

DETERMINANTS OF ADULT LEARNING: ANALYSIS BASED ON END-TERM EVALUATION OF TRAINING PROGRAMME



NEPAL ADMINISTRATIVE STAFF COLLEGE

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Abstract

Adult learning is known beyond knowledge acquisition and behavioral change. Training helps to develop knowledge, skills and behavioral change. Adult learners focus more on learning process and are characterized by goal orientation. They blend their past experience with their current knowledge base and experiences and try to judge the usefulness of the training programme. And, if they found that the knowledge is useful in their current job situation or in future endeavor, they pay attention to the subject matter and be satisfied with the training programme and feel that the programme was useful. This study attempts to examine the determinants that impact adult learning by utilizing quantitative data collected from the 'End-Term Evaluation Questionnaire' of the training programmes conducted by Capacity Development Resource Center during November 2015 to November 2018. In total, feedback/reaction level evaluation of 1025 participants are considered as the input to analyze the determinants of adult learning. Primarily, three components named instructional controlled/training methods, informal learning environment and others have been identified as independent variables, adult learning being dependent variable. Under instructional controlled/training methods, four factors - interactive lecture, group exercise, field visit and simulation – have been encompassed. This study indicated that six variables out of eight have significant impact on adult learning. Appropriateness of lecture, organization of training, perception on relevancy of subject dealt, logical presentation of subject matter, group exercise/exercise and field visit are found to have a positive relationship with adult learning. However, the two dummy variables (i.e. simulation as a methodology used and informal learning environment) are found to be insignificant in determining the adult learning.

Table of Contents

Contents	
Acknowledgments	iii
Abstract	iv
Table of Contents	v
List of Tables	vi
List of Figure	vii
1. INTRODUCTION	1
2. RESEARCH QUESTION AND STUDY OBJECTIVES	3
3. SIGNIFICANCE OF THE STUDY	4
4. RELATED LITERATURE	5
5. STUDY DESIGN	10
6. DATA ANALYSIS AND DISCUSSION	15
7. CONCLUSION	24
REFERENCES	26
ANNEX 1: Evaluation Sheet Used for End-Term Evaluation of Training Programme	29
ANNEX 2: List of Training by Number of Participants, Duration and Venue	32

List of Tables

Table 1: Number of Participants by Thematic Area	15
Table 2: Methodology Used by Thematic Area	16
Table 3: Distribution of Participants by Residential and Non-Residential Type Programme	17
Table 4: Statistical Analysis of Respondents' Reaction to Learning	17
Table 5: Statistical Analysis of Respondents' Reaction to Other Aspects of Training	18
Table 6: Inter-correlations of Statements for Adult Learning	20
Table 7: Adult Learning Index Factor – Dependent Variable	20
Table 8: Regression Result – Adult Learning	22

List of Figures

Figure 1: Empirical Framework of the Study	12
Figure 2: Respondents' Reaction on Appropriateness of Lecture (in Percentage)	18



1. INTRODUCTION

Learning has been considered as both a human right and as a fundamental necessity in any civilized society so that all people can respond to their learning needs, fulfill their potential and discover a place in the wider society (Jarvis, 2004). People have different learning styles. Some individuals learn holistically, wanting to know the whole process before they press the first key (Evans, 2003). A learner learns in better way when s/he finds the events related to their past experience, present context and/or needs. Similarly, the learners learn meaningfully when they feel they are getting something of value, are actively involved and generating curiosity. Stating about the learning experience of adult Bélanger (2011) discusses that there are four different learning experiences a) significant, b) progressive, c) stimulant and d) inner-directed.

Training helps to develop the knowledge, skills and attitude required to perform a particular job/activity. The basic purpose of any training encompasses the learning of the participants. They use various training methodologies and activities to deliver

training sessions for adults like interactive lecture, case study, brainstorming, role play, syndicate, individual group exercise and so on. However, it is a matter of question on principles to be adopted that helps us to understand how adults best learn. To understand the effect of different training methodology on adult learning is a matter of concern. Although the use of training methods may be influenced by many factors - time available, type of session objectives, trainer skills, organization cultural requirements among others - the overriding criterion must be that the method used must be the (or one of several) most appropriate for learning in that particular session subject (Rae, 2000).

Adult learners bring a great deal of experience to the learning environment which can be used as a resource by the resource persons. Adults expect to have a high degree of influence on what they are to be trained for, and how they are to be trained. So, the trainers should design the training programmes as such that the adult learners can have an active participation.

Adult learning and education is a rapidly expanding domain, but a difficult one to map because of the dispersed reality of organised learning, the diversity of provision, and the complexity of monitoring formal and non-formal learning activities (Bélanger, 2011). Adult learners focus more on learning process and are characterized by goal orientation. They connect their past experience with their current knowledge base and activities, and try to judge the usefulness of the training programme. And, if they found the knowledge to be useful in their current job situation or future endeavor they pay attention to the subject matter and be satisfied with the training programme and feel that the programme was useful.

Adult learning is understood beyond the acquisition of knowledge and behavioral change. Adult learning additionally includes processes that revise or rearrange prior knowledge or increase self-knowledge and other individual abilities (Hoare, 2006). Meanwhile, Buckley and Caple (2009) define training as 'a planned and systematic effort to modify or develop knowledge/skill/attitude through experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities so that he or she can

perform adequately a given task or job and realize their potential.' Compared to children, adults have special needs and requirements as learners. They are self-directed, goal-oriented, relevancy-oriented and are practical oriented to apply to their work.

According to Donald Kirkpatrick (n.d), there are four levels for evaluating training programmes. They are reaction, learning, behavior and results. The reaction level measures how trainees reacted to the training. The learning level measures how much their learning level has increased as a result of training. The behavior level measures how far trainees have changed their behavior in their real work situation. Finally, the result measures the final intended outcome of the training.

Therefore, if we want to assess their level of learning pragmatically, end-term training evaluations can be of utmost importance. Educational/Academic institutions along with training institutions have a rich tradition of following methodology that fits the principle of higher education and educational philosophies that focus solely on a trainee's intellectual development. However, if we want to expand the horizon and include the development of their self-knowledge and behavioral abilities, it is crucial to assess factors that

impact on their learning process. It will be important to check whether formal and informal learning environments make any difference to their learning process.

