

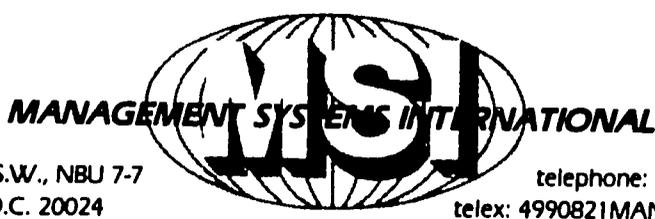
# **AN EVALUATION OF THE LABOR LEADER TRAINING PROGRAM:**

## **FINAL REPORT**

**October, 1989**

***Prepared for:***

**Agency for International Development  
Office of International Training  
Participant Programming Division  
Washington, D.C.**



600 Water Street S.W., NBU 7-7  
Washington, D.C. 20024

telephone: (202) 484-7170  
telex: 4990821MANSY fax: (202) 488-0754

## TABLE OF CONTENTS

	<u>Page</u>
EXECUTIVE SUMMARY . . . . .	i
I. METHODOLOGY . . . . .	1
A. Background . . . . .	1
B. Preparatory Work . . . . .	1
C. Survey Administration . . . . .	3
D. Data Coding and Analysis . . . . .	4
II. FINDINGS . . . . .	5
A. Participant Characteristics . . . . .	5
B. Overall Course Rating . . . . .	5
C. Impact Measurement - Utilization Spectrum . . . . .	7
1. Referential Use . . . . .	8
2. Information Dissemination . . . . .	11
3. Networking . . . . .	13
4. Program, Policy or Procedural Applications . . . . .	15
5. Most Important Result of Course . . . . .	20
D. Impact Measurement - Country Specific . . . . .	22
E. Participant Likes, Dislikes and Suggestions for Changes . . . . .	23
F. Pre-departure Activities . . . . .	25
G. Follow-up Activities . . . . .	26
H. Affect of Training Program on Participants' Job Status and Responsibilities . . . . .	27
I. Impact of Sending Women to This Program . . . . .	29
III. CONCLUSIONS AND RECOMMENDATIONS . . . . .	30
A. General Program Recommendations . . . . .	30
1. Participation Selection . . . . .	30
2. Pre-Program Activities . . . . .	31
3. Promotion of Training and Information Dissemination as a Course Component . . . . .	32
4. Follow-up Activities . . . . .	33
5. Design of Country-Specific, Subject-Tailored Programs . . . . .	34
B. Philippines-A Specific Recommendation . . . . .	34
APPENDIX A: PARTICIPANT QUESTIONNAIRE	
APPENDIX B: NON-PARTICIPANT QUESTIONNAIRE	
APPENDIX C: MAIL QUESTIONNAIRES	
APPENDIX D: FREQUENCY DISTRIBUTIONS - PARTICIPANT QUESTIONNAIRE	

## **EXECUTIVE SUMMARY**

### **BACKGROUND**

The Agency for International Development, through an interagency agreement with the U.S. Department of Labor, Bureau of International Affairs, provides training each year for approximately 100 Third World nationals involved in labor relations. The program involves classroom training, visits to selected U.S. sites, and meetings with U.S. counterparts. Normally 4-5 programs are scheduled each year with 12-25 participants in each program. The program has trained approximately 300 participants from 55 countries in the last three fiscal years.

Countries wishing to participate are asked to nominate teams. Ideally the team is tripartite, consisting of a private sector representative, a union representative and a government (labor ministry) representative. Program topics are diverse, ranging from occupational safety and health to issues for women in the workforce. Labor-management relations are always a part of the program.

Management Systems International (MSI) was asked by A.I.D.'s Office of International Training (OIT) to conduct an evaluation to determine: (1) the impact of the program on developing country labor leaders; and (2) to make recommendations concerning changes/improvements to the overall program design.

### **METHODOLOGY**

A two-pronged survey research methodology was utilized:

(1) In order to collect in-depth information from some participants and to determine if targeting large numbers of individuals from a single country makes a difference with regard to impact, field visits were made to Jamaica, the Philippines, and Liberia. These countries were selected because each had a particularly high number of participants and in order to survey each of the major A.I.D. geographic regions. Data were collected using two data collection instruments designed specifically for participants and non-participants knowledgeable about the program.

(2) A mail survey was conducted of the 225 participants from countries other than Jamaica, the Philippines and Liberia who had attended the course in the past three years. Due to an extremely low response rate, a decision was made in conjunction with the Project Officer, Rita Evans, that given the low response rate and the difficulty of follow-up, the mail survey would be aborted and data analysis would be done using the personal interviews only.

A codebook was developed for each of the questionnaires. The data were coded, entered into MSI's computer, and analyzed using the Statistical Package for the Social Sciences (SPSS).

## **FINDINGS**

A total of 76 participants were interviewed, 28 from Jamaica, 18 from Liberia and 30 from the Philippines. Approximately 22 percent attended the course representing government, 13 percent attended representing the private sector, and 65 percent attended representing the unions. Two-thirds of the participants were male. Eighty-five percent of the respondents had taken the course during 1986, 1987 or 1988; 11 percent took the course prior to 1986 and 5 percent took the course during 1989.

Both participants and non-participants had generally favorable feelings about the course and its continuation in the future. When asked whether they would rate the training program as excellent, good, fair or poor, 46% of the participants felt it was excellent; an additional 50% rated it as good. Only three participants felt it was fair and none rated it as poor. The participants and non-participants were unanimous in their feeling that the program should continue to be offered to people in developing countries involved in labor relations because they found it to be a generally positive and enriching experience which gave them a wider perspective and because they learned information, skills (arbitration, negotiation, etc.) or processes which have been useful to them.

While personal development and an increase in exposure and perspective are important and necessary outcomes of a training program, conversion of the experience to action is the ultimate test of impact and influence. Therefore, as a concrete measurement of behavioral impact, participants were asked five questions to identify the variety of ways and contexts in which they had utilized and applied the information or contacts that they gained in the training program. Utilization was divided into four major categories: referential (personal reference), information dissemination (sharing the information or materials with others), networking (contact with other program participants or people or organizations met while in the U.S.), and applicative (program, policy and procedural applications).

It is extremely impressive and a genuine tribute to the program that the 76 respondents gave a total of 432 specific examples of different ways they had used the materials, information, or contacts provided in the workshop and not one participant reported that no use had been made of the information or contacts. These examples were broken down as follows among the four major utilization categories:

**1. Referential Use.** It is significant that nearly all (93%) of the respondents reported using the course information or materials for personal reference. These included the following 114 referential uses of the materials or handouts:

- as a general reference, to refresh one's memory, see what others have done, and as supporting evidence in discussions/disputes (43 mentions);
- in the preparation of speeches/reports/lectures/awards/annuals, etc. (28 mentions);
- to prepare for training courses (20 mentions);

- in negotiating a contract or in preparation for negotiation (17 mentions); and
- other miscellaneous referential uses (6 mentions).

**2. Information Dissemination.** Ninety-seven percent of the respondents reported that they had disseminated the information or materials from the course to others, including union members/workers/rank and file, union leaders, staff, management supervisors, and colleagues, mentioning 118 different examples of how they had shared the information. The information was most frequently shared (59 mentions) for the purpose of generally increasing another person's knowledge about issues, informing someone about something, or telling someone how something was done elsewhere. A second way information was disseminated (26 mentions) was in a training context, either directly by the participant or by a colleague with whom he had shared the information for preparatory purposes. Twelve participants reported on what they had learned at the workshop to their supervisors, colleagues or staff. Another dozen participants mentioned using the information to convince someone to do something specific based upon what they had learned at the program. There were an additional eight miscellaneous examples of ways in which the information had been disseminated.

**3. Networking.** The presence or absence of networking as a result of the course was ascertained by asking the respondents if they had had any contact with any of the people or organizations they learned about or met in the U.S. during the training program and whether they had had any professional contact with any of the other program participants since the program. Sixty-four (84%) of the participants reported networking in one of these two ways.

**4. Program, Policy or Procedural Applications.** Respondents were asked what new policies, programs, regulations or activities had been initiated as a result of their participation in the program, or were asked to give concrete examples of how the information had been used in contract negotiations. Over 75 percent of the respondents (59) reported that they had applied the information in this way, and these participants gave a total of 111 specific examples of how they had applied it.

Forty participants mentioned that they had used the information that they had learned in the course in contract negotiation. Half of these said that they had gotten something included in a new contract as a direct result of the program or that they took language directly from material obtained during the program and had it included in the contract. The other half used the information that they had learned about the contract negotiation process or negotiating techniques. Twenty-seven mentioned a specific programmatic or policy change that had taken place as a result of the program, including six who reported changes specifically in the area of health and safety. Seventeen Filipinos attributed the course to starting a "new wind" in their country, and used the information to start or promote Labor Management Committees. Thirteen used the information to upgrade or start a training or education program. There were 14 other miscellaneous applicative uses of the information mentioned.

Following the information utilization questions, participants were asked what the single most important thing was that occurred as a result of their participation in the labor leader training program. The most frequently cited important outcome was their own personal growth and development, mentioned by nearly half (46%) of the participants who answered the question.

The nature and amount of impact varied neither by home country, nor by type of participant (representing government, private sector, or the unions), nor by sex, with the exception of the impact made by the 19 Philippine participants who attended the March, 19876 course entitled "Tripartite Labor Management Cooperation Team". This program was unique in several crucial ways: (1) unlike other programs which were attended by participants from several different countries, all of the participants at this program were from the Philippines; (2) the subject area, Labor Management Cooperation, was tailored specifically for this group; and (3) the participants were more senior than those attending typical programs. Although this group had its fair share of "mentions" in all areas of the information utilization spectrum and the specific uses that they made of the information and the contacts were substantial, the impact of this program in the Philippines went far beyond. Upon their return to the Philippines, this group became a nucleus for the promotion of Labor Management Committees (LMCs).

With no prompting from either A.I.D. or the Department of Labor, the participant group met regularly to organize and plan their promotion and lobbying effort for LMCs. Most significantly, the group wrote a position paper on LMCs and as a direct result of their lobbying efforts, they were able to get LMCs included in their new labor code (Republic Act No. 6715). Further, at their instigation a new Department of Conciliation and Mediation, Voluntary Arbitration, and Labor Management Cooperation was created within the National Conciliation and Mediation Board of the Philippine Department of Labor and Employment and an LMC office was opened in all of the regional offices of DOLE. There were numerous instances cited of particular unions and private sector companies starting LMCs. The result of all of these large and small, collective and individual efforts toward LMCs was a general and substantial improvement in labor relations in the Philippines. The importance of this movement and the program participants' role in the movement was much greater than the sum of the isolated applications of the information or contacts mentioned by participants from other programs.

Nearly two-thirds of the participants felt there were things that could have been done prior to the program that would have increased the program's effectiveness for them. Of these, slightly more than half felt that participants should be given some kind of pre-departure briefing on the subject of the workshop. Slightly more than twenty-five percent would have liked a pre-departure logistical briefing touching on such matters as the weather, the schedule (where they will be when) and per diem regulations. Eight people mentioned that they would have liked more notice, that there was too little time between notification of acceptance and departure.

When asked if there had been any post-training follow-up activities or get-togethers for program participants, 80 percent of the respondents indicated that there had not been. Of the 16 that indicated there had been, 14 were from the group in the Philippines who attended the course on LMCs.

When asked whether there should be follow-up, all but one indicated that follow-up would be beneficial.

Four out of every five participants (60 out of 76) reported that their participation in this training program increased their job status or job responsibilities. Nearly one-fourth of these participants actually attributed a promotion or reelection to a position to attending this program. Over half reported that they have increased/changed job responsibilities which are self-imposed because of a new awareness and knowledge created by the program, a genuine testament to the substantial personal development that transpired at the program. One third reported that others' perception of them had changed since the program, that they are now "seen in a different light".

Seventy-five percent of the 27 female participants who took the course, felt that there were specific changes or things that had happened as a result of them or other women being involved in this labor relations training. Of these, two-thirds of them felt that because of the program, women in their country have become more involved and committed to labor issues, or that their self-confidence (and thus their effectiveness) had increased substantially. The remainder indicated that the course provided them with useful and needed skills, that it had increased their knowledge so that they are able to be more effective.

## **CONCLUSIONS AND RECOMMENDATIONS**

It is resoundingly clear from the data that there has been great overall satisfaction with the labor leader training program, both from the point of view of participants as well as knowledgeable others. In addition, there has been significant and lasting positive impact, both on the participants personally, and on labor relations in their countries. That the type and frequency of impact varied significantly neither by sex, home country, nor type of participant (representing government, private sector, or the unions) is somewhat remarkable and interesting, and there is therefore no particular category of participant for whom the impact of the course is substantially significant or insignificant. What higher praise can a program receive than that not only does it have a significant impact, but that it has wide applicability in terms of audience composition. Thus, the following recommendations, rather than proposing a major overhaul of the program, suggest ways in which an already very good program may be fine-tuned and ways in which the program's already significant impact may be broadened.

**1. Participant Selection.** It is recommended that the selection process for this labor leader training program target middle level, up-and-coming participants and wholeheartedly recommends that it continue to have a tripartite approach, that is, participants from government, unions and the private sector.

**2. Notification of Selection.** It is recommended that participant nominees be notified as far in advance of the program as possible whether or not they have been accepted.

**3. Pre-Departure Briefing.** It is recommended that a pre-departure briefing be given to each participant (in a group or individually) by the USAID Training Officer which covers the following items:

i. **Logistics.** It is recommended that each participant receive a written pre-departure briefing covering such logistical and administrative as the proposed schedule, anticipated weather, including the kind of clothing that will be necessary; finances, including the per diem; and rooming arrangements.

ii. **Subject area.** It is recommended that participants be given as much information as possible about the subject of the program prior to departure, including background materials if possible.

iii. **Appropriate Information To Take Along.** It is recommended that suggestions be given to the participants in writing concerning what information would be useful to take along to share, i.e., per capita income, labor statistics about their country, etc.

**4. Promotion of Training and Information Dissemination as a Course Component.** It is recommended that the promotion of training and information dissemination by participants upon their return home become an actual component of the training program.

**5. Promotion of Participant-Initiated Follow-Up Activities as a Course Component.** It is recommended that during the training program, follow-up activities be discussed with participants and back-home action plans developed by each one of them before returning home.

**6. Role of the USAID Training Officer and U.S. Labor Attache in Follow-Up Activities.** In order to start the process and "bridge" the gap between participants from past programs and participants introduced to this strategy as part of the program, it is recommended that the U.S. Labor Attache (or Labor Reporting Officer as appropriate) and USAID Training Officer within each country actively encourage and perhaps personally instigate the formation of these "Alumnae Groups" or identify appropriate leaders within their country to begin the process.

**7. Design of Country-Specific, Subject-Tailored Programs.** The overwhelming success of the Philippine tripartite program which promoted LMCs (March, 1987) leads us to recommend that USAID and the Department of Labor initiate and be receptive to other opportunities like this in the future.

**8. Philippines -- Specific Recommendation.** We recommend that in-country LMC facilitator training in the Philippines be made a funding and programmatic priority.

## **I. METHODOLOGY**

### **A. Background**

The Agency for International Development, through an interagency agreement with the U.S. Department of Labor, Bureau of International Affairs, provides training each year for approximately 100 Third World nationals involved in labor relations. The program involves classroom training, visits to selected U.S. sites, and meetings with U.S. counterparts. Normally 4-5 programs are scheduled each year with 12-25 participants in each program. The program has trained approximately 300 participants from 55 countries in the last three fiscal years.

Countries wishing to participate are asked to nominate teams. Ideally the team is tripartite, consisting of a private sector representative, a union representative and a government (labor ministry) representative. Program topics are diverse, ranging from occupational safety and health to issues for women in the workforce. Labor-management relations are always a part of the program.

Management Systems International (MSI) was asked by A.I.D.'s Office of International Training (OIT) to conduct an evaluation to determine: (1) the impact of the program on developing country labor leaders; and (2) to make recommendations concerning changes/improvements to the overall program design.

### **B. Preparatory Work**

Meetings were held in May and June, 1989 with Joyce Kaiser and Rita Evans of A.I.D.'s Office of International Training and Betty Settles and Bud Clatanoff of the Department of Labor to brief MSI, receive background documents for review, and reach agreement on how to proceed.

In accordance with the Work Plan, three data collection instruments were designed:

(1) A Participant Questionnaire (included as Appendix A) used in conducting personal interviews with people who attended the course. The Participant Questionnaire ascertained information in the following areas:

- identifying information including who (labor, management or government) they represented, the year they took the course, who they were working for at the time of the course, number of different jobs since taking the course, and level of current involvement in labor relations;
- their overall rating of the training program, including whether it should continue to be offered to people in developing countries and why;
- if and specifically how they have used the information learned in the course;

- the most important single thing that occurred as a result of their participation in this course;
- what they liked most and least about the program including what changes they would recommend be made to the program;
- pre-departure activities;
- follow-up activities;
- the major labor relations problems in their country and the biggest single obstacle they have in improving labor relations (for background and contextual purpose);
- whether attending the program increased their job status or responsibilities; and
- the impact of sending women to this program.

