seminar was conducted using different kinds of methods that included lecture-cum-discussion, case analysis, group discussion, exercise/hands on

sessions, field visits, etc. Duration of training, time allocated for each topic in a session, expenditure and others were also considered for measuring the effectiveness of the training. The participants are not entirely the onus for implementation of the learning on their return to work/ home. Rather, to implement the learning, the participants need support from the management, executives. A positive attitude towards the training and the organisational environment is also considering factor for this. Unfortunately, in many cases, management hardly cares about follow-up of training attended by any member of staff. For effective training and learning evaluation, achievement of training programme objectives, achievement of learners' objectives, implementation of learning on return to work/home, support and congenial atmosphere as well as hindrances faced to implement the learning need to be found out.

The Bangladesh Academy for Rural Development (BARD) has undertaken this PTU study to assess the impact of the training programmes and get a macro picture regarding the training programmes organised by the AARDO for the participants of Bangladesh. It covered the participants who participated in the training /workshop/seminar during the last nine years from Bangladesh.

This paper has been divided into three major sections with eight chapters; the first section provides an overview, statement of the issues,, objectives, scope, justification and the methods of the study. The second section discusses the survey results with respect to learning and utilisation of knowledge, skill and attitude and the benefit derived. The third section covers the summary, conclusion and recommendations drawn from the study.

1.3 Objectives of the Study

The general objective of the study was to examine the utilisation of acquired knowledge, skill and attitude of the Bangladeshi participants of the training courses organised by Afro Asian Rural Development Organisation (AARDO). The specific objectives of this study were to:

- i. appraise the level of utilisation of knowledge, skill and attitude acquired from the training / seminar;
- ii. assess the benefits derived from the training / seminar ;
- iii. identify the factors related to utilisation of training/ seminar knowledge at work/ back home situation; and
- iv. develop a standard training / seminar evaluation format to use it in other member countries of AARDO based on the experiences of this study.

1.4 Scope of the Study

The study covered the issues like profile of the participants; achievements level of objectives of the courses; relevance of the courses; level of knowledge, skill and attitude acquired; utilisation level of knowledge, skill and attitude at back home situation; utilisation areas of the courses, supports required for better utilisation; benefits obtained from utilising the training knowledge; factors influencing the utilisation of training knowledge, constraints faced by the respondents in utilising the training knowledge and development of standard evaluation format, etc.

Financial Report on Investment (ROI) assessment of training is a difficult task to do in absolute terms, because for this a number of aspects are to be taken into account, some of which are very difficult to quantify in precise financial terms. Investment - the cost - in training may be easier to identify, but the benefits - the return - are notoriously tricky to pin down. The value of training on improving morale, in reducing stress level, developing career etc. is very difficult to measure. Therefore, in this study, financial ROI assessment for the organisation was not possible. 'Notional indicators' like promotion, getting additional responsibility, transfer in key post/ position, valued by the office; increment, undertaken of project / activities in the respective organisation after back home etc. of the respondent participants were considered.

Altogether 97 participants from Bangladesh attended diverse training courses / seminars organised by AARDO in its different member countries including Bangladesh in Afro Asian region from 1994 to 2009. The areas, objectives, duration of these

courses / seminar varied from one to another. The participants were heterogeneous in terms of gender, age, education, position, job task, etc. However, most of the participants had at least masters' degree, which kept their level of understanding more or less similar. The study was confined among the participants of Bangladesh only; therefore, the findings might not reflect the situation of other countries. It is important to mention here that a number of participants were not available due to their retirement, death and some other unavoidable causes.

1.5 Justification of the Study

Human Resource Development is one of the main activities of AARDO in its member countries. The member countries also share the responsibility by bearing expenditure on training, boarding, lodging and local transportation. The utmost effort of AARDO and the member countries incurs huge investment in terms of finance, valuable time, etc. of the relevant personnel (both participants and management). The crucial thrust of this training was to build capacity of the suitable participants to address contemporary agriculture and rural development problems in their respective countries. Therefore, it was considered very pertinent to assess the effectiveness of these training courses at the back home situation for ensuring proper utilisation of resources.

Exploring impinging and entailing factors through this study would help immensely to make the training courses more effective in future. Identification of potentialities and drawbacks of the programme is expected to bring out in a credible manner the effectiveness of the training programmes in the work/ back home situation. It is highly expected that the outcomes of the study would be helpful to the AARDO for designing and organising the training for the personnel of its member countries in an effective manner. The standard format developed for evaluation of training/ workshop in this evaluation would open up the opportunities to evaluate programme in other member countries. Findings on the evaluation of training conducted by BARD with the assistance of AARDO would indicate the opportunities of using resources (expertise, venue) from the member countries for organizing courses / seminar in a cost effective manner.

1.6 Study Methods

The widely used three research designs are: exploratory, descriptive and experimental. In this evaluation study, the descriptive design was followed as it concentrated on in-depth analysis of data. The study was mainly based on primary source of data. Moreover, some secondary source of data was also used to supplement the primary data.

Locale of the Study: The participants of AARDO training / seminar in Bangladesh are working mainly in the rural development and agricultural sector. They are widely dispersed in different parts of the country. Therefore, a particular district or area was not fixed or quarantined for this study. The proposed evaluation was conducted in different areas of Bangladesh where the participants of the AARDO assisted training programme were working.

Respondents of the Study: AARDO imparted training/workshop/seminar in diversified areas under rural development, agriculture and social and gender development. The participants consisted of AARDO organised courses in different countries including Bangladesh. The respondents of this study were selected only from Bangladesh. The total number of participants from Bangladesh during the considered period was 97. The list of participants was finalized with the assistance of AARDO. Initially, the list of 97 participants was updated due to missing names and changed addresses. The researchers intended to conduct the study on all the participants of Bangladesh who attended the training programme in the selected study period. However, in reality, a total of 60 participants were found available as respondents due to transfer, retirement, and in few cases, death. This implies that about 62 per cent of the total number of participants was the respondents of this study.

Methods of Data Collection: Primary data were collected directly by the researchers interviewing the participants of the AARDO courses through a structured schedule. FGDs and case studies were also conducted with the respondents to understand the behavioral changes and results seen in the working environment.

The primary data (both quantitative and qualitative) were accumulated to achieve the objectives set in this evaluation study. Data were collected through a pre-coded and pre-tested structured interview schedule that was developed with balanced combination of both closed and open-ended questions. Respondents were interviewed directly through this schedule. In a few cases, the questionnaire was posted to the participants together with a stamped self-addressed envelope. Two reminders were also posted over a period of three months to the trainees who had not replied. Some questionnaires were also sent through e-mail wherever available. In these cases, researchers contacted them over telephone and collected the questionnaires when they had come from the field office to headquarters in Dhaka.

A number of case studies were conducted during the period of data collection. Four Focus Group Discussions (FGDs) with the respondents of Bangladesh Academy for Rural Development (BARD), Rural Development Academy (RDA), Bangladesh Rural Development Board (BRDB) and Directorate of Cooperatives and the line managers of these organisations were organised to supplement and validate the quantitative and qualitative information.

The questionnaire had four main parts –

- I. 'Personal details' of the respondents were collected for analysing their profile.
- II. 'Effectiveness of Programme' was studied with key questions on whether the objectives and contents of the training/ workshop on different areas of the rural development were met within the programme. The participants were asked to rate the degree of effectiveness of the programme using five point scale.
- III. 'Benefits derived and utilisation of the training programme' in the professional fields were evaluated with key questions regarding relevance of the programme contents, effectiveness of the methods and techniques for acquiring knowledge, skill and attitude and utilisation in the professional field for the development of the participant's organisation.

IV. Information on factors related to the utilisation of learning' in the back home situation was assessed through asking opinions of the respondents regarding their self-assessment; assistance required from the participants' organisations, AARDO and training organisations; and performing multiple regression analysis.

Data Processing and Analysis: Data were processed and analyzed through SPSS computer software. Outcomes or findings of the study were presented in the report in textual, tabular and graphical forms. Findings of FGDs and researchers' observations were also included in the analysis. In order to identify the contributing factors of utilisation of training/workshop knowledge along with the respondents' opinions, multiple regression analysis was performed.

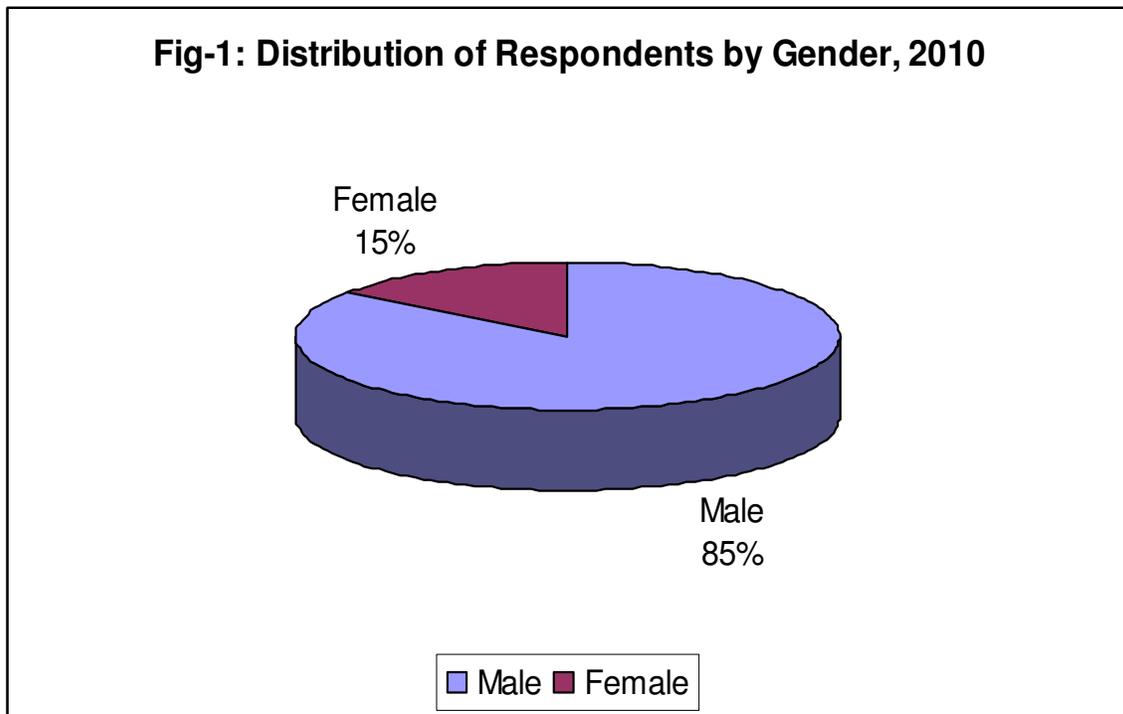
Implementation of the Study: The study was conducted by a study team comprising two members from BARD faculty. Most of the participants (respondents) possessed senior position and were occupied heavily in their respective organisations. Conducting interview and taking case history of these personnel required expertise in evaluation research. In these circumstances, the researchers themselves collected data, and processed and analyzed data using SPSS computer software. AARDO provided financial assistance to meet the cost of the study.

CHAPTER TWO

PROFILE OF THE RESPONDENTS

2.1 Age and Sex Distribution of the Respondents

In this section, attempt was made to assess the age distribution pattern of the participants by gender. Majority of the respondents were trained in the recent past. Generally, the rate of recall reduces with the passage time. As such, conducting evaluation within a shorter span of time after the actual training has been given, is more relevant. This confirmed the Kirkpatrick model that most of the respondents could recall their experiences during the interview.



It was found that the average age of the participants during the training was about 43 years for male and 37 years for female with an average of 42 years. This indicates that female participants were younger compared to male participants. Average age of the

participants during the period of data collection was higher about 7 years for male and 10 years for female compared to the age at training.

Table- 2.1: Age and Sex Distribution of the Respondents, 2010

Age Distribution	Male		Female		Total	
	At present	During training	At present	During training	At present	During training
25-34	3	6	1	4	4	10
35-44	6	19	5	3	11	22
45-54	26	24	1	2	27	26
55-64	14	2	2	0	15	1
65 and above	2	-	-	-	2	-
Total	51	51	9	9	60	60
Average age (years):	50.20	42.96	46.44	36.89	49.47	42.02

Highest number of participants belongs to the age group of 45-54 years both at present and during the training period. Out of the total number of participants, 85 per cent were male compared to 15 per cent female. This implies that fewer females were trained as compared to males. Detailed distribution of respondents by age and sex is given in Table-2.1.