This study has used the data compiled from the 'End-Term Evaluation Questionnaire' of the training programmes conducted by Capacity Development Resource Center (CDRC). CDRC is a unit established at Nepal Administrative Staff College in collaboration with ADB and has come into operation on 16 Nov 2015. The objective of CDRC establishment is to enhance knowledge, skills and attitude of staff working into ADB funded projects, through training programmes mainly

on government and ADB procedures and system for procurement, consultant selection, accounting, financial reporting and management, disbursement, safeguards, and contract administration. CDRC through NASC contract has been conducting training to the staff of ADB assisted projects since November 2015 based on the training need assessment conducted covering ADB procedures, project implementation, and thematic topics to improve portfolio performance. In total, 1344 project staff of executing and implementing agencies of ADB financed projects were trained through 48 training programmes during November 2015 to December 2018.

2. RESEARCH QUESTION AND STUDY OBJECTIVES

2.1 Research Question

The techniques of training delivery differed from that of the past. Training provides several options and various opportunities for learning. And, that seems literally infinite. Where once the only way to learn was assumed to be

lecture and heavily loaded content based, now it can be through blended learning, networking, field visit, simulation and case based. The art of training adults is a broad-based and flexible one whose principles can be applied to a wide variety of situations (Rogers, 2007). Training is

offered as a way of supporting the change and acquiring new skills. While training adults, the trainer should have only one motto, and that is, 'to ensure learning'. In this context, this study aimed to answer the following research question:

- To what extent the use of different training methods enables learning?

2.2 Study Objectives:

- To find out the determinants of adult learning.
- To analyze the effect of different training methods in learning.

3. SIGNIFICANCE OF THE STUDY

Knowing what adult learners value their learning and what helps them to enhance the learning is crucial in designing and delivering the training. Mainly organizations like Nepal Administrative Staff College focused on training to officers and above officials can capitalize on the information from this kind of study. The study is believed to provide relevant and first-hand information about the determinants that impact adult learning. It is believed that the outcome of this study will benefit four stakeholders- Training Institutions, Ministries, Think Tanks and Donor agencies.

This study mainly focuses on and identifies factors on how adult learner conceptualizes

and processes the information through these components. They can develop insight and deliver desired package for enhancement of the officials' career and their capacity.

Think Tanks and Donor agencies who are keen on investing in capacity development packages of Civil service personnel or any target group can use this information to analyze their investment and offer package that fits effectively to their purpose. Besides, government can also design policies and plans to encourage learning of all target groups working in their sector with appropriate which is an intellectual capital to the nation overall.

4. RELATED LITERATURE

Adult learning is understood beyond the acquisition of knowledge and behavioral change. Adult learning additionally includes processes that revise or rearrange prior knowledge or increase self-knowledge and other individual abilities (Hoare, 2006). The learning needs for adults that result from the constant increase in technology are rooted in the adult learning concepts of (a) andragogy, (b) self-directed learning, (c) learning-how-to-learn, (d) real-life learning, and (e) learning strategies (Bear, 2012).

The principles of adult learning derive from adult's experiences and needs. As a general rule, adults need to be involved in planning their instruction and evaluating their results. They should be provided with an environment in which mistakes are safe, expected and a basis for continued learning, in keeping with a problem-centered approach to new ideas. For the most part, adults have little time to learn new content for its own sake. Instead, they are interested in approaching tasks directly related to their occupation. To thrive in most learning environments, they must be clear on how each lesson

fits into their goals for self-advancement. The adult learning theory hinges on experiential learning. This means that adults are encouraged to explore the subject matter firsthand and learn from their mistakes.

Informal processes include intentional, incidental and tacit learning that tend to go unnoticed. This study examined informal learning outcomes and processes. Hidden forms of learning generated by informal learning often surprise learners as it portrays greater diversity. Study mentioned that informal learning occurred through self-directed learning projects, daily conversations/ experiences and programmes, informal and hidden curriculum. Moreover, respondents answered informal learning has the potential to enrich and complement formal learning. (Peeters, 2014). In alignment with this, relationship between respondent's age and their participation in informal learning activities showed significant associations in one study done to assess participation of adults in informal learning activities in Taiwan. This study further showed that older adults are

likely to participate in informal learning than younger adults and seniors. (Lai, Wu, & Li, 2011)

Adult learners possess key special features :-

- i. Owners of Unique personal experience: They have gone through varied circumstances in life and confronted complicated, difficult problems. They are well aware of the complexities of life, in professional or in social situations
- ii. Concerned with short term application of training: They are willing to put in extra efforts in training activities when they perceive that the acquired learning would bring them immediate benefits.
- iii. Capable and willing to take greater responsibility for their learning: Adults do not learn because the trainers tell them to get engaged with the process but they are guided by their own needs and interests
- iv. Ability to construct or visualize real life situations: it is relatively easy for adults to construct real life situations as they have a long experience of living in the real world.
- v. Have a well-defined self-image: They are aware of their capabilities and achievements which can be helpful for the learning process.
- vi. Uniqueness to an individual : Learning is highly individual and unique process, decision to learn lies with the participant.

Specifically, factors influencing learning that is controlled by the institution and the

learner is related to successfully learning. Substantial research indicates that many variables influence learning; they may be classified as stable, such as intelligence and achievement, and controllable, such as instructional methods and learner knowledge. Controllable variables may be further categorized into institutionally controlled, such as class size and content organization, and learner controlled variables, such as prior knowledge, academic learning skills, and skill monitoring (Sherman, 1985).

A second category of variables that influences effective learning are those under institutional control. These include the institutional events and instructional techniques that are external to the learner and have the potential to affect learning. Institutional events include all factors that the institution and/or the instructor may control (Mintzes, 1975): class size, course, temporal organization, institutional standards, and others. Some of these, such as class size (Glass, 1979), have been shown to affect achievement. Others, such as institutional standards, are matters of administrative or institutional philosophy whose impact on achievement is relatively unknown. Still others, such as temporal organization (Doyle, 1978), appear unrelated to achievement. Instructional variables have an impressive history of

research demonstrating their influence on learning. For example, a considerable body of research indicates that some methods of organizing course content are more powerful than others (Ausubel, 1978). In addition, a significant body of theory and research has been developed that demonstrates that instructional techniques affect students differently depending on their characteristics.