(2) A Non-Participant Questionnaire (included as Appendix B) used in conducting personal interviews with non-participants knowledgeable about the program and its impact in that country, such as the USAID Training Officer, the U.S. Labor Attache or Labor Reporting Officer, officials of unions whose leaders have been trained, etc. This information was collected primarily to provide a frame of reference for the participant interviews.

The Non-Participant Questionnaire ascertained the following information:

- the nature of their involvement and level of familiarity with the labor leader training program;
- the level and nature of impact the training program had on the labor leaders in that country;
- their opinion concerning whether the program should continue to be offered to people in developing countries and why;
- changes they would recommend be made to the program;
- whether the training program has contributed to improved international relations between the U.S. and their country;
- the impact of sending women to this program; and
- the major labor relations problems in their country and how this training program could contribute to the solution of these problems.

(3) Mail Questionnaires in English, French and Spanish (included as Appendix C) which were to be sent to participants not interviewed personally.

The questionnaires were given to the Project Officer, Rita Evans, for her review and comments. Revisions were made accordingly, and the questionnaires were approved.

### **C. Survey Administration**

A two-pronged survey research methodology was utilized:

(1) In order to collect in depth information from some participants and to determine if targeting large numbers of individuals from a single country makes a difference with regard to impact, field visits were made to Jamaica, the Philippines, and Liberia. These countries were selected because each had a particularly high number of participants and in order to survey each of the major A.I.D. geographic regions.

In addition to being a data collection effort, the first field visit was designed to serve as the pretest for the methodology and the questionnaires. Thus, Jamaica was selected for the first field visit due to its relative proximity to Washington, D.C. (If extensive revisions to the questionnaire or methodology would have been necessary, it would have been feasible and relatively inexpensive (compared to the Philippines and Liberia) to either send a person back to collect additional data or to collect supplementary information by telephone.) The team, Bonnie Daniels and Marian Cosmides, spent June 19-23 in Kingston; interviews were conducted with 28 participants and 6 non-participants who were very familiar with the program. The validity of the methodology was confirmed and only minor modifications were deemed necessary to the questionnaires.

The Philippines, selected for the second field visit, was of particular interest to both A.I.D. and the Department of Labor, as not only did they send a high number of participants overall to the program, but in 1987 they sent 19 carefully selected participants to a course which focused on Labor Management Committees (LMCs). A.I.D. and the Department of Labor wanted to learn the impact of targeting these labor leaders to attend a program on a specific topic. Bonnie Daniels and Marian Cosmides conducted the field work in Manila from July 14-21, 1989. A total of 33 people were interviewed, 30 participants (including 16 of the group of 19 which focused on LMCs) and 3 non-participants.

The third site visit, to Monrovia, Liberia, was conducted August 5-11, 1989 by Bonnie Daniels and Roberta Warren. Eighteen participants and 4 non-participants were interviewed.

(2) A mail survey was conducted of the 225 participants from countries other than Jamaica, the Philippines and Liberia who had attended the course in the past three years. As participant addresses were not available from the Department of Labor or A.I.D./Washington, MSI delivered the questionnaire packages to A.I.D./OIT/PPD on July 31, 1989. These packages consisted of a questionnaire in English, French or Spanish, as appropriate, and a cover letter explaining the purpose of the study and asking the participants to return the questionnaire to MSI as soon as possible in a pre-addressed envelope. The questionnaires in turn were sent by Rita Evans to the USAID mission Training Officers via pouch for delivery to the participants.

As of September 22, 1989, only 18 questionnaires had been returned to MSI. The low response rate was likely a result of a combination of factors: (1) the integrity of address lists for participants probably varied from Mission to Mission; and (2) participants may have changed jobs since attending the program, making them difficult to track. Thus, a decision was made in conjunction with the Project Officer, Rita Evans, that given the low response rate and the difficulty of follow-up, the mail survey would be aborted and data analysis would begin using the personal interviews only.

It is important to note that although it would have been interesting to have the additional data proffered by the mail survey, its absence in no way affects the richness or validity of the findings based upon the data collected in the field. Over twenty-five percent of the nearly 300 participants in the last three years, a large and statistically valid sample of the participant universe, were interviewed at length and in person by MSI's data collection team. In addition, preliminary analysis of the mail questionnaires that were returned indicates there is no reason to believe that the information obtained during the program was used any less frequently or in different ways by participants elsewhere than it was in Jamaica, the Philippines, or Liberia.

#### **D. Data Coding and Analysis**

A codebook was developed for each of the questionnaires. The data were coded, entered into MSI's computer, and analyzed using the Statistical Package for the Social Sciences (SPSS). Appropriate frequency distributions and cross tabulations were run for both data sets (participants and non-participants). Frequency distributions (the number of people who responded in a particular way to each question on the questionnaire) for the participants are provided as Appendix D. It should be noted that minimal statistical analysis of the non-participant data set was appropriate, as the respondents were few in number (12) and diverse in role. The non-participant data were used for supporting and illustrative purposes in this report and by the data collectors in the field to provide a frame of reference for the interviews of the participants.

## II. FINDINGS

### A. Participant Characteristics

A total of 76 participants were interviewed, 28 from Jamaica, 18 from Liberia and 30 from the Philippines. Approximately 22 percent attended the course representing government, 13 percent attended representing the private sector, and 65 percent attended representing the unions. (The tripartite approach was not an initial program priority; attendees prior to 1987 were predominantly from unions.) Two-thirds of the participants were male. Eighty-five percent of the respondents had taken the course during 1986, 1987 or 1988; 11 percent took the course prior to 1986 and 5 percent took the course during 1989. Although some are in different jobs than the one they had at the time of the training program, nearly all, 95 percent, considered themselves currently very involved in labor relations.

Sex of participants:	
Male	65%
Female	36%
Attended course representing:	
Private sector	13%
Government	22%
Unions	65%
Year took course:	
1985 or earlier	11%
1986	20%
1987	53%
1988	12%
1989	5%

### B. Overall Course Rating

Both participants and non-participants had generally favorable feelings about the course and its continuation in the future. When asked whether they would rate the training program as excellent, good, fair or poor, 46% of the participants felt it was excellent; an additional 50% rated it as good. Only three participants felt it was fair and none rated it as poor. The three participants who rated the course as fair were all from the Philippines. One woman gave it a fair rating because she felt so strongly that it was too short. The other two were very senior men for whom the course was much too basic. One expressed the wish that participant selection had "been done more selectively" because with people at different levels in a course you have to "aim toward the lowest denominator." He felt the course was so basic that he could have taught it (and in fact, also being a professor, he probably could have).

<b>Overall rating of course:</b>	
<b>Excellent</b>	<b>46%</b>
<b>Good</b>	<b>50%</b>
<b>Fair</b>	<b>4%</b>
<b>Poor</b>	<b>0%</b>

The participants and non-participants were unanimous in their feeling that the program should continue to be offered to people in developing countries involved in labor relations. When asked why they felt that way, more than two-thirds of the participants mentioned that it was a generally positive and enriching experience which others should have a chance to have, that it gave them a wider perspective/exposure which has made them more effective or more confident. Some noted that learning about the U.S. labor movement and its historical background put their own country's labor movement into better perspective.

"It gives people a chance to broaden their sphere of knowledge on labor relations in other countries, a chance to reflect on their own situation and see what happens around the world."

"It offers an opportunity to view industrial relations in a developing nation and to appreciate another culture and another way of doing things. You develop an understanding of why things are done that way."

"I benefited, so feel others should be exposed. It's important to go abroad and get a wider perspective. It gives you confidence because you have an international perspective."

Twenty-four of the participants (approximately one-third) mentioned that they learned information, skills (arbitration, negotiation, etc.) or processes (Labor Management Committees) which have since been useful to them.

"Because of adversarial labor relations, a course like this program [is needed] to show different ways of achieving industrial peace."

"It helped my perspective in that part of my job responsibilities involves negotiation. I have to negotiate with many American companies. It has enlightened me about their reaction to certain things, where their reactions come from."

Seven of the participants commented on the importance of labor relations to the development of their countries, relating the state of a country's labor relations to its rate of development and productivity. As one participant from the Philippines said, "In developing countries labor relations has a great impact on development. You can't achieve development without stable labor." Other miscellaneous comments concerning the course's value included:

"It's a show window of how a democratic country runs."

"Since the program our labor problems have been diminished by 50%."

"Especially on a tripartite basis, [it provides] a meeting point of social partners in production. It was the first time I met the other Jamaicans. It provides an avenue of communication between governments, management and workers."

The non-participants echoed the same reasons for the program's continuation, that the information was useful, the contacts valuable, and the general exposure beneficial; a couple pointed out that it was also good public relations for the United States. As the African-American Labor Center (AALC) Representative in Liberia said, "People in Liberia start with a positive attitude toward the U.S., but attending a course like this cements it."

### C. Impact Measurement - Utilization Spectrum

While personal development and an increase in exposure and perspective are important and necessary outcomes of a training program, conversion of the experience to action is the ultimate test of impact and influence. Therefore, as a concrete measurement of behavioral impact, participants were asked five questions to identify the variety of ways and contexts in which they had utilized and applied the information or contacts that they gained in the training program. Utilization was divided into four major categories: referential (personal reference), information dissemination (sharing the information or materials with others), networking (contact with other program participants or people or organizations met while in the U.S.), and applicative (program, policy and procedural applications). As shown in the chart below, each question was designed to elicit one of these types of information/contact utilization.

<u>Type of Use</u>	<u>Question(s)</u>
Referential	Have you ever used any of the course materials or handouts as reference materials? Which did you use and how did you use them?
Information Dissemination	Have you ever shared with anyone else -- either in verbal or written form -- any of the information that you receive in the program? With whom and for what reason?
Networking	Have you been in contact with any of the people or organizations you learned about or met in the U.S. during the training program? Which resources or organization and why?

Since the training program, have you had any professional contact with any of the other program participants -- such as collaborating on anything, getting together to discuss issues, etc. What did you do?

**Applicative**      Have you ever used any of the information from the program in implementing, managing or negotiating any labor relations contracts, regulations or activities? How did you use the information?

It is extremely impressive and a genuine tribute to the program that the 76 respondents gave a total of 432 specific examples of different ways they had used the materials, information, or contacts provided in the workshop and not one participant reported that no use had been made of the information or contacts. Note that the total number of examples far exceeds the number of participants interviewed. Each respondent was probed until the examples of ways he/she had used the information contacts was exhausted. Thus, if appropriate, respondents gave (and we coded) multiple mentions of examples of information utilization, not only across the utilization categories but within a specific category as well. Exhibit 1 distributes the frequency of mentions on a utilization spectrum. Exhibit 2 shows the percentage of each type of participant (government, private sector, and union) who utilized the materials and contacts in each of the four utilization categories, demonstrating that the program is equally beneficial to representatives from all sectors.

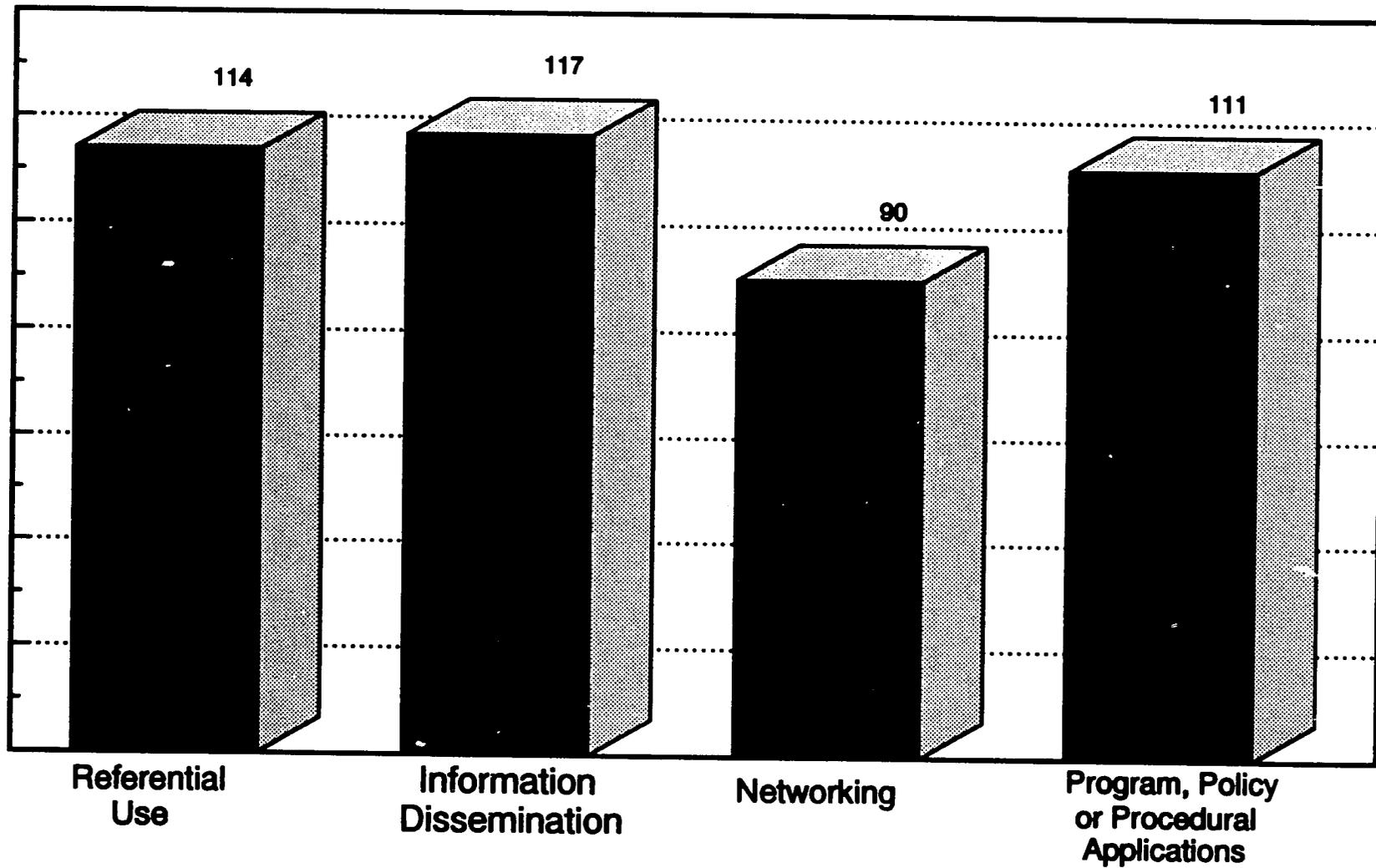
#### **1. Referential Use**

It is significant that nearly all (93%) of the respondents reported using the course information or materials for personal reference, which constitutes the first area of the spectrum. These included the following 114 referential uses of the materials or handouts:

- as a general reference, to refresh one's memory, see what others have done, and as supporting evidence in discussions/disputes (43 mentions);
- in the preparation of speeches/reports/lectures/awards/annuals, etc. (28 mentions);
- to prepare for training courses (20 mentions);
- in negotiating a contract or in preparation for negotiation (17 mentions); and
- other miscellaneous referential uses (6 mentions).