2.2 Educational Qualification

The educational profile showed a very interesting insight across the country that, irrespective of gender, the majority (88%) of the participants were post-graduates. Only 12 per cent had bachelor and diploma degree. Out of the total number of participants, about 13 per cent had Ph.D. degree. This indicates that the level of education of the participants was appropriate for receiving and utilising the training.

Table-2.2: Educational Qualification of the Respondents, 2010

Educational Qualification	Male		Female		Total	
	At present	During training	At present	During training	At present	During training
Bachelor	3	4	2	2	5	6
Masters (In country)	37	37	7	7	44	44
Masters (Foreign)	1	1	0	0	1	1
Ph.D.	9	8	0	0	9	8
Others (Diploma Engineer)	1	1	0	0	1	1
Total:	51	51	9	9	60	60

Educational levels of female participants were lower compared to the male participants. Among the female participants none had Ph.D. degree.

2.3 Participating Organisations

Among the total number of respondents, majority came from BARD (29%) followed by RDA (25%). The respondents from both Rural Development and Cooperative Division (RDCCD) and Bangladesh Rural Development Board (BRDB) were equal in number (13%), while the respondents from the Directorate of Cooperatives were 15 per cent. The rest came from different cooperative societies. It is important to mention here that AARDO also organised courses/ seminar for field level personnel. This facilitates the opportunities for exchanging and sharing of learning from the front line manager. In this regard, participants of this level need to be selected properly.

Another very interesting fact emerged from the study that, nearly 76 per cent of those trained personnel retained in the same organisations. About 55 per cent respondents continued in the same position after receiving the training. This provides opportunities for utilisation of training if other condition is conducive.

Table-2.3: Participating Organisations in the Training/workshop/Seminar by Gender, 2010.

Organisation	Male		Female		Total	
	At present	During training	At present	During training	At present	During training
1. BARD	15	16	1	2	16	18
2. BRDB	06	07	1	1	7	08
3. RDA	14	14	1	1	15	15
4. Cooperatives Department	7	07	2	2	9	09
5. RDCD	-	05	-	3	-	08
6. Different Ministries	5	-	2	-	7	-
7. Others (LGED, Comilla University, CIRDA, Comilla Cooperative Karkhana)	4	02	2	-	6	02
Total:	51	51	9	9	60	60

It was found that the retired trained personnel were also working in different sectors during the study period i.e. private universities and other organisations. Almost all of them mentioned that they had been using the knowledge and skill received from the training/ workshop/seminar in their present work.

2.4 Duration and Nature of Service

Tables-2.4 and 2.5 mentioned the duration and the nature of the service of the respondents respectively. Table 2.4 implies that the majority of the participants were trained having service experiences of 16 years or more in the rural development sector. During the training, 97 per cent respondents were working in these organisations and in the Ministry; the rests were working in the cooperative societies. Majority (85%) were found continuing their jobs in these organisations. During the survey, out of eight respondents from the RDCD, seven were found working in different Ministries, while one retired.

Table-2.4: Duration of Service of the Respondents by Gender, 2010

Duration of Service	Male		Female		Total	
	At present	During training	At present	During training	At present	During training
Less than 5	-	4	-	1	-	5
6-14	9	16	1	5	10	21
15-24	16	23	4	2	20	25
25-34	23	8	2	1	23	7
35 and above	3		2	-	5	
Total	51	51	9	9	60	60
Average	23.02	16.38	23.11	15.11	23.03	16.18

However, the participants reverently said they were benefited through the participation of AARDO courses and using the knowledge and skill in the present position as and when possible.

Table-2.5: Nature of Service of the Respondents, 2010

Duration of Service	Male		Female		Total	
	At present	During training	At present	During training	At present	During training
Administrative	6	7	2	4	8	11
Academic	34	31	2	2	36	33
Development	11	13	5	3	16	16
Total:	51	51	9	9	60	60

It was revealed that the majority of the respondents belong to academic sector of the rural development followed by development sector. Only a few belong to administrative sector. The nature of services of the respondents in their present positions was found to have changed. Major reasons for this change were posting from one section /ministry to another section/ ministry, posting in higher position and retirement of the respondents.

2.5 Types of Courses Attended by the Respondents

Fig-2 shows that, the majority (70%) of the respondents participated in training, while 23 per cent participated in training workshop. Only seven per cent attended seminar.

Fig-2: Percentage of Courses Attended by the Respondents, 2010

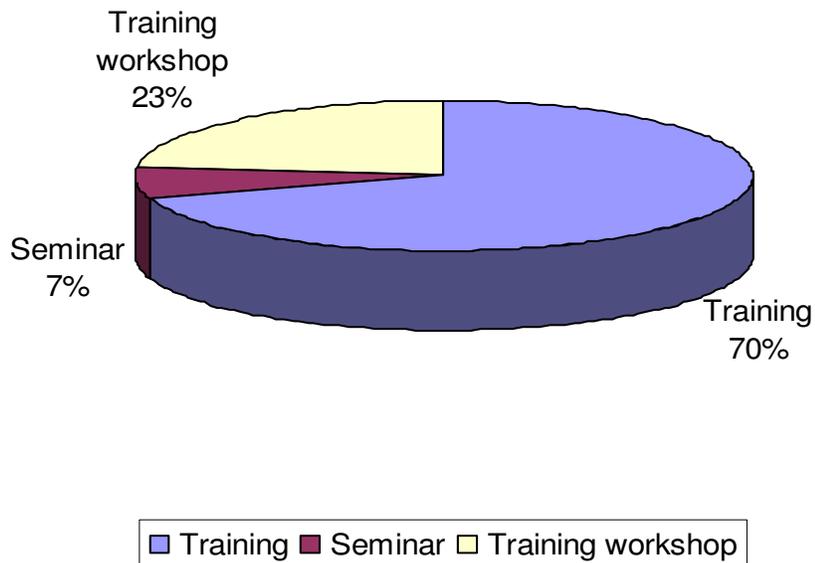
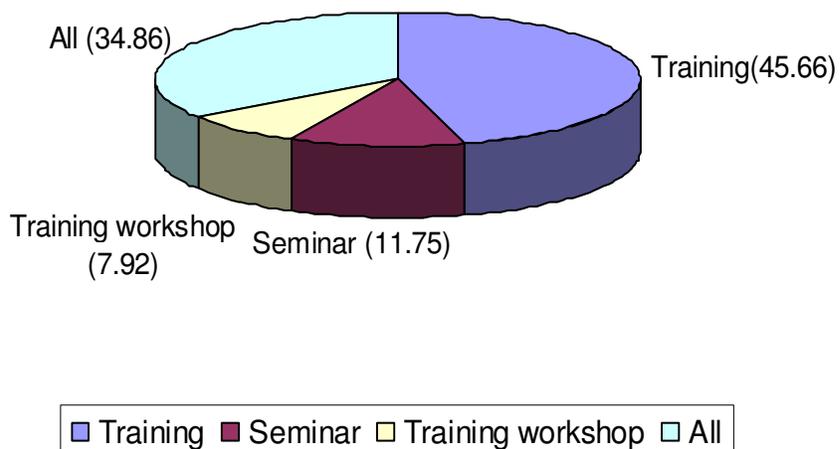


Fig-3: Average Duration of Courses in Days, 2010



The duration of the training courses ranged from six days to 75 days with an average of about 46 days, while the duration of seminar and training workshop ranged from three

to ten days with an average of about 12 days and five to 21 days with an average of about eight days respectively (Fig-3).

2.6 Types of Courses Organised by Countries

AARDO organised training/workshop/seminar for the officials working in the rural development sector of its member countries. These training/ workshop were organised by different training institutes of the member countries. Table-2.6 demonstrates the types of courses organised by different member countries of AARDO since 1994 for the respondents of the study.

Table-2.6: Types of Course Organised by Name of Countries, 2010

Name of Countries	Types of Course			Total
	Training	Seminar	Training workshop	
1. Bangladesh	-	0	2	2
2. China	05	0	1	6
3. Egypt	20	1	1	22
4. Ghana	-	0	1	1
5. India	02	0	2	4
6. Japan	-	2	2	4
7. Jordan	0	1	0	1
8. R.O South Korea	07	0	0	07
9. Malaysia	5	0	3	8
10. Oman	0	0	1	1
11. Philippines	1	0	0	1
12. Taiwan	1	0	0	1
Total	41	4	13	58

The above Table shows that the respondents of the study participated in 58 training programmes. These training programmes were organised in 12 countries of different continents. Highest number of courses was organised in Asia (57%) followed by Africa (41). Only two per cent courses were organised by the countries that belong to Middle East of Asia. Egypt organised highest number of the training programmes (22) followed by Malaysia (8), R.O South Korea (07) and China (06). India and Japan each organised four courses, while other countries organised 1-3 courses only. This finding reveals that

a number of Post Training Utilisation studies, both institute specific and country specific, need to be conducted to get the feedback about the courses participated by the personnel of countries other than Bangladesh.

CHAPTER THREE

LEARNING FROM THE COURSES

Learning is the process of acquiring existing knowledge, skill and attitude. It can be acquired through study, training, practical experience, practice, association with different stakeholders, etc. Evaluation of learning measures mainly the changes in knowledge, skill and attitude of the trainees. AARDO as the sponsoring organisation took quick feedback at the end of every programme on important areas of learning and obtained score of more than 85 per cent, which reflected very good performance of training activities. In this chapter, attempt has been made to assess more comprehensively the achievement level of objectives, relevance of the course contents, level of knowledge and skill acquired and attitude changed due to the participation of the Bangladeshi participants in different training courses of AARDO in different countries.

3.1 Level of Success of Achieving the Objectives of the Courses

Objectives of the courses vary from course to course. It was hard to assess the achievement level of the individual objectives of each of the courses as the respondents altogether attended a large number of courses. Moreover, it was difficult for most of the participants to mention the achievement level of the specific objectives of an individual course that was attended a long time ago. Therefore, attempt was made to assess the overall success of achievement of the objectives of the training course. In this regard, a five-point scale was used for measuring the level of success of achieving the objectives of the training courses. The level of success of achieving the objectives of the courses was classified into five categories, namely exceptionally successful, highly successful, moderately successful, little successful and not so successful and scored as 5, 4, 3, 2 and 1 respectively. Achievement level of success of objectives of the training courses is presented in Table-3.1.

About one-fifth of the total respondents mentioned that the objectives of the courses were exceptionally successful, while nearly two-thirds mentioned highly successful. A composite score estimated based on the five–point scale revealed that the overall achievement level of the success of the training courses was about 81 per cent with a little higher achievement of the females compared to the males.

Table- 3.1: Level of Success of Achieving the Objectives by Nature of Service and Gender, 2010

Nature of service	Exceptionally successful (5)	Highly successful (4)	Moderately successful (3)	Little successful (2)	Not so successful (1)	Total	Composite score (%)
A. Male							
Administrative	2	5	-	-	-	7	85.71
Academic	7	18	6	-	-	31	80.65
Development	2	9	2	-	-	13	80.00
Sub-total (A):	11	32	8	-	-	51	81.18
B. Female							
Administrative	-	3	-	-	-	3	80.00
Academic	1	2	-	-	-	3	86.66
Development		3	-	-	-	3	80.00
Sub-total (B):	1	8	-	-	-	9	82.22
Both (A+B)							
Administrative	2	8	-	-	-	10	84.00
Academic	8	20	6	-	-	34	81.18
Development	2	12	2	-	-	16	80.00
Grand-total (A+B):	12	40	8	-	-	60	81.33

A composite score was calculated by each of the nature of services to assess the variation of achievement of success of objectives among the different nature of services. The nature of services was classified into three categories – administrative, academic and development. It was found that the achievement level of objectives of the training courses was highest for the respondents involved in administrative service followed by academic and development respectively. In case of gender disaggregated data, achievement level of objectives was highest in administrative service for male compared to female. On the contrary, this level was highest among the female for

academic service. Opinions of the respondents regarding the reasons of success of achieving the objectives of the courses are mentioned in Table-3.2.