Knox (1979) outlines three possible implications of adult development for adult and continuing education practitioners: 1) To predict and explain success in education: 'Practitioners are typically interested in developmental generalizations regarding performance or personality in order to predict and explain successful participation in educative activity' 2) To help people adapt to changing adult roles: 'Adult life cycle trends in performance in family, occupational and community roles suggest adaptation and growth related to each role area' and 3) To improve the effectiveness of marketing and instructional activities: 'From time to time, the stability of adulthood is punctuated by role change events such as the birth of the first child, a move to another community or retirement . . . Such change events typically produce heightened readiness to learn which, if recognized, can contribute to the effectiveness of marketing and instructional activities' (Tennant, 1988)

The variables that influence effective learning are those under institutional control. These include the Institutional events and instructional techniques that are external to the learner and have the potential to affect learning. Institutional events include all factors that the institution and/or the instructor may control: class size, course, temporal organization, institutional standards, and others. Some of these, such as class size, have been shown to affect achievement. Others, such as institutional standards, are matters of administrative or institutional philosophy whose impact on achievement is relatively unknown. Still others, such as temporal organization, appear unrelated to achievement. A considerable body of research indicates that some methods of organizing course content are more powerful than others. In addition, a significant body of theory and research has been developed that demonstrates that instructional techniques affect students differently depending on their characteristics (Sherman, 1985).

Symbolic environment supports learners whose best learning ability is abstract conceptualization. Perceptual environment supports learners whose best learning ability is reflective observation. Affective environment supports learners whose best learning ability is concrete experience. Behavioral environment

supports learners whose best learning ability is active experimentation (Wells & Allen, 1991).

Instructional situations that are similar to the real working context of a manager are probably more effective than situations that are dissimilar to this context. However, similarity should pertain to essential dimensions rather than the field in its totality (Meuwese, 1973). The use of introspection together with questioning was found to be extremely useful. The use of introspection together with questioning was extremely useful and worked very well. The study did not encounter the same problems that they had come across in an earlier programme with primary school students. It must be remembered that in this the present investigation they were working with older students and adults, thus facilitating the use of self-observation and self-assessment (Gargallo, 2001).

When learning styles matched teaching methods used, usefulness was assessed as high but when learning styles and teaching methods differed, usefulness deteriorated significantly. In contrary, it was found that final year accounting students preferred passive learning style for ethics instruction. Lectures with class notes, exercises, guest lectures, guided examinations of operational code of

business, viewing professionally produced videos noted the positive impact of some passive teaching methods on ethical decision making (Stewart, 2013).

The learning approaches and learning styles of a sample of 148 excellent students selected from 11 degrees from nine centers of the Polytechnic University of Valencia (Spain), and compared the results with those of a sample of 133 average students from the same centers. It was found that excellent students took a deeper approach than average students and that they preferred reflective and theoretical learning styles. Average students adopted a more surface approach, and they preferred active and pragmatic learning styles. Greater academic achievement was related to the deep approach and the reflective and theoretical learning styles. Poorer academic achievement was related to the surface approach and an active style. University professors may reinforce the deep approach by placing high aims for students which go well beyond reproducing knowledge but use other complementary methods other than expository teaching: problem solving, case studies, designing projects, raising questions, discussion and negotiation in the classroom, etc. To accomplish this, teachers must encourage students to be committed, and these methods help

do that. It also helps to introduce more demanding evaluation procedures which do not merely involve repeating what has been learned, but include training guidance that offers students feedback (Lopez, Cervero, Rodriguez, Felix, & Esteban, 2013).

The Korean Government supports *dong-a-ri*, which refers to a group of people learning or a study group in government. *Dong-a-ri* guides formal as well as informal groups in solving problems. Also, various learning systems need to be established, such as action learning and mentoring. Korea had the National Agenda Workshop, which was introduced during the Roh Moo-Hyun administration (2003–08) to utilize training programmes to promote an innovative culture. Based on their study, there are a number of different training methodologies, but a lecture is considered less effective, while the most effective method is teaching others (a person has to know the content in order to teach it). Other effective methods include practice by doing, discussion groups, demonstration, audiovisual presentations and reading to a lecture. According to the Annual Survey Report of the UK Chartered Institute of Personnel and Development (CIPD 2007), the most frequently used learning methods were: on-the-job training, in-house development programmes,

instructor-led training delivered off the job, external conferences or workshops, formal education courses, coaching by line managers, internal knowledge-sharing events, e-learning, audiotapes and videos, mentoring and buddying schemes, coaching by external practitioners, job rotation and secondments, and action learning settings (Kim, 2016).

Trivette, Dunst, Hamby, & O’Herin (2009) suggests that in order to make any training effective, we need to involve the learners from the beginning phase (planning, designing) of the training programme. He further states that learner's experiences and opportunities are really valuable in order to enrich their understanding of the content; hence trainers should seek ways to assimilate their valued experiences in the programme. Furthermore, he states that frequent (refresher) training helps the trainees to reflect upon the processing of information and their reflection on the course content.

Sayeed (1998), in his study compared between influence of career utility, job involvement and organizational commitment factor in learning. He found that those trainees, who had higher motivation towards their job role, dedicated their higher efforts towards learning. However, those trainees who displayed high commitment towards the

organization but were not motivated to their specific job assignment displayed less effort towards their learning. Hence, he states that internalization of the course content by employees to their career utility plays strong role in their learning effort.

Tennant (1988) in his study links psychological perspective into adult learning where he states that if we value the experience of learners, engage their experience in developing frameworks and help establish diverse communities for their collaborative learning, it encourages learners to engage and benefit from the process of learning. Hence, while designing the course languages used,

diverse cultural values, examples and practices with multiple perspectives need to be seriously considered by trainer that adds value to the overall learning experience.

Chism (2002) suggests that for the full and active participation of the adult, trainers need to be mindful of learners' personal responsibilities and workplace pressures allowing them some flexibility when needed. She further states that trainees need to feel welcome, respected and fairly treated. Instructional methodologies therefore should be designed by assimilating diverse backgrounds of the participants and respecting their individual values.

5. STUDY DESIGN

5.1 Theoretical Frameworks

Generally, the planning of evaluation of any training starts during the planning and design of the training programme. Because, evaluation covers the whole training process, it must be considered early in the design and planning process. However, which level of evaluation is to

be attempted and which aspects to be evaluated are the crucial aspects in the evaluation planning. The one framework that has preceded a substantial number of evaluation frameworks to use in training evaluation is the Kirkpatrick's framework. It is a widely used evaluation model. The framework of model includes

participant reactions, learning, behavior depicted as application of knowledge and organizational changes (Omar, et al., 2009 as cited in Nepal Administrative Staff College, 2015). Discussing the use of this model in measuring the impact of training (Rayamajhi, Pokharel, Sigdel, & Adhikari, 2011) states that by using Kirkpatrick's model the impact of training can be measured at four levels - reaction, learning, behavior and results. The evaluation of reaction is also called level 1 evaluation. It is measured during or immediately after the training. It not only measures the reactions but also attitudes of participants towards the training (Rae, 2000). Basically, this type of evaluation takes place during the final stage of learning event.