**Exhibit 1**

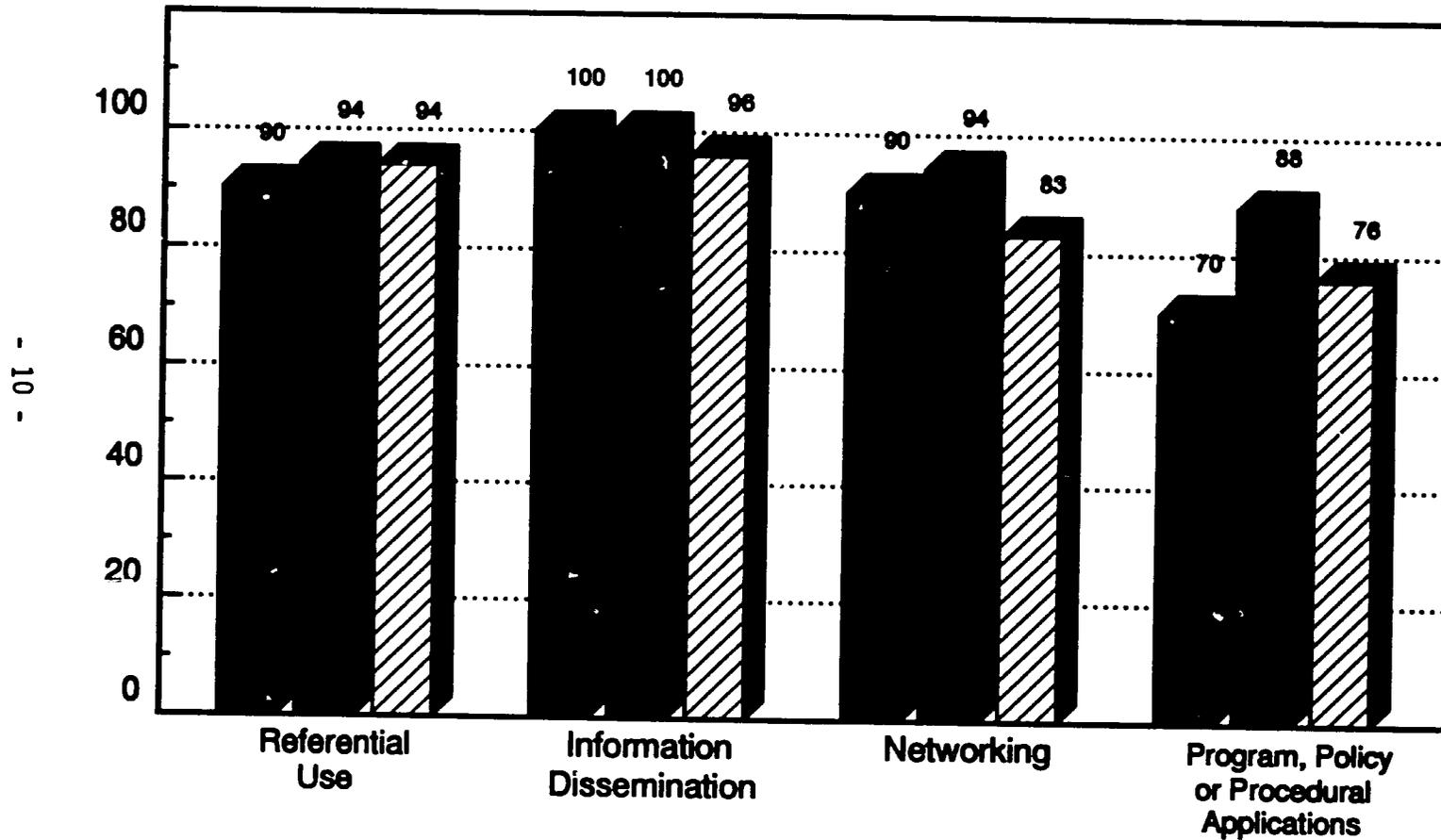
**Information Utilization Spectrum**



**432 Ways Course Information Was Used**

**Exhibit 2**

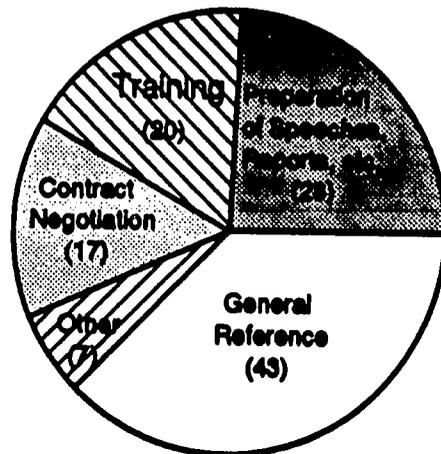
**Information Utilization Spectrum by Sector**



- 10 -

**Percentage of Participants in Each Sector Who Used Course Information in Each Way**

■ Private Sector   ■ Government   ▨ Union



**REFERENTIAL USE  
(114)**

As one participant said, the materials have "become my reference bible." Others commented:

"I conducted a supervisor's course. I had to develop a segment on industrial relations and the role of the union in government. I used the course materials to develop it."

"Outside of work I'm in charge of training delegates in health and safety. I used the materials to develop the course."

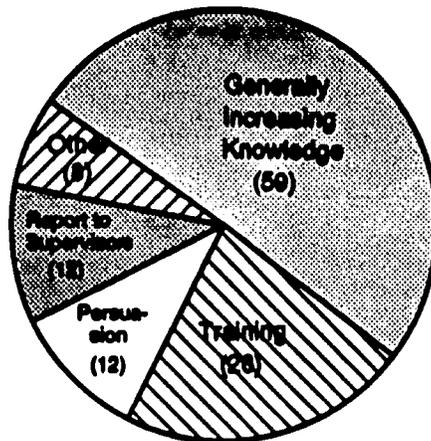
"I would go through contracts when we were heading to negotiate ours to see what a good one was like."

"In negotiations, it helped me to put together our claims (things we wanted to bargain for)."

But perhaps even more relevant, each and every one of these participants went on to report at least one other use of the materials.

## 2. Information Dissemination

The second area of the spectrum was assigned to respondents who had shared the information or materials with others; 97% of the respondents fell into this category, mentioning 118 different examples of how they had shared the information. The information was shared with a wide variety of people, usually dependent upon the position of the participant: union members/workers/rank and file, union leaders, staff, management supervisors, and colleagues. Six of the participants put the materials into a library or other central location for general accessibility.



**INFORMATION  
DISSEMINATION  
(117)**

The information was most frequently shared (59 mentions) for the purpose of generally increasing another person's knowledge about issues, informing someone about something, or telling someone how something was done elsewhere.

"I have a legal education program on the government radio station on Sunday. I take every chance to tell them about Labor-management Councils."

"To acquaint them with LMCs. Someone from San Miguel borrowed my materials to see about starting an LMC on the shop floor level."

A second way information was disseminated (26 mentions) was in a training context, either directly by the participant or by a colleague with whom he had shared the information for preparatory purposes.

"I shared it with the educational officers of unions so they could educate the members about their rights and responsibilities as employees."

"I asked my Assistant Vice President to write a course based on the [LMC] materials."

Twelve participants reported on what they had learned at the workshop to their supervisors, colleagues or staff. Another dozen participants mentioned using the information to convince someone (e.g., management or unions) to do something specific based upon what they had learned at the program.

"I tried to convince people of the importance of LMCs in the resolution of labor problems."

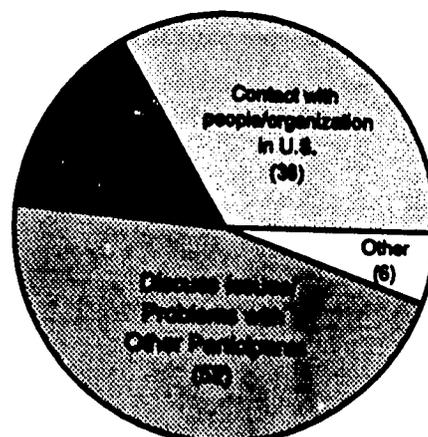
One course participant representing industry noted:

"In Florida we saw a union that went together with management regarding pensions -- cooperative attitude, not adversarial. I have been pursuing discussions with trade unions to start joint ventures (health care and the cost of drugs is great) with management to help all. If I can get labor to form a non-profit cooperative for health care, it would keep down the cost of health care (for management) and give better service to workers."

There were an additional eight miscellaneous examples of ways in which the information had been disseminated.

### 3. Networking

The presence or absence of networking as a result of the course (the third area on the utilization spectrum) was ascertained by asking the respondents if they had had any contact with any of the people or organizations they learned about or met in the U.S. during the training program and whether they had had any professional contact with any of the other program participants since the program. Sixty-four (84%) of the participants reported networking in one of these two ways.



NETWORKING  
(90)

Half of the participants (38) reported contacting people they had met during the program at the Department of Labor, the academic institution at which they studied, or at a union they visited during a site visit. Most contacts (22 mentions) were to request information in some form.

"Obtained collective bargaining agreements to use their provisions."

"In Wisconsin I met with trade union members for Uniroyal. My union represents workers for Goodyear. They send us copies of their contracts to this day so we can borrow bargaining points such as benefits and their disciplinary code. Goodyear accepted it [Uniroyal's disciplinary code]. They didn't know where we got it."

"I get a newsletter from the Chemical Workers' Union (CWU). I had met someone from CWU while at the program. It has a section on health and safety -- such as asbestos, pesticides, chemicals. I share this with delegates, management and use it in safety seminars in my plant and others."

"The Telecommunications Workers Union sent me copies of their last two contracts to use as guidelines. Also, I have lent these to other organizations in Jamaica."

Five made contact to see what has been going on within an organization since they were there, or to receive an update on something. A few had established a strong and ongoing relationship with organizations as a direct result of the program.

A uniquely resourceful Jamaican union representative related the following examples of the ways he had used contacts he made while in the United States. He had been in contact with trade union leaders he met in the course from the American Federation of State and Municipal Employees (AFSME) #420 in New York. As he said, "A delegation was here in January after the hurricane. They brought down disaster relief items as a result of my contact with them. They brought clothing, food, and hospital supplies to the Cornwall Regional Hospital. Arising out of that visit they have 'adopted' that hospital to provide continuing assistance." He also had made contact with the New York office of the International Ladies Garment Worker's Union as a result of the program. "They have agreed to provide us with technical assistance in the form of training our organizers who work in the garment industry. They will be coming down to conduct seminars for our staff. This is finalized." This same man also reported receiving information from restaurant/hotel business unions in Cincinnati regarding benefits which his union now uses in negotiating their workers' contracts -- both ideas and the language. Finally, he also wrote to Cornell University requesting information and publications (which he has received).

Contact among participants, whether within country with participants from the same or other workshops, or from other countries who attended the same workshop, was reported by two-thirds of the respondents (52 participants).

Meetings among ex-participants were usually of a somewhat ad hoc, relatively informal nature, except in the Philippines where seventeen of the participants reported that they met regularly and focused on a very specific agenda, the promotion of LMCs within their country. They were part of the group of 22 participants, all from the Philippines, that attended a course from Feb. 16 - March 6, 1987 entitled "Tripartite Labor Management Cooperation Team." This activity of the Philippine group and the general

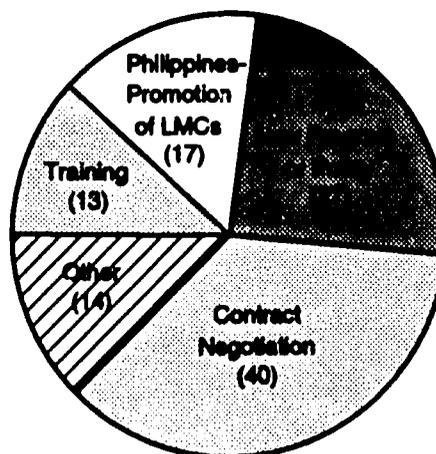
movement the program fueled toward LMCs is further detailed in Section D of this report.

Twenty-nine of the participants reported getting together or corresponding with other participants for the purpose of discussing labor issues, updating each other, or to give or receive advice. One Jamaican man reported that now three people in his division had taken the course and "we now speak the same language and regularly discuss labor relations issues." A Filipino who attended a program said he "has met with people who took the course after him" to discuss local labor relations matters and how the course learnings might be applied in resolving labor relations problems."

There were six other miscellaneous examples given of the kind of contact participants had had with each other since the course. One participant, a union president from Liberia, reported that he and another participant (who had represented the government) organized a 3-day workshop for union members on keeping the environment clean (both at home and in the workplace) and the need for safety materials. A woman from Jamaica and another participant from the previous year collaborated to try to establish an insurance-related union council. Although they found it wasn't feasible, now all the insurance company unions come to them for advice on their contracts (to look for ambiguous language and to compare contracts.)

#### 4. Program, Policy or Procedural Applications

The fourth area on the information utilization spectrum is program, policy or procedural applications. Respondents were asked what new policies, programs, regulations or activities had been initiated as a result of their participation in the program, or were asked to give concrete examples of how the information had been used in contract negotiations. Over 75 percent of the respondents (59) reported that they had applied the information in this way, and these participants gave a total of 111 specific examples of how they had applied it.



**POLICY, PROGRAM OR  
PROCEDURAL APPLICATIONS  
(111)**

Forty participants mentioned that they had used the information that they had learned in the course in contract negotiation. Twenty of these said that they had gotten something included in a new contract as a direct result of the program or that they took language directly from something obtained during the program and had it included in the contract.

"In October, 1988 we had our first collective bargaining agreement [since the course]. It usually took two months, but this time took 3 months and three weeks because we argued, wouldn't give up. They gave the workers a salary increase, more housing allowance, leave allowance, and transport allowance. We learned in Washington that management will start by telling you they're operating in the minus. It made us stick in there longer."

"COLA (Cost of Living Adjustment) Clause. I learned about it at Cornell and have incorporated it into our contract. I used their language."

Twenty participants reported using the information that they had learned about the contract negotiation process or negotiating techniques.

"Before we didn't talk to managers -- talked with their lawyers. Now we can deal with the management directly. We told them it wasn't the lawyers who employed us, it was the management, so we wanted to talk to them. So now we negotiate with management.... I am the negotiator of my union. I used the tactics [I learned at the course]. I'm never defeated. Got "standby wage" (when the employer requests 22 to unload and only 12, the other 10 get the same pay) included in the contract. Secondly, I achieved 'natural death benefit'. Also maternity benefits for women. Medical care used to contributory by the employee. Now it isn't. All as a result of the course." [Liberian union representative]

"In negotiating collective bargaining agreements I tried to use the techniques I learned there. In the Philippines, if a union official is a woman you usually get a man or a lawyer to negotiate the agreement. That's what I did before the course. I developed self-confidence to negotiate myself. Going to Washington solidified my confidence and now I don't get a lawyer."

"I am on the Social and Economic Negotiation Team for my association. When we met, they wanted to strike. I remembered that a strike was the last resort so I discouraged them from striking. I wrote the Administration of Public Service with complaints and told them we desired a meeting. We had a meeting. They conceded what we wanted, a greater allowance."

Twenty-seven mentioned a programmatic or policy change that had taken place as a result of the program.

"I learned about giving educational benefits for employees in the United States. I got included in our agreement a provision whereby any employee can send up to four children to Riverside College for free. Management pays for it. The program gave me the idea. Also, any employee can study for free." [Union President from the Riverside Medical Center)

"In the United States I learned about a program for union members which provides bail for legal representation in work-related cases. I took this idea and implemented it in our Department of Corrections." [Jamaican union representative]

"Grievance Procedure. I learned the term 'industrial discipline' is corrective, not punitive. You correct him (hit him, not shoot him), not impose punishment worse than the crime. I have prepared documents for the collective bargaining agreement we are negotiating to divide offenses into major and minor. I also got a Grievance Procedure put into the 1986 contract which cut down the kind and amount of discipline." [Liberian union representative]

"Administration of Pension Schemes. Prior to going to the course I thought of pensions as a matter for actuaries. I never thought I had the knowledge base to deal with them. There are basic differences in schemes in Jamaica and the United States. Here all investing is done by banks, trust companies, or insurance companies. No one receives benefits until retirement and the union has no input. In the U.S. I observed [during a site visit to an electrical workers union in Houston] the input that unions had -- they bought and developed buildings -- that transformed into a significant contribution to the pension fund -- money made on the building allowed them to give dental and optical benefits to their members. Since then I have had a fair amount of success in getting the pension scheme revised to benefit the workers -- such as availability of cheap mortgage rates. Now we barter agreements with banks, instruct them to give a certain percentage of workers mortgages or workers will be instructed to remove money from the pension. The banks make so much money they will do it (the banks make 17-19% on the pension money but only pay the pension 4-6%.) Also, in the past pensions have been based on entire career salary averages. What I've been doing is to get them calculated on the basis of the last 2 or 3 years."

"Now I'm trying to convince my own organization to hire within the organization a person with the financial skills to administer the pension fund themselves -- could bypass the bank. So far they have resisted. I'm trying to get the four major trade unions in Jamaica to jointly, through the Joint Trade Unions Research and Development Center as an umbrella, hire the staff to administer all four pension funds. I suggested to my colleagues that we could also provide insurance (property and auto) to members at a lower cost. It would take care of their needs and not be as expensive. Since the hurricane insurance is very expensive here."

Six of the 27 reported program/policy changes in the area of health and safety. One union representative from Jamaica reported that as a result of the course, a defunct Health and Safety Committee was resuscitated in his company and that they installed safety signs in his plant (he had seen this on one of his site visits). A union representative from Liberia was able to institute several new policies as a result of the program, one to allow women to stay in the hospital 2-3 days after delivery of children (they used to send them home right away) and the replacement of safety shoes twice a year rather than the standard once a year for people who work in water (their safety shoes wore out before it was time to be issued new ones so they had to go without.) A government representative from Liberia said that he had modified the standard labor contract to include a requirement that management will have safety awareness sessions twice a year. A Jamaican union representative commented:

"Some companies wouldn't supply safety equipment so I show them how other companies in the U.S. supply them. For instance, I have literature from Brewster re the rock drill -- called a meeting of construction management and workers who use the drill in Kaiser. I brought the literature on the drill to them. Got them to put a cover on the motor to reduce decibels and something to collect dust. I was able to show them the picture. When they ordered a new one, they got one with these safety devices."

I also got the company to test more equipment for level of noise and to implement the use of more ear muffs. Even if close to the level where ear muffs are required. Not only at Kaiser but other companies where the union represents unions."