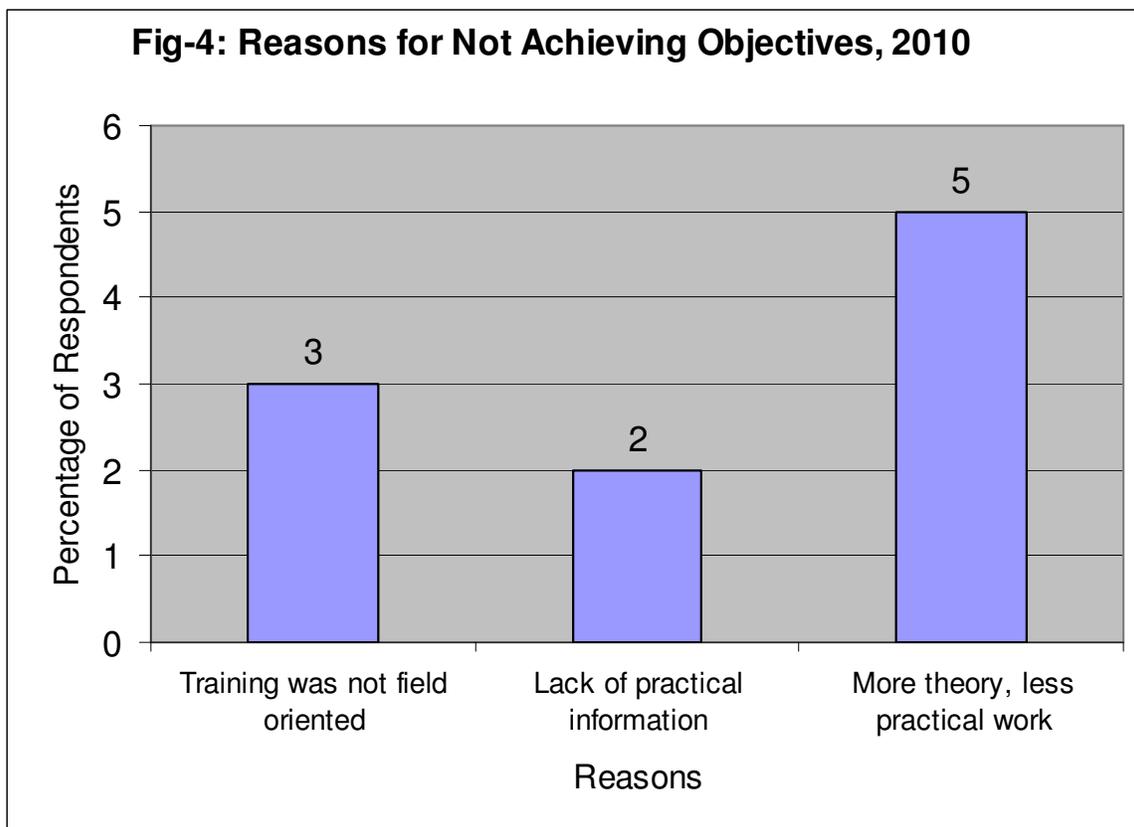
Maximum number of respondents mentioned that sharing of experiences on rural development approaches of different countries and institutes was the most important factor of success of achieving the objectives of the courses.

Table-3.2: Reasons of Success of Achieving the Objectives of the Courses, 2010

Reasons of success	Number of responses	Percentage of respondents
1. Sharing of experiences on rural development approaches of different countries and institutes	31	52
2. Increased understanding about the opportunities and challenges	10	17
3. Relevance of training contents with the professional field	9	15
4. Inclusion of modern concept and technologies in the course	9	15
5. Practical experiences through field visits	7	12
6. Deliberation of sessions by the highly qualified resource persons	6	10
7. Relevance of contents with the course objectives	4	7
8. Preparation of action plan through group exercise and presentation	4	7
9. Learning through interaction among the participants	4	7
10. Use of participatory methods	4	7
11. Combination of theoretical and practical deliberation	3	5
12. Live observation at field level	3	5
13. Good quality of paper presentation and discussion	3	5
14. Development of knowledge on food security	2	3

Understanding about the opportunities and challenges in the concerned field was scored as the second important reason. Achievement level of objectives of the training courses was also related with the relevance of the professional field of the respondents. In this regard, appropriate selection of respondents plays an important role. Inclusion of modern concept and technologies in the training curriculum creates interest in the participants about the course that helped in achieving the objectives of the courses.

Observation of field level activities through field visits also helped in achieving the objectives. Some other important reasons were: (a) delivery of sessions by the efficient and experienced resource persons, (b) relevance of the contents with the course objectives, (c) preparation of action plan for future implementation and (d) interaction among the participants and resource persons, which could be achieved through adopting participatory approach of training and organising informal events, case study presentation, creating environment for in-depth discussion, etc. Respondents, who could not achieve the objectives of the courses satisfactorily, were also asked to mention their reasons. Only two to five per cent respondents mentioned these reasons.



These were mainly: training was not field oriented; there was a lack of practical information and the course contents were more theoretical. These opinions were also related with the professional fields and background of the participants. Therefore, selection of relevant participants for the course is one of the most important factors of achieving the objectives of the training course.

3.2 Degree of Relevance of Course Contents

Relevance of course contents with the professional field is very much important to utilise the course contents as well as to achieve the course objectives. If the course contents are not relevant to the professional field of the participants, there is no likelihood of utilisation of the knowledge acquired from the course. In this section, attempt has been made to analyse the relevance of the course contents to the professional activities of the respondents. In this regard, all the respondents were asked to express their opinions about the degree of relevance of the course to their job situation into five-point scale. These were – very high, high, moderate, little and not so, and scored as 5, 4, 3, 2 and 1 respectively.

Table-3.4: Degree of Relevance of Course Contents According to Nature of Service and Gender, 2010

Nature of service	Very high (5)	High (4)	Moderate (3)	Little (2)	Not so (1)	Total	Composite score (%)
A. Male							
Administrative	4	1	2			7	85.71
Academic	13	14	4			31	85.81
Development	3	6	4			13	78.46
Sub-total (A):	20	21	10			51	83.92
B. Female							
Administrative	0	3	-			3	80.00
Academic	2	1	-			3	93.33
Development	1	2	-			3	86.66
Sub-total (B):	3	6	-			9	86.66
Both (A+B)							
Administrative	4	4	2			10	84.00
Academic	15	15	4			34	86.47
Development	4	8	4			16	80.00
Grand-total (A+B):	23	27	10			60	84.33

The overall composite score implies that the AARDO courses participated by the Bangladeshi participants were about 84 per cent relevant to their job situation. This implies that overall relevance of the courses to the job situation was high. Out of the total number of respondents, about 38 per cent mentioned very high relevance of the

course contents to their job situation, 44 per cent mentioned high relevance and the rest 17 per cent mentioned moderate relevance. Among the three different nature of services, participants, those who were involved in academic institutes, had highest relevance. These were followed by administrative and development nature of services. According to the opinion of the female respondents, degree of relevance of the course contents was a bit higher for them than that of males. The female respondents, those who were involved in academic service, scored highest level of relevance. Some of the important reasons of relevance of course contents are discussed below:

Table-3.5: Reasons of Relevance of the Course Contents to the Respondents' Job Situation, 2010

Reasons of relevance	Number of responses	Percentage of respondents
1. Course contents were relevant to the training objectives	28	47
2. Contents were relevant to the professional/ academic discipline	26	43
3. Field experiences were included in the course	8	13
4. Followed participatory approach	4	7
5. Lecture and discussions were relevant to the course contents	4	7
6. Contents were contemporary	3	5
7. Developed leadership capacity	3	5

About 47 per cent of the respondents mentioned that relevance of the course contents depended on its relevance to the training objectives. Second highest number of participants mentioned that it was related with the participants' professional or academic background. Inclusion of field level experiences in the course added value and participants found the course more relevant. Participatory approach helped in dissemination of knowledge among the participants. Some other factors that made the course contents more relevant were: relevance of lecture and

discussion with the course contents, inclusion of contemporary contents on the concerned subject and building leadership capacity.

Out of the total respondents, only 10 per cent mentioned that the course contents were not very much related with their job situation because contents of training were not adequate and had little scope for implementation in their job situation. This implies that 90 per cent of the respondents were happy about the course contents. Therefore, it further establishes the importance of giving emphasis on the professional background in the course contents and objectives for selection of appropriate participants.

3.3 Level of Knowledge and Skill Acquired and Attitude Changed of the Respondents

Knowledge means practical or theoretical understanding of a subject, while skill is a person's ability to do something well. Attitude of a person can be defined as the articulated values and perceptions that are demonstrated through his/her behaviour (Alam, 2010). In this section, attempt has been made to assess the level of knowledge and skill acquired and attitude changed of the respondents due to the participation in AARDO courses. Acquired level of knowledge, skill and attitude was measured in a five-point scale. These five points were very high, high, moderate, little and not so. For quantification purpose, score 5 was assigned for very high, 4 for high, 3 for moderate, 2 for little and 1 for not so. A composite score in percentage was also calculated to measure the level of knowledge and skill acquired and attitude changed of the respondents.

The overall composite score implies that the level of knowledge acquired by the respondents was highly satisfactory (82%). About 58 per cent respondents acquired high level of knowledge from the training courses sponsored by AARDO. This was followed by very high level by 25 per cent and moderate by 17 per cent respondents.

Table-3.6: Level of Knowledge and Skill Acquired and Attitude Changed from the Training Course by Gender, 2010

Level and gender	Level of knowledge and skill acquired and attitude changed					Total	Composite score (%)
	Very high (5)	High (4)	Moderate (3)	Little (2)	Not so (1)		
A. Male							
Knowledge acquired	13	29	9			51	81.57
Skill developed	8	25	16	2		51	75.29
Attitude changed	12	21	16	2		51	76.86
B. Female							
Knowledge acquired	2	6	1			9	82.22
Skill developed	2	5	2	-		9	80.00
Attitude changed	2	2	3	2		9	68.88
C. Both (A+B)							
Knowledge acquired	15	35	10			60	81.67
Skill developed	10	30	18	2		60	76.00
Attitude changed	14	23	19	4		60	75.67

A comparison between male and female implies that female respondents acquired slightly higher knowledge than male. Opinions of the respondents regarding the reasons for change of knowledge from the courses are mentioned in Table-3.7.

Table-3.7: Reasons for Change of Knowledge, 2010

Reasons	Number of responses	Percentage of respondents
1. Increased knowledge through sharing of ideas among the participants	10	17
2. Learned about new technologies of different countries	9	15
3. Acquired practical knowledge	9	15
4. Acquired experiences of different programmes	7	12
5. Acquired some additional information	7	12
6. Learned about modern development concept	4	7
7. Acquired knowledge from different research fields	4	7
8. Lectures were delivered based on field experiences	3	5
9. Easily communicable methods were used in the course	2	3
10. Contents were very much relevant	1	2

Highest number of respondents mentioned that their knowledge increased through sharing of ideas among the participants. Presentation of country papers, group exercises, get together, field visits, informal discussion, etc. helped the sharing of knowledge and experiences of different programmes among the participants. Participants learned about new technologies of different countries and acquired practical knowledge through the participation in training courses. This added more knowledge to the participants. They learned modern development concept and acquired knowledge from different research fields. Some other reasons of acquiring knowledge from the training courses mentioned by the respondents were deliberation of lectures based on field observations, use of easily communicable methods and relevance of the course contents to the participants' professional background.

Only one person opined that due to lack of relevance of the course contents to his professional background, he acquired little knowledge from the course.

Overall development level of skill of the respondents from the courses was about 76 per cent, which was lower than the level of knowledge acquired. Similar trend was also observed for gender disaggregated data. Opinions of the respondents regarding the reasons for change of skill are presented in Table-3.8.