According to Srimannarayan (2011), almost all trainings use feedback collected from the participants at the end training programme to measure the effectiveness of the training, although this type of evaluation might not be sufficiently indicative in assessing the effectiveness. Likewise, Kalaiselvan and Naachimuthu (2011) state that to evaluate the training both macro and micro level evaluation need to be done. The macro level evaluations are done at the work place of the trainees by assessing whether the action plan has been implemented.

Blending the Kirkpatrick's and Hamblin's ideas for evaluating training, Barrow (2003) has proposed a framework for evaluating training programmes. According to him, there are five evaluation levels, the first four levels are the ideas suggested by Kirkpatrick and the fifth one is the idea suggested by Hamblin. The five levels consist:

Reaction: how do people feel during and immediately after the training?

Learning: how much have they learned in terms of knowledge, skills, and attitudes?

Performance: what are they now doing differently as a result of the learning experience?

Organizational results: what additional benefits have the organization gained?

Ultimate value: has the training helped the organization meet its strategic mission and goals?

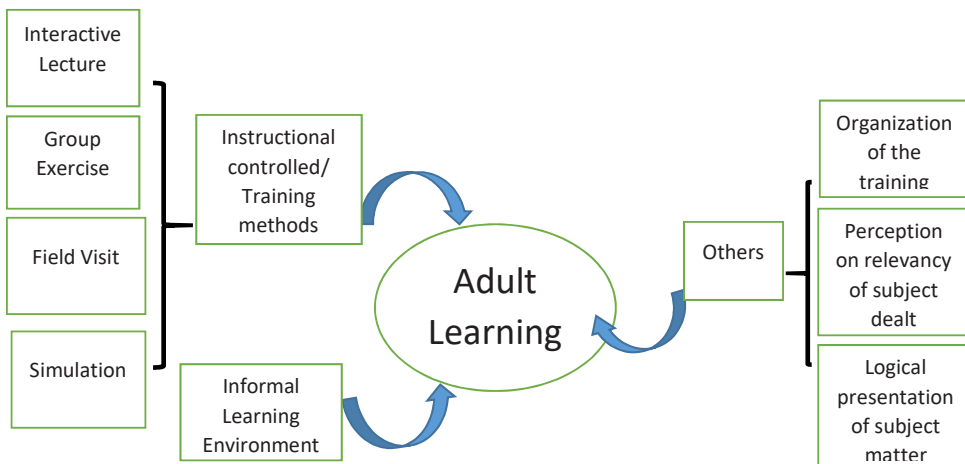
By introducing the 12 stages process, Rae (2000) argues that the processes suggested by him match the four apparently simple levels suggested by Kirkpatrick. According to him, 12 stages process can be considered in the complete evaluation process. The 12 stages process includes:

1. Training needs identification and analysis;
2. Design the evaluation process;
3. Perform pre-course testing or assessment of existing knowledge, skills and attitudes;
4. Line manager holds pre-training brief in with the learner;
5. Interim validation of the progress of learning;
6. End of programme testing or other assessment of levels achieved by the learners;
7. End of programme validation and reaction review;
8. Learner action planning at end of programme;
9. Linemanagerpost-programme debriefing and arrangements for implementation of action plan and any other learning;
10. Medium-term follow-up evaluation of implementation of learning;
11. Longer-term follow-up evaluation of implementation of learning and final assessment of cost and value effectiveness of the training; and assessment of the evaluation and report on achievement of objectives.

5.2 Empirical Framework

This study attempts to examine the determinants that impact adult learning. Primarily, three components named instructional controlled/training methods, informal learning environment and others have been identified as independent variables, adult learning being dependent Variable. Under instructional controlled/training methods, we have encompassed four factors; interactive lecture, group exercise, field visit and simulation.

Figure 1: Empirical Framework of the Study



We have included factors like organization of the training, perception on relevancy of subject dealt and logical presentation of subject matter as the other category independent variable. This study focuses on to what extent the aforementioned components impact adult learning. Factors listed here are used and studied to each other for its combined/ synergistic impact on adult learning.

5.3 Research Methods

This study utilized quantitative data to find out the relation between/among variables of study. These data are compiled from the 'End-Term Evaluation Questionnaire' of the training programmes conducted by CDR C. In total, 1133 participants were trained through 39 training programmes that were conducted by CDRC, Jawalakhel, Lalitpur during November 2015 to November 2018. Out of them, only 1025 have filled up the evaluation sheet. That is why, this study has considered 1025 as its sample size to analyze the determinants of adult learning (for further details please refer to Annex 2).

5.4 Variables and Operational Definitions

5.4.1 Adult Learning

Adults in this study, are the officials of public organizations who have participated in the training programme. They have

some work experience and are working for the public organizations of Nepal.

Adult learners focus more on learning process and are characterized by goal orientation. They connect their past experience with their current knowledge base and activities and try to judge the usefulness of the training programme. And, if they found the knowledge to be useful in their current job situation or future endeavor they pay attention to the subject matter and are satisfied with the training programme and feel that the programme was useful.

Considering all these in mind, the adult learning, for this study, is measured through the learners' reaction regarding the usefulness of the training programme, fulfillment of expectation by the programme and overall satisfaction from the programme.

5.4.2 Training Methods

Several training methods are being used in recent days' training programmes. Each training method has its own characteristics. Each method is uniquely useful in a particular situation. However, the appropriateness of that particular method in that particular training needs to be decided as per the level of participants and the using ability of the trainer. Furthermore, the training objectives,

amount of content to be delivered, availability of physical facility, availability of equipment and time availability are the determining factors for its usefulness.

Some of the commonly used training methods are interactive lectures, exercises, case study, field/organization visits, simulation, buzz group discussion, brainstorming, demonstration and syndicate method.

Considering all these in mind, training methods, for this study, is interactive lecture, case study and exercises, field visits and simulation.

5.4.3 Informal Learning Environment

Adult learning in group occurs in huge range of environments. Learning in group through informal interaction or social process helps in improving their minds, learning new ideas, developing themselves in a different way. This type of socialization is very important for people who consider that they did not reach their full potential when they were in formal education embarking on programmes for qualifications or skills. Indeed, everywhere the adults gather, it is possible to create learning opportunities (Connolly, 2008). According to Lai, Wu and Li (2011), the informal learning environment considers informal learning events, cultural events, conferences, and informal discussions/gatherings.

Considering that networking helps them to look reflectively at their experience of learning in groups, this study, considers training programme that is conducted residually as an opportunity provided to trainees to learn in network.

5.5 Study Population and Sample Size

The trainees who participated in the CDRC training programme during November 2015 to November 2018 are the study population for this study. Total of 1133 trainees have participated in this period. For the quantitative data purpose, the sample size considered for this study purpose is the participants (N= 1025, out of 1133 total participants) who have filled up the 'End-Term Evaluation Questionnaire' from November 2015 to November 2018.

5.6 Instruments

The details of the questions/statements that were used during data collection is attached in Annex 1. The major components covered by the instrument are:

- Section A: Design
- Section B: Learning
- Section C: Methodology
- Section D: Resource Persons
- Section E: Other Services
- Section F: Suggestions

However, for this study purpose data/information of all the sections might not have been used.

5.7 Data Analysis

Quantitative data have been used for data analysis. Univariate, bivariate and multivariate analysis is done to fulfill the objective and answer the research

question. Quantitative data was entered in SPSS and required univariate, bivariate and multivariate tables have been generated. In other words, data have been managed by descriptive statistical tools (percentage and mean distribution) and inferential statistics (correlation and regression analysis).

6. DATA ANALYSIS AND DISCUSSION

This section presents analysis of the data that were collected at the end of the training programme through evaluation sheet. In total, 1133 participants were trained through 39 training programmes that were conducted by Capacity Development Resource Center, Jawalakhel, Lalitpur

during November 2015 to November 2018. Out of them, only 1025 have filled up the evaluation sheet. That is why, this study has considered 1025 as its sample size to analyze the determinants of adult learning (refer Table 1).

Table 1: Number of Participants by Thematic Area

Thematic Area	Number of Participants Participated in the Training Programme	Percentage	Number of Participants Filled Up the Evaluation Form	Percentage
Procurement (11)	315	27.8	289	28.2
Contract Management (8)	246	21.7	218	21.3

Table 1 contd.

Environmental and Social Safeguards (4)	131	11.6	114	11.1
Financial Management (5)	146	12.9	133	13.0
Gender Equality and Social Inclusion (6)	162	14.3	149	14.5
Project Management (3)	77	6.8	72	7.0
Quarterly Progress Report (2)	56	4.9	50	4.9
Total (39)	1133	100.0	1025	100.0

Note: Number in parenthesis () is the number of training events

Source: End Term Training Evaluation Data

Table 1 shows the number of training participants from each of the Thematic Areas. Out of 1025 participants who filled the evaluation form, large share of training participants were from thematic areas of procurement and contract Management (28.2% and 21.3% respectively), with lowest share from Quarterly Progress Report (4.9%).

Table 2: Methodology Used by Thematic Area

Thematic Area	Training Methods Used				
	Lecture	Exercises	Cases	Simulation	Site Visit
Procurement	√	√			
Contract Management	√	√			
Environmental and Social Safeguards	√		√		√
Financial Management	√				
Gender Equality and Social Inclusion	√		√		
Project Management	√			√	
Quarterly Progress Report	√				

Source: End Term Training Evaluation Data

Table 2 shows the training methods adopted based on the thematic area. As per the data, training on procurement and contract management was conducted by lecture and Exercises method. An environmental and social safeguard was conducted by lecture, exercises and site visit whereas Quarterly progress report and financial management was conducted by lecture method only.

Table 3: Distribution of Participants by Residential and Non-Residential Type Programme

Thematic Area	Number of Participants Participated in the Training Programme	Percentage	Number of Participants Filled Up the Evaluation Form	Percentage
Residential (13)	403	35.6	356	34.7
Non-Residential (26)	730	64.4	669	65.3
Total (39)	1133	100.0	1025	100.0

Note: Number in parenthesis () is the number of training events

Source: End Term Training Evaluation Data

Table 3 shows the distribution of participants by Residential and non-residential programme. As per the data, out of 1025 participants who filled up the evaluation form large proportion of participants were from non-residential programme (65.3%).

Table 4: Statistical Analysis of Respondents' Reaction to Learning

Items	Minimum Value	Maximum Value	Mean	Std. Deviation
Usefulness of the Training from Job Viewpoint	2	4	3.53	0.58
Fulfillment of Your Expectation	2	4	3.04	0.60
Overall Satisfaction	2	4	3.15	0.58
Total (N = 1025)				

N is number of participants filled up the evaluation form

Source: End Term Training Evaluation Data

Table 4 represents the statistical analysis of respondents' reactions to learning. As stated in the operational definition, Adult learning is measured through the learners' reaction regarding the usefulness of the training programme, fulfillment of expectation by the programme and overall satisfaction from the programme. In the Likert scale of 1 (poor) to 4 (excellent), none of the participants ranked 1 on any of the parameters. A comparison of the mean between various parameters shows a higher mean (average) towards usefulness of the training from job viewpoint followed by overall satisfaction and fulfillment of expectation.

Table 5: Statistical Analysis of Respondents' Reaction to Other Aspects of Training

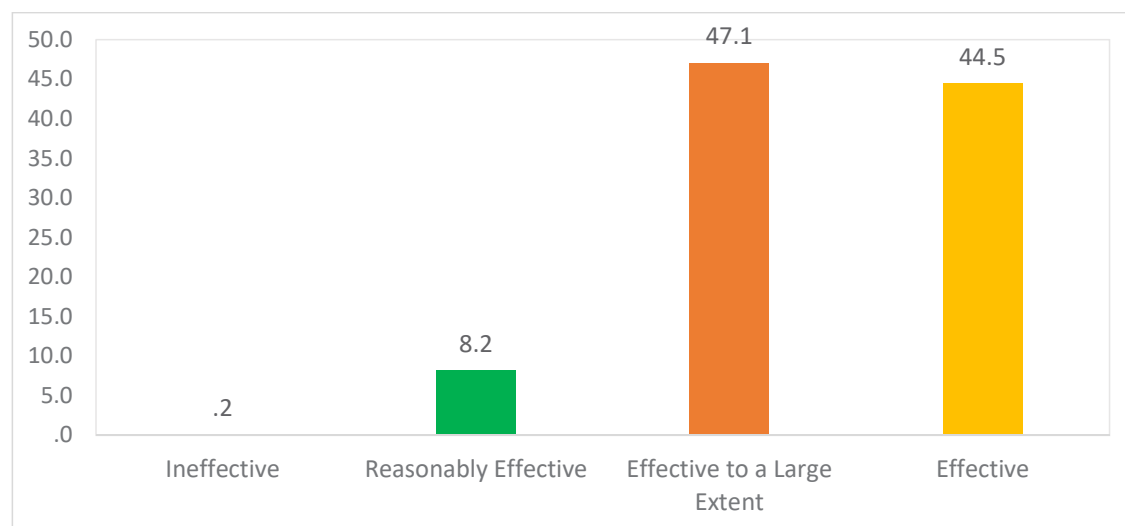
Items	Minimum Value	Maximum Value	Mean	Std. Deviation
Organization of the training	1	4	3.11	0.64
Perception on relevancy of subject dealt	2	4	3.40	0.62
Logical presentation of subject matter	1	4	3.26	0.62
Total (N = 1025)				

N is number of participants filled up the evaluation form

Source: End Term Training Evaluation Data

Table 5 represents the statistical analysis of respondents' reaction to other aspects of training. In the Likert scale of 1 (poor) to 4 (excellent), average value of rank assigned to perception on relevancy of

subject dealt is higher with value of 3.40 followed by logical presentation of subject matter (3.26) and organization of the training (3.11). None of the participants ranked perception of relevancy as poor.

Figure 2: Respondents' Reaction on Appropriateness of Lecture (in Percentage)

Source: End Term Training Evaluation Data

Figure 1 indicates respondents' reactions to the appropriateness of lectures. Large proportion (91%) of participants say

lecture is effective. 8.4% of participants ranked it as reasonably effective with 0.2% ranking it as an ineffective. If we

analyze the studies conducted by various technical institutes, it was found that excellent students took deeper approach than average students and they preferred reflective and theoretical learning styles (Lopez, Cervero, Rodriguez, Felix, & Esteban, 2013). If we draw some inferences from these studies, it shows participants pursuing technical subjects preferred theoretical and reflective learning styles which have also been validated by our data.

6.2 Bivariate and Multivariate Analysis

New variable called Adult Learning has been created from the three statements of the study with which to test the purposed Casual Model of determinants of adult learning. This newly created variable has been used as dependent variable in this study. By the creation of new variable new index has calculated from the three statements that are measuring the same or similar areas. These new variable has been constructed in order to aid in testing the determinants of adult learning. Furthermore, the intention was to analyze the effect of different training methods in learning.

The new variable contains three statements. Inter-correlations between the statements were tested to see the relationship between them (refer Table 6).

Similarly, to assess the internal reliability among the statements, Cronbach's Alpha Test was done (refer to Table 6).

As stated earlier, adult learners focus more on learning process and are characterized by goal orientation. They connect their past experience with their current knowledge base and activities and try to judge the usefulness of the training programme. And, if they found the knowledge to be useful in their current job situation or future endeavor they pay attention to the subject matter and be satisfied with the training programme and feel that the programme was useful.

Considering all these in mind, the adult learning, for this study, is measured through the learners' reaction regarding the usefulness of the training programme, fulfillment of expectation by the programme and overall satisfaction from the programme.

6.2.1 Inter-correlation and Reliability Test

Inter-correlation has been done to see the correlation between the statements measuring the same or similar area. Similarly, a reliability test has been done to test the internal consistency among the statements measuring the same area. Table 6 shows the bivariate correlation in Adult Learning related statements.

Findings of the bivariate correlation on the Adult Learning related statements show a significant positive relationship between the three components. The inter-correlation value ranges from 0.306 to 0.545, and all the values have positive correlation with 0.01 level of significance.

Similarly, the internal reliability was tested by conducting Cronbach's Alpha Test on the three components/statements. The value of 0.657 indicates that three components of Adult Learning are correlated to each other.

Table 6: Inter-correlations of Statements for Adult Learning

Cronbach's Alpha = 0.657	USEJOB	FULEXP	TRASAT
Usefulness of the Training from Job Viewpoint (USEJOB)	1.0	0.316**	0.306**
Fulfillment of Your Expectation (FULEXP)		1.0	0.545*
Overall Satisfaction (TRASAT)			1.0

Note: This table is constructed to show the sub-groups correlations simultaneously. N = 1025. ** Correlation is significant at the 0.01 level (2-tailed).

6.2.2 Factor Analysis

In the previous section, bivariate analysis was done to examine whether certain variables are associated, and to identify the level of relationship between them. In this section, the exploratory factor analysis has been done to identify the principal

factors, and to satisfy the assumptions of the study. Similarly, regression model has been used to test the statistical significance of the variables. Factor analysis has been done to ensure that unnecessary items are not included in analysis (refer Table 7).

Table 7: Adult Learning Index Factor – Dependent Variable

Items	Factor 1	Eigenvalue	% of Variance	Alpha
Usefulness of the Training from Job Viewpoint	0.651	1.790	59.67	0.657
Fulfillment of Your Expectation	0.829			
Overall Satisfaction	0.824			

Table 7 illustrates the list of items included to calculate Adult Learning index, their factor loadings, eigenvalue, and Cronbach's Alpha test of reliability. All three items regarding the Adult Learning have the factor loadings of more than 0.65 and Cronbach's Alpha value is 0.657. The eigenvalue is 1.790 with 59.67 % variance of extraction sums of squared loadings (refer Table 7). Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (which should be >0.5) is 0.613 (not shown in the table). On the other hand, Bartlett's measure is also extracted which is highly significant (p <0.001) (not shown in the table). The alpha, factor loadings, KMO measure, and Bartlett's measure are high enough and acceptable for the use in the casual model.

The results of factor analysis showed green lights for the further analysis. In other words, further analysis for multivariate tests are encouraged from the induced values obtained while doing factor analysis.

6.2.3 Multivariate Analysis

While running the multivariate regression analysis, several determinants learning are used as independent variables. Likewise, adult learning¹ is used as dependent

variable. The determinants of learning considered in this study are use of training methods², informal learning environment³, appropriateness of lecture⁴, organization of the training⁵, perception on relevancy of subject dealt⁶ and logical presentation of subject matter⁷.

The multivariate regression is run employing the independent as well as intervening variables (refer model 1 for further details).

$$AL = \beta_0 + \beta_1 AoL + \beta_2 OoT + \beta_3 PRS + \beta_4 LPS + \beta_5 D_1 + \beta_6 D_2 + \beta_7 D_3 + \beta_8 D_4 + \epsilon_i \dots \dots \dots (1)$$

[Where, AL = adult learning, AoL = appropriateness of lecture, OT = organization of training, PRS = perception on relevancy of subject dealt, LPS = logical presentation of subject matter, D1 = group exercise/exercise as a methodology used (1 = yes), D2 = simulation as a methodology used (1 = yes), D3 = field visit as a methodology used (1 = yes), D4 = informal learning environment (1 = residential training)]

1 See the operational definition of section 4.4.

2 See the operational definition of section 4.4.
3 See the operational definition of section 4.4.
4 See the operational definition of section 4.4.
5 See the operational definition of section 4.4.
6 See the operational definition of section 4.4.
7 See the operational definition of section 4.4.

Table 8: Regression Result – Adult Learning

	Standardized Coefficients		Sig.
	β		
Appropriateness of Lecture***	0.222	7.554	0.000
Organization of training***	0.206	7.133	0.000
Perception on relevancy of subject dealt***	0.178	6.183	0.000
Logical presentation of subject matter***	0.195	6.638	0.000
Group exercise/exercise as a methodology used [Yes=1]*	0.058	1.905	0.057
Simulation as a methodology used [Yes=1]	0.037	1.311	0.190
Field visit as a methodology used [Yes=1]*	0.043	1.671	0.095
Informal learning environment [Residential training =1]	0.030	1.051	0.294
$R^2 = 0.390$			
Adjusted $R^2 = 0.385$			
$F = 81.043$ with $p < 0.001$			
Durbin-Watson value = 1.949			

*** significant at 0.01, and * significant at 0.10. DV = Adult Learning

explain 38.5 percent of the variation in the dependent variable. In other words, the model used by this study had explained 38.5 % of the variance in adult learning. The Durbin-Watson value of 1.949 suggests that there is no autocorrelation among the variables.

Table 8 depicts that six out of eight variables had significant impact on adult learning, and rest of other variables did not have any relationship or impact. The values for appropriateness of lecture (0.222), organization of training (0.206),

The results of regression model when dependent variable is adult learning are presented in Table 8. Variance predicted by the regression model is about eighty-one times higher than the variance predicted by the error (F-value = 80.043), and importantly, the F-value is significant ($p < 0.01$). Considering these facts, it can be claimed that the regression has a pretty good model fit.

The adjusted R-square value of 0.385 suggests that independent variables, including the intervening variables, can

perception on relevancy of subject dealt (0.178) and logical presentation of subject matter (0.195) signify that they have positive relationship with learning. This finding is in line with the idea of Sherman's (1995) and O'Leary and Stewart (2013). Sherman (1985) states that factors like class size, organization of content, logical flow, learners' prior knowledge, academic learning skills and skill monitoring influence the learning. However, he argues that learners who are externally oriented (i.e. who do not perceive themselves responsible for the learning outcomes) found the structured instructional methods, such as lecture, to be more effective than the contract plan, such as group exercise, self directed learning. Similarly, O'Leary and Stewart (2013) state that if teaching methodology matches the learners' learning style then usefulness of the training will be increased. He further argues that if any new topics are being introduced, students do prefer the passive learning styles like lectures and powerpoint presentations, whereas, if the topic dealt are of their familiarity then they prefer active learning styles like group exercises and group presentations.

By studying the secondary-school level experiments in methods of teacher training and comparing the teacher-demonstration and pupil-laboratory

methods, Good (1930) states that teacher-demonstration methods are favored in comparison to pupil-laboratory. Gregory (2013) argues that the way lecture is delivered determines whether it has enabled learning or not. If active lecturing strategies are adopted, it maximizes learning. In addition, active lecturing not only enables classroom learnings but also prepares learners to take responsibility for their independent out-of-class learning. Furthermore, it offers balanced approach in connecting the contents with their real life experiences.

Meuwese (1973) states that while designing a training programme, training population's learning style need to be assessed. Moreover, he states that learning environment, methodologies chosen and the medium used in the training programme need to be considered in meeting the learners' needs. Training becomes more effective when learners found that the contents or issues dealt are related to their real working environment. If learners are engaged with the methods that entails practical skill based exercises then they learn and perform better in their work place settings.

In this study, group exercise/exercise as a methodology used and field visit as a methodology used are dummy variables,

and have positive β values (0.058 and 0.043 respectively) and are significant. The positive β value suggests that exercises and field visits supports the adult learning. In other words, training using exercise and field visits, in comparison to not using such methods, enables learning. However, the other two dummy variables (i.e. simulation as a methodology used and informal learning environment) are found to be insignificant in determining the adult learning. Lai, Wu and Li (2011)

found that trainees' age and their level of participation in informal learning activities are coorelated. If trainees are of older age (i.e. 35 – 54) then they are more likely to participate and be benefitted from informal learning activities. This finding is different than what Meuwese (1973) has discussed. According to Meuwese, if practical teaching startegies such as simulation be used then learning will be enhaced and such learning will be retained.

7. CONCLUSION

This study is the result of the analysis of the association between training methodology and learning. This study aimed to find out the determinants of adult learning. Univariate, bivariate and multivariate analysis was done using data collected and compiled from the 'End-Term Evaluation Questionnaire' of the training programmes conducted by CDRC during November 2015 to November 2018.

This study tried in answering the question regarding the use of different training

methods and its role in enabling learning which was rarely done in the past. It has attempted to disentangle the effect of different methods of training – lecture, group exercise, site visit, simulation and informal interaction – in adult learning. Ausubel (1978) in his study conceded that instructional variables have an impressive history demonstrating their influence on learning. This has been supported by a considerable body of research. They indicate that some methods of organizing and delivering course content are more powerful than others. In

addition, a significant body of theory and research demonstrates that instructional techniques affect learners differently depending on their characteristics.

Upon analysis of data, usefulness of training from job viewpoint was found to be ranked higher which is then followed by overall satisfaction and fulfillment of expectation. Around 92% of participants considered lectures as an effective method. This study demonstrated mixed patterns of findings. Some of the findings are consistent with the other findings as expected whereas; some of the findings are different than that of the expected one. An investigation on the variables indicated that six variables out of eight variables having significant impact on adult learning. Under multivariate analysis, appropriateness of lecture, organization of training, perception on relevancy of

subject dealt and logical presentation of subject matter seen to have a positive relationship with adult learning.

The research team was constrained by three major limitations. First, we did not have the pre-test and post-test evaluation showing the level of achievement from the training programmes. This enforced us to depend on the end-term evaluation of respondents. Second, measuring whether the training has enabled learning was a challenge because it is difficult to measure the changes that have been brought by the training programme based on the perception of respondents. Third, we faced difficulty in finding out the most appropriate proxy of learning. Within the limitations we used our team skills in identifying determinants of adult learning and analyzing the relationship of different training methodologies in learning.

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Online Resources:

<https://online.rutgers.edu/blog/principles-of-adult-learning-theory/>

ANNEX 1: Evaluation Sheet Used for End-Term Evaluation of Training Programme

A. Learning

1. How useful was this training from job view point?	Very useful	Useful	To some extent useful	Not at all useful
2. To what extent did the training fulfill your expectation?	Completely	Adequately	Partly	Not at all
3. Was the objective of the training in accordance with your expectation?	Completely	Adequately	Partly	Not at all
4. Did the training meet the objectives stated at the beginning?	Completely	Adequately	Partly	Not at all
5. How would you rate the overall satisfaction of the training programme?	Very satisfied	Satisfied	To some extent satisfied	Not at all satisfied

B. Organization

1. How did you find the organization of the training (k lzl0fsf] agfj6)?	Excellent	Very good	Satisfactory	Poor
2. Were the topics selected relevant to the subject area of the training?	Very relevant	Adequately Relevant	Relevant to some extent	Irrelevant
3. Were the selected topics dealt in logical order?	Fully logical	Acceptably logical	Logical to some extent	Not logical
4. To what extent the logic of the subject order were broken during its implementation?	Not broken at all	Broken to some extent	Broken to a very little extent	Broken frequently

C. Methodology

How appropriate were the following methods used in the training?

1. Lecture	Very Effective	Adequately Effective	Effective to some extent	Ineffective
2. Case Study	Very Effective	Adequately Effective	Effective to some extent	Ineffective
3. Group Discussion/Presentation	Very Effective	Adequately Effective	Effective to some extent	Ineffective

D. Resource Persons

1. How do you rate the resource persons in the training? (Delivery, Contents Covered, Time Management)	Excellent	Very good	Satisfactory	Poor
2. How do you rate the performance of the training management committee	Excellent	Very good	Satisfactory	Poor

E. How do you rate the following services?

S.No.	Services	Excellent	Very good	Satisfactory	Poor
1	NASC Services				
2	Quality of Food at Canteen				
3	Logistic Support (training materials)				

Name a topic you found **most-appropriate** in the programmeme.

.....

Name a topic you found **least-appropriate** in the programmeme.

.....

Any suggestions for improvement:

1. Regarding Course Contents:

-
-
-

2. Regarding Training Methodology used:

-
-
-

3. Regarding Training Duration:

-
-

4. Regarding Other Facilities

-
-
-

Thank you for your time and support.

Annex 2: List of Training by Number of Participants, Duration and Venue

S.N.	Name of Training Programme	No. of Participant	Venue	Duration
1	Procurement (Works-Large)	30	NASC/CDRC	23-27 Nov 2015
2	Contract Management (Works-Large)	32	NASC/CDRC	21-23 Dec 2015
3	Contract Management (Works-Small)	29	Pokhara	11-13 Jan 2016
4	Gender Equality and Social Inclusion	28	Hotel Himalaya	11-12 Feb 2016
5	Environmental and Social Safeguards	29	NASC/CDRC	22 -26 Feb 2016
6	Procurement of Plant	27	Hotel Greenwich	06-08 Apr 2016
7	Financial Management	28	NASC/CDRC	16-17 May 2016
8	Contract Management (Works-Small)	26	Nepalgunj	29-31 May 2016
9	Procurement (Works-Small)	33	Biratnagar	01-05 Aug 2016
10	Environmental and Social Safeguards	41	Biratnagar	08-12 Aug 2016
11	Procurement (Works-Small)	31	Nepalgunj	29Aug-02Sep2016
12	Procurement (Works-Small)	26	Pokhara	12-16 Sep 2016
13	Gender Equality and Social Inclusion	26	Hotel Greenwich	21-22 Sep 2016
14	Contract Management (Works-Small)	31	Biratnagar	26-28 Sep 2016
15	Project Management	30	NASC/CDRC	03-05 Oct 2016
16	Financial Management	34	Hotel Bagaicha	24-26 Oct 2016
17	Contract Management (Works-Large)	34	Bhairahawa	09-11 Nov 2016
18	Procurement (Works-Small)	32	Bhairahawa	30Jan-03Feb 2017
19	Financial Management	29	Hotel Saligram	06-07 Feb 2017
20	Project Management	25	NASC/CDRC	14-17 Mar 2017
21	Contract Management (Works-Small)	35	NASC/CDRC	30May-01Jun2017
22	Procurement (Works-Small)	43	NASC/CDRC	05 - 09 Jun 2017
23	Procurement (Works, Goods & Consulting Services)	28	NASC/CDRC	23 - 25 Jul 2017
24	Gender Equality and Social Inclusion	33	NASC/CDRC	25 - 27 Jul 2017
25	Environmental and Social Safeguards	28	Bhairahawa	07 - 11 Aug 2017
26	Procurement (Works, Goods & Consulting Services)	21	NASC/CDRC	16 - 18 Aug 2017
27	Financial Management	26	NASC/CDRC	06 & 08 Sep 2017
28	Contract Management (Works-Large)	24	NASC/CDRC	17,18&20Sep 2017
29	Environmental and Social Safeguards	33	Pokhara	19 - 23 Nov 2017
30	Project Management	22	NASC/CDRC	26Feb-05Mar 2018
31	Procurement of Works and Consulting Services	14	NASC/CDRC	12 - 16 Mar 2018
32	GESI	34	NASC/CDRC	04 - 06 April 2018
33	Contract Management (Works - Small)	35	Bhairahawa	16 - 18 April 2018
34	Contract Management (Works - Large including Safeguards)	22	NASC/CDRC	14 - 16 May 2018
35	Preparing Quarterly Progress Report	30	NASC/CDRC	03 & 04 Sep 2018
36	Preparing Quarterly Progress Report	26	NASC/CDRC	06 & 07 Sep 2018
37	Procurement and Contract Management of Plant	30	NASC/CDRC	01 – 04 Oct 2018
38	GESI	24	Pokhara	28 – 30 Oct 2018
39	Workshop on Mainstreaming GESI	17	Hotel Himalaya	27 Nov 2018



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