Seventeen Filipinos attributed the course to starting a "new wind" in their country, and used the information to start or promote Labor Management Committees (see Section II.D of this report for detailed information on this movement).

"I started an LMC in [my company] after the program -- partly due to the program. Here we call it EIC (Employee Involvement Circles). We have 28 now. We had none. I also started the Steering Committee concept and appointed

members to it (department heads) so that any significant things that happen in the EICs are reported to them. They (management) are impressed with the results -- cost savings, avoids problems and strikes. One EIC came up with a scheme to improve interface with customers. The Steering Committee was impressed. They [the EIC] had collected data on the type of complaints that come up most frequently. Complaints typically went to operators where they were referred to disparate offices. They made a systematic change so now there is a Customer Action Center -- all go to the same place, 'one stop shop'. It improved things immensely."

"We are now negotiating a contract with the cabin crew. [Management] agreed to form an LMC to promote issues of safety and productivity."

"I got an LMC included in our union's collective bargaining agreement with Aris. Management was at first reluctant to have an LMC but I told them it was to discuss issues outside of the collective bargaining agreement and improve relations. We have monthly meetings of the LMC to discuss health and safety issues, the cleanliness of the canteen, and other issues. Now productivity is better because they started the piece rate remuneration system. This came out of the LMC."

"Before Republic Act. No. 6715 groups of supervisors wanted to organize, wanted to strike. Instead of approaching in an adversarial manner, I suggested forming an LMC. This was accepted and now it is functioning. This was an opportunity to try it in concrete terms. In a CBA (collective bargaining agreement) the atmosphere is confrontational; in LMCs it is cooperative."

Thirteen reported using the information to upgrade or start a training or education program.

"I hadn't conducted a seminar before I went to the U.S. I lacked self-confidence. Now I do [put on seminars] for the rank and file. Two months ago I started a Trade Union Leadership Seminar for Women. I also conducted one on collective bargaining."

There were 14 other miscellaneous applicative uses of the information mentioned. One Liberian participant noted that the benefits of the course had extended to his personal life: "Even in personal relationships I've found that what I learned has helped. When my family was devastated by the coup I called my family together and listened to all members just like in a bargaining relationship." Other comments included:

"I learned that unions should be under one umbrella. We hadn't been affiliated, so when I returned I opened

communication with the LFLU. Now we've been accepted and are part of LFLU." [a union representative from Liberia]

"The democratic process is best in the union. I try to educate members to elect their shop steward, elect leaders. Select people according to worth -- the course emphasized this."

##### 5. Most Important Result of Course

Following the information utilization questions, participants were asked what the single most important thing was that occurred as a result of their participation in the labor leader training program. The most frequently cited important outcome was their own personal growth and development, mentioned by nearly half (46%) of the participants who answered the question. Repeatedly throughout the interviews, in this context and in others, participants commented that as a result of the program they have "increased confidence", "better understanding", a "wider perspective", a "different outlook", or are "more well-rounded."

"It has helped me to be a better person. It's good to know there are other women in the world thinking about the same thing. My knowledge has increased in height and depth so I can be a better manager."

"I'm more well-rounded. I'm more confident to deal with certain issues. Makes it easier to deal with union members -- don't get as upset -- understand they are dissatisfied and behaving like union members all over the world."

"I'm now a better person, better able to articulate things. I'm more educated, can defend co-workers more effectively."

"It has given me the opportunity to be more effective in the service I give the unions. It opens the avenue to get information from organizations that are more advanced than us, compare notes with people from different cultures, create a reservoir of information I didn't have before, get opportunity to look at different techniques I could adopt."

"Unconsciously I apply stuff daily -- the impact was great, exposure fantastic. You live it."

"Experience and knowledge gained -- now I can do anything I want to do."

"Self-respect for what I do."

"It has put me in a position to realize the need for increased knowledge -- to strengthen relationships -- to see how to survive -- to see both sides -- instead of

just demands, to see how to meet half way -- for both management and unions."

"The information has enriched me as the head of an organization. It has prepared me to be more objective. The program gave me training to be more mature in dealing with problems. I feel that even though I was the only one who went, many thousands will benefit due to the exposure I got. It has made me aware of many problems I would have taken for granted. When we try to handle grievances we tend to be one-sided, emotional. The course taught us to be more objective, look into things."

"It improved my leadership ability. Now I know things I didn't. It improved my relationship with management and members. Management used to be the enemy. Now not, we just on the other side of the river."

Thirteen of the Filipino participants felt that since the course the Labor Management Committee movement in their country was the most important result of their participation.

"The Personnel Management Association of the Philippines is going to start a corner in their newsletter just for information on LMCs -- highlight model companies."

"The adoption of LMCs on a tripartite basis -- all three sectors. This had a major impact on the entire country."

"The LMC idea was in the wind, but the course clearly helped to concretize the idea and showed me how to implement the idea and give it body and structure."

"After 1987 there was a dramatic drop in the number of strikes. I feel the participation of these key Filipinos in the labor leader training program significantly helped reduce the number of labor disputes. Before they [labor relations] were reactive (curative); after the program they focused on preventative measures like LMCs, labor education, etc."

One participant noted how his own outlook toward the workability of LMCs and the value of voluntary rather than adversarial arbitration had changed as a result of the program; another obtained great satisfaction from having been able to change the views of management or unions regarding LMCs upon his return home.

The remainder mentioned things that were personally meaningful to them, such as their increased ability to communicate with management, their changed outlook toward employees ("If they are not happy and treated with respect you are hurting yourself"), a specific program or operating change that resulted in their organization, a promotion that they received, etc.

"I was promoted to staff relations officer. Now that I'm sitting on the other side I can promote benefits for the staff and help my company. I can bridge the gap. My taking the course influenced my supervisors in selecting me. Other candidates didn't have that kind of experience."

"The workers are now using their safety equipment because of my educational courses. Before they just sold them."

"My greater awareness of the need for health considerations in drawing up any program. Now I include it in all my training programs."

#### **D. Impact Measurement - Country Specific**

The nature and amount of impact varied neither by home country, nor by type of participant (representing government, private sector, or the unions), nor by sex, with the exception of the impact made by the 19 Philippine participants who attended the March, 1987 course entitled "Tripartite Labor Management Cooperation Team". This program was unique in several crucial ways: (1) unlike other programs which were attended by participants from several different countries, all of the participants at this program were from the Philippines; (2) the subject area, Labor Management Cooperation, was tailored specifically for this group; and (3) the participants were more senior than those attending typical programs. Although this group had its fair share of "mentions" in all areas of the information utilization spectrum and the specific uses that they made of the information and the contacts were substantial, the impact of this program in the Philippines went far beyond. A movement to change the direction of labor-management relations in the Philippines from adversarial to voluntary labor-management cooperation was fueled by this program. The importance of this movement is much greater than the sum of the isolated applications of the information or contacts mentioned by participants from other programs.

The initial impetus for this program came from Washington and was motivated by a desire to show support for the new Philippine President, Corazon Aquino. Funds were made available by A.I.D.; the Department of Labor was responsible for selecting the subject matter, the promotion of labor-management cooperation in the Philippines. The U.S. Labor Attache to the Philippines at that time, James Murphy, was contacted and he began to work with key government, private sector, and union people to identify the most appropriate candidates to be program participants. He targeted a tripartite group of senior, quality people of stature in the Philippine labor community. The nineteen selected people attended the program February 16 - March 6, 1989.

Although the Philippine labor community was aware that their predominantly adversarial labor-management relationship was less than productive, it wasn't until this program that a movement toward labor-management cooperation crystallized. Upon their return to the Philippines, this group became a nucleus for the promotion of LMCs. With no prompting from either A.I.D. or the Department of Labor, the participant group met

regularly to organize and plan their promotion and lobbying effort for LMCs, as well as to honor one another for personal successes such as promotions (e.g., one of the participants who attended the course as the director of a major labor union became Undersecretary of Labor). Different participants (or their organizations) took turns hosting the meetings; "hosting" simply meant supplying the place for the group to meet and perhaps some refreshments. The results were as impressive as the group's goals.

Most significantly, the group wrote a position paper on LMCs and as a direct result of their lobbying efforts, they were able to get LMCs included in their new labor code (Republic Act No. 6715). Further, at their instigation a new Department of Conciliation and Mediation, Voluntary Arbitration, and Labor Management Cooperation was created within the National Conciliation and Mediation Board of the Philippine Department of Labor and Employment and an LMC office was opened in all of the regional offices of DOLE. There were numerous instances cited of particular unions and private sector companies starting LMCs (see Section II.C.4) The result of all of these large and small, collective and individual efforts toward LMCs was a general and substantial improvement in labor relations in the Philippines. As one very knowledgeable government person commented, "In the Philippines we are starting to bear the fruits of the program. Now there are fewer disputes because more are resolved at the Labor-Management Council/Committee level." One participant had commented that he was certain the number of strikes had been cut in half since the program. In fact, in the 1987 "Foreign Labor Trends" released by the U.S. Department of Labor, Bureau of International Labor Affairs, was included the following statement: "The industrial relations picture in the Philippines improved perceptibly towards the end of the year and this trend continues during the first quarter of 1988. Man-days lost to industrial disputes fell almost by half. Days lost in 1986 were 3,619,317, while in 1987, the total was 1,874,000."

#### **E. Participant Likes, Dislikes and Suggestions for Changes**

When asked what they liked most about the training program, approximately 30 percent liked the site visits best, approximately 30 percent liked the academic training best and the remainder had a variety of things they liked the best, ranging from "liked it all", to the camaraderie of the experience. Respondents often had difficulty pinpointing what they liked "most" about the program because it was overall such a positive experience for them.

Much to the program's credit, when the participants were asked what they liked least about the training program one third of them said that it was all wonderful and could not think of a negative thing about the program. Of the remaining respondents, 43% mentioned some aspect of logistics as what they liked least about the program. This included an occasional substantive remark such as that it was "poorly coordinated or organized" or that there had been a genuine slip-up such as that for some reason no "home visit" was scheduled for them when everyone else got one, but more frequently this question gave the participant an opportunity to vent a personal dislike such as "the hassle of airports," "having to share a room with another participant," that there was "too much travelling around," or "flying in 9-seater planes." Four of the participants felt that the academic portion

was too basic or that the level of the training was "pulled down to the level of the lowest participant in the group." Also relating to the academic training, five participants reported that they felt that some of the professors/lecturers were poor/boring or that some of the information was not relevant to them. Other respondents focused on things related to the length of the program. Six felt that the academic portion of the course or the course in general was too short. Seven commented on the site visits being too hurried, that just as they got interested and involved in what they were seeing, they were forced to leave.

Respondents were also asked, "What changes would you recommend to make the program more useful to future participants?" Five recommended no changes be made to the program. Slightly over half (55%) of the participants who did recommend changes felt that the program should be longer. Most specifically wanted the academic portion lengthened so that they could have more lectures, and so that the subject could be gone into in more depth. Approximately one fourth of the participants mentioned that they would like the site visits changed in some way -- in the participant's area of interest/expertise, more site visits on weekends, etc. Twenty mentioned that they would like to have the subject area (program topic) changed or modified in some way. Ten percent of the respondents expressed their opinion that the participants for a particular program should be homogeneous so that the subject matter can be specialized, or conversely that the subject matter for a course should be tailored to a certain type of participant or to individual participant's interests. Other miscellaneous suggestions included that there should be more time for sharing of experiences among participants, or that some aspect of the logistics should be changed (schedule made less hectic, hotel should be more convenient, go fewer places, needed outfit allowance, more per diem), etc.

Underlying many of the participants' responses to the questions ascertaining what they liked the most, what they liked the least, or what changes they would recommend to the program lies a theoretical controversy about participant selection and the ideal composition of any course's participants. Participants can be different from one another in a variety of ways:

(1) Geographic. They may come from different regions of the world and speak different languages.

(2) Professional Level. Some participants sent to the program have been very high level (typically sophisticated, well-educated and well-travelled, to whom attending a course in the United States is a common occurrence), most have been mid-level (middle management, whether government, labor or private sector) and a few have been extremely low level.

In Jamaica, in particular, several factory production line workers were interviewed who attended the program because they were union delegates. They had difficulty communicating and sometimes understanding some of our questions and thus would have had difficulty comprehending some program content and materials. They were "labor leaders" only by the broadest definition of the term, decidedly not of the personal caliber this program intended to target. In fact, a fellow Jamaican participant commented that she was distracted by "having to deal with some people" at the program

because they were "not at a level where they could absorb [the material and] so some of their behavior was not appropriate."

(3) Area of Interest and Responsibility. The tripartite approach, by design, brings together representatives of management, the government and labor. Even within a particular sector, interests can be quite diverse depending upon industry, particular country problems, etc.

Diversity thus becomes a double-edged sword, advantageous because of the exposure to and interaction with people with other points of view, from other cultures or of different professional levels that it engenders, and disadvantageous because of the frustrations it can cause. Geographic diversity, however enriching, causes distractions because it means that the program is being simultaneously translated from English into French and Spanish. Interaction, both professional and personal, among participants becomes cumbersome. Differences in professional level causes frustration, particularly for the higher level people, for while their participation enriches the course for lower level participants, they find themselves bored and wishing that subjects were addressed in more depth. Likewise, diversity in interest areas necessitates a more 'generic' program, and thus results in some participants wishing that the subject matter could be more specialized, site visits individually tailored, etc.

It is thus imperative that one digest the comments about what participants liked most and least and what suggestions they have about changes in future programs within this frame of reference, because the potential "fixes" become less clearcut. Certain participant selection criteria and processes result in certain programmatic negatives; other participant selection criteria and processes would doubtless result in "fixing" some things, but "breaking" others.

#### **F. Pre-departure Activities**

Nearly two-thirds of the participants felt there were things that could have been done prior to the program that would have increased the program's effectiveness for them. Of these, slightly more than half felt that participants should be given some kind of pre-departure briefing on the subject of the workshop.

"I had no idea what the course syllabus would be like. I didn't know what documentation to carry with me that might be relevant. I only knew the course title. A briefing of some sort would have been helpful."

Many would have liked background information about the course or reading materials in advance so that they could be "up to speed" upon arrival. Some thought that giving participants basic information before the course would allow academic training to start at a higher level and thus allow them to go into more depth during the available time.

"We could have been given literature -- an introduction to the course. Could have attended lecturers here so

upon arrival could have started right in on higher level things. A pre-course briefing."

"More information about what it was about. I didn't know where we were going until we got there. If I knew in advance I could have brought appropriate materials to share with others."

Slightly more than twenty-five percent would have liked a pre-departure logistical briefing touching on such matters as the weather, the schedule (where they will be when) and per diem regulations.

"They should have told me that the \$300 they gave me was for part of per diem over there. I thought it was to prepare myself. I also would have liked orientation on the security issues in the United States -- bad areas, etc. What to expect."

"Preparation before -- only found out two days before. People weren't informed about what to expect, what to wear, the weather, etc. People went with no coats. (It snowed in November.)

Eight people mentioned that they would have liked more notice, that there was too little time between notification of acceptance and departure.

"I was informed one week before I left. I wish I had more time to prepare."

"When I got to Miami I learned that the course has already started -- it was organized in a hurry at the last minute. I found that they were sharing rooms in Miami, so I went home."

## 6. Follow-up Activities

When asked if there had been any post-training follow-up activities or get-togethers for program participants, 80 percent of the respondents indicated that there had not been. Of the 16 that indicated there had been, 14 were from the group in the Philippines who attended the course on LMCs. When asked whether there should be follow-up, all but one indicated that follow-up would be beneficial. There was less agreement, however, on the form this follow-up should take. Seventy percent (39) of the participants mentioned in-country advanced training/updating of material/on-going seminars, including a number of participants from the Philippines who noted their need for additional LMC-related training, particularly in the area of training facilitators.

"There should be an association of ex-participants where we could meet to associate and hold 1-2 day seminars or refreshers. USAID should send people. Use our people also."

"We need supplemental follow-up on conciliation and mediation, the training of facilitators, and the 'how to' aspect of the LMC -- that's the most important thing."

"Something geared toward productivity and LMCs. Also training about how to train facilitators."

"A.I.D. should give us training materials (video cassettes) for us to use to educate others who can't go. We need updated materials to keep us up-to-date."

"I would like to get USAID interested in an in-country program on LMCs. Could get maximum use of experts."

"It's a waste to take people on this program then drop them. Should be on-going contact. Participants from Jamaica should meet. Someone from Washington should come. Participants could get together to share their experiences. They should keep you on a mailing list to receive relevant information."

"Locally -- bring everyone together to share and talk about what they're doing and applying. Networking -- could inspire something."

"Participants should meet to share experiences what works, what doesn't, to rap."

Nineteen mentioned additional or more advanced training in the United States or in general. Sixteen of the participants suggested get-togethers for the sharing of experiences by participants. There were several other miscellaneous suggestions including:

"It's a costly program so the few that go have to train others. I can train 100's of others, a cost-effective way. A.I.D./D.O.L. should give us training materials every six months or so so we can pass the information along."

#### **H. Affect of Training Program on Participants' Job Status and Responsibilities**

Four out of every five participants (60 out of 76) reported that their participation in this training program increased their job status or job responsibilities. Nearly one-fourth of these participants actually attributed a promotion or reelection to a position to attending this program.

"After the course I had a promotion to President General of my union. It was because of the course. I now control 13 national unions."

"It was responsible for me being promoted to Staff Relations Officer. Now I'm on the other side --

management, not labor side. They felt I could bridge the gap."

"Now I'm an Assistant Forewoman. I was promoted in 1988 due to the course. The company profiled me because I had the certificate from Cornell University."

Over half reported that they have increased/changed job responsibilities which are self-imposed because of a new awareness and knowledge created by the program, a genuine testament to the substantial personal development that transpired at the program.

"I'm more active and involved now than I was before."

"It changed my activities, but not my responsibilities."

"I personally feel more responsible to do my very best to ensure fair play and justice."

"It brought on responsibilities. I keep taking on more. It gave me the confidence to deal with issues, to take on more."

"When you learn about what's being done worldwide you want to continue. It motivates me to do more than I would -- especially training. I am doing more than I would have. Now in any training program we make certain it has at least four hours for health and safety."

"The knowledge I got at Cornell as helped me to understand the responsibility that the government has for workers. It made me see that I personally must exert more effort on behalf of the working class."

One third reported that others' perception of them had changed since the program; they are "seen in a different light," "receive more respect from management." They are asked/expected to do new/different things because they're perceived to be more knowledgeable due to the course. Supervisors "expect them to function at a higher level, be a role model."

"Since my return it's been noticeable how I've been able to execute my duties. The Labor Relations Manager consults with me much more than before on labor issues. There's much more respect for me from management."

"Not in terms of job description, but I'm seen now in a different light. They recognize me."

"Prior to the course I was an arbiter. When I came back I was immediately put in charge of settling two major labor disputes. I feel these assignments were given to me as a direct result of my learning experience in the program."

## **I. Impact of Sending Women to This Program**

Seventy-five percent of the 27 female participants who took the course, felt that there were specific changes or things that had happened as a result of them or other women being involved in this labor relations training. Of these, two-thirds of them felt that because of the program, women in their country have become more involved and committed to labor issues, or that their self-confidence (and thus their effectiveness) had increased substantially.

"I am standing up more to the men in my organization. I am more free to speak out and do not take the traditional, quiet role."

"Some women who used to keep way back and be quiet are now speaking out more and I feel they are better negotiators. It's not only a man's job. Men are seeing that women can be labor negotiators just as well as women."

"Since I came back I see more women involved in meetings. The more women who are trained, the more women come to meetings to see what it's all about."

"It has strengthened the confidence the women have. They have become more assertive from being exposed and [the program has] given them a feeling of confidence."

The remainder indicated that the course provided them with useful and needed skills, that it had increased their knowledge so that they are able to be more effective. One noted that the course provided her with a wider perspective, what women in the U.S. can do and accomplish. A female union leader from the Philippines reported that as a direct result of her participation in the program, a day care center was opened in one of their bank branch offices where children can come after school to be taken care of (she got the idea at the program and came back and promoted it in her organization). Bank employees hope to expand this program to other branches.

### III. CONCLUSIONS AND RECOMMENDATIONS

It is resoundingly clear from the data that there has been great overall satisfaction with the labor leader training program, both from the point of view of participants as well as knowledgeable others. In addition, there has been significant and lasting positive impact, both on the participants personally, and on labor relations in their countries. That the type and frequency of impact varied significantly neither by sex, home country, nor type of participant (representing government, private sector, or the unions) is somewhat remarkable and interesting, and there is therefore no particular category of participant for whom the impact of the course is substantially significant or insignificant. What higher praise can a program receive than that not only does it have a significant impact, but that it has wide applicability in terms of audience composition. Thus, the following recommendations, rather than proposing a major overhaul of the program, suggest ways in which an already very good program may be fine-tuned and ways in which the program's already significant impact may be broadened or enriched.

#### A. General Program Recommendations

##### 1. Participant Selection

It is recommended that the selection process for this labor leader training program target middle level, up-and-coming participants and wholeheartedly recommends that it continue to have a tripartite approach, that is, participants from government, unions and the private sector. It is felt that the "rate of return" for this group is the highest, as a well-chosen, mid career (not nearing retirement), middle level person will likely continue to rise within his/her organization and may ultimately be able to affect its direction. As the data showed, in addition to affording a participant with an educational opportunity, attending a program like this is often a meaningful life experience, dramatically changing not only what s/he does upon their return, but the entire mindset within which s/he does it.

Selecting very high level participants for this program is comparatively not as productive, as the learnings and experience are often redundant for them, so the impact (application of learnings) of the course is significantly lower. High level participants often find the experience unimpressive and thus a "slot" in the program has in essence been somewhat wasted in terms of participant satisfaction and program impact.

Similarly, selecting very low level participants is also unproductive, for while it may indeed be a major life experience for them, in the past, some have not appeared to have either the intellectual wherewithal, or the position of power, or the sphere of influence to make anything change or happen upon their return home. Further, the very low level participant's presence in the course has been seen by other participants as a detriment to their learning, as s/he appears to have contributed little of value while seeming to pull down the level of the course. It is important to note that by "low level" participants, we mean the very lowest level of union leaders, such as "shop floor" union delegates. This recommendation should not be construed to mean that any minimal formal education requirements should be

imposed. However, at all levels, the selection process should include a "filter" whereby people who are not intellectually able to absorb the program content are eliminated from consideration as participant candidates.

## **2. Pre-Program Activities**

Nearly two-thirds of the participants felt there were things that could have been done prior to the program that would have increased the program's effectiveness for them. Some of these suggestions fell more into the category of easing anxiety than improving programmatic substance; however, all come under the umbrella of relatively minor things that would better prepare the participants for the training program experience. Thus, recommendations are made in the following areas:

**a. Notification of Selection.** It is recommended that participant nominees be notified as far in advance of the program as possible whether or not they have been accepted. In some countries the acquisition of travel documents is a lengthy process, so if they are not informed well before travel would commence, nominees have to proceed as if they are going. If they are not subsequently selected, in addition to the disappointment of not being able to attend the program, they feel some resentment about having expended what are often scarce funds to obtain unnecessary documents. In addition, participants who are given only a few days notice of their acceptance find it difficult to make the necessary arrangements to be gone from home and work for three weeks.

**b. Pre-departure Briefing.** It is recommended that a pre-departure briefing be given to each participant (in a group or individually) by the USAID Training Officer which covers the following items:

**i. Logistics.** It is recommended that each participant receive a written pre-departure briefing covering such logistical and administrative areas as:

- the proposed schedule (where they will be, when and for what purpose);
- anticipated weather, including the kind of clothing that will be necessary;
- finances, including the per diem (what exactly they are expected to pay for out of their per diem, etc.); and
- rooming arrangements (where they will be staying, if they have to share a hotel room with another participant, etc.).

Logistics are always a difficult area for participant training programs, for no matter how thorough the arrangements might be, human nature prevails and participants remember the one or two things that went wrong rather than the hundred things that went smoothly. Further, the potential foibles of conference management take on new proportion when dealing with people from different cultures. The participant is experiencing so many new things at once, that confusion and misunderstandings are often more the result of someone not remembering or not completely understanding something he was

told, rather than actually not having been told. For many, this is their first trip to the United States and their first participant training program, so there is a lot of anxiety involved in not only preparing to go, but in the actual trip itself.

ii. **Subject Area.** It is recommended that participants be given as much information as possible about the subject of the program prior to departure, including background materials if possible. Distribution of background materials or some basic information prior to the workshop could serve a two-fold purpose: (1) to help equalize the level of participants at the outset of the program; and (2) to enable participants to be "up to speed" upon arrival, thus allowing academic training to start at a higher level and to go into more depth in the limited available time.

iii. **Appropriate Information To Take Along.** It is recommended that suggestions be given to the participants in writing concerning what information would be useful to take along to share, i.e., per capita income, labor statistics about their country, etc. Frequently participants are asked for such information during the course of the program by instructors or other participants, and participants wish in retrospect that they had this information at their finger tips.

### **3. Promotion of Training and Information Dissemination as a Course Component**

One of the underlying objectives of a participant training program is that it should not only increase the knowledge and skills of the participants themselves, but that the participants should apply their new knowledge and share what they have learned with others in their organizations and country. Thus, it is recommended that the promotion of training and information dissemination by participants upon their return home become an actual component of the training program. Participant training programs are, by their very nature, extremely expensive. Cost effectiveness thus lies in program designers doing what they can to build in a 'spread or multiplier effect' and facilitate (and encourage) those who have been 'touched' to touch others.

As the data showed, it is gratifyingly common for participants to disseminate the information they obtained in the United States in numerous ways, including upgrading or initiating training programs. Thus, to maximize the course's leverage, it is recommended that information dissemination be facilitated by routinely giving participants materials (handouts, brochures, video cassettes, or even actual training modules), which would be suitable for their use in training others. An additional, relatively small investment in these training materials would make the program overall much more cost effective, as it would allow for easy dissemination of the information to a greater number of people and greater control over the quality of information that is disseminated.

A number of 'generic' programs could be made available on subjects such as issues for women in the workplace, health and safety, the function of a union, organizing union members, etc.; specialized ones, on topics such as facilitating LMCs, etc. could be prepared or obtained on an 'as needed' basis. Participants could be given an appropriate set or sets dependent upon

the subject area of their program and their needs. (It should be noted that this does not necessarily mean paying for the production of new materials: many likely exist in the public domain or could be acquired at reasonable cost from sources such as U.S. unions, the A.F.L./C.I.O., academic institutions, etc.)

A thought for a future, more sophisticated variation of this concept (one that could be developed over time) would be for the Department of Labor to compile a 'library' of training materials that program 'alumnae' could borrow as their needs arise and evolve.

#### **4. Follow-up Activities**

Although nearly every participant who ever attended this program (and probably most every other participant training program) would like to return to the United States for additional study and perhaps even a "reunion" with his/her original group of participants, this is clearly not economically feasible. There are, however, some very cost-effective things that can be done which would serve the dual purpose of providing continuing education to ex-participants and promoting further in-country networking among these trained labor leaders.

##### **a. Promotion of Participant-Initiated Follow-Up Activities as a Course Component.**

It is recommended that during the training program, follow-up activities be discussed with participants and back-home action plans developed by each one of them before returning home. It is important to focus their attention (to paraphrase John Kennedy) not on what USAID or the Department of Labor can do for them, but more appropriately, what they can do for themselves, perhaps using the experience and success of the participant group in the Philippines as a model (see Section II.D of this report.)

Although it is recognized that participants over a period of years attended courses on diverse subjects ranging from issues for women in the workplace to health and safety, the subject of the course they took in the United States is inconsequential in terms of the viability of the "Alumnae Groups", as the ex-participants have much more in common -- that they are involved in labor issues within their country -- than they have differences.

Participants who have attended this labor leader training program from a particular country should be encouraged to form an "Alumnae Group." Individual participants (via their organizations) can be responsible for hosting different meetings. "Hosting" a meeting simply implies finding or making available a meeting place; often unions, the private sector and the government have such a meeting room available within their organization. Alternatively, public areas, such as schools or libraries, may be used. Meetings would be devoted to activities such as: (1) the sharing of problems and experiences since the program; and (2) having a speaker address them about a specific topic (in any given group of participants there is not only an enormous amount of expertise, but also a great deal of collective access to outside expertise). The networking, contact and general good will that would accrue as a result of these meetings is a not-to-be-understated benefit of this "Alumnae Group" strategy.

**b. Role of the USAID Training Officer and U.S. Labor Attache in Follow-up Activities.**

In order to start the process and "bridge" the gap between participants from past programs and participants introduced to this strategy as part of the program, it is recommended that the U.S. Labor Attache (or Labor Reporting Officer as appropriate) and USAID Training Officer within each country actively encourage and perhaps personally instigate the formation of these "Alumnae Groups" or identify appropriate leaders within their country to begin the process. They could also, as the group becomes established, look for opportunities to schedule experts (perhaps people coming to the Mission/Embassy for other business) to address these groups, or, if funding can be made available, to offer a short (for instance, one or two days) seminar to the group (see a particular recommendation for the Philippines later in this section of the report) on a specific, needed subject.

**5. Design of Country-Specific, Subject-Tailored Programs**

The overwhelming success of the Philippine tripartite program which promoted LMCs (March, 1987) leads us to recommend that USAID and the Department of Labor initiate and be receptive to other opportunities like this in the future. It is extremely difficult to replicate this kind of model, for while its success was somewhat attributable to its timing and participant selection, as in many such things, luck played its role. Washington made both the Philippines, and the transition from adversarial to cooperative labor relations, a priority (thereby making funds available), an astute Labor Attache targeted the appropriate high level people in labor, the private sector and the unions as participants, and from there, the group and movement took on a life of its own. One cannot put a dollar value on the benefits that have accrued and will continue to accrue from this LMC movement in the Philippines, and it is a tribute to U.S.A.I.D. and Department of Labor officials in the Philippines and Washington that the opportunity was recognized, acted upon and encompassed precisely the right actors (participant selection for that program was nothing less than genius).

**B. Philippines -- Specific Recommendation**

And finally, we recommend that in-country LMC facilitator training in the Philippines be made a funding and programmatic priority. A significant amount of money was expended in 1987 to bring the tripartite group of participants to the United States to learn about LMCs. They, in turn, have done a remarkable job of promoting these LMCs, incorporating them as part of their Labor Code (Republic Act No. 6715) and promoting their growth within the country in general as well as within their organizations. Now that they are well into the implementation stage, participants from the private sector, unions and government are finding that there is a dearth of local expertise available to train and serve as LMC facilitators, so the resulting small pool of facilitators means that LMCs are not able to function as widely or as effectively as they could.

The provision of facilitator training could potentially be a collaborative effort between USAID/D.O.L. and the local "Alumnae Group" and

therefore be relatively low cost. We would suggest bringing a trainer (or two) to Manila for one week; a training site and logistical back-up could likely be donated by one or more of the organizations of one of the ex-participants. Selection of participants would not be limited to (and in most cases should not include) the program 'alumnae' themselves; they should, however, be heavily involved in the selection of participants, keeping in mind once again both personal/organizational needs and "spread effect" potential.

---

# APPENDICES

---

---

## **APPENDIX A**

# **PARTICIPANT QUESTIONNAIRE**

---

Respondent Number \_\_\_\_\_

**A.I.D.-U.S.D.L. LABOR LEADER TRAINING PROGRAM EVALUATION  
CALL RECORD SHEET**

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Country: (01) Jamaica (02) Liberia (03) Philippines

Respondent attended program as:

- (1) Course Participant-Government
- (2) Course Participant-Industry
- (3) Course Participant-Union
- (4) USAID Staff (non-participant)
- (5) Labor Union Staff (non-participant)
- (6) Industry/management staff (non-participant)
- (7) Other... SPECIFY \_\_\_\_\_

Sex: (1) Male (2) Female

Hello, my name is \_\_\_\_\_ and I am with Management Systems International in Washington. We are under contract to the U.S. Agency for International Development to assess the impact of the Labor Leader training program which you took some time ago. Although you completed an evaluation at the end of the program, we are interested in knowing your feelings about it now that some time has passed and how, if at all, you have used what you learned in the program. The results of this study will be used to measure the impact of the program and to make future courses more responsive to the actual needs of participants.

I have about an hour of questions that I would like to ask you and would like to make an appointment to meet with you sometime during the week of \_\_\_\_\_ (IF APPROPRIATE, MAKE APPOINTMENT).

DATE	TIME	RESULT	CONTACT

**A.I.D.-U.S.D.L. LABOR LEADER TRAINING PROGRAM EVALUATION**  
**PROGRAM PARTICIPANTS**

1. First of all, during what year did you take the course?
- (0) 1984 or earlier
  - (1) 1985
  - (2) 1986
  - (3) 1987
  - (4) 1988
  - (5) 1989

2. At the time you took the course, were you working for the government, private industry or for a labor organization such as a union?
- (1) government
  - (2) private industry
  - (3) labor union

3. How many different jobs or positions have you had since that time?  
\_\_\_\_\_ (Number of positions)

- 3A. Starting with your current position, please tell me what positions you have held, for whom you worked and the dates you held each position.

<u>Dates</u>	<u>For Whom</u>	<u>Government, Private Industry or Labor Union?</u>	<u>Position</u>
--------------	-----------------	---	-----------------

4. People who have taken this course are involved with labor relations to different degrees depending upon position, organization and specific job assignments. Would you say that since you attended the program you have been very involved, somewhat involved, hardly involved, or not involved at all in labor relations?
- (1) very involved in labor relations
  - (2) somewhat involved in labor relations
  - (3) hardly involved at all in labor relations
  - (4) not involved at all in labor relations
5. Overall, in retrospect, would you rate the training program as excellent, good, fair or poor?
- (1) excellent
  - (2) good
  - (3) fair
  - (4) poor
6. Do you feel the program should continue to be offered to people in developing countries involved in labor relations?
- (1) Yes
  - (2) No
- 6A. Why do you feel that way?

7. We are interested in how, if at all, you have used the information you learned in the training program. Have you ever used any of the course materials or handouts as reference materials?

(1) Yes (ASK Q. 7A)

(2) No (GO TO Q. 8)

7A. (IF YES) Which did you use?

7B. How did you use them?

8. Have you ever shared with anyone else--either in verbal or written form--any of the information that you received in the program?

(1) Yes (ASK Q. 8A)

(2) No (GO TO Q. 9)

8A. (IF YES) With whom did you share the information?

8B. For what reason did you share this information?

41'

9. Have you been in contact with any of the people or organizations you learned about or met in the U.S. during the training program?

(1) Yes (ASK Q. 9A)

(2) No (GO TO Q. 10)

9A. (IF YES) Which resources or organizations did you access?

9B. Why? PROBE: What did you use?

10. Have you ever used any of the information from the program in implementing, managing or negotiating any labor relations contracts, regulations or activities?

(1) Yes (ASK Q. 10A)

(2) No (GO TO Q. 11)

10A. (IF YES) How did you use the information?

11. Since the training program, have you had any professional contact with any of the other program participants -- such as collaborating on anything, getting together to discuss issues, etc.?

(1) Yes (ASK Q. 11A)

(2) No (GO TO Q. 12)

11A. (IF YES) What did you do?

12. Have you ever used anything you learned or contacts made in the program in any way that we haven't already talked about?

(1) Yes (ASK Q. 12A)

(2) No (GO TO Q. 13)

12A. (IF YES) What did you do? PROBE: What did you use?

13. In retrospect, what has been the single most important thing that has occurred as a result of your participation in this labor leader training program?

14. What did you like most about the training program?

15. What did you like least about the training program?

16. In retrospect, what changes would you recommend to make the program more useful to future participants? PROBE: What do you wish you would have learned or gotten out of the program that you did not?

17. Prior to the training program, is there anything A.I.D. or the Department of Labor could have done to increase the program's effectiveness for you?

(1) Yes (ASK Q. 17A)

(2) No (GO TO Q. 18)

17A. (IF YES) What would have been helpful?

18. Have there been any post-training follow-up activities or get-togethers for program participants?

(1) Yes (ASK Q. 18A)

(2) No (GO TO Q. 19)

18A. (IF YES) What kinds of activities?

19. Do you feel there should be any particular follow-up activities after the training program?

(1) Yes (ASK Q. 19A)

(2) No (GO TO Q. 20)

19A. (IF YES) What kinds of follow-up activities would be most useful?

20. What are the major labor-relations problems or issues in this country?

45

21. For you personally at this point, what is the biggest single obstacle you have in improving labor relations (in your country/in your organization)?

22. Do you think participation in this training program has in any way increased your job status or job responsibilities?

(1) YES (ASK Q. 22A)

(2) NO (GO TO Q. 23)

22A. (IF YES) How? In what way?

23. Has anything negative occurred as a result of your participation in the training program?

(1) YES (ASK Q. 23A)

(2) NO (GO TO Q. 24 IF FEMALE)  
(TERMINATE INTERVIEW IF MALE)

23A. (IF YES) What happened? PROBE FOR DETAIL: Why? Did you get any support from anyone?

47

**(FOR FEMALE RESPONDENTS ONLY)**

We are interested in learning what, if any, effect sending women to this training program has had.

24. What impact, if any, do you feel sending women to this training program has had in your country?

25. Were there any particular changes or things that happened as a result of you or any other women being involved in this labor relations training?

(1) Yes (ASK Q. 25A)

(2) No (TERMINATE INTERVIEW)

25A. (IF YES) What changes? PROBE: What happened?

---

**APPENDIX B**

**NON-PARTICIPANT QUESTIONNAIRE**

---

Respondent Number \_\_\_\_\_

**A.I.D.-U.S.D.L. LABOR LEADER TRAINING PROGRAM EVALUATION**

**CALL RECORD SHEET**

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Country: (01) Jamaica (02) Liberia (03) Philippines

Respondent attended program as:

- (1) Course Participant-Government
- (2) Course Participant-Industry
- (3) Course Participant-Union
- (4) USAID Staff (non-participant)
- (5) Labor Union Staff (non-participant)
- (6) Industry/management staff (non-participant)
- (7) Other... SPECIFY \_\_\_\_\_

Sex: (1) Male (2) Female

Hello, my name is \_\_\_\_\_ and I am with Management Systems International in Washington. We are under contract to the U.S. Agency for International Development to assess the impact of the Labor Leader training program which you took some time ago. Although you completed an evaluation at the end of the program, we are interested in knowing your feelings about it now that some time has passed and how, if at all, you have used what you learned in the program. The results of this study will be used to measure the impact of the program and to make future courses more responsive to the actual needs of participants.

I have about an hour of questions that I would like to ask you and would like to make an appointment to meet with you sometime during the week of \_\_\_\_\_ (IF APPROPRIATE, MAKE APPOINTMENT).

DATE	TIME	RESULT	CONTACT



4. Do you feel the program should continue to be offered to people in developing countries involved in labor relations?

(1) Yes

(2) No

4A. Why do you feel that way?

4B. Is there anything in particular that you feel should be included in the course that to the best of your knowledge is not currently included in the course?

(1) Yes

(2) No

4C. (IF YES) What do you feel should be included?

5. What effect, if any, has this training program had on this country -- that is, what changes or innovations have been made by participants in the program that you are aware of? PROBE: Is there anything that has happened in the area of labor relations in this country that you feel is directly attributable to this training program?

6. Do you feel that this training has contributed to improved international relations and understanding between the United States and your country?

(1) Yes

(2) No

6A. Why do you feel this way?

7. (IF ANY WOMEN WERE TRAINED IN THIS COUNTRY) What impact, if any, did sending women to this training program have?

8. (IF ANY WOMEN WERE TRAINED IN THIS COUNTRY) Were there any particular changes or things that happened as a result of women being involved in this labor relations training?

(1) Yes (ASK Q. 8A)

(2) No (GO TO Q. 9)

8A. (IF YES) What changes were there? What happened?

9. What are the major labor-related problems or issues in this country?

10. How do you feel a USAID-U.S.D.L. labor relations training program could contribute to the solution of these problems?

---

**APPENDIX C**

**MAIL QUESTIONNAIRES**

---

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

July 25, 1989

Dear Labor Leader Training Program Participant,

As you are aware, the Agency for International Development, through an interagency agreement with the U.S. Department of Labor, Bureau of International Labor Affairs, provides training to third world nationals involved in labor relations. Although participants usually complete a course evaluation at the end of the training program, now that some time has passed, the Office of International Training is interested in knowing your feelings about the program and how, if at all, you have used what you learned or the contacts you made in the course.

We have therefore asked a consulting firm based in Washington, D.C., Management Systems International, to conduct an impact assessment for us. As part of this evaluation, they are conducting a survey of past course participants. Although they would like to speak with each of you in person, it is not possible to do that. Thus, they have prepared a questionnaire which we would like you to complete and return by mail. The results of this study will be used to measure the impact of the program on developing country labor leaders and make recommendations concerning changes/improvements to the overall program design and implementation.

Please complete the enclosed questionnaire as soon as you possibly can. Then fold it, put it in the enclosed envelope addressed to Bonnie Daniels at Management Systems International, and mail it. Make certain you use the right amount of postage stamps to air mail your reply to the United States.

We are grateful for the time you take to complete the questionnaire and look forward to receiving your response soon.

Sincerely,



Rita Evans  
Project Officer

**A.I.D.-U.S.D.L. LABOR LEADER TRAINING PROGRAM EVALUATION  
PROGRAM PARTICIPANTS - MAIL QUESTIONNAIRE**

**Please circle the appropriate response to each question  
or write your answer in the space provided.**

1. First of all, during what year did you take the course? \_\_\_\_\_
2. Did you attend the course as a representative of the government, private industry or a labor organization such as a union?
  - (1) government
  - (2) private industry
  - (3) labor union
3. People who have taken this course are involved with labor relations to different degrees depending upon position, organization and specific job assignments. Would you say that since you attended the program you have been very involved, somewhat involved, hardly involved, or not involved at all in labor relations?
  - (1) very involved in labor relations
  - (2) somewhat involved in labor relations
  - (3) hardly involved at all in labor relations
  - (4) not involved at all in labor relations
4. Overall, in retrospect, would you rate the training program as excellent, good, fair or poor?
  - (1) excellent
  - (2) good
  - (3) fair
  - (4) poor
5. Do you feel the program should continue to be offered to people in developing countries involved in labor relations?
  - (1) Yes
  - (2) No
6. We are interested in how, if at all, you have used the information you learned in the training program. Have you ever:
 

	<b>Yes</b>	<b>No</b>
(a) used any of the course materials or handouts as reference materials?	(1)	(2)
(b) shared with anyone else — either in verbal or written form — any of the information you received in the program?	(1)	(2)
(c) been in contact with any of the people or organizations you learned about or met in the U.S. during the training program?	(1)	(2)
(d) used any of the information from the program in implementing, managing or negotiating any labor relations contracts, regulations or activities?	(1)	(2)
(e) had any professional contact with any of the other program participants -- such as collaborating on anything, getting together to discuss issues, etc.?	(1)	(2)

51

7. **Prior to the training program, is there anything A.I.D. or the Department of Labor could have done to increase the program's effectiveness for you?**

(1) **Yes (ANSWER Q. 7A)**

(2) **No (SKIP TO Q. 8)**

7A. **(IF YES) What would have been helpful?**

8. **Have there been any post-training follow-up activities or get-togethers for program participants?**

(1) **Yes**

(2) **No**

9. **Do you feel there should be any particular follow-up activities after the training program?**

(1) **Yes (ANSWER Q. 9A)**

(2) **No (SKIP TO Q. 10)**

9A. **(IF YES) What kinds of follow-up activities would be most useful?**

10. **We are interested in learning what, if any, effect sending women to this training program has had. Are you aware of particular changes or things that happened as a result of women being involved in this labor relations training?**

(1) **Yes (ANSWER Q. 10A)**

(2) **No (END OF QUESTIONNAIRE)**

10A. **(IF YES) What changes?**

***Thank you very much for your time and help. You are welcome to make any additional comments about any aspect of the program. Please mail this in the envelope provided as soon as possible.***

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

le 25 juillet 1989

**Cher participant au Stage sur les relations professionnelles,**

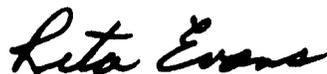
Comme vous le savez, l'Agence pour le développement international, moyennant un accord passé entre divers organismes et le Bureau des affaires internationales du travail, qui est rattaché au Département du travail américain, procure une formation aux nationaux des pays du tiers monde concernés par les relations professionnelles. Bien que les participants remplissent en général un formulaire d'évaluation du programme à la fin du stage, l'Office de la formation internationale désire connaître, maintenant qu'un certain temps s'est écoulé, vos impressions sur le programme et savoir dans quelle mesure vous avez pu mettre à profit ou non les connaissances que vous avez acquises ou les contacts que vous avez établis durant le stage.

Nous avons donc demandé à un cabinet de consultants dont le siège est à Washington, Management Systems International, de mener une évaluation de l'incidence du programme pour notre compte. Dans le cadre de cette évaluation, ce cabinet effectue une enquête sur les participants aux stages passés. Bien que ce cabinet désirerait avoir un entretien avec chacun d'entre vous, ce n'est malheureusement pas possible. Par conséquent, le cabinet a rédigé un questionnaire que nous vous prions de bien vouloir remplir et de nous retourner par courrier. Les résultats de cette étude serviront à mesurer l'incidence du programme sur les responsables des questions de travail dans les pays en voie de développement et à formuler des recommandations sur les changements ou améliorations à apporter à l'ensemble de la conception et de la mise en oeuvre du programme.

Nous vous prions donc de remplir le formulaire ci-joint le plus rapidement possible, de le plier et de le mettre dans l'enveloppe incluse destinée à Bonnie Daniels, Management Systems International, que vous voudrez bien mettre au courrier. Assurez-vous de bien affranchir la lettre au tarif nécessaire pour le courrier par avion à destination des Etats-Unis.

Nous vous remercions du temps que vous voudrez bien consacrer à remplir ce formulaire et espérons recevoir votre réponse très prochainement.

Nous vous adressons nos salutations les meilleures.



Rita Evans  
Chargé de projet

**EVALUATION DU PROGRAMME DE FORMATION AID-USDL  
A L'INTENTION DES RESPONSABLES DES RELATIONS PROFESSIONNELLES**

**PARTICIPANTS AU PROGRAMME -- QUESTIONNAIRE ADRESSE PAR COURRIER**

**Prière d'entourer la réponse correspondant à chaque question  
ou d'écrire votre réponse dans l'espace réservé à cet effet.**

1. Tout d'abord, en quelle année avez-vous suivi le stage? \_\_\_\_\_
2. Avez-vous suivi le stage en tant que représentant du gouvernement, de l'industrie privée ou d'une organisation professionnelle telle qu'un syndicat?
  - (1) gouvernement
  - (2) industrie privée
  - (3) syndicat
3. Les individus qui ont suivi ce stage sont concernés à différents degrés par les relations professionnelles compte tenu de leur poste, de leur organisation et de leurs fonctions spécifiques. A votre avis, depuis que vous avez assisté au programme, avez-vous été très concerné, un peu concerné, à peine concerné ou n'avez-vous pas du tout été concerné par les relations professionnelles?
  - (1) très concerné par les relations professionnelles
  - (2) un peu concerné par les relations professionnelles
  - (3) à peine concerné par les relations professionnelles
  - (4) pas du tout concerné par les relations professionnelles
4. Dans l'ensemble, en rétrospective, considérez-vous que le programme de formation a été excellent, bon, passable ou médiocre?
  - (1) excellent
  - (2) bon
  - (3) passable
  - (4) médiocre
5. A votre avis, faut-il continuer d'offrir ce programme à des individus des pays en voie de développement concernés par les relations professionnelles?
  - (1) Oui
  - (2) Non
6. Nous aimerions savoir comment, le cas échéant, vous avez utilisé les connaissances que vous avez acquises durant le programme de formation. Avez-vous jamais:
 

	<u>Oui</u>	<u>Non</u>
(a) utilisé l'un des documents ou des brochures du stage comme document de référence?	(1)	(2)
(b) fait part à une autre personne -- oralement ou par écrit -- de certaines des informations que vous avez reçues durant le programme?	(1)	(2)
(c) été en contact avec les personnes ou les organisations que vous avez découvertes ou rencontrées aux Etats-Unis durant le programme de formation?	(1)	(2)
(d) utilisé certaines des informations reçues durant le programme pour exécuter, gérer ou négocier des contrats, des réglementations ou des activités concernant les relations professionnelles?	(1)	(2)
(e) eu des contacts professionnels avec d'autres participants au programme -- sous la forme, par exemple, de collaboration sur un point ou un autre, de réunion pour examiner des problèmes, etc?	(1)	(2)

60

7. **Avant que vous assistiez au programme de formation, pensez-vous que l'AID ou le Département du travail auraient pu faire quelque chose pour que le programme soit plus utile pour vous?**
- (1) Oui (REPONDEZ A LA Q. 7A)
  - (2) Non (PASSEZ A LA Q. 8)
- 7A. (SI OUI), que pourrait-on faire pour rendre le programme plus utile?
8. **Des activités complémentaires ou des réunions des participants au programme, ont-elles eu lieu après le stage?**
- (1) Oui
  - (2) Non
9. **A votre avis, le stage devrait-il être suivi d'activités complémentaires particulières?**
- (1) Oui (REPONDEZ A LA Q. 9A)
  - (2) Non (PASSEZ A LA Q. 10)
- 9A. (SI OUI), quelles activités complémentaires particulièrement utiles pourriez-vous suggérer?
10. **Nous aimerions connaître les effets, éventuellement, de la participation des femmes à ce programme? Etes-vous conscient de changements ou d'événements particuliers qui se sont produits par suite de la participation des femmes à ce programme sur les relations professionnelles?**
- (1) Oui (REPONDEZ A LA Q. 10A)
  - (2) Non (FIN DU QUESTIONNAIRE)
- 10A. (SI OUI), pouvez-vous énumérer ces changements?

***Nous vous remercions vivement de votre temps et de votre aide en répondant à ce questionnaire. Nous vous encourageons à présenter tout commentaire supplémentaire sur quelque aspect du programme. Nous vous demandons de bien vouloir nous retourner ce formulaire sous enveloppe le plus rapidement possible.***

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

25 de julio de 1989

**Estimado Participante en el Programa de Capacitación de Líderes Laborales:**

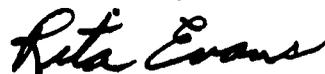
Como usted sabe, la Agencia para el Desarrollo Internacional, a través de un acuerdo con la Oficina de Asuntos Laborales Internacionales del Departamento de Trabajo de los Estados Unidos, provee capacitación a ciudadanos de los países del Tercer Mundo que se desenvuelven en el campo de relaciones laborales. A pesar que los participantes por lo general concluyen un curso de evaluación al final del programa de capacitación, después del transcurso de este período de tiempo, la Oficina de Capacitación Internacional está interesada en conocer sus opiniones sobre el programa, y las formas, si alguna, en que le ha servido el conocimiento adquirido o los contactos que entabló a raíz del curso.

Por lo tanto, hemos pedido a una firma de consultoría en Washington, D.C. llamada Management Systems International, que lleven a cabo una evaluación de impacto para nosotros. Como parte de esta evaluación se está llevando a cabo una encuesta entre los participantes de los cursos hasta la fecha. Si bien sería preferible hablar personalmente con cada uno de ustedes, no es posible hacerlo. Por lo tanto, han preparado un cuestionario que le agradeceríamos que lo llene y envíe por correo. Los resultados de este estudio se emplearán para medir el impacto del programa entre los líderes laborales de los países en desarrollo y someter recomendaciones sobre posibles cambios o mejoras al diseño global del programa y su ejecución.

Por favor, complete el cuestionario adjunto tan pronto como le sea posible. Dóblelo y póngalo en el sobre que se ha incluido dirigido a Bonnie Daniels de Management Systems International. Asegúrese que emplea la cantidad apropiada de sellos postales para cubrir los costos del envío aéreo a los Estados Unidos.

Le agradecemos el tiempo que nos conceda llenando el cuestionario y anticipamos con gran entusiasmo el recibo de su respuesta lo antes posible.

Atentamente,



Rita Evans  
Oficial de Proyecto

**USAID-DEPARTAMENTO DE TRABAJO DE LOS ESTADOS UNIDOS  
EVALUACION DEL PROGRAMA DE CAPACITACION DE LIDERES LABORALES  
CUESTIONARIO POR CORREO PARA LOS PARTICIPANTES EN EL PROGRAMA**

**Por favor, haga un círculo alrededor de la respuesta adecuada en cada pregunta o escriba su respuesta en el espacio que se provee.**

1. Primero que nada; ¿en qué año tomó usted el curso? \_\_\_\_\_
2. ¿Participó en el curso como representante de alguna entidad de gobierno, industria privada u organización laboral, tal como un sindicato?
  - (1) gobierno
  - (2) industria privada
  - (3) sindicato
3. Las personas que han tomado este curso están involucradas en el campo de relaciones laborales a distintos niveles de acuerdo con su posición, organización o requisitos específicos del trabajo que desempeñan. ¿Diría usted que desde que concluyó el curso ha estado altamente activo, medianamente activo o prácticamente retirado del campo de relaciones laborales?
  - (1) altamente activo en relaciones laborales
  - (2) medianamente activo en relaciones laborales
  - (3) prácticamente retirado de relaciones laborales
  - (4) totalmente retirado de relaciones laborales
4. En retrospectiva, ¿considera que el programa de capacitación fue excelente, bueno, adecuado o deficiente?
  - (1) excelente
  - (2) bueno
  - (3) adecuado
  - (4) deficiente
5. ¿Considera que se debe continuar ofreciendo el curso a personas en países en desarrollo que están trabajando en el campo de relaciones laborales?
  - (1) Si
  - (2) No
6. Nos interesa saber en qué medida ha podido usted usar la información y conocimientos adquiridos durante el programa de capacitación. En alguna oportunidad:

	Si	No
(1) ¿ha usado los documentos que se le entregaron en el curso como materiales de referencia?	(1)	(2)
(2) ¿ha compartido con alguna otra persona — verbalmente o por escrito — información que recibió en el curso?	(1)	(2)
(3) ¿ha estado en contacto con algunas de las personas u organizaciones sobre las que adquirió conocimiento o cuyos representantes conoció en los EE. UU. durante el programa de capacitación?	(1)	(2)
(4) ¿se ha valido de información adquirida en el programa para llevar a cabo la ejecución, administración o negociación de contratos laborales, reglamentos o cualquier otra actividad de relaciones laborales?	(1)	(2)
(5) ¿ha entablado relaciones profesionales con cualquier otro de los Participantes — tal como, esfuerzos de colaboración, reuniones para discutir problemas, ect.?	(1)	(2)

7. **Previamente al programa de capacitación; ¿considera que la AID o el Departamento de Trabajo de los Estados Unidos podían haber hecho algo para mejorar la efectividad del programa de modo que supliera mejor sus necesidades personales?**
- (1) Si (prosiga a la pregunta 7A)
  - (2) No (continúe con la pregunta 8)
- 7A. **Si su respuesta es afirmativa, ¿qué considera que habría sido mas efectivo?**
8. **¿Ha participado en algún tipo de actividad de seguimiento o reuniones posteriores para los participantes en el programa de capacitación?**
- (1) Si
  - (2) No
9. **¿Considera que deben llevarse a cabo actividades de seguimiento específicas después de la conclusión del programa de capacitación?**
- (1) Si (prosiga a la pregunta 9A)
  - (2) No (continúe con la pregunta 10)
- 9A. **Si su respuesta es afirmativa; ¿qué tipo de actividades considera que serían mas efectivas?**
10. **Nos interesa evaluar qué efecto, si alguno, ha tenido la participación de mujeres en este programa de capacitación. ¿Se ha percatado usted de algún cambio en particular o desarrollos que se hayan suscitado a raíz de la participación de mujeres en este programa de capacitación laboral?**
- (1) Si (prosiga a la pregunta 10A)
  - (2) No (fin del cuestionario)
- 10A. **Si su respuesta es afirmativa; ¿qué cambios ha notado?**

***Gracias por su tiempo y ayuda con esta encuesta.  
Por favor incluya cualquier otro comentario que considere adecuado  
sobre cualquier aspecto del programa y envíe el cuestionario en el  
sobre adjunto, a la mayor brevedad posible.***

---

## **APPENDIX D**

### **FREQUENCY DISTRIBUTIONS — PARTICIPANT QUESTIONNAIRE**

---

FREQUENCIES /VARIABLES ALL.

-----  
 RESPNUMB RESPONDENT NUMBER

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	1	1.3	1.3	1.3
	2	1	1.3	1.3	2.6
	3	1	1.3	1.3	3.9
	4	1	1.3	1.3	5.3
	5	1	1.3	1.3	6.6
	6	1	1.3	1.3	7.9
	7	1	1.3	1.3	9.2
	8	1	1.3	1.3	10.5
	9	1	1.3	1.3	11.8
	10	1	1.3	1.3	13.2
	11	1	1.3	1.3	14.5
	12	1	1.3	1.3	15.8
	13	1	1.3	1.3	17.1
	14	1	1.3	1.3	18.4
	15	1	1.3	1.3	19.7
	16	1	1.3	1.3	21.1
	17	1	1.3	1.3	22.4
	18	1	1.3	1.3	23.7
	19	1	1.3	1.3	25.0
	20	1	1.3	1.3	26.3
	21	1	1.3	1.3	27.6
	22	1	1.3	1.3	28.9
	23	1	1.3	1.3	30.3
	24	1	1.3	1.3	31.6
	25	1	1.3	1.3	32.9
	26	1	1.3	1.3	34.2
	27	1	1.3	1.3	35.5
	28	1	1.3	1.3	36.8
	40	1	1.3	1.3	38.2
	41	1	1.3	1.3	39.5
	42	1	1.3	1.3	40.8
	43	1	1.3	1.3	42.1
	44	1	1.3	1.3	43.4
	45	1	1.3	1.3	44.7
	46	1	1.3	1.3	46.1
	47	1	1.3	1.3	47.4
	48	1	1.3	1.3	48.7
	49	1	1.3	1.3	50.0
	50	1	1.3	1.3	51.3
	51	1	1.3	1.3	52.6

**RESPNUMB RESPONDENT NUMBER**

52	1	1.3	1.3	53.9
53	1	1.3	1.3	55.3
54	1	1.3	1.3	56.6
55	1	1.3	1.3	57.9
56	1	1.3	1.3	59.2
57	1	1.3	1.3	60.5
58	1	1.3	1.3	61.8
59	1	1.3	1.3	63.2
60	1	1.3	1.3	64.5
61	1	1.3	1.3	65.8
62	1	1.3	1.3	67.1
63	1	1.3	1.3	68.4
64	1	1.3	1.3	69.7
65	1	1.3	1.3	71.1
66	1	1.3	1.3	72.4
67	1	1.3	1.3	73.7
68	1	1.3	1.3	75.0
69	1	1.3	1.3	76.3
70	1	1.3	1.3	77.6
80	1	1.3	1.3	78.9
81	1	1.3	1.3	80.3
82	1	1.3	1.3	81.6
83	1	1.3	1.3	82.9
84	1	1.3	1.3	84.2
85	1	1.3	1.3	85.5
86	1	1.3	1.3	86.8
87	1	1.3	1.3	88.2
88	1	1.3	1.3	89.5
89	1	1.3	1.3	90.8
90	1	1.3	1.3	92.1
91	1	1.3	1.3	93.4
92	1	1.3	1.3	94.7
93	1	1.3	1.3	96.1
94	1	1.3	1.3	97.4
95	1	1.3	1.3	98.7
96	1	1.3	1.3	100.0

TOTAL 76 100.0 100.0

Valid Cases 76 Missing Cases 0

**COUNTRY COUNTRY**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
JAMAICA	1	28	36.8	36.8	36.8
LIBERIA	2	18	23.7	23.7	60.5
PHILIPPINES	3	30	39.5	39.5	100.0
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**PROGRAM RESPONDENT ATTENDED PROGRAM AS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
COURSE-GOVT.	1	17	22.4	22.4	22.4
COURSE-INDUSTRY	2	10	13.2	13.2	35.5
COURSE-UNION	3	49	64.5	64.5	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**SEX SEX**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
MALE	1	49	64.5	64.5	64.5
FEMALE	2	27	35.5	35.5	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**INTERVM INTERVIEWER**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DANIELS	1	36	47.4	47.4	47.4
COSMIDES	2	27	35.5	35.5	82.9
WARREN	3	13	17.1	17.1	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q1 WHAT YEAR DID YOU TAKE THE COURSE**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1984 OR EARLIER	0	1	1.3	1.3	1.3
1985	1	7	9.2	9.2	10.5
1986	2	15	19.7	19.7	30.3
1987	3	40	52.6	52.6	82.9
1988	4	9	11.8	11.8	94.7
1989	5	4	5.3	5.3	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

68

**Q2 AT TIME OF COURSE, WHO WORKING FOR**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
GOVERNMENT	1	22	28.9	28.9	28.9
PRIVATE INDUSTRY	2	21	27.6	27.6	56.6
LABOR UNION	3	33	43.4	43.4	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q3 HOW MANY DIFFERENT JOBS/POSITIONS SINCE**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	8	10.5	10.5	10.5
	1	45	59.2	59.2	69.7
	2	23	30.3	30.3	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q4 HOW INVOLVED WITH LABOR RELATIONS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
VERY INVOLVED	1	72	94.7	94.7	94.7
SOMEWHAT INVOLVED	2	3	3.9	3.9	98.7
HARDLY INVOLVED	3	1	1.3	1.3	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q5 HOW WOULD RATE THE TRAINING PROGRAM**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
EXCELLENT	1	35	46.1	46.1	46.1
GOOD	2	38	50.0	50.0	96.1
FAIR	3	3	3.9	3.9	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q6 SHOULD PROGRAM CONTINUE TO BE OFFERED**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	76	100.0	100.0	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q6AMEN1 WHY PROGRAM SHOULD/SHOULDNT CONTINUE - 1**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
GENERALLY POSITIVE	1	52	68.4	68.4	68.4
LR IMPACTS	2	4	5.3	5.3	73.7
KNOWLEDGE AND SKILLS	3	13	17.1	17.1	90.8
OTHER	8	6	7.9	7.9	98.7
NOT ASCERTAINED	9	1	1.3	1.3	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q6AMEN2 WHY PROGRAM SHOULD/SHOULDNT CONTINUE - 2**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
GENERALLY POSITIVE	1	1	1.3	1.3	1.3
LR IMPACTS	2	3	3.9	3.9	5.3
KNOWLEDGE AND SKILLS	3	11	14.5	14.5	19.7
OTHER	8	7	9.2	9.2	28.9
NOT ASCERTAINED	9	54	71.1	71.1	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q7 USED COURSE MATERIALS AS REFERENCE**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	71	93.4	93.4	93.4
NO	2	5	6.6	6.6	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q7BMEN1 HOW DID YOU USE THEM - 1**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	5	6.6	6.6	6.6
PREP-SPEECHES/REPORT	1	26	34.2	34.2	40.8
PRE-TRAINING COURSES	2	9	11.8	11.8	52.6
NEGOTIATING CONTRACT	3	14	18.4	18.4	71.1
GENERAL REFERENCE	4	18	23.7	23.7	94.7
OTHER	8	4	5.3	5.3	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q7BMEN2 HOW DID YOU USE THEM - 2**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	5	6.6	6.6	6.6
PREP-SPEECHES/REPORT	1	1	1.3	1.3	7.9
PREP-TRAINING COURSE	2	10	13.2	13.2	21.1
NEGOTIATING CONTRACT	3	2	2.6	2.6	23.7
GENERAL REFERENCE	4	20	26.3	26.3	50.0
OTHER	8	1	1.3	1.3	51.3
NOT ASCERTAINED	9	37	48.7	48.7	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q7BMEN3 HOW DID YOU USE THEM - 3**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	5	6.6	6.6	6.6
PREP-SPEECHES/REPORT	1	1	1.3	1.3	7.9
PREP-TRAINING COURSE	2	1	1.3	1.3	9.2
NEGOTIATING CONTRACT	3	1	1.3	1.3	10.5
GENERAL REFERENCE	4	5	6.6	6.6	17.1
OTHER	8	1	1.3	1.3	18.4
NOT ASCERTAINED	9	62	81.6	81.6	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q8 SHARED INFORMATION RECEIVED IN COURSE**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	74	97.4	97.4	97.4
NO	2	2	2.6	2.6	100.0
		-----	-----	-----	
TOTAL		76	100.0	100.0	
Valid Cases	76	Missing Cases	0		

-----  
**QBAMEN1 WITH WHOM - 1**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	2	2.6	2.6	2.6
UNION MEMBER/WORKER	1	31	40.8	40.8	43.4
UNION LEADER	2	11	14.5	14.5	57.9
STAFF	3	12	15.8	15.8	73.7
MANAGEMENT	4	5	6.6	6.6	80.3
SUPERVISORS	5	4	5.3	5.3	85.5
LIBRARY FOR GEN USE	6	1	1.3	1.3	86.8
COLLEAGUES	7	9	11.8	11.8	98.7
OTHER	8	1	1.3	1.3	100.0
		-----	-----	-----	
TOTAL		76	100.0	100.0	
Valid Cases	76	Missing Cases	0		

-----  
**QBAMEN2 WITH WHOM - 2**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	2	2.6	2.6	2.6
UNION MEMBER/WORKER	1	8	10.5	10.5	13.2
UNION LEADER	2	16	21.1	21.1	34.2
STAFF	3	7	9.2	9.2	43.4
MANAGEMENT	4	6	7.9	7.9	51.3
LIBRARY FOR GEN USE	6	3	3.9	3.9	55.3
COLLEAGUES	7	8	10.5	10.5	65.8
OTHER	8	6	7.9	7.9	73.7
NOT ASCERTAINED	9	20	26.3	26.3	100.0
		-----	-----	-----	
TOTAL		76	100.0	100.0	
Valid Cases	76	Missing Cases	0		

12'

QBAMEN3 WITH WHOM - 3

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	2	2.6	2.6	2.6
UNION MEMBERS/WORKER	1	2	2.6	2.6	5.3
UNION LEADERS	2	2	2.6	2.6	7.9
STAFF	3	1	1.3	1.3	9.2
MANAGEMENT	4	3	3.9	3.9	13.2
SUPERVISORS	5	1	1.3	1.3	14.5
LIBRARY FOR GENERAL	6	2	2.6	2.6	17.1
COLLEAGUES	7	4	5.3	5.3	22.4
OTHER	8	3	3.9	3.9	26.3
NOT ASCERTAINED	9	56	73.7	73.7	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

QBAMEN1 FOR WHAT REASON - 1

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	2	2.6	2.6	2.6
INCREASE KNOWLEDGE	1	56	73.7	73.7	76.3
TRAINING RELATED	2	11	14.5	14.5	90.8
DEBRIEFING RE COURSE	3	4	5.3	5.3	96.1
TO CONVINC MGMT	4	3	3.9	3.9	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

QBAMEN2 FOR WHAT REASON - 2

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	2	2.6	2.6	2.6
INCREASE KNOWLEDGE	1	3	3.9	3.9	6.6
TRAINING RELATED	2	14	18.4	18.4	25.0
DEBRIEFING RE COURSE	3	7	9.2	9.2	34.2
TO CONVINC MGMT	4	8	10.5	10.5	44.7
OTHER	8	4	5.3	5.3	50.0
NOT ASCERTAINED	9	38	50.0	50.0	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q83MEN3 FOR WHAT REASON - 3**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	2	2.6	2.6	2.6
TRAINING RELATED	2	1	1.3	1.3	3.9
DEBRIEFING RE COURSE	3	1	1.3	1.3	5.3
TO CONVINCCE MGMT	4	1	1.3	1.3	6.6
OTHER	8	4	5.3	5.3	11.8
NOT ASCERTAINED	9	67	88.2	88.2	100.0
<b>TOTAL</b>		<b>76</b>	<b>100.0</b>	<b>100.0</b>	

Valid Cases 76 Missing Cases 0

**Q9 IN CONTACT WITH PEOPLE/ORG. FROM COURSE**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	38	50.0	50.0	50.0
NO	2	38	50.0	50.0	100.0
<b>TOTAL</b>		<b>76</b>	<b>100.0</b>	<b>100.0</b>	

Valid Cases 76 Missing Cases 0

**Q9A WHICH RESOURCES/ORG.S DID YOU ACCESS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	38	50.0	50.0	50.0
DEPARTMENT OF LABOR	1	15	19.7	19.7	69.7
ACADEMIC INSTITUTION	2	7	9.2	9.2	78.9
UNION SITE VISIT	3	9	11.8	11.8	90.8
OTHER	8	6	7.9	7.9	98.7
NOT ASCERTAINED	9	1	1.3	1.3	100.0
<b>TOTAL</b>		<b>76</b>	<b>100.0</b>	<b>100.0</b>	

Valid Cases 76 Missing Cases 0

74

**Q9B WHY/WHAT DID YOU USE**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	38	50.0	50.0	50.0
TO REQUEST INFO	1	22	28.9	28.9	78.9
COMMUNICATION/UPDATE	2	5	6.6	6.6	85.5
OTHER	8	7	9.2	9.2	94.7
NOT ASCERTAINED	9	4	5.3	5.3	100.0
<b>TOTAL</b>		<b>76</b>	<b>100.0</b>	<b>100.0</b>	

Valid Cases 76 Missing Cases 0

**Q10 USED INFO TO DO/START SOMETHING**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	59	77.6	77.6	77.6
NO	2	17	22.4	22.4	100.0
<b>TOTAL</b>		<b>76</b>	<b>100.0</b>	<b>100.0</b>	

Valid Cases 76 Missing Cases 0

**Q10AMEN1 HOW DID YOU USE THE INFORMATION-1**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	17	22.4	22.4	22.4
CONTRACT NEGOTIATION	1	18	23.7	23.7	46.1
NEGOTIATION PROCESS	2	12	15.8	15.8	61.8
TRAINING RELATED	3	7	9.2	9.2	71.1
PHIL...PROMOTE LMCs	4	13	17.1	17.1	88.2
SAFETY/HEALTH RULES	5	1	1.3	1.3	89.5
NEW PROGRAM/POLICY	7	7	9.2	9.2	98.7
OTHER	98	1	1.3	1.3	100.0
<b>TOTAL</b>		<b>76</b>	<b>100.0</b>	<b>100.0</b>	

Valid Cases 76 Missing Cases 0

15

**Q10AMEN2 HOW DID YOU USE THE INFORMATION-2**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	17	22.4	22.4	22.4
CONTRACT NEGOTIATION	1	2	2.6	2.6	25.0
NEGOTIATION PROCESS	2	8	10.5	10.5	35.5
TRAINING RELATED	3	4	5.3	5.3	40.8
PHIL...PROMOTE LMCs	4	3	3.9	3.9	44.7
SAFETY/HEALTH RULES	5	4	5.3	5.3	50.0
NEW PROGRAM/POLICY	7	10	13.2	13.2	63.2
OTHER	98	3	3.9	3.9	67.1
NOT ASCERTAINED	99	25	32.9	32.9	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q10AMEN3 HOW DID YOU USE THE INFORMATION-3**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	17	22.4	22.4	22.4
TRAINING RELATED	3	2	2.6	2.6	25.0
SAFETY/HEALTH RULES	5	1	1.3	1.3	26.3
MGMT ASSOCIATION	6	2	2.6	2.6	28.9
NEW PROGRAM/POLICY	7	2	2.6	2.6	31.6
NEW WIND	8	1	1.3	1.3	32.9
OTHER	98	10	13.2	13.2	46.1
NOT ASCERTAINED	99	41	53.9	53.9	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q11 PROFESSIONAL CONTACT WITH PARTICIPANTS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	52	68.4	68.4	68.4
NO	2	24	31.6	31.6	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

76

**Q11A WHAT DID YOU DO**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	24	31.6	31.6	31.6
PHIL-MET REGULARLY	1	17	22.4	22.4	53.9
COMPARE CONTRACTS	2	2	2.6	2.6	56.6
DISCUSS LABOR ISSUES	3	29	38.2	38.2	94.7
OTHER	8	4	5.3	5.3	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q12 USED COURSE OR CONTACTS IN OTHER WAYS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	24	31.6	31.6	31.6
NO	2	52	68.4	68.4	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q13 MOST IMPORTANT RESULT OF COURSE**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
PHIL-PRO LMCs	1	13	17.1	17.1	17.1
OUTLOOK CHANGE	3	1	1.3	1.3	18.4
PERSONAL DEVELOPMENT	4	33	43.4	43.4	61.8
CONCERN WITH SAFETY	5	3	3.9	3.9	65.8
OPERATING CHANGES	6	5	6.6	6.6	72.4
RECEIVED PROMOTION	7	2	2.6	2.6	75.0
OTHER	8	14	18.4	18.4	93.4
NOT ASCERTAINED	9	5	6.6	6.6	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

17

**Q14 WHAT DID YOU LIKE MOST ABOUT TRAINING**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
SITE VISITS	1	23	30.3	30.3	30.3
ACADEMIC TRAINING	2	24	31.6	31.6	61.8
CAMARADERIE	3	7	9.2	9.2	71.1
LIKED IT ALL	4	6	7.9	7.9	78.9
OTHER	8	15	19.7	19.7	98.7
NOT ASCERTAINED	9	1	1.3	1.3	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q15 WHAT DID YOU LIKE LEAST ABOUT TRAINING**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
EVERYTHING WONDERFUL	0	25	32.9	32.9	32.9
LOGISTICS	1	22	28.9	28.9	61.8
ACADEMICS TOO BASIC	2	4	5.3	5.3	67.1
ACADEMICS TOO SHORT	3	6	7.9	7.9	75.0
PROFESSORS POOR	4	5	6.6	6.6	81.6
PERSONAL PROBLEM	5	1	1.3	1.3	82.9
SELECTION PROCESS	6	1	1.3	1.3	84.2
SITE VISITS RUSHED	7	7	9.2	9.2	93.4
OTHER	8	5	6.6	6.6	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q15Q QUOTABLE QUOTE?**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	9	11.8	11.8	11.8
NO	2	67	88.2	88.2	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

78

**Q16MEN1 WHAT PROGRAM CHANGES RECOMMENDED-1**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO CHANGES	0	5	6.6	6.6	6.6
LONGER PROGRAM	1	37	48.7	48.7	55.3
SITE VISITS CHANGED	2	9	11.8	11.8	67.1
MORE SHARING TIME	3	1	1.3	1.3	68.4
SUBJECT AREA CHANGED	4	8	10.5	10.5	78.9
LOGISTICS CHANGED	5	1	1.3	1.3	80.3
TAILOR SUBJECT AREA	7	6	7.9	7.9	88.2
OTHER	8	8	10.5	10.5	98.7
NOT ASCERTAINED	9	1	1.3	1.3	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q16MEN2 WHAT PROGRAM CHANGES RECOMMENDED-2**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO CHANGES	0	5	6.6	6.6	6.6
LONGER PROGRAM	1	2	2.6	2.6	9.2
SITE VISITS CHANGED	2	11	14.5	14.5	23.7
MORE SHARING TIME	3	2	2.6	2.6	26.3
SUBJECT AREA CHANGED	4	12	15.8	15.8	42.1
LOGISTICS CHANGED	5	3	3.9	3.9	46.1
KEEP US UPDATED	6	1	1.3	1.3	47.4
TAILOR SUBJECT AREA	7	1	1.3	1.3	48.7
OTHER	8	9	11.8	11.8	60.5
NOT ASCERTAINED	9	30	39.5	39.5	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q17 WHAT COULD HAVE DONE PRIOR TO PROGRAM**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	47	61.8	61.8	61.8
NO	2	29	38.2	38.2	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

79

**Q17AMEN1 WHAT WOULD HAVE BEEN HELPFUL-1**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	29	38.2	38.2	38.2
TOLD INFO TO BRING	1	8	10.5	10.5	48.7
MORE LOSITICAL INFO	2	4	5.3	5.3	53.9
NEED MORE NOTICE	3	7	9.2	9.2	63.2
PROVIDE BASIC INFO	4	24	31.6	31.6	94.7
OTHER	8	4	5.3	5.3	100.0
<b>TOTAL</b>		<b>76</b>	<b>100.0</b>	<b>100.0</b>	

Valid Cases 76 Missing Cases 0

**Q17AMEN2 WHAT WOULD HAVE BEEN HELPFUL-2**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	29	38.2	38.2	38.2
MORE LOSITICAL INFO	2	8	10.5	10.5	48.7
NEED MORE NOTICE	3	1	1.3	1.3	50.0
PROVIDE BASIC INFO	4	1	1.3	1.3	51.3
OTHER	8	2	2.6	2.6	53.9
NOT ASCERTAINED	9	35	46.1	46.1	100.0
<b>TOTAL</b>		<b>76</b>	<b>100.0</b>	<b>100.0</b>	

Valid Cases 76 Missing Cases 0

**Q18 POST-TRAINING FOLLOW-UP/GET-TOGETHERS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	16	21.1	21.1	21.1
NO	2	60	78.9	78.9	100.0
<b>TOTAL</b>		<b>76</b>	<b>100.0</b>	<b>100.0</b>	

Valid Cases 76 Missing Cases 0



**Q18A WHAT KINDS OF ACTIVITIES**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	60	78.9	78.9	78.9
PHIL...REGULAR MTGS	1	12	15.8	15.8	94.7
OTHER	8	4	5.3	5.3	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	
Valid Cases	76	Missing Cases	0		

**Q19 SHOULD THERE BE FOLLOW-UP ACTIVITIES**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	75	98.7	98.7	98.7
NO	2	1	1.3	1.3	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	
Valid Cases	76	Missing Cases	0		

**Q19AMEN1 WHAT KINDS OF FOLLOW-UP ACTIVITIES-1**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	1	1.3	1.3	1.3
IN-COUNTRY UPDATE	1	38	50.0	50.0	51.3
ADVANCE TRAINING	2	17	22.4	22.4	73.7
SHARING EXPERIENCES	3	10	13.2	13.2	86.8
MATERIALS/INFO	4	1	1.3	1.3	88.2
OTHER	8	9	11.8	11.8	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	
Valid Cases	76	Missing Cases	0		

51

**Q19AMEN2 WHAT KINDS OF FOLLOW-UP ACTIVITIES-2**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	1	1.3	1.3	1.3
IN-COUNTRY UPDATE	1	1	1.3	1.3	2.6
ADVANCE TRAINING	2	5	6.6	6.6	9.2
SHARING EXPERIENCES	3	6	7.9	7.9	17.1
MATERIALS/INFO	4	2	2.6	2.6	19.7
OTHER	8	10	13.2	13.2	32.9
NOT ASCERTAINED	9	51	67.1	67.1	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q20MEN1 MAJOR LABOR RELATIONS PROBS/ISSUES-1**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO MAJOR PROBLEMS	0	1	1.3	1.3	1.3
PH. DOL REGIONALIZED	1	1	1.3	1.3	2.6
PH. UNION JURIS DISP	2	4	5.3	5.3	7.9
JAMAICA - IMF GUIDES	3	7	9.2	9.2	17.1
WAGES/BENEFITS	4	13	17.1	17.1	34.2
REGULATION/STRIKES	5	4	5.3	5.3	39.5
WORKING CONDITIONS	6	1	1.3	1.3	40.8
LABOR/MGMT RELATIONS	7	16	21.1	21.1	61.8
UNDERLY SOCIAL PROB	8	4	5.3	5.3	67.1
HIGH UNEMPLOYMENT	10	1	1.3	1.3	68.4
OTHER	98	20	26.3	26.3	94.7
NOT ASCERTAINED	99	4	5.3	5.3	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

92

**Q20MEN2 MAJOR LABOR RELATIONS PROBS/ISSUES-2**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO MAJOR PROBLEMS	0	1	1.3	1.3	1.3
PH. UNION JURIS DISP	2	2	2.6	2.6	3.9
JAMAICA - IMF GUIDES	3	3	3.9	3.9	7.9
WAGES/BENEFITS	4	8	10.5	10.5	18.4
REGULATION/STRIKES	5	3	3.9	3.9	22.4
WORKING CONDITIONS	6	1	1.3	1.3	23.7
LABOR/MGMT RELATIONS	7	7	9.2	9.2	32.9
UNDERLY SOCIAL PROB	8	4	5.3	5.3	38.2
LACK OPPORTUNITY	9	1	1.3	1.3	39.5
OTHER	98	16	21.1	21.1	60.5
NOT ASCERTAINED	99	30	39.5	39.5	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q20MEN3 MAJOR LABOR RELATIONS PROBS/ISSUES-3**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO MAJOR PROBLEMS	0	1	1.3	1.3	1.3
PH. UNION JURIS DISP	2	2	2.6	2.6	3.9
JAMAICA - IMF GUIDES	3	1	1.3	1.3	5.3
REGULATION/STRIKES	5	1	1.3	1.3	6.6
WORKING CONDITIONS	6	1	1.3	1.3	7.9
LABOR/MGMT RELATIONS	7	2	2.6	2.6	10.5
OTHER	98	9	11.8	11.8	22.4
NOT ASCERTAINED	99	59	77.6	77.6	100.0
		-----	-----	-----	
	TOTAL	76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q21 OBSTACLE TO IMPROVING LABOR RELATIONS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOTHING/NO OBSTACLES	1	6	7.9	7.9	7.9
WORKERS NOT VALUED	2	2	2.6	2.6	10.5
GOVERNMENT LACKING	3	8	10.5	10.5	21.1
IMF WAGE GUIDELINES	4	1	1.3	1.3	22.4
LABOR/MGMT RELATIONS	5	16	21.1	21.1	43.4
PH. LEFT IN UNIONS	6	4	5.3	5.3	48.7
EDUCATION NEEDED	7	8	10.5	10.5	59.2
AFRAID UNION INVOLVE	8	3	3.9	3.9	63.2
OTHER	98	23	30.3	30.3	93.4
NOT ASCERTAINED	99	5	6.6	6.6	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q22 PROG. PARTICIPATION > JOB RESP./STATUS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	60	78.9	78.9	78.9
NO	2	16	21.1	21.1	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q22AMEN1 HOW AND IN WHAT WAY-1**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	16	21.1	21.1	21.1
GOT PROMOTED	1	13	17.1	17.1	38.2
SELF-IMPOSED > WORK	2	29	38.2	38.2	76.3
SEEN IN DIFF LIGHT	3	16	21.1	21.1	97.4
NOT ASCERTAINED	9	2	2.6	2.6	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

24

**Q22AMEN2 HOW AND IN WHAT WAY-2**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	16	21.1	21.1	21.1
SELF-IMPOSED > WORK SEEN IN DIFF LIGHT	2	2	2.6	2.6	23.7
OTHER	3	5	6.6	6.6	30.3
NOT ASCERTAINED	8	4	5.3	5.3	35.5
	9	49	64.5	64.5	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q23 NEGATIVE OUTCOMES FROM PROGRAM**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	6	7.9	7.9	7.9
NO	2	70	92.1	92.1	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q25 IMPACT OF SENDING WOMEN TO PROGRAM**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
MALE	0	49	64.5	64.5	64.5
YES	1	20	26.3	26.3	90.8
NO	2	7	9.2	9.2	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

**Q25AMEN WHAT CHANGES OR WHAT HAPPENED**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT APPLICABLE	0	56	73.7	73.7	73.7
WOMEN MORE INVOLVED	1	14	18.4	18.4	92.1
PROV USEFUL SKILLS	2	4	5.3	5.3	97.4
OTHER	8	2	2.6	2.6	100.0
TOTAL		76	100.0	100.0	

Valid Cases 76 Missing Cases 0

85