Table-3.8: Reasons for Change of Skill of the Respondents, 2010

Reasons	Number of responses	Percentage of respondents
1. Learned modern techniques	14	24
2. Acquired field level experiences through demonstration	13	22
3. Used effective training methods	5	9
4. Group discussion increased level of skill	4	7
5. Observed transitional process from very poor to current rich	3	5
6. Most of the contents were relevant	3	5
7. Learned from paper presentation	3	5
8. Training course was practical oriented	2	3

Table-3.9: Reasons for not Changing Skill of the Respondents, 2010

Reasons	Number of responses	Percentage of respondents
1. Duration of the course was not enough	2	3
2. Lack of scope for application	2	3
3. Topics were too many	1	2
4. Training course was less practical oriented	1	2

Learning modern techniques and acquiring field level experiences through field demonstration contributed much to changing skill of the respondents. Use of effective training methods, group discussion among the participants, practical observation of transitional process, relevance of the course contents, country paper presentation, etc also helped in changing the level of skill of the respondents.

According to the opinions of the very few respondents, reasons for not changing the skill of the respondents up to the mark were: inadequate duration of the course, lack of scope for application, inclusion of too many topics in the course and less practical nature of course.

In order to assess the level of attitude changed from the courses, the respondents were asked about the enhancement of their willingness to utilise acquired knowledge and skill. The composite score implies that the level of attitude changed from the courses

regarding the willingness of utilisation of the knowledge and skill acquired from the courses was about 76 per cent. This level was about eight percentage points higher for male than that of female. Important reasons of changing attitude are mentioned in Table – 3.10.

Table-3.10: Reasons for Changing Attitude of the Respondents, 2010

Reasons	Number of responses	Percentage of respondents
1. Increased professional knowledge	14	23
2. There is scope for utilisation of training knowledge in Bangladesh	14	23
3. Acquiring new ideas/knowledge	13	22
4. Training facilities were nice	4	7
5. Encouraged through workshop presentation	3	5
6. Encouraged through effective group discussion	3	5

According to the opinions of the respondents, increased professional knowledge, having scope for utilisation of acquired knowledge and level of new knowledge acquisition contributed much to changing the attitude of the respondents. The respondents were encouraged to utilise acquired knowledge through workshop presentation and effective group discussion.

Only two respondents opined that limited scope of application of training knowledge caused little change in attitude.

3.4 Effectiveness of Different Events, Methods and Materials

Effectiveness of a training programme depends on the performance of different factors. Therefore, it is the combined result of the performance of individual factors of a training/workshop programme. In this section, attempt has been made to assess the opinions of the respondents regarding the level of effectiveness of overall training/workshop programme, presented papers in the course, country papers, training methods and materials used, group exercises, field visits, exchange of ideas among the participants and resource persons and training management. In order to measure the

level of effectiveness of different events of the course, a five-point scale was used. The points were exceptionally effective, highly effective, moderately effective, little effective and not so effective and scored as 5, 4, 3, 2 and 1 respectively. To measure the overall effectiveness of different events of the training/workshop programme, a composite score in percentage was calculated based on weighted average. Levels of effectiveness of different events of the AARDO sponsored courses are presented in Table-3.11.

Table-3.11: Effectiveness of the Different Events of the Training Programme, 2010

Different events of the training programme	Degree of Effectiveness					Total	Composite score (%)
	Exceptionally effective (5)	Highly effective (4)	Moderately effective (3)	Little effective (2)	Not so effective (1)		
1. Overall training/workshop programme	15(25.0)	39 (65.0)	6 (10.0)	-	-	60 (100)	83.00
2. Lecture/presentation of papers	15 (25.0)	33(55.0)	12(20.0)	-	-	60 (100)	81.00
3. Presentation of country papers	12 (20.0)	35 (58.3)	12 (20.0)	1(1.7)	-	60 (100)	79.33
4. Training methods and aids	12 (20.0)	29 (48.3)	17 (28.3)	1 (1.7)	1 (1.7)	60 (100)	76.67
5. Training materials	14 (23.3)	29 (48.3)	16 (26.7)	-	1 (1.7)	60 (100)	78.33
6. Group exercise	19 (31.7)	17 (28.3)	18 (30.0)	4 (6.7)	2(3.3)	60 (100)	75.67
7. Field visits	32 (53.3)	24 (40.0)	3 (5.0)	1(1.7)	-	60 (100)	89.00
8. Exchange of ideas among the participants	16(27.7)	29 (48.3)	13 (21.7)	2(3.33)	-	60 (100)	79.67
9. Exchange of ideas between resource persons and participants	13 (21.67)	28 (46.7)	16 (26.7)	1(1.7)	-	60 (100)	75.33
10. Training management	25 (41.67)	24 (40.00)	11 (18.33)	-	-	60 (100)	84.67

The estimated composite scores imply that the effectiveness of different events of the courses ranged from 75 per cent for exchange of ideas between resource persons and participants to 89 per cent for field visits. But in practice, exchange of ideas between resource persons and participants is very important to make the course effective. In this regard, in each session more time may be allocated for discussions between resource persons and participants, more participatory approach of training may be used; field demonstration and informal events for the participants and resource persons may be organised as a part of the course. Among other events of the course, training management, overall training programme/workshop and presentation of papers were relatively more effective and obtained more than 80 per cent score. Relatively less effective events of the course were exchange of ideas among the participants, training methods and aids, group exercise and training materials. These events obtained score about 76 to 79 per cent. In a few courses, group exercise was not included. But respondents suggested including more group exercise to make the course more effective.

Respondents were also asked to give their opinions regarding the reasons of effectiveness of different events of the course. In case of effectiveness of overall training/workshop programme the respondents mentioned that delivering new knowledge and experience to the participants, efficient management and practical demonstration were the important factors. Language problem of the participants and theoretical nature of course were opined as the negative factors of the course. Effectiveness of presentation of papers was related with the presentation of new information, quality of resource person, standard of presentation and papers. Presentation of country papers helped sharing knowledge of different countries, provided latest information and research findings among the participants. Effectiveness of the course was also related with the use of effective methods including participatory methods, class room facilities, field visits and visualization of presentations. In case of training materials, respondents opined that circulated handout was rich, latest and available training materials were supplied in the course. Respondents identified that group discussion was very much effective. It created scope of participation in the

course, but in some cases, it was not adequate. Preparation of action plan during the course was very much effective for utilisation of the training knowledge. Frequent exchange of ideas among the participants, conducting sessions with questions and answers, friendly behaviour of the resource persons, cooperation of course management, food and lodging, amount of training allowance were also identified as the important factors of effectiveness of the course. Detailed frequency distribution of reasons of effectiveness of different events of the course is included in Appendix-I.

CHAPTER FOUR

UTILISATION LEVEL OF KNOWLEDGE, SKILL AND ATTITUDE

Achievement of results of a training programme depends on its appropriate utilisation. If the acquired knowledge from a training programme is under utilised, expected results will not be achieved and investment on training will not be justifiable. Therefore, it is very much important to get the feedback about the utilisation of acquired knowledge, skill and attitude from the training course. This chapter assessed the degree of utilisation of knowledge, skill and attitude acquired from the training/workshop sponsored by AARDO. Moreover, supports required for better utilisation of learning were also analysed in this chapter.

4.1 Degree of Utilisation of Knowledge, Skill and Attitude by Gender

It is important to note that all the respondents of the study utilised their knowledge, skill and attitude acquired from the training/workshop to a certain degree either directly or indirectly. However, the degree of utilisation varied from person to person. Therefore, only the number and percentage of respondents who utilised training/workshop knowledge, skill and attitude do not provide clear idea about the degree of utilisation, because some of the respondents may utilise it very little, some may utilise moderately, some high and some very high. In this regard, a five-point scale was used for measuring the degree of utilisation of training/workshop knowledge, skill and attitude by the respondents after going back to their professional field. The degree of utilisation of training/workshop knowledge, skill and attitude was classified into five categories, namely very high, high, moderate, little and not so and scored as 5, 4, 3, 2 and 1 respectively. As the number of courses and topics were too many, utilisation level of knowledge, skill and attitude was not analysed by individual courses. Combined results on degree of utilisation of training/workshop knowledge, skill and attitude by gender are presented in Table-4.1.

Table-4.1: Degree of Utilisation of Knowledge, Skill and Attitude by Gender,2010

Knowledge, skill and attitude by gender	Degree of utilisation of knowledge, skill and attitude					Total	Composite score (%)
	Very high (5)	High (4)	Moderate (3)	Little (2)	Not so (1)		
A. Male							
Knowledge	13	16	17	4	1	51	74.12
Skill	11	11	23	5	1	51	70.20
Attitude	15	15	14	7	-	51	74.90
B. Female							
Knowledge	3	6				9	86.67
Skill	2	7	-	-	-	9	84.44
Attitude	2	3	4	-	-	9	75.56
C. Both (A+B)							
Knowledge	16	22	17	4	1	60	76.00
Skill	13	18	23	5	1	60	72.33
Attitude	17	18	18	7	0	60	75.00

According to the composite score, estimated based on the opinions of the respondents, degrees of utilisation of training/workshop knowledge, skill and attitude were about 76, 72 and 75 per cent respectively. This implies that about three-fourths of the training/workshop knowledge, skill and attitude acquired by the respondents were utilised in practical situation either directly or indirectly. About 63 per cent of the total respondents utilised their knowledge at very high and high levels. The rest 37 per cent utilised at moderate, little and not so levels. It was 52 per cent for skill and 58 per cent for attitude at very high and high levels. This implies that investment of AARDO on training/ workshop was effective. Utilisation level of skill was a bit lower than that of knowledge and attitude. One of the reasons was that, a few respondents had lack of scope for direct application of skill acquired from the courses. It is important to note that the degrees of utilisation of training/workshop knowledge, skill and attitude were higher for female compared to male. They were more sincere to utilise their acquired knowledge, skill and attitude in job situation. Opinions of the respondents regarding the reasons of utilisation of training/workshop knowledge, skill and attitude with their frequency distribution are presented in Table - 4.2, 4.3 and 4.4 respectively.

Table - 4.2: Reasons for Utilisation of Knowledge, 2010

Reasons	Number of responses	Percentage of respondents
1. Availability of scope for utilisation in the professional field	25	42
2. Acquiring effective knowledge	6	10
3. Acquiring new knowledge	5	8
4. Observing field demonstration	2	3
5. Preparation of report in the training course	2	3

Table - 4.3: Reasons for Utilisation of Skill, 2010

Reasons	Number of responses	Percentage of respondents
1. Effective in professional work	21	35
2. Improved skill moderately	14	23
3. Practical learning through direct interaction with the farmers	5	8
4. Availability of scope for utilisation	1	2

Table - 4.4: Reasons for Utilisation of Attitude, 2010

Reasons	Number of responses	Percentage of respondents
1. Availability of scope in the professional field inspired the utilisation of training knowledge	25	42
2. Introduction of latest technology in the course inspired	7	12
3. Having opportunity to use workshop knowledge in writing papers	2	3
4. Lack of scope for application	2	3

According to the opinions of the respondents, the most important reason for better utilisation of training/workshop knowledge was availability of its scope in the professional field. It was also related with the effectiveness of acquired knowledge and new knowledge. Observation of field demonstration and preparation of reports helped the respondents to utilise their knowledge.

The limited contents of the course and lack of scope for application were negatively related with the utilisation of training knowledge – a few opined.

Utilisation of skill was mostly depending on the level of effectiveness of acquired skill in the professional work and level of skill improved through the course. Direct interaction

with the farmers during the courses and having scope for utilisation of skill also helped utilisation of skill. A few among the respondents utilised their skill while preparing project proposals on such issues on one house one farm, agricultural insurance, rural life plan and Burichang Integrated Rural Development.

Utilisation scope of training/workshop knowledge is very important for changing the attitude of the participants. This increases willingness of the participants to utilise their training/workshop knowledge. Availability of scope of utilisation, observing new technologies through the participation in the training/workshop, having opportunity to use workshop knowledge for writing papers positively changed the participants' attitude and helped its utilisation.

4.2 Important Utilisation Areas of Courses

In order to design the future workshop and training courses, it is very much important to get the feedback about its utilisation areas. In this regard, all the respondents were asked about the utilisation areas. They identified 16 utilisation areas of their training/workshop knowledge. The multiple responses of the respondents on utilisation areas are given in Table- 4.5.

Table-4.5: Important Utilisation Areas of Training/Workshop Knowledge in Professional Field, 2010

Utilisation areas	Number of responses	Percentage of respondents
1. Adopting sustainable technologies in rural areas	21	35
2. Sharing experiences in relevant training classes	14	23
3. Project planning and implementation	13	22
4. Conducting research and action research	13	22
5. Project monitoring and evaluation	11	18
6. Preparing gender responsive budget	9	15
7. Developing project proposal	9	15
8. Conducting research and action research	9	15
9. Dissemination of training knowledge among the agriculture officers, cooperators and farmers through open discussion and field visits	9	15
10. Agro-marketing of the products	3	5
11. Livestock and poultry management	3	5
12. Professional development of the GO/NGO personnel working in the agricultural extension	2	3
13. Ground water management for agricultural development	3	5
14. Artificial insemination of livestock	1	2
15. Prevention and control of diseases of animal and birds	1	2
16. Prevention and control of rice disease and pest	1	2

It was found that the respondents utilised the acquired training/workshop knowledge in diversified areas. Highest number of respondents utilised their acquired training/workshop knowledge in adoption of sustainable technology in rural areas of Bangladesh. Nearly one-fourth of the total respondents shared their experiences among the relevant stakeholders in the training classes. In addition to training, respondents also used their acquired knowledge in conducting research and action research. In this regard, academic institutes like Bangladesh Academy for Rural Development (BARD) and Rural Development Academy (RDA) made a significant contribution. Some of respondents used this knowledge in modern rice production training courses and in conducting agro-based research. A sizeable number of respondents also used their acquired knowledge in project planning, implementation, monitoring and evaluation. Respondents also used their acquired knowledge through disseminating it to other relevant stakeholders. Other important areas of utilisation of acquired knowledge were agro-marketing, livestock and poultry management, ground water management

including watershed improvement, others agricultural development, artificial insemination, control of diseases of rice, animal and birds, and pest.

4.3 Opinions of the Respondents Regarding the Better Utilisation of the Courses

In order to ensure the better utilisation of the courses, respondents were asked to suggest possible measures. Accordingly respondents expressed their opinions during the interview through a structured questionnaire. They provided different types of opinions. These are presented in Table-4.6.

Table-4.6: Opinion of the Respondents Regarding Measures for Better Utilisation of Training/ Workshop, 2010

Suggested measures	Frequency of responses	Percentage of respondents
1. Implementation of similar training course by the participating organisations	13	22
2. Providing fund for training and research activities	11	18
3. Improvement of training methods	9	15
4. Follow up of the participants after training/workshop	8	13
5. Selection of appropriate trainees	8	13
6. Implementation of similar project by the participating organisations	7	12
7. Initiation of joint research	6	10
8. Inclusion of practical demonstration in the course	6	10
9. Preparation of action plan for implementation	5	8
10. Adoption of best practices of poverty alleviation programme	5	8
11. Organising more field visits	4	7
12. Conducting PTU study for feedback	2	3
13. Increasing course duration	2	3
14. Government initiatives	2	3

The above table implies that the highest number of respondents opined that after completion of the training/workshop participating organisations need to implement the similar type of training course and project. To implement this type of project by the participating organisations, financial support would be required. In this regard, sponsoring organisation may keep some funding provision for the participating organisations to implement training, project and research activities in the relevant areas. On the other hand, joint activities with the participating organisations may be initiated. Moreover,

training methods should be improved and after completion of the training courses, a follow-up mechanism should be established. Utilisation of training knowledge also depends on relevance of the course with the participants' profession. Therefore, selection of appropriate participants is one of the important factors related to the utilisation of training/workshop knowledge. Some other suggested measures for better utilisation of the training/workshop knowledge in the practical situation were inclusion of practical demonstration in the course, preparation of action plan by the participants, provision of more field visits, conducting post training utilisation study and allocation of sufficient time for the course. Lastly, according to the opinion of the respondents for proper utilisation of the training/workshop knowledge, support of the concerned organisation or government is required.

4.4 Supports Required for Better Utilisation of the Learning from the Respective Organisations

Availability of support and services in working environment is one of the important factors of utilisation of learning of the training courses. In this regard, respondents were asked about the support and services required from their own organisations, AARDO and from the concerned training institute to utilise their learning in job situation. Detailed opinions of the respondents are presented in Table-4.7, 4.8 and 4.9.

Table-4.7: Opinions of the Respondents Regarding the Supports Required from the Organisation for Better Utilisation of the Courses, 2010

Supports Required from the Organisation	Number of responses	Percentage of respondents
1. Sufficient fund for initiating project	20	33
2. Providing more freedom in job situation	20	33
3. Creation of scope for utilisation of training knowledge	17	28
4. Arrangement of training/workshop on the concerned subject	14	23
5. Posting at the right place after training	13	22
6. Providing logistic support	6	10
7. Favourable government policies	6	10
8. Cooperation of senior person of the Organisation	5	8
9. Organisational commitment	4	7
10. Capacity building of trainers	3	5
11. Selection of more qualified persons for training	1	2

Highest number of respondents opined that in order to utilise the learning in their job situation, they needed sufficient fund from their own organisations for initiating project in the relevant field and they also needed more freedom in their job situation. But in reality, most of the organisations do not have sufficient fund. Freedom in job situation will help initiate project from their own initiatives. Concerned organisation can take initiative to create scope for utilisation of training knowledge. Moreover, participating organisations can design and impart training on the concerned subject. To ensure the utilisation of training knowledge in job situation, organisation may arrange posting of the trained participants in the relevant field. Some other supports required from the organisations were logistic supports, favorable government policies, cooperation of senior persons, organisational commitment and capacity of the participants.

Table-4.8: Supports Required from AARDO for Better Utilisation of the Courses, 2010

Supports Required from AARDO	Number of responses	Percentage of respondents
1. Organise refresher training/workshop in every year	22	37
2. Provide financial assistance for utilising training knowledge	9	15
3. Organise training/workshop in all the AARDO member countries	8	13
4. Select more relevant trainees	7	12
5. Provide fund for conducting research and action research through AARDO members countries	6	10
6. Increase training allowance for the participants	6	10
7. Introduce proper monitoring and evaluation of the training courses	6	10
8. Introduce feedback and follow up system	5	8
9. Assist designing and implementing training courses by the participating organisations	4	7
10. Arrange internship programme for AARDO fellows in different countries	4	7
11. AARDO may select trainees directly	3	5
12. Arrange study visits in AARDO members countries	3	5
13. Develop follow up action plan	3	5
14. Develop capacity of the trainers	2	3
15. Improve food and lodging quality	2	3
16. Organise training course for the political leaders	1	2
17. Organise alumni association	1	2

As sponsoring agency, AARDO can play an important role for proper utilisation of training knowledge. Respondents suggested 17 measures for AARDO to ensure better utilisation

of the training. More than one-third of the total respondents suggested organising the refresher programme with the previous participants. Along with sponsoring training courses, AARDO can also provide financial assistance for utilising training knowledge through conducting research and action research projects by the participating organisations. Emphasis was given by the respondents on ensuring selection of appropriate participants by AARDO. A few respondents suggested that selecting participants directly by AARDO may reduce selection time and more relevant participants might be selected. AARDO can provide technical assistance to the participating organisations to design and implement training courses. Respondents also suggested AARDO to arrange internship programme for AARDO fellows in different countries. A follow-up and feedback system needs to be developed by AARDO to enhance the utilisation level of training knowledge.

A few participants also suggested more practical oriented training contents including study visits in AARDO member countries, follow-up action plan, more capable resource persons, improved food and lodging, organisation of training courses for the political leaders and organisation of alumni association.

Concerned training institute may also help enhance the utilisation level of training/workshop knowledge of the participants in practical field. Thirty per cent of the total respondents opined that the training institute should be more appropriate to introduce feedback and follow-up system of the course. In this regard, collaboration between training institutes and AARDO needs to be strengthened. AARDO may provide technical support to the training institutes for strengthening its facilities. Training institutes need to ensure selection of appropriate resource persons for their courses, since to some extent, effectiveness of the training courses depends on quality of resource persons.

Table-4.9: Supports Required from the Training Institute for Better Utilisation of the Courses, 2010

Supports required from the training institute	Number of responses	Percentage of respondents
1. Introduce feedback and follow-up system in the training course	18	30
2. Increase collaboration between training institutes and AARDO	8	13
3. Select appropriate resource persons	6	10
4. Provide all kinds of facilities at the training institute	6	10
5. Organise refresher courses with up-date materials	6	10
6. Accommodate with modern technology	5	8
7. Improve food and lodging arrangement	5	8
8. Conduct PTU study	4	7
9. Resource person should be more cordial with participants	3	5
10. Include more field visits	2	3
11. Create network among the participants	2	3
12. Use participatory methods of training	1	2
13. Organise get together or retreat with the former participants	1	2
15. More effective course management	1	2

In order to ensure the favourable environment for the participants at the training institute required facilities including quality food and lodging have to be provided. Training institute can conduct post training utilisation study to get feedback about the courses. They need to include more field visits, establish network among the participants, use participatory training methods, organise get together with the participants and increase management efficiency of the courses.

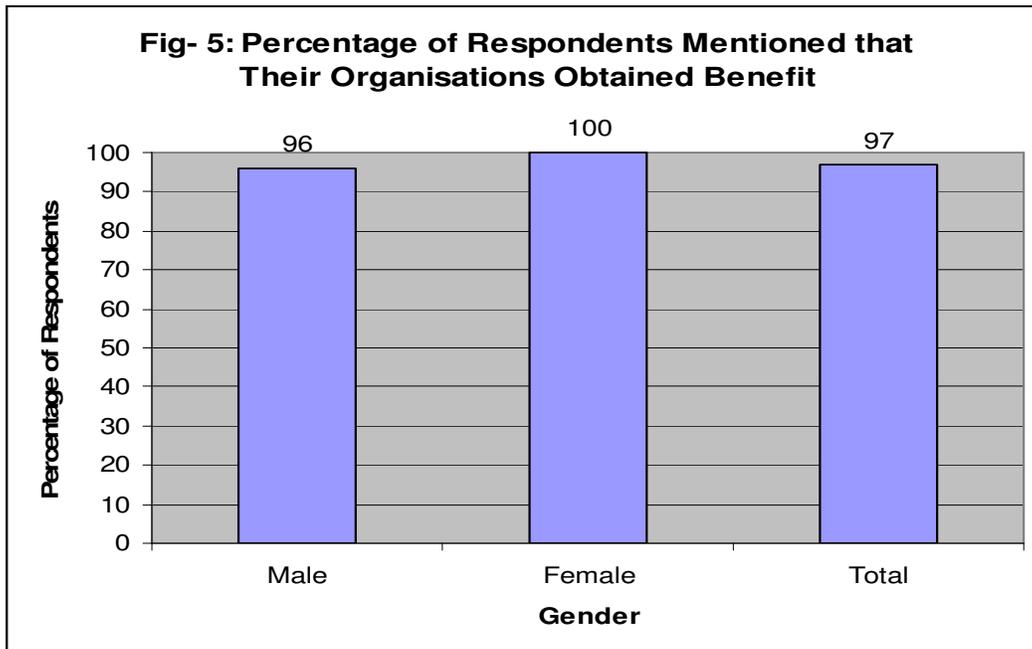
CHAPTER FIVE

BENEFITS DERIVED FROM THE COURSES

5.1 Number and Percentage of Respondents Who Received Benefits from the AARDO Courses

Organisations usually nominated personnel considering the relevance of the training courses which could derive benefits for the organisations. However, change through training is not fully under the control of the participants. Utilisation of knowledge and skill and changes in the behaviour largely depend on the conducive environment. It was thus felt necessary to know whether the organisations were benefited by the training programmes. It was predicted that if the benefits of training were obtained at the organisational level, then the participants were more likely to utilise their learning.

The respondents were asked whether they themselves and their respective organisations benefited from the training programmes. It was found that both the organisations and participants themselves were benefited from the courses organised by AARDO.



The above figure shows that most of the respondents (97%) said that their organisations, where they were serving, obtained benefit from the training programmes. In case of female, the percentage of benefit was 100, while for male it was 97 per cent. Only three per cent of the male respondents said, the course was not beneficial for them. The main reasons for not obtaining benefit from the training courses stated by these respondents were that the course was not relevant with their professional activities and there was a lack of follow-up by the respective organisations. Types of benefits obtained were mentioned in multiple responses in Table-5.2.

Table-5.2: Types of Benefits Obtained by the Organisations through the Participation in the Training/Workshop, 2010.

Types of benefits obtained	Number of responses	Percentage of respondents
1. Increased knowledge & skill among other colleagues on rural development through sharing of experiences	25	42
2. Increased organisation's skill on developing projects proposal and management	26	43
3. Capacity of the relevant faculty members of the organisation increased on rural development	24	40
4. Organisation initiated different training, research and project based on the knowledge & skill acquired from the training programmes	18	30
5. Increased professionalism of the organisation in developing concern for the rural development activities	54	90
6. Improved capacity of the organisation on conducting and managing training	11	18
7. Improved capacity of the organisation on conducting research	5	8
8. Helped organisation to include and manage micro-credit as a component of the project	6	10
9. Increased interpersonal relations and organisational linkages with other development partners	15	25

Maximum (45%) of the respondents mentioned that the greatest benefit derived from the training programmes organised by AARDO was increase of organisational skill on developing project proposal and project management. The other two main benefits were

seen in increased professionalism of the organisation in developing concern for the rural development activities and increased initiatives by the organisation in introducing concepts and ideas in the training, research and project based on the knowledge & skill acquired from the training programmes. Organisations were also benefited through improvement of inter-personal relations and linkages with other development partners.

5.2 Types of Benefits Obtained from the Courses by the Participants

When asked about the 'perceptible benefit and changes' in knowledge, skill and attitude after the training, all the participants irrespective of organisation, age and gender unanimously opined that they were benefited. Overall it came out that they felt more confident in their professional work. Majority (92%) opined that the training programmes had created awareness and knowledge in their professional field. These programmes helped them in 'being more responsive' about rural development activities. Sharing of knowledge and experiences with colleagues and beneficiaries brought benefit to the organisational development.

Table-5.1 Types of Benefits Obtained after Completing the Training/Workshop by the Participants, 2010.

Types of benefits obtained	Frequency of responses	Percentage of respondents
1. Felt more confident in the professional work	60	100
2. Increased effectiveness in the professional work	49	82
3. Increased knowledge in the professional field	55	92
4. Increased awareness in the professional field	55	92
5. Assigned with more responsibility	29	48
6. Increased job satisfaction	37	65
7. Became more responsive in rural development activities	50	84
8. Increased sharing of ideas with colleagues	50	84
9. Defused acquired knowledge to beneficiaries level (trainees, cooperators)	48	74
10. Increased capacity to think in more sequential manner to solve the rural problems	49	82
11. Others (increased capacity of the organisation)	48	74

Due to training, participants became more articulate in their expression of the rural development issues. A number of respondents said “The issue of training was known to us but when we saw it was the common concern in all the countries and the countries addressed the contemporary issues, we felt more responsive to utilise the learning”. The training helped them think in a more logical manner to find out the solutions of the problems locally.

From the above discussion, it has been revealed that the training programmes of AARDO are contributing to developing knowledge base and building capacity of the officials working in the field of rural development of Bangladesh.

CHAPTER SIX

FACTORS RELATED TO UTILISATION OF LEARNING

Identification of factors related to utilisation of learning from the training/workshop in the job situation is very much important for future planning. This information helps in formulating appropriate strategy for increasing the degree of utilisation of training/workshop as well as to make the courses more practical and effective. In this chapter, attempt has been made to identify the factors related to utilisation of learning from the training/workshop through directly interviewing the respondents and performing the regression analysis. Attempt has also been made to identify the problems faced by the respondents to utilise the learning of the courses.

6.1 Opinions of the Respondents Regarding Factors Related to Utilisation of Learning from the Training/Workshop

Opinions of the respondents were collected directly from them through a structured schedule. Respondents identified ten different factors related to utilisation of learning from the training/workshop. According to their opinion, relevance of the training to the professional activities of the participants was the most important factor of utilisation of learning followed by initiatives of the participants.

Table-6.1: Opinions of the Respondents Regarding Factors Related to the Utilisation of Training/Workshop Knowledge, 2010

Related factors	Frequency of responses	Percentage of respondents
1. Relevance of the training to the professional activities	23	38
2. Initiative of the participants	18	30
3. Degree of knowledge and skill acquired from the training/workshop	14	23
4. Financial support	12	20
5. Inspiration by the supervisor	10	17
6. Providing relevant job responsibility	10	17
7. Initiating development project based training concept	7	12
8. Degree of depthness of the training/workshop	4	7
9. Conducive office environment	2	3
10. Proper posting after training	1	2

Thirty per cent of the total respondents mentioned that utilisation of learning was dependent on personal initiative of the trainees. This was also related with the depth of knowledge and skill acquired from the training/workshop. If the acquired knowledge is very shallow, the participants become reluctant to utilise it. Financial support and inspiration by the supervising officers were also important factors of utilisation of learning. Particularly, supervisors of the participants could play a significant role for proper utilisation of learning from the courses. In this regard, concerned supervisor needs to be informed about the course contents and its applicability in job situation. Supervisor can play an important role to assign related job responsibilities to officials participated in different courses organised by AARDO. After completion of the training course, participants could also design and implement project, based on the learning of the training. Respondents opined that conducive office environment is also related to the utilisation of learning. For this, senior officials including head of the organisation and trained personnel need to be convinced regarding the usefulness of the training. Moreover, proper posting of trained personnel after completion of training should be ensured for utilisation of learning of the training/workshop.

6.2 Identification of Factors Contributing to Utilisation of Training Knowledge through Regression Analysis

Identification of factors contributing to utilisation of acquired knowledge of training in job situation is very much important to formulate appropriate strategies for better utilisation of future courses. In previous chapters, several factors of training utilisation have been identified through interviewing the respondents. In this section, attempt has been made to identify the factors contributing to utilisation of acquired knowledge of training through multiple regression analysis. In this regard, following multiple regression model was used:

$$y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e \dots\dots\dots(1)$$

Where, y = Post training utilisation score of individual respondents expressed in percentage.

- x_1 = Relevance score of the training course contents with the individual respondent's job situation expressed in percentage.
- x_2 = Acquired knowledge score of the respondents from the training course expressed in percentage.
- x_3 = Sex of the respondents ($x_3 = 1$ if male, $x_3 = 0$ if female).
- x_4 = Age of the respondents at the time of training (in years).
- e = Random error which is normally and independently distributed with zero mean and constant variance.

The multiple regression model (1) was estimated by using the method of Ordinary Least Square (OLS). It was estimated on the basis of total number of respondents (60) of the study. The OLS estimates of the parameters of the regression model, standard errors, t-values, F-value and coefficient of determination (adjusted R-square) are presented in Table-6.2.

Table-6.2: Results of Estimated Multiple Regression Model of Post Training Utilisation, 2010

Intercept and variables	Regression coefficients	Standard error	t-values	F-value	Adjusted R-square
Intercept (a)	-26.508	17.624	-1.504		
x_1	0.665**	0.128	5.185	16.29**	0.54
x_2	0.570**	0.143	3.995		
x_3	-11.748*	5.230	-2.236		
x_4	0.236	0.293	0.804		

Note: ** and * indicate significant at 1% and 5% level of significance.

The fitness of the multiple regression model to the data is evident from the relatively high value of adjusted R-square. The adjusted R-square value implies that all the explanatory variables considered in the model together explained about 54 per cent of the total variation in utilisation of acquired training knowledge. The highly significant value of F also implies the fitness of the model.

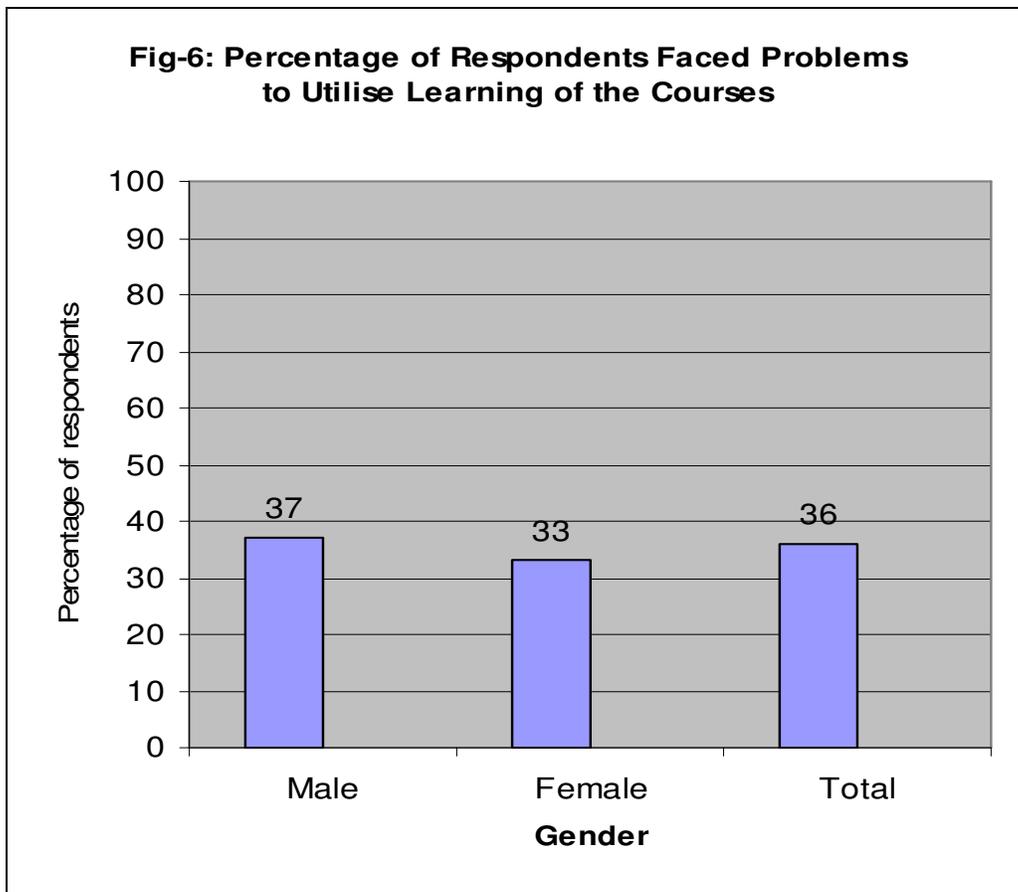
The results of the multiple regression model reveal that relevance of the training course contents to the respondent's job situation and degree of acquired knowledge from the training course had positive and highly significant contribution to the utilisation of training knowledge in the job situation. This implies that the higher the level of relevance of training courses to the job situation, the higher was the level of utilisation of the courses in the job situation. Similarly, the higher the degree of knowledge acquired by the respondents from the training courses, the higher was the degree of utilisation of courses. It was found that with the increase of one per cent relevance score of the training courses, the other factors remaining as constant, the utilisation level increased by 0.67 per cent, which was statistically significant at one per cent level of significance. The regression coefficient of acquired knowledge score implies that the utilisation of training courses increased by 0.57 per cent with the increase of one per cent knowledge acquired by the respondents. This coefficient was also statistically significant at one per cent level of significance.

It was found that utilisation level of training courses was lower for male compared to female respondents or participants of the training courses in job situation. Regression coefficient implies that utilisation level of training courses by male respondents was about 12 per cent lower compared to female respondents. This coefficient was significant at five per cent level of significance, but not at one per cent level. In this section, an attempt was also made to assess whether there was any significant contribution of age of the participants of the training courses to its utilisation. But in reality, it was found that the age of the participants of the training courses had no significant contribution to the utilisation of training knowledge in job situation. Therefore, age of the participants should not be a constraint especially for the short duration training courses/workshops.

6.3 Problems Faced in Utilising Learning of the Courses

Generally full utilisation of learning of training/workshop is not possible due to different constraints and lack of support and services in job situation. In this section, attempt was

made to assess the percentage of respondents who faced problems in utilising their learning of the courses and type of problems faced by them. This will help AARDO in developing and adopting some strategies to remove the identified problems in future courses. It was found that out of the total number of respondents, 64 per cent did not face any noticeable problem, only 36 per cent mentioned that they faced problem in utilising learning of the courses in the job situation. Slightly higher percentage of male respondents (4%) faced problem in utilising their learning of courses compared to female respondents. Percentage of respondents who faced problems in utilising their learning of the courses is presented in the following figure by gender.



Identification of types of problems faced by the respondents in utilising knowledge helps in taking necessary measures to increase the utilisation level of training/workshop knowledge. Types of problems faced by the respondents are presented in the Table-6.3.

Table-6.3: Types of Problems Faced by the Respondents in Utilising Training/ Workshop Knowledge

Types of problems faced	Number of responses	Percentage of respondents
1. Inadequate fund for initiating new activities	9	15
2. Lack of conducive office environment	5	8
3. Lack of effective coordination by the senior officials	3	5
4. Lack of support and services	3	5
5. Lack of proper monitoring from AARDO & respective organisations	2	3
6. Course contents are not directly relevant in the context of the country like Bangladesh	2	3
7. Right man is not placed in right position	2	3
8. Attitude of continuing conventional activities rather than new knowledge & skill acquired from the training	1	2
9. Lack of transport for field visit	1	2

Major problems faced by the respondents in utilising the learning of the AARDO courses were inadequate fund for initiating new activities based on training/workshop knowledge and lack of conducive office environment. Lack of effective coordination by the senior officials and lack of required support and services also created constraints to the utilisation of learning of the courses. In order to ensure the proper utilisation of training/workshop knowledge, it requires proper monitoring by the concerned supervisors, which was found lacking in the job situation. A few of the respondents pointed out that they faced problem in utilising the course contents as these were not directly relevant in the context of Bangladesh. Same number of respondents also pointed out that after completion of the training they were not posted in proper place or transferred to other places, which created constraint in utilising their learning acquired from the training. Attitude of the trained personnel was also related with the utilisation of training knowledge. There were some personnel who liked to continue their job in the way they were used to before training, which created constraint for proper utilisation of training knowledge. Moreover, lack of transport for field visit also created constraint to effective utilisation of learning of the courses.

CHAPTER SEVEN

SUMMARY OF THE STUDY

The major role of Afro Asian Rural Development Organisation (AARDO) is to organise training courses, seminars, workshops, study visits, etc. for suitable personnel of its 29 member countries in diverse areas to solve their contemporary agricultural and rural development problems. Besides human resource development, technical work programme of AARDO comprises development of pilot projects, participatory technical cooperation, collaboration with International/ Regional organisations, strengthening of centers of excellence and regional offices and dissemination of information. Since 1994, AARDO organised huge number of training courses, workshops and seminars for its member countries. But its utilisation was not yet assessed systematically. In these perspectives, AARDO felt necessity to evaluate its training/ training workshop/ seminar to find out the effectiveness. Bangladesh Academy for Rural Development (BARD) was requested by AARDO for conducting the study only for the Bangladeshi participants as per Memorandum of Understanding (MoU) between AARDO and BARD. The general objective of the study was to assess the utilisation level of knowledge, skill and attitude of the Bangladeshi participants acquired from the training courses/workshops/seminars organised by AARDO. The specific objectives of this study were to: (i) appraise the level of utilisation of knowledge, skill and attitude acquired from the training /workshop/seminar for their organisational development; (ii) assess the benefits derived from the training / seminar ; (iii) identify the factors related to utilisation of training/ workshop/seminar knowledge at back home situation; and (iv) develop a standard training / workshop/seminar evaluation format to use it in other member countries of AARDO based on the experiences of this study.

The study was mainly based on primary source of data. Moreover, some secondary source of data was also used to supplement the primary data. The study was conducted on the Bangladeshi personnel who participated in the AARDO sponsored training courses/workshops/seminars in different countries during 1994 to 2008. Data were

collected on 60 respondents through direct interview method by the researchers using a pre-tested structured questionnaire during May to July 2010. In addition to questionnaire, check list was also used to conduct FGDs to collect especially qualitative data. Data were processed through SPSS computer software. Data were presented in the report in textual, tabular and graphical forms. Regression analysis was also used to identify the contributing factors of utilisation of training knowledge.

It was found that the average age of the participants during the training was about 43 years for male and 37 years for female with an average of 42 years. Majority (88%) of the participants were post-graduates. Only 12 per cent had bachelor and diploma degree. Out of the total number of participants about 13 per cent had Ph.D. degree. The respondents of the study participated in 58 training programmes. These training programmes were organised in 12 countries of different continents. The study shows that fewer female were trained as compared to male. The training programmes had increased knowledge, skill and awareness of the participants to be more responsive in their professional field. It was found that nearly 70 per cent of the participants retained in the same position after training, which offered great scope for utilisation of training knowledge.

The overall achievement level of the success of the training courses was about 81 per cent with little higher achievement of the females compared to the males. It was highest for the respondents involved in administrative service, which was followed by academic and development services respectively. But in case of gender disaggregated data, achievement level of objectives by the respondents who were involved in administrative service was highest for male compared to female. Maximum number of respondents mentioned that sharing of experiences of different countries and institutes was the most important factor of success of achieving the objectives of the courses. This was followed by understanding about the opportunities and challenges, relevance of the professional field of the respondents, inclusion of modern concept and technologies in the training curriculum, quality of resources persons, relevance of the course contents to the course objectives, etc. The overall composite score implies that the AARDO courses participated by the Bangladeshi participants were about 84 per cent relevant to their job

situation. Among the three different natures of services, participants who were involved in academic institutes had highest relevance. About 47 per cent of the respondents mentioned that relevance of the course contents depends on its relevance to the training objectives. The second important reason identified by the respondents was relevance of the course contents to the participants' professional or academic background. Inclusion of field experiences in the course adds value and participants found the course more relevant.

The levels of knowledge, skill and attitude acquired by the respondents were about 82, 76 and 76 per cent respectively. A comparison between male and female implies that female respondents acquired slightly higher knowledge and skill than that of male, but in case of attitude, it was higher for male than for female. Highest number of respondents mentioned that their knowledge increased through sharing of ideas among the participants. Learning modern techniques and acquiring field level experiences through field demonstration contributed much to changing skill of the respondents. Increased professional knowledge, having scope for utilisation of acquired knowledge and level of acquiring new knowledge contributed much to changing the attitude of the respondents.

The effectiveness of different events of the courses ranged from 75 per cent for exchange of ideas between resource persons and participants to 89 per cent for field visits. Among other events of the course, training management, overall training programme/workshop and presentation of papers were relatively more effective and obtained more than 80 per cent score. Relatively less effective events of the course were exchange of ideas among the participants, training methods and aids, group exercise and training materials. These events obtained score about 76 to 79 per cent. In a few courses, group exercise was not included, but respondents suggested including more group exercises to make the course more effective. For effectiveness of overall training/workshop programme, the respondents mentioned that delivering new knowledge and experience to the participants, efficient management and practical demonstration were the important factors.

It was found that all the respondents of the study utilised their knowledge, skill and attitude acquired from the training/workshop to a certain degree either directly or indirectly, but the degree of utilisation varied from person to person. According to the opinion of the respondents about three-fourths of the training/workshop knowledge, skill and attitude acquired by the respondents were utilised in practical situation either directly or indirectly. This implies that investment of AARDO on training/ workshop was effective. It is important to note that the degrees of utilisation of training/workshop knowledge, skill and attitude were higher for female compared to male. The most important reason for better utilisation of training/workshop knowledge was availability of its scope in the professional field. Utilisation of skill was mainly dependent on the level of effectiveness of acquired skill in the professional work and level of skill improved through the course. Observing new technologies through the participation in the training/workshop positively changed the participants' attitude and helped its utilisation. Respondents utilised the acquired training/workshop knowledge in adoption of sustainable technology; training classes; conducting research and action research; project planning, implementation, monitoring and evaluation; agro-marketing; livestock and poultry management; ground water management, etc. For better utilisation of AARDO courses by the participants, the respondents suggested implementing the similar type of training courses and projects with the assistance of AARDO, improvement of training methods, establishment of follow-up mechanism, selection of appropriate participants, inclusion of practical demonstration in the course and preparation of action plan in the course. Highest number of respondents opined that in order to utilise the learning in their job situation they need sufficient fund from their own organisations for initiating project in the relevant field and they also need more freedom in their job situation. Respondents suggested that, as sponsoring agency, AARDO can organise refresher programme for the participants. Along with sponsoring training courses, AARDO can also provide financial assistance for utilising training knowledge through conducting research and action research projects by the participating organisations. Training institute should be more committed to introducing feedback and follow-up system of the course. In this regard, collaboration between training institutes

and AARDO needs to be strengthened. AARDO may help the training institutes by strengthening its facilities through technical support.

Maximum (45%) of the respondents mentioned that the greatest benefit derived from the training programmes organised by AARDO was increased organisational skill on developing project proposal and project management. Due to training, participants became more articulate in their expression of the rural development issues.

Factors related to utilisation of learning from the training/workshop were identified through directly interviewing the respondents and performing the regression analysis. Important opinions of the respondents regarding factors related to the utilisation of training/workshop knowledge were relevance of the training with the professional activities of the participants, personal initiative of the trainees, depth of knowledge and skill acquired from the training/workshop, financial support and inspiration by the supervising officers, and proper posting of trained personnel after completion of training. The major problems faced by the respondents in utilising the learning of the AARDO courses were inadequate fund for initiating new activities based on training/workshop knowledge and lack of conducive office environment. Lack of effective coordination by the senior officials and lack of required support and services also created constraints to utilising learning of the courses.

The results of the multiple regression model reveal that relevance of the training course contents to the respondent's job situation and degree of acquired knowledge from the training course had positive and highly significant contribution to the utilisation of training knowledge in the job situation. This implies that the higher the level of relevance of training courses to the job situation, the higher was the level of utilisation of the courses in the job situation. Similarly, the higher the degree of knowledge acquired by the respondents from the training courses, the higher was the degree of utilisation of courses. Regression coefficient also implies that the utilisation level of training courses was lower for male compared to female respondents or participants of the training courses in job situation. It was found that the age of the participants of the training

courses had no significant contribution to the utilisation of training knowledge in job situation. Therefore, age of the participants should not be a constraint especially for the short duration training courses/workshops.

CHAPTER EIGHT

CONCLUSION AND RECOMMENDATIONS

8.1 Conclusion

AARDO plays an important role in human resource development for its member countries. The overall achievement level of the success of the AARDO sponsored courses was very high. Relevance level of the courses for the Bangladeshi participants was more than 80 per cent. Participants from the academic institutions scored highest relevance. The levels of knowledge, skill and attitude acquired by the respondents were very high. Female respondents acquired slightly higher knowledge and skill than that of male, but in case of attitude, it was higher for male than that of female. Some of the important factors of increased knowledge, skill and attitude mentioned by the respondents were sharing of ideas among the participants, learning modern techniques and acquiring field level experiences through field demonstration, relevance with the profession, scope for utilisation of acquired knowledge and level of acquiring new knowledge. Among the different events of the courses, field visits, training management, presentation of papers were relatively more effective; while exchange of ideas between resource persons and participants, exchange of ideas within the participants, training methods and aids, group exercise and training materials were relatively less effective.

It is important to note that all the respondents of the study utilised their knowledge, skill and attitude acquired from the training/workshop to a certain degree either directly or indirectly, but the degree of utilisation varied from person to person. According to the opinion of the respondents about three-fourths of the training/workshop knowledge, skill and attitude acquired by them were utilised in practical situation either directly or indirectly, which implies that the investment of AARDO on training/ workshop/seminar was very much effective. Availability of scope of utilisation of training knowledge, level of skill improved and observation of new technologies, relevance of training contents with the professional activities, degree of knowledge acquired, personal initiatives, financial support, inspiration by the supervisors, proper posting of trained personnel

were some of the important factors of utilisation of training/workshop/seminar. Findings of the study imply that there is further scope for improvement of the training courses sponsored by AARDO as well as its utilisation in back home situation. For this, more initiatives should be taken by the participants, AARDO and the training institutes. The standard format developed for evaluating the utilisation of training/ workshop in this study would open up the opportunities to evaluate programmes of AARDO in its other member countries.

7.2 Recommendations

1. Selection of relevant participants for the courses needs to be ensured by AARDO. Relevance of the training contents with the participants' job responsibility needs to be assessed during the selection of participants. Age of the participants should not be a constraint factor for short duration courses.
2. More emphasis should be given on sharing of experiences of different countries and institutes to design the training courses. Guided field visits, presentation and discussion of country papers, group exercise, preparation and presentation of action plan by the participants need to be included in the training courses.
3. Experienced and relevant resource persons, use of modern training methods and techniques need to be ensured by the concerned training institutes in the training courses.
4. AARDO needs to develop a mechanism for continuous follow-up of the trained personnel in back home situation. Refresher course should be organised for the previous participants.
5. Post training utilisation study needs to be conducted by thematic areas of training, workshop and seminars in continuous process. On the basis of the findings of the study, the courses need to be updated continuously.
6. AARDO needs to provide technical support to the participating organisations to apply the training knowledge. In this regard, AARDO may sponsor some action research projects and training to the participating organisations, which would be designed based on the concept of participated training/workshop/seminar.

7. Females were given training mostly on gender issues while male's participation was found lower in the same even almost at the level of absence. This needs to be changed. First of all, participation of females should be increased in all the courses, while the participation of males in gender courses should be increased to expose them to the situation of women in Afro Asian countries. This would also foster gender balanced rural development.
8. An electronic database on the training courses/workshops/ seminars organised by AARDO needs to be established as a ready input for future follow-up as well as conducting evaluation studies.
9. The format developed for conducting the post training utilisation under this study may be used to conduct the evaluation of other courses in other member countries of AARDO (Appendix-2).

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APPENDICES

Appendix - I

Reasons for Effectiveness of the Training Programme

Table-1: Opinion of the Respondents Regarding the Reasons for Effectiveness of the Overall Training/Workshop Programme, 2010

Reasons	Frequency of responses	Percentage of respondents
1. Acquired new knowledge and experience	24	40
2. Efficient management	13	22
3. Oral presentation followed by practical demonstration	4	7
4. Sharing knowledge among the trainees	2	3
5. Good accommodation, food and hospitality	1	2
6. Duration of the course was not enough	1	2
7. There was language problem, course contents were poor and were not well organised	1	2
9. The course was mostly theoretical	1	2

Table-2: Reasons for Effectiveness of Lecture/Presentation of Papers, 2010

Reasons	Frequency of responses	Percentage of respondents
1. Lectures were informative and educative	21	35
2. Resource persons were resourceful and sincere	9	15
3. Presentation was excellent	7	12
4. Presentation was very much structured	5	8
5. Lecture papers were well documented with picture and statistics	3	5
6. Several country presentations were made	1	2
7. Lack of proper training materials	1	2
8. Some facilitators were not fluent in English	1	2
9. In few cases, presentation of papers was not systematic	1	2

Table-3: Reasons for Effectiveness of Country Papers, 2010

Reasons	Frequency of responses	Percentage of respondents
1. Sharing knowledge of different countries	23	38
2. Provided latest information	12	20
3. Country papers were informative and research based	7	12
4. Some country papers were not up to the mark	3	5
5. Some country papers were not specific on subject matter	2	3

Table-4: Reasons for Effectiveness of Training Methods and Aids, 2010

Reasons	Frequency of responses	Percentage of respondents
1. Methods and aids were good	11	18
2. Class room facilities were very good	10	17
3. Different types of training methods were used	10	17
4. Participatory methods were followed in the training course	4	7
5. Practical demonstration/field visits were organised	4	7
6. Presentations were visualised	4	7
7. Performed exercise in training classes	1	2
8. In a few cases, training method was not up-to-date	1	2

Table-5: Reasons for Effectiveness of Training Materials, 2010

Reasons	Frequency of responses	Percentage of respondents
1. Hand out was rich	18	30
2. Latest and available training materials were supplied in the course	12	20
3. Published materials were circulated among the participants	7	12
4. Some of the training materials were very critical	4	7
5. Used power point presentation	1	2
7. Enough materials were distributed	1	2

Table-6: Reasons for Effectiveness of Group Exercise, 2010

Reasons	Frequency of responses	Percentage of respondents
1. Group discussion was very much useful	18	30
2. Exercise was not adequate	8	13
3. Exchange of ideas among the members of different countries	6	10
4. Group members were very much cordial	4	7
5. Participants actively participated	3	5
6. There was no group exercise	2	3
7. Come-up with good action plan	2	3
8. Preparation of action plan was very much effective	1	2
9. In a few cases, exercise was not subject oriented	1	2
10. Course was well organised	1	2
11. Minimum group exercise	1	2

Table-7: Reasons for Effectiveness of Field Visits, 2010

Reasons	Frequency of responses	Percentage of respondents
1. Included practical demonstration	22	37
2. Field visit was well organised and related to the course.	12	20
3. Management was very good	7	12
4. Participants were taken to the village farmers for direct discussion	6	10
5. Inadequate field visit	2	3

Table-8: Reasons for Effectiveness of Exchange of Ideas Among the Participants, 2010

Reasons	Frequency of responses	Percentage of respondents
1. Participants were very cordial	23	38
2. Exchange of ideas among the participants was very frequent	11	18
3. There was enough time to discuss	4	7
4. Acquired knowledge about the different countries	2	3
5. Lack of inadequate knowledge of participants in English especially the participants from middle east	2	7
6. Some of the participants were not serious about	2	3

Reasons	Frequency of responses	Percentage of respondents
the course		
7. Prevailed friendly atmosphere	1	2
8. Participants from Middle-east talked very little	1	2

Table-9: Reasons for Effectiveness of Exchange of Ideas between Resource Persons and Participants, 2010

Reasons	Frequency of responses	Percentage of respondents
1. Lecture was followed by questions and answers in every session	21	35.00
2. Resource persons were very friendly	12	20
3. All the participants were very much active	5	8
4. There was not much scope to exchange ideas	5	8
5. Resource persons were experienced	2	3
6. Papers from resource persons were very limited	2	3

Table-10: Reasons for Effectiveness of Training Management, 2010

Reasons	Frequency of responses	Percentage of respondents
1. Course management was cooperative and cordial	28	47
2. Food and lodging, training allowance were not adequate	10	17
3. Every event was organised excellently	4	7
4. Time was managed properly	2	3
5. Took intensive care of the participants	1	2
6. Engaged senior & experienced personnel as resource person	1	2
7. In a few cases, training management was not good enough	3	5

Questionnaire on Post Training Utilisation of AARDO Courses in Bangladesh

SL. No:

1. General Information

1.1. Name of the participant:

1.2. Sex of the participant (Please put tick sign): Male (1):..... Female (2):

1.3. Please state your academic and professional information at present and during training under AARDO.

Information	Status	
	At present	During training
1.Age		
2. Educational qualification (last)		
3. Designation		
4. Name of serving organisation		
5. Duration of service		
6.Nature of service		
6.1 Administrative		
6.2 Academic		
6.3 Development		

1.4. Please mention details of the course that you have attended under AARDO. If you have attended more than one course, please use separate questionnaire for each course. Please insert the code number for indicating the types.

Title of the course	Types of course *	Duration (days)	Year	Institution	Country	No of participants

*Training=1, Seminar=2, Workshop=3, Training workshop=4.

2. Effectiveness of the Course/Workshop

2.1 Please indicate the level of success of achieving the objectives of the training course/ workshop using the following code number.

Code for level of success: Exceptionally successful= 5, Highly successful = 4, Moderately successful = 3, Little successful =2, Not so successful =1.

2.2 What are the reasons in favour of your response?

- 1.
- 2.
- 3.

2.3 Please indicate the degree of relevance of the contents that you have studied in the training course/ workshop to your professional requirements using the following code number.

Code for degree of relevance: Very high = 5, High =4, Moderate =3, little =2, Not so =1.

2.4 What are the reasons in favour of your response?

- 1.
- 2.
- 3.

2.5 Please indicate the level of knowledge and skill acquired and attitude changed from the training course/workshop (please put tick sign).

Level	Very high (5)	High (4)	Moderate (3)	Little (2)	Not so (1)
1.Knowledge acquired/enhanced					
2.Skill developed or enhanced					
3.Willingness to utilize the acquired/enhanced knowledge and skill					

2.6 Please give reason(s) in favour of your response (s) related to changes in knowledge, skill and attitude mentioned in question no. 2.5.

Issues	Reason(s) in favor of your response
1.Level of knowledge acquired/enhanced	
2.Level of skill developed or enhanced	
3.Willingness to utilize the acquired/enhanced knowledge and skill	

2.7 Please indicate the effectiveness of the training/workshop (Please put code number according to degree of effectiveness).

Dimension of Effectiveness	Degree of effectiveness	Reason (s) in favor of response
1.Overall training/workshop program		
2.Lecture/ presentation of papers		
3.Presentation of country papers		

Dimension of Effectiveness	Degree of effectiveness	Reason (s) in favor of response
4.Training methods and aids		
5. Training materials		
6.Group exercise		
7.Field visits		
8.Exchange of ideas among the participants		
9.Exchange of ideas between resource persons and participants		
10.Training management		

Code for degree of effectiveness: Exceptionally effective = 5, Highly effective = 4, Moderately effective = 3, Little effective = 2, Not so effective =1.

3. Utilization of Training/Workshop

3.1 Please indicate the level of acquired knowledge, skill and attitude utilized in your professional field for the development of your organisation (Please put code number according to the level of utilization).

Items	Level of utilization	Give reason (s) in favor of your response
1.Knowledge		
2,Skill		
3.Willingness to utilize the acquired/ enhanced knowledge and skill		

Code number for level of utilization of knowledge, skill, attitude: Very high = 5, High = 4, Moderate = 3, Little = 2, Not so =1.

3.2. Please mention the important utilisation areas of training/workshop in your professional field.

1.

2.

3

4. Benefits of the Training Course/Workshop

4.1. Did you get any benefit from the training/workshop?

Yes	1
-----	---

No	2
----	---

4.2. In case of yes, please put tick sign according to the types of benefit that you have obtained after completing the training/ workshop (Multiple answer is preferable).

Types of benefits	Tick sign
1. Felt more confident in the professional work	
2. Increased effectiveness in professional work	
3. Increased knowledge in the professional field	
4. Increased awareness in the professional field	
5. Assigned with more responsibility	
6. Valued by the office staff	
7. Increased job satisfaction	
8. Become more responsive	
9. Increased sharing of ideas	
10. Defused acquired knowledge to junior colleagues	
11. Increased capacity of the organisation	
12. Others (with name)	

4.3. In case of no, please mention the reasons

Reasons	Code number
1. Training/workshop was not effective	
2. Training/workshop knowledge was not enough to utilize	
3. Training/workshop was not relevant with the professional activities	
4. Lack of institutional support	
5. Transferred to other position	
6. Lack of equipment to implement the training knowledge	
7. Lack of financial support	
8. Superiors did not cooperate	
9. Others (with name)	

4.4. Could you please suggest some measures for better utilization of training / workshop contents in carrying out your professional responsibilities?

- 1.
- 2.
- 3.

4.5. Did your organisation get any benefit through your training? Yes (1).... .No (2).....

4.6. In case of yes, please mention the types of benefit that your organisation obtained through your training?

- 1.
- 2.
- 3.

4.7. In case of no, please mention the reason(s)

1.

2.

3.

5. Factors Related to Utilization of Training/Workshop Knowledge

5.1 According to your opinion what are the factors that contribute to the utilisation of training/workshop knowledge at back home situation?

1.

2.

3.

5.2 Did you face any problem to utilise the training/workshop knowledge, please put tick sign?

Yes	1
-----	---

No	2
----	---

5.3. If yes, please mention the types of problem that you faced to utilise the training/workshop knowledge.

1.

2.

3.

5.4. Could you suggest some measures for better utilisation of training/workshop contents in carrying out your professional responsibilities?

1.

2.

3.

5.5. If not please mention the reason(s)

1.

2.

3.

5.6. What types of support do you think are required for better utilisation of the course?

a. From your organisation and the Government

1.

2.

3.

b. From the AARDO

1.

2.

3.

c. From the training institute

1.

2.

3.

6. Overall opinion about the training course/workshop:

Signature of the Interviewer:

Name of the interviewer:

Date: