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PARTICIPANT TRAINING IN TURKEY

**AN EVALUATION SURVEY
OF
RETURNED PARTICIPANTS
1949-1960**

U.S. Agency for International Development

66-733

**ANKARA, TURKEY
September, 1964**

TABLE
of
CONTENTS

v	Foreword
vii	Introduction
vii	Purpose of this Study
viii	Research Design and Procedure
viii	Organization of the Report
ix	Summary of Data Obtained
xi	Conclusions
1	Part I Characteristics of Participants
5	Part II Utilization of Training
11	Part III Satisfaction with Training
19	Part IV Administrative Practices and Procedures
25	Part V Other Considerations

Foreword

Many persons have helped in the preparation of this report. It was considerably delayed because of a lack of continuity in personnel and some unfortunate though unforeseen difficulties with basic data and its processing. An initial rough draft was prepared by Dr. NICHOLAS B. LOUIS, a consultant employed by AID/Turkey. The following presentation is, however, the work of JEFFERSON N. EASTMOND Education Advisor, Research and EMBREE W. JOHNSON Education Advisor, Audio Visual.

Special acknowledgement is made to the many participants and technicians who assisted in the study and to others, especially personnel of the Communications Resources Laboratory who have been so helpful in publishing the report.

U.S. A.I.D.
Ankara, Turkey
September, 1964

Introduction

The training of participants from Turkey is merely one part of a worldwide effort to provide technically and professionally trained manpower for developing countries. The program in Turkey, as elsewhere, has been carried on for many years by the U.S. Agency for International Development (AID) and its predecessor agencies although throughout this bulletin it simply will be designated USAID.

In Turkey prior to the existence of the USAID efforts, participant training arrangements were handled by the U.S. Embassy in Ankara. Eventually this task was assumed fully by the Training Office of the USAID Mission.

Purpose of this Study

This report is an evaluation survey that attempts to attain the following objectives:

1. To ascertain if the training program provided was at the appropriate level, of good quality, and relevant to the specific needs of the participants and the Government of Turkey.

2. To determine whether the participants were returning to the positions for which they were trained, were utilizing effectively their training, and were transmitting successfully to others their newly acquired knowledge and skills.

3. To identify the important factors which contributed to or hindered the utilization of participant training and the communication of knowledge and skills.

4. To obtain information about the participants, their experiences while in training and their activities after returning to Turkey.

Research Design and Procedure

Between 1949 and June 1960 a total of 1,542 Turkish Nationals were sent to the United States under the Participant Training Program. Questionnaires and interviews were used to gain information from 78 per cent of these individuals.

The questionnaire used to gather the basic data for this study was developed by AID/Washington and translated into Turkish for its most effective use. Thirty-two persons were employed and trained to conduct interviews between June and October of 1961. The average length of a participant interview was recorded as two hours. Interviews were conducted in Ankara and other easily accessible areas because time and budgetary considerations did not allow travel to the remote areas of Turkey. As a control on the interviewing information, the individuals who were interviewed were contacted by mail to give their own report of the interview. All of the data were punched on standard data cards and processed at the Research and Measurement Bureau, a division of the Ministry of Education of the Government of Turkey.

Organization of the Report

This study has been written in an attempt to make its findings readily accessible. An effort has been made to portray graphically some of the most important statistical information. Guidelines for the report's organization were obtained from instructions given by AID/Washington and from reports issued by other USAID Missions in various parts of the world.

Only a small part of the data collected is reported in this document. A comprehensive tabulation of the data can be obtained from AID/Washington since duplicate data cards, punched and verified, were transmitted to the Washington office.

Summary of Data Obtained

From the information obtained and analyzed in this study, the following conclusions or major generalizations were drawn:

Personal Characteristics The typical National sent as a participant to the United States was married and between the age of 30 and 34 years. He was an urban dweller and had been employed by the Government of Turkey in agriculture, his field of specialization, for more than 10 years. He had attended school for approximately 15 years and held the equivalent of a degree from a junior college institution in Turkey. In his former employment, he was responsible for the supervision of approximately 6 subordinates. (Part I)

Utilization of Training The majority of participants returned to positions they had expected to occupy before their training. At the time of their interviews, 97.5 per cent of the participants were employed. Of these participants, 41 per cent had retained the jobs initially obtained upon returning from training. Slightly more than 58 per cent were in different jobs, but more than 90 per cent of these continued employment with the Government of Turkey.

Over half of the participants reported frustration of some kind in carrying out plans in their work after their return from training. However, 87 per cent reported that they very definitely utilized their participant training in their attempts to bring these plans to fruition. The amount of knowledge transmitted was "quite a bit" in the judgment of the majority of the participants. In order of decreasing frequency the participants reported transmitting knowledge and skills through

informal discussions, formal training programs, lectures, publications, on-the-job training and testing.

With regard to difficulties in transmitting skills and knowledge, 338 participants (20 per cent) reported that no difficulties were encountered. Participants reporting difficulties in the transmission of knowledge and skills attributed these to: (1) conditions in Turkey, particularly the lack of materials and equipment; (2) the lack of trained staff and (3) difficulties related to the participant's job. A minority reported a deficiency in their training as an additional hindering factor. (Part II)

Satisfaction with Training Most participants believed that the level of training was "about right". As to the quality of training, the participants generally felt that there was some room for improvement, particularly in the arrangement of the program; obtaining more language instruction and acquiring more information about the program and the country of training.

Participants believe that they could have been consulted more often on their programs and that their training could have been more specifically concerned with the needs of the participant, his job, and Turkey. The large majority of the participants rated their training as "satisfactory"; only 2 per cent felt it was a waste of time. In general, participants felt that they had acquired useful knowledge, that they were enabled to be more effective in their work, and that they gained personally from the education and the experience abroad.

In the majority of cases supervisors believed that the training programs were worth the cost and difficulty. About 4 per cent believed that the programs had not been worth the trouble. Indeed, supervisors described the training as "very important". Only 2 per cent of the supervisors believed that the participants would have been better off without attending training programs. (Part III)

Administrative Practices Most participants were selected by their job supervisors. They were in agreement about the participant's qualifications but were in disagreement on the importance of the

participant's language ability and personal contacts. Nearly half of the participants reported that they did not know enough about their training programs before departure. About one-fourth took part in actually planning their programs.

In-training attrition was low, with approximately 5 per cent of the participants dropping out. About 14 per cent of the participants expressed need for in-training program modifications. These modifications were reported to be necessary to make their training more suited to the participant's work and the needs of Turkey. The majority of the participants have had post-training contacts with the USAID Mission in Turkey, either as an employee working in AID or in joint Government projects. (Part IV)

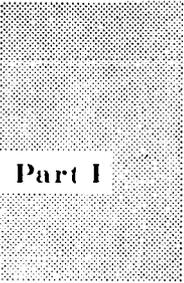
Other Considerations Most participants reported that: (1) they did not receive any pre-departure information about their training programs; (2) they liked their visits to private homes very much and indicated satisfaction with the social activities arranged for them; and (3) they received the necessary English language training. (Part V)

Conclusions

The participant training program should be continued. The program could be improved as follows:

- (1) More language training, more consulting with the participant, and more information about the program and country of training could be provided.
- (2) There could be more emphasis on intensive training that is more specific to the needs of the participant, his job, and Turkey.
- (3) The training could be more practical in nature and provide more on-the-job types of experiences.

A less-extensive evaluation of the participant training program from 1960 through the current year should be conducted to provide more useful and more up-to-date information.



Part I

Characteristics of Participants

Between 1949 and June 1960, 1,542 Turkish Nationals were sent to the United States. Detailed characteristics were obtained on 1,207, or 78 per cent of these individuals. Most of these participants (916) were married at the time of their selection and the majority (1,100) came from urban areas.

Most participants (1,108) were male. Some 907 (75 per cent) reported that they had attended a university prior to their participant training. This university attendance was almost exclusively in Turkish institutions, but a small number (76) reported attending a foreign university. A detailed tabulation of the education of the participants is given in Table I. From the table it can be seen that most participants had 15 or more years of education, which is considered well beyond the junior college level and in most instances equivalent to the bachelor degree level.

TABLE I. YEARS OF EDUCATION AT TIME OF SELECTION

<u>Years of Education</u>	<u>Number of Participants</u>
Less than 10	43
10 to 14	229
15	389
16 to 19	300
20 to more	27
Unknown	219

A wide range existed in the ages of participants. Some were less than 25 years old while others were more than 55.

Figure 1 shows graphically the age of the participants at the time of their departure for training. It can be seen by the figure that the age group 30 to 34 years represented the most frequent ages of the participants. The majority of all participants were between the age of 25 and 39 years.

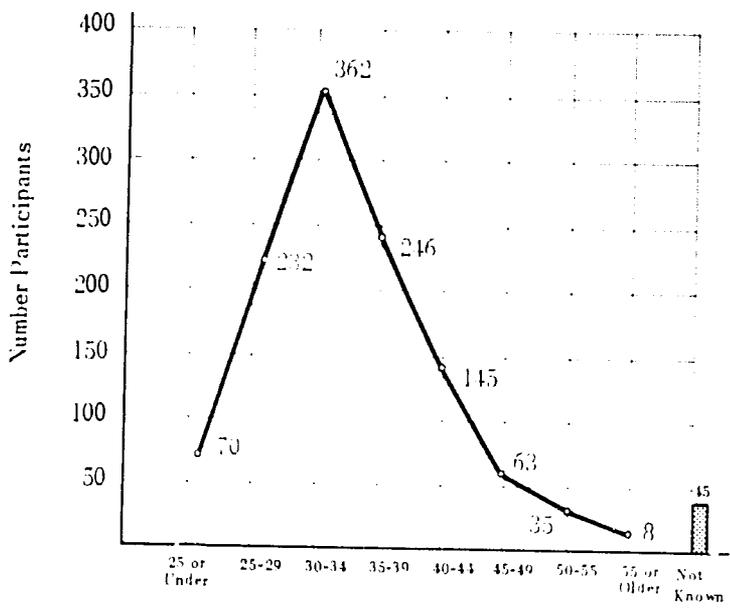


Figure 1. AGE AT TIME OF DEPARTURE FOR TRAINING

Figure 2 reveals the occupation of the participants at the time of their selection. In the figure it can be seen that most were employed by the Government of Turkey. Only a small number (13) were employed in private business or in some profession.

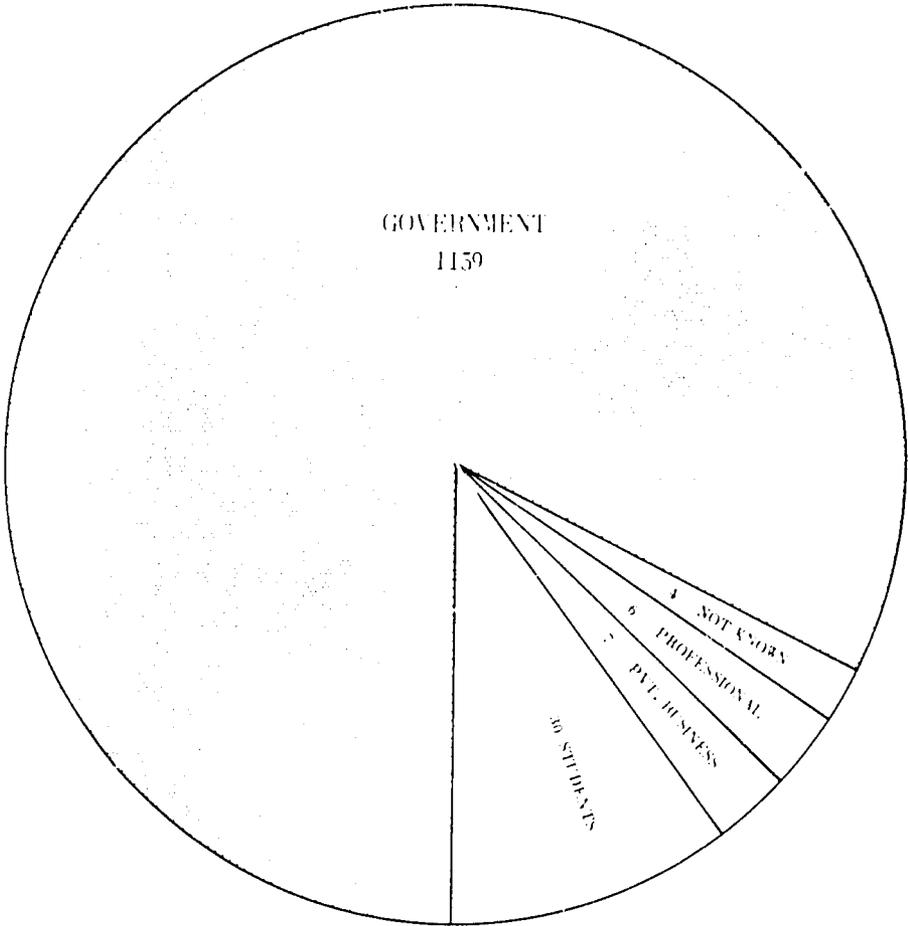


Figure 2. OCCUPATION AT TIME OF SELECTION

The largest number of responses from the participants indicated that they were employed by the Ministry of Agriculture. Other ministries with significant numbers included Education (195) Public Administration and Public Works (118) and Transportation (101).

When asked the total time they had spent in their field of their specialization most participants (511) reported that they had been in the field for 10 years or more. When asked the number of people they

supervised in the position held at the time of their selection, most reported that they supervised no other employee but there were a considerable number (149) who reported they supervised 200 or more employees.

Figure 3 graphically presents the number of participants that left for and returned from their training in the United States. From the figure it can be seen that the largest number of participants left for the United States in 1958 and the largest number returned to Turkey during 1959.

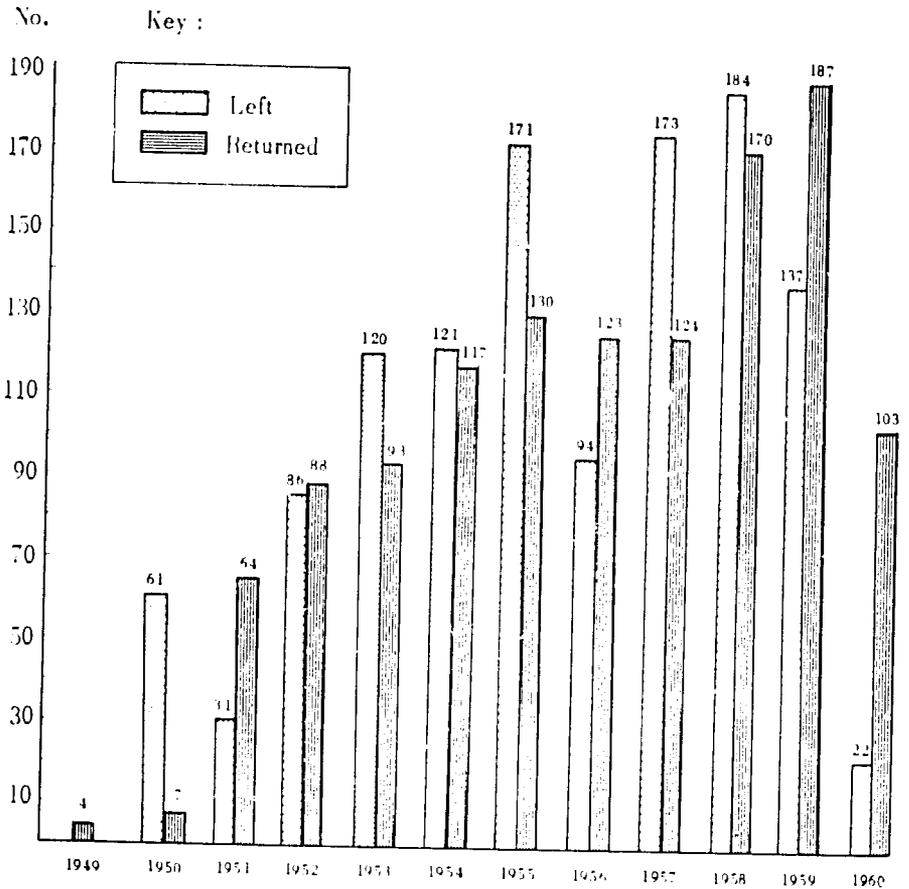


Figure 3. YEARS PARTICIPANTS LEFT AND RETURNED FROM TRAINING

Utilization of Training

Benefits cannot be derived from a training program unless the trained individuals are employed, thus utilization of training is closely related to employment. Of the 1207 participants interviewed, 1198 have been employed since their return from USAID Training.

A large amount of data was obtained from the participants' use of their training. Virtually all (97.5%) participants were employed on their return to Turkey. For the majority of these participants the post-training job fulfilled their pre-training expectation of employment. The majority of participants (85%) returned to the same job they had held prior to their USAID training. Only fifteen percent of the participants reported returning to a different job. Of those returning to a different job, 111 (65%) stated that they received the post-training job expected, while 65 (35%) claimed they did not receive the job expected.

Participants whose post-training jobs were different than expected were asked to indicate the type of employment they received. Some 170 (92%) obtained government jobs. Only 9 participants (5%) had other types of employment-(3% unknown). Participants were asked whether or not their present job differed from the initial post-training position, 471 (40%) reported that current jobs were the same as their post-training position and 703 (60%) have current jobs that are different. This latter group of participants were asked to indicate the type of their current employment and to indicate how the current job differed from their

initial post-training position. The following table indicates that 95.7% stated that their present job is "better" than the first job after returning to Turkey. All other responses in the table are of minor importance but illustrate a variety of differences.

TABLE 2. PARTICIPANT RESPONSES ON POST TRAINING JOB DIFFERENCES

	<u>No. of Responses</u>
1. My present job is better than the first	487
2. My present job is worse than the first	24
3. I changed from one position in the Government to another	71
4. I changed from a Government job to a private business	70
5. I changed to a completely different profession	58
6. I changed jobs in the same field but to a different organization	59
7. Others (not ascertained or applicable)	552

NOTE: The above represent multiple responses.

When asked "if they had not had the training opportunity, what kind of a job they felt they would have", only 3% thought their job would have been better. It is apparent that at least 30% of those participants interviewed felt that their training was of value in their chosen field.

To the extent in which skills and knowledge acquired in the USAID training program are used in their positions, 76% felt that they were using such skills and knowledge advantageously whereas 21% felt that they were not-(3% unknown). Of this latter group, 50% indicated that they had plans anticipating the use of their training.

At least 87% of the participants had indicated that they had conveyed to other people the knowledge absorbed in their USAID training programs. When asked "about how much of your training have you been able to

transmit to other people", the responses show that 0.5% transmitted nothing; 19% a little; 28% some; 41% quite a bit and 11% almost everything.

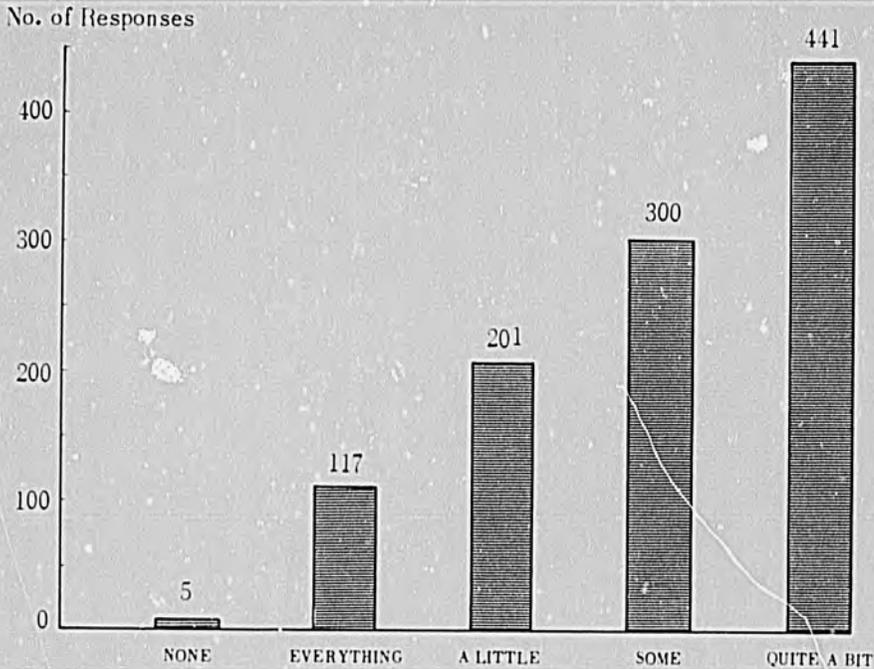


Figure 4. SKILLS AND KNOWLEDGE FROM USAID TRAINING TRANSMITTED TO OTHERS

It appears reasonable to assume from the participant responses that the knowledge and skills acquired in their training programs are being transmitted effectively to other people in Turkey.

Techniques in utilizing the training received show that the most frequently mentioned type of activity is teaching by the lecture and demonstration method (282) and changing or improving procedures (251). Regular occupational improvement (143) and writing articles or books (106) represent the next two most frequent activities utilized by the returned participants. The remaining categories of activities are shown in the following table. The majority of activities involving the use of USAID training fall in the fields of agriculture and education.

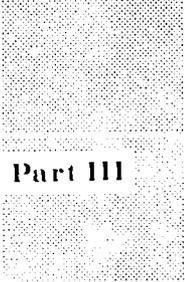
TABLE 3. ACTIVITIES INVOLVED IN UTILIZING USAID TRAINING

<u>Nature of the Activity</u>	<u>No. of Responses</u>
Introduced, changed or improved procedures -----	251
Wrote a book, manual, report, etc. -----	106
Taught others, lectured, demonstrated -----	282
Conducted research, survey, or census -----	64
Made formal plans for future development -----	48
Introduced, purchased, or installed new equipment -----	20
Constructed dam, bridge, building, irrigation system, etc. -----	44
Instituted a new organization or service -----	97
Continued own studies, wrote thesis, obtained higher degree -----	26
Performed regular occupation in a more superior way -----	143
Other activities not mentioned above -----	29

To discover other factors related to the utilization of training, participants answered a series of questions related to difficulties they had encountered in their post-training work—specifically, those difficulties in using skills they had learned or in conveying those skills to other people. Only 338 responses showed no difficulty whatsoever; 703 responses unveiled certain difficulties concerning the resources or conditions in Turkey. These difficulties were primarily lack of equipment and secondly the lack of finances. 347 responses that were related to difficulties with other people reported the "lack of trained staff". Only 98 responses were offered in connection with difficulty in the training program sponsored by USAID. 85 responses were given concerning difficulties related to the participants' jobs. In order of descending frequency they stated that there was no opportunity to apply training (27), they had insufficient authority (25), job not related to the field of training (19) and lack of time (14).

TABLE 4. DIFFICULTIES IN CONVEYING SKILLS LEARNED TO OTHER PEOPLE

NO DIFFICULTIES	338
A. <u>Difficulties Related to Resources or Conditions in Turkey</u>	
Lack of Money	191
Lack of Equipment, etc	377
Lack of Transportation	16
Government & Organization Not Amenable	119
TOTAL	703
B. <u>Difficulties Related to Other People</u>	
Officials Do Not Want to Accept New Ideas	67
Lack of Supervisory Help	30
General Public is Resistant to New Ideas	58
Lack of Trained Staff	104
Lack of Educational Preparation among Co-Workers	88
TOTAL	347
C. <u>Difficulties Related to Participants Job</u>	
Not Related to the Field of MD Training	19
Not Enough Authority to Apply New Skills	25
Impossible to Transmit Information	27
Lack of Time to Convey Skills	14
TOTAL	85
D. <u>Difficulties Related to the USAID Training Program</u>	
Skills Learned Were Too Advanced to Apply in Turkey	81
Did Not Learn Anything Which I Could Transmit to Others	17
TOTAL	98



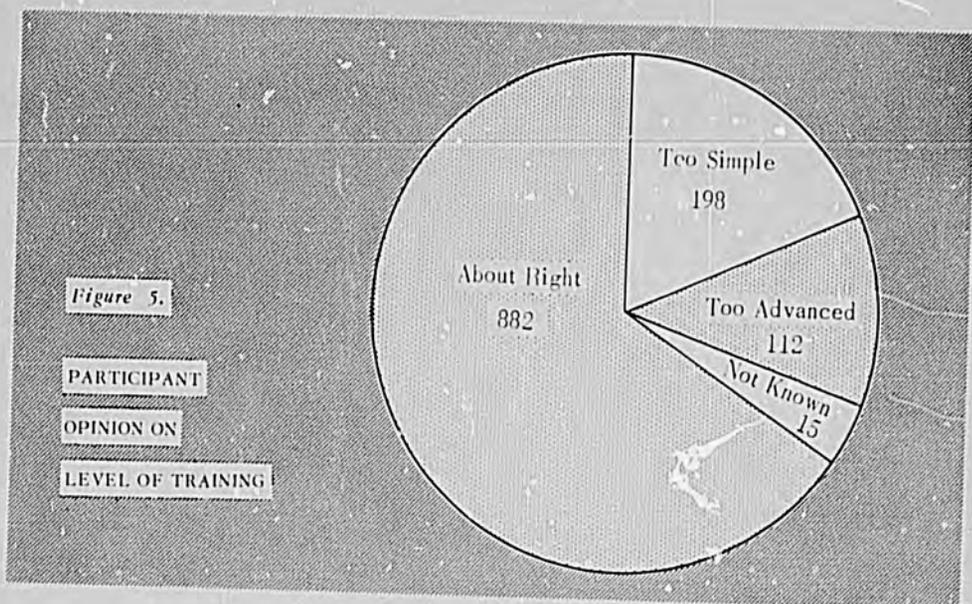
Part III

Satisfaction with Training

A training program that is at the appropriate level, of good quality, and relevant to the needs of the participant in his home country should be considered satisfactory. There are three sections in this part: (1) Participant satisfaction with training, (2) Participant job supervisor satisfaction with training and (3) USAID technician satisfaction with the training program.

Participant Satisfaction with Training

When asked about the level of their programs, 16.4% said it was too simple, 73% thought it to be about right, 9.3% said it was too advanced and 1.3% were uncertain. The participants were also asked if they were informed about the level of their programs before departing Turkey. 272 or 22.6% of the participants were informed, whereas 932 or 77.4% were not informed. Of this latter group 777 or 83% stated that it would have been helpful to have been told something about the level of training, 112 or 12% said they didn't care, and the remaining 5% thought it would have been of little value.



With respect to the quality of their training programs, there were numerous responses, 845 or 34% of the participants preferred a change in emphasis; 578 or 23% desired a change in the type of training; and 849 or 34% cited a need to change the arrangement of the training- (9% un-committed). The following figures represent the breakdown in descending frequency of those responses offered by the participants.

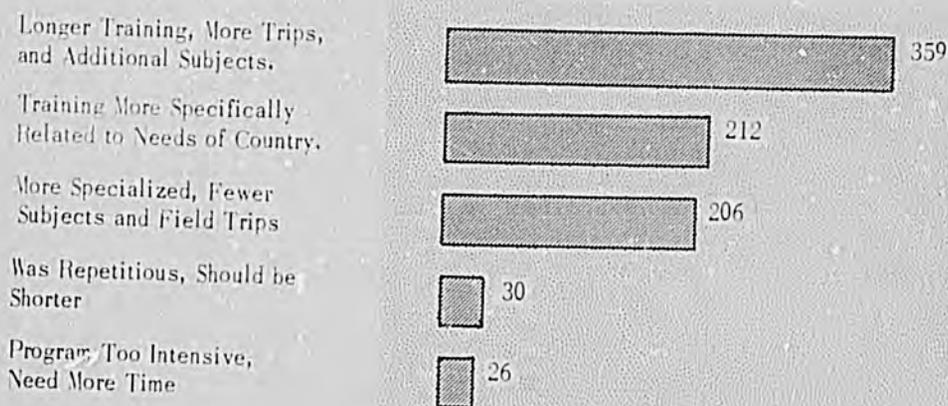


Figure 6. CHANGE IN EMPHASIS

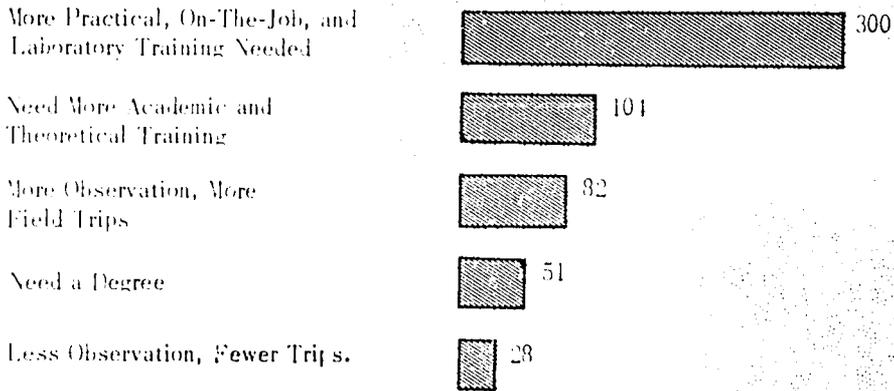


Figure 7. CHANGE IN TYPE OF TRAINING

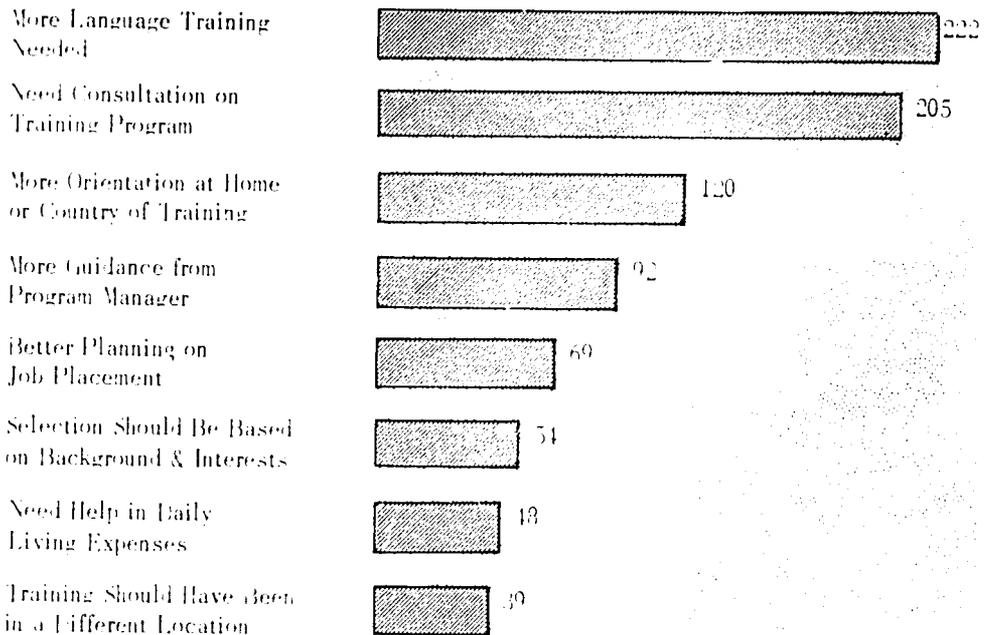
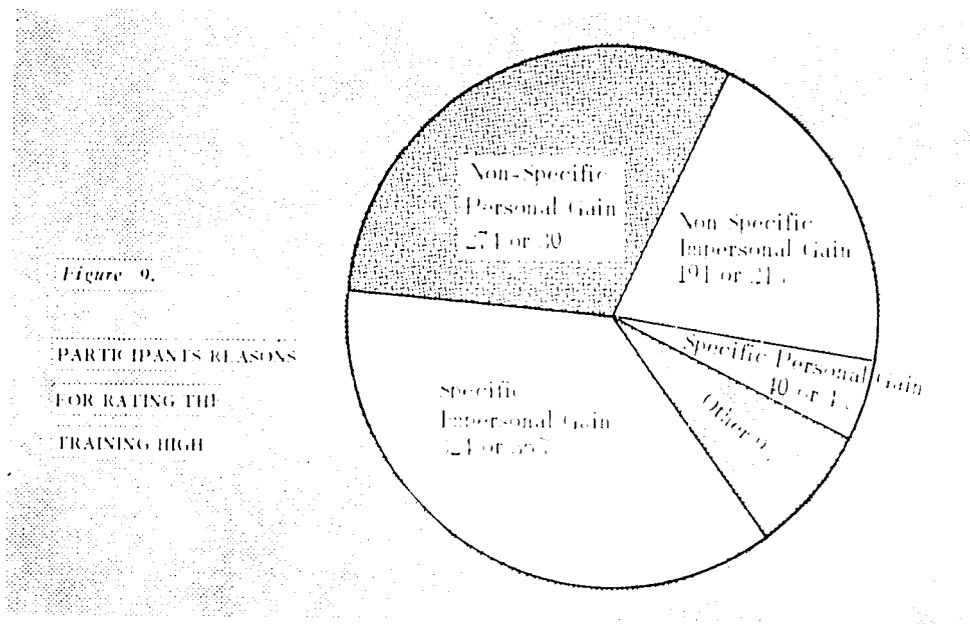


Figure 8. CHANGE IN ARRANGEMENT OF TRAINING PROGRAM

When participants rated the importance of their programs, 691 or 57% said their training was one of the most important things they ever did; 27 or 2% said it was a waste of time; and 483 or 40% rated it somewhere in between (1% unknown). The reasons given by those participants considering their training most important are shown in the following figure.



Responses show that the training provided the participant with experience and education, improved his position, gave him an opportunity to become familiar with the people and technology of a highly developed country and helped develop mutual understanding.

In the overall response to the question "How satisfactory was your training?" 237 or 20% selected "very satisfactory"

759 or 63% selected "moderately satisfactory"

186 or 15% selected "not too satisfactory"

18 or 2% selected "not satisfactory at all"

7 cases not ascertained.

Combining the first two categories, the term "satisfactory" was checked by 83% of the participants. The unsatisfactory category therefore represents only 17% of the participants.

Supervisor Satisfaction with Training

A total of 393 Turkish Government and industry officials were interviewed who supervised the work of 643 returned participants. 89% of the returnees had been known to their supervisors for more than one year, 108 or 17% of this group were recommended for training by these supervisors.

On return from training programs, the supervisors discussed with 534 participants the training they had received. The supervisors reported that 430 or 80.6% of the participants had conveyed to others the information acquired while 104 or 19.4% had not disseminated their knowledge to others.

In 539 cases (84%) the supervisors believed the training programs were worth the cost and difficulty and only in 22 cases (4%) did they think the training was not worth the effort involved. The remaining 12% of cases were uncommitted.

Responses to other questions directed to supervisors verify the fact that they regard the training program as essential and very important.

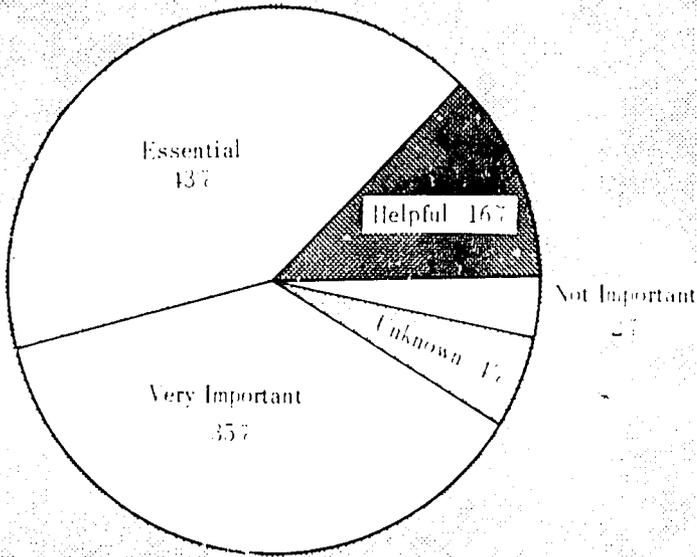


Figure 10. HOW IMPORTANT WAS THE PARTICIPANT'S TRAINING ?

A total of 393 supervisors, of whom 157 were former participants were asked to express their views of the overall program. In many instances (25-50%) the supervisors could not or did not care to offer opinions. Their comments regarding the training programs were mainly confined to those fields of selection, practicality of training, program level, subject matter, and length of training.

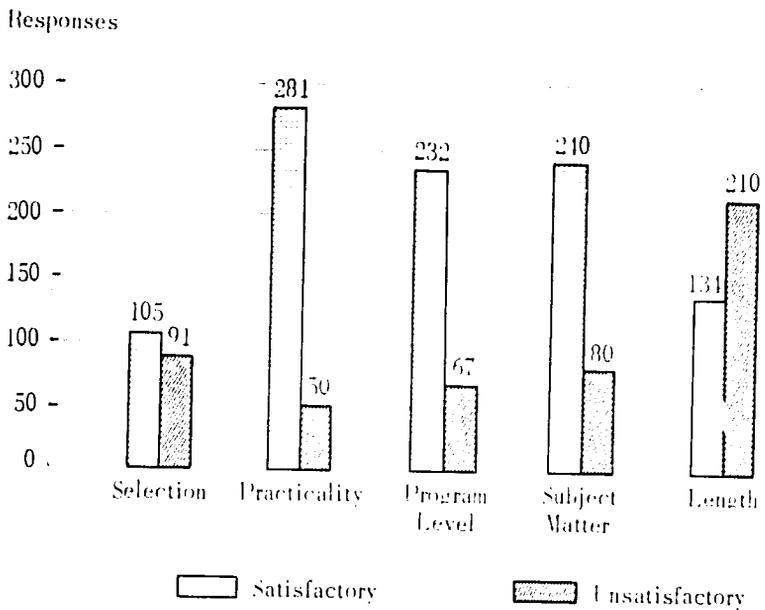


Figure 11. SUPERVISOR OPINION ON TRAINING PROGRAMS

Technician Satisfaction with Training

Forty American technicians were interviewed regarding 373 returned participants with whose work they were familiar. The technicians were acquainted with 80 of these participants before training began and had known 293 of them only after their training had been completed.

TABLE 5. CONTACTS WITH PARTICIPANT BEFORE TRAINING

	Yes	No
Helped select him for training	55	25
Helped plan his program	65	15
Had working contacts with him	65	15
Gave him information or advice about his program	73	7
Coordinated his program with the Turkish Government Agency	58	22
Coordinated his program with his employer	61	19
Corresponded with him while he was in training	39	41

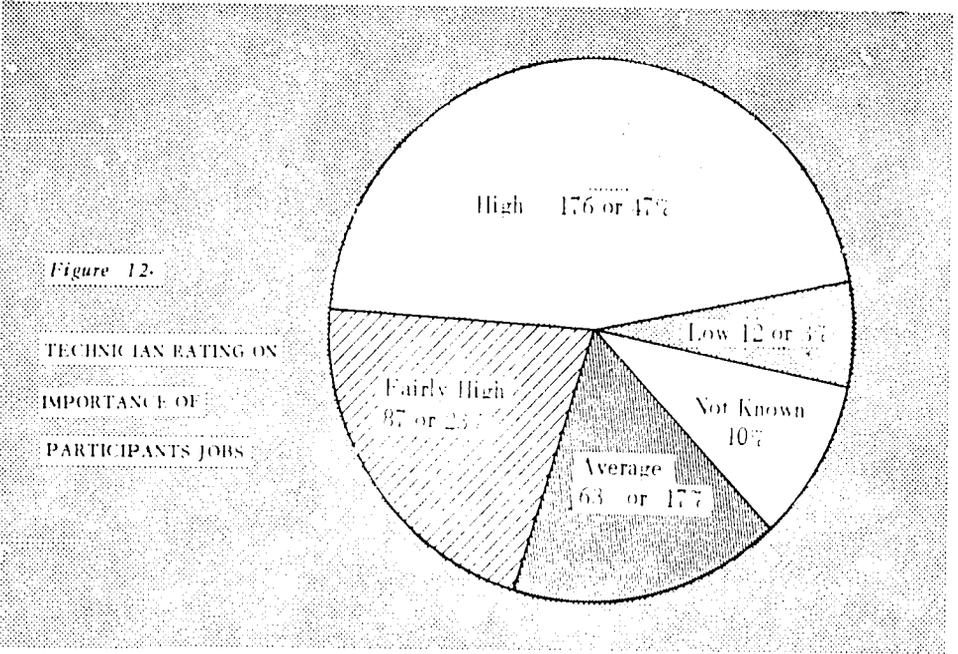
It is evident from the above table that American Technicians have shown considerable interest in the participant program and have established good working relations with the various Turkish Agencies.

Ratings of participants given by technicians in a variety of areas reflect a high level of adequacy of the participant's qualifications, performance and satisfaction with the results of training.

TABLE 6. RATINGS FOR PARTICIPANTS BY TECHNICIANS

	Satisfactory	Unsatisfactory	Not Rated
Education Qualifications	315	3	55
Intelligence	308	11	54
Language	250	66	54
Attitude toward training	295	19	59
Attitude toward job	272	34	67
Pre-departure preparation	231	19	123
Type of program	282	6	85
Subject matter coverage	278	8	87
Level of training	276	10	87
Length of training	277	15	81
Country of training	289	5	79
Appropriate materials and techniques	268	18	37
Supervisor utilization of training	273	49	51
Ministry utilization of training	265	61	47
Participant utilization of training	295	35	43

Technicians rated participants "high" with respect to the importance of their jobs to the overall economic development of Turkey.



Part IV

Administrative Practices and Procedures

Much thought and effort can be devoted to improving training programs. A defective training product can generally be traced to poor, ineffective management procedures. This portion of the report presents responses of the participants to questions on administrative practices and procedures employed in the management of the training program. Results are arranged in four sections: (1) Selection (2) Pre-Departure Planning, (3) In-Training Program Changes, and (4) Post-Training Contact with USAID.

Selection

The most important aspect of administering a training program is selecting the input which will enable the training to achieve its maximum effectiveness in providing the desired end-product.

TABLE 7. PARTICIPANTS OPINIONS ON FACTORS THAT DETERMINED THEIR SELECTION FOR TRAINING

	Very Important	Not Very Important	Don't Know	Not Ascertained
Personal Ability	992 (32%)	123 (10%)	82 (7%)	10 -
Needs of the Job	1024 (33%)	151 (12%)	20 (2%)	12 -
Personal Contact	376 (11%)	773 (64%)	45 (1%)	12 -
Language Ability	551 (54%)	530 (44%)	14 (1%)	12 -
Professional and Educational Qualification	1089 (90%)	89 (7%)	18 (2%)	12 -

It appears from the table that the participants are in greatest agreement on their educational and professional qualifications, job needs, and personal ability, in that order. On the other hand, there is greatest disagreement on the importance of their language ability and personal contacts.

Participants were asked to indicate their first step in entering the training program. The responses show that 168 or 14% made application, and 1,034 or 86% were selected. Participants who were selected were further asked to indicate the individual who selected them. The most frequent sources were the job supervisor (541 or 45%), a Minister or other government official (387 or 32%), USAID personnel (108 or 9%), university officials (93 or 8%), and 6% unknown.

Pre-Departure Planning

Participants were asked to indicate how well satisfied they were with their program before leaving to go abroad. 448 were well satisfied, 209 were not very well satisfied, and 543 didn't know enough about their program to make a judgement.

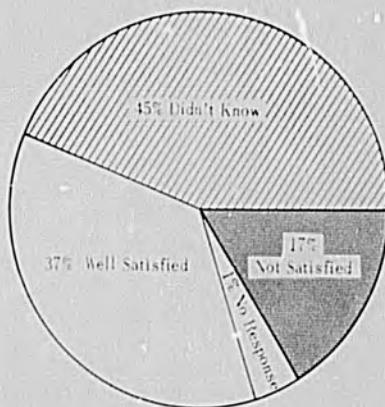


Figure 13. SATISFACTION WITH PLANNED TRAINING PROGRAM.

This would indicate that supervisors and government officials who recommended certain participants for training, should take a more intimate interest in the participant's program and inform the participant about such program plans before departure for training.

Responses to further questioning show that 73% of the participants did not take an active part in planning their programs. Of this group, 732 said it would have been helpful if they had had the opportunity to plan their programs; 103 said it wouldn't have been helpful; and 45 said they didn't care. (It should be noted that training programs are seldom received from Washington before participants' departure).

Of the remaining 27% of the participants 26% did have a part in planning their programs. 225 stated that they were satisfied with the planning whereas 56 were of the opinion that it didn't make much difference. Also, 85 of this group said that their programs were based on their own ideas, 49 said they were based on ideas of others and 175 said they planned their training programs with both their ideas and others cooperatively.

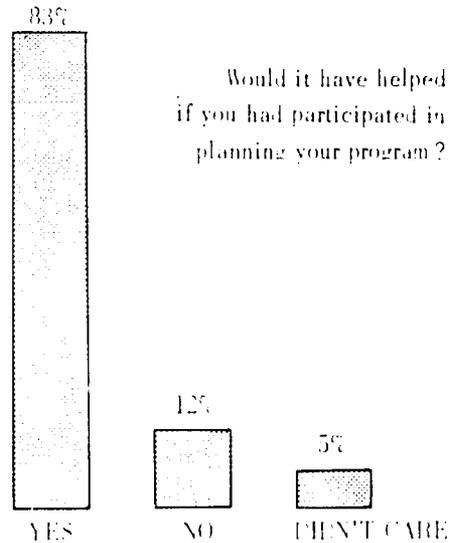


Figure 14. TRAINEES PARTICIPATION IN PLANNING THEIR PROGRAM

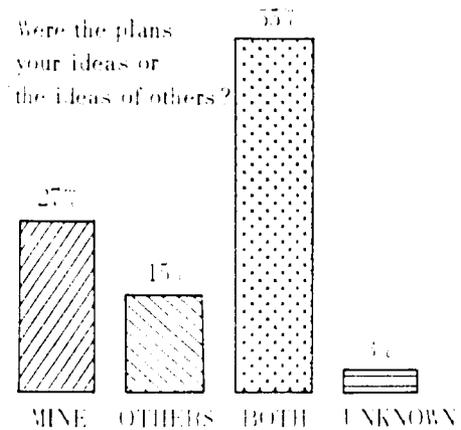


Figure 15. TRAINEES PARTICIPATION IN PLANNING THEIR PROGRAM

In-Training Program Changes:

To meet the specific needs of the participant, the training program should have sufficient flexibility so it might be modified to make it more valuable or effective in achieving the desired end product.

The degree of flexibility in the training program is reflected in the participant responses to questions dealing with the incidence and

types of changes in the program and in-training attrition. 1,035 of the participants interviewed followed the program as planned, while important changes were stated as having been made in the program of 169 of the participants.

Those participants who changed or modified their programs stated that it was mainly addition of subjects or location of training changes. The most frequent category of reasons for believing that changes were necessary was to make the program more suited to participant's work and country needs.

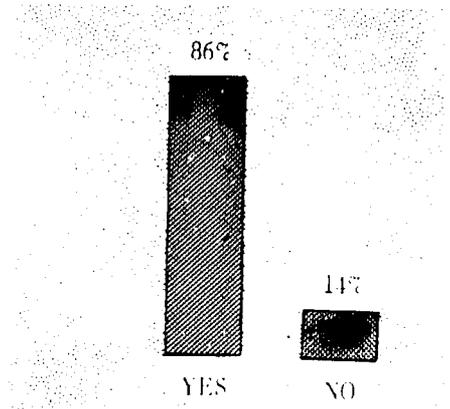


Figure 16. DID YOU FOLLOW THE ORIGINAL PLANNED PROGRAM ?

Reasons Given for not Completing Training:

Business.	2
Recall by Government.	11
Personal.	15
Program Arrangement.	10
Other.	17

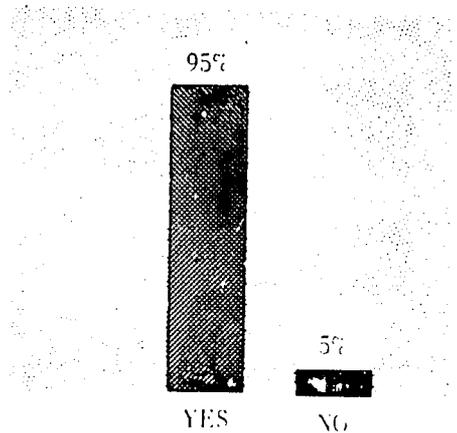


Figure 17. ATTRITION: DID YOU COMPLETE YOUR TRAINING PROGRAM ?

Post-Training Contact with USAID

Participants were asked to indicate if they have had contact with the USAID since their return from training. 473 or 39% responded "no", and 732 or 61% responded "yes". Those who have contact with USAID are through:

- 1- Direct Employment (205 or 43% worked for USAID or worked in a joint project of USAID and the Government of Turkey)
- 2- Consultation with Technicians (303 or 25% of the returnees had consultations with USAID technicians of which 161 or 53% stated "frequently" and 136 or 45% "occasionally", 2% unknown)
- 3- Requests for Help (217 or 18% requested help from USAID)

The most frequent problems taken to USAID are in connection with materials and equipment and need for technical advice. When asked if the help requested was received 226 or 69% responded "yes", 25 or 6% said "partially", 71 or 21% said "no", and 16 or 4% of the responses were not ascertained.

It appears that contacts occur in the majority (61%) of the cases. Less than half (43%) of the participants are either employed by or participate in a joint project with USAID. In one fourth (25%) of the cases, there are USAID technicians available for consultation and most (53%) participants utilizing USAID consultation do so frequently. About 18% of the participants have requested USAID help mostly on problems concerning materials and equipment or technical advice which is received in the majority (69%) of the cases.

Other Considerations

Many non-technical aspects of training should be considered in evaluating a training program. Preparation for departing Turkey, living in a different cultural environment, adapting to new social patterns, English language instruction and the association with professional organizations all play an important role in the life of the participant which can retard or accelerate his training development.

Pre-Departure Planning.

When asked if they received information about their program 33% of the participants answered in the affirmative and 66% stated that they did not receive enough information. Supervisors, USAID technicians, and Ministry officials, in that order were the most frequently mentioned people who did provide information on training programs. The information received by the participants was mainly related to the subject matter aspects of training, information about the program in general, and information on the administrative aspects of the program.

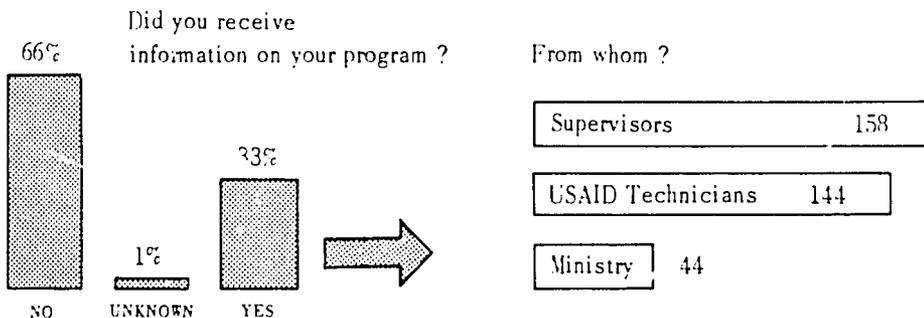
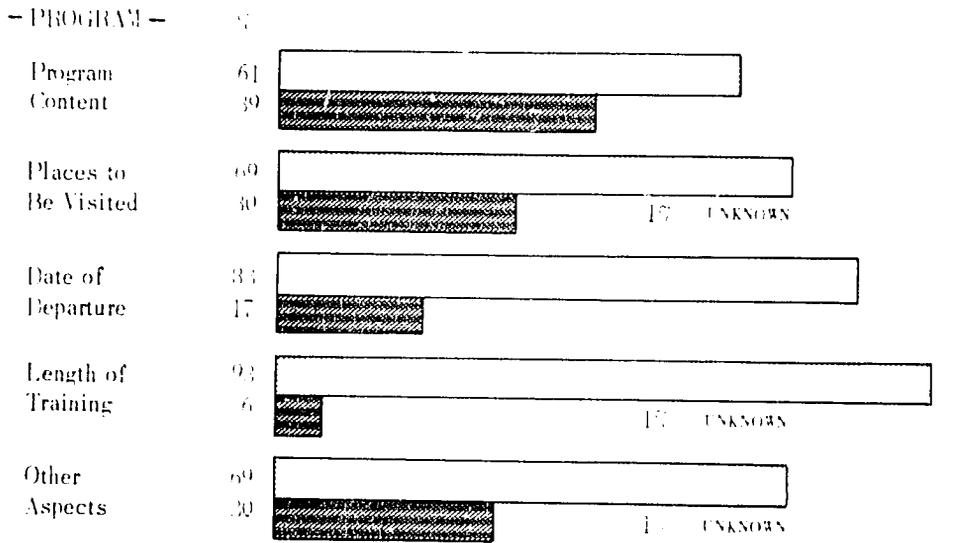


Figure 18. EXTENT TO WHICH PROGRAM INFORMATION WAS OFFERED.

When asked if the sponsoring Ministry provided them any information about their program when it was being planned 225 (19%) responded "yes"; 887 (73%) responded "no"; the remaining 8% were uncertain.



— COUNTRY OF TRAINING —

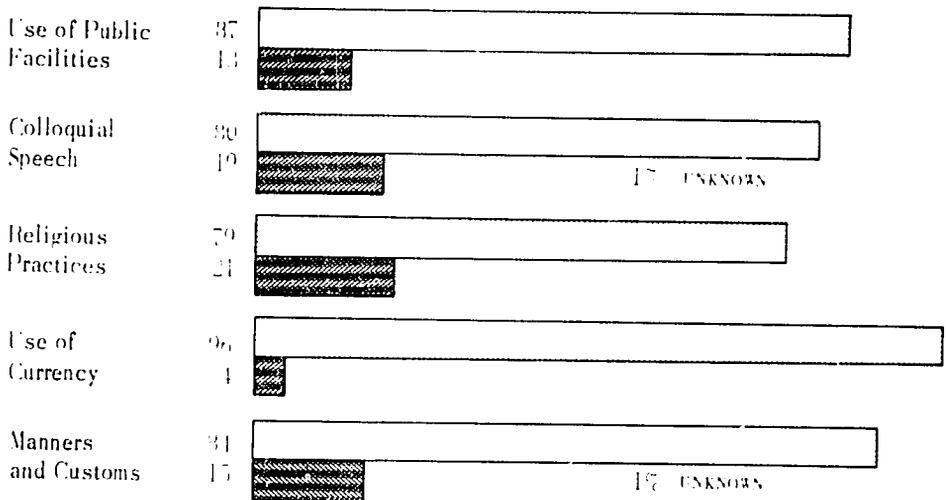


Figure 19. PRE-DEPARTURE OPINION ON ADEQUACY OF PROGRAM INFORMATION AND COUNTRY OF TRAINING INFORMATION

KEY  Satisfactory
 Unsatisfactory

839 (70%) of the participants were entertained in private homes. When asked how they felt about home visits, 622 (74%) liked the social activities very much; 196 (23%) like them fairly well; and only 20 (2%) did not care too much for the social activities-(1% unknown).

Figure 20.
**TIME AVAILABLE FOR
 SOCIAL ACTIVITIES**
 1% not ascertained

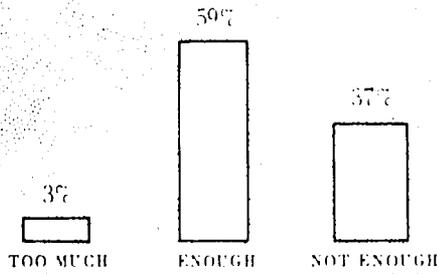
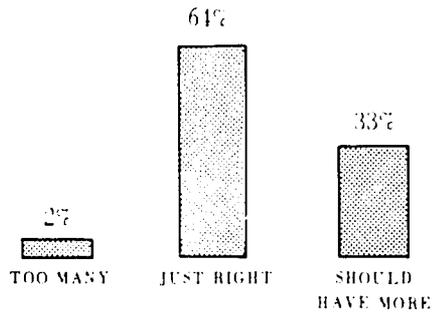


Figure 21.
**REACTION TO
 SOCIAL ACTIVITIES**
 1% not ascertained



The most frequent responses given regarding home visits were: "Visits gave me a chance to observe and learn about the culture and family life of the country of training" and "I liked the hospitality and welcome I received".

In descending frequency on kinds of activities preferred the participants responded: "I would have liked (1) more social and recreational activities, (2) more cultural activities, (3) more invitations to private

homes, (4) more meetings with professional colleagues, (5) more sight seeing tours, and more travel."

When asked if the training program required a knowledge of English, 1,121 or 93% said "yes" and 84 or 7% said "no".

QUESTION : DID YOU RECEIVE ANY ENGLISH LANGUAGE INSTRUCTION IN PREPARATION FOR YOUR TRAINING PROGRAM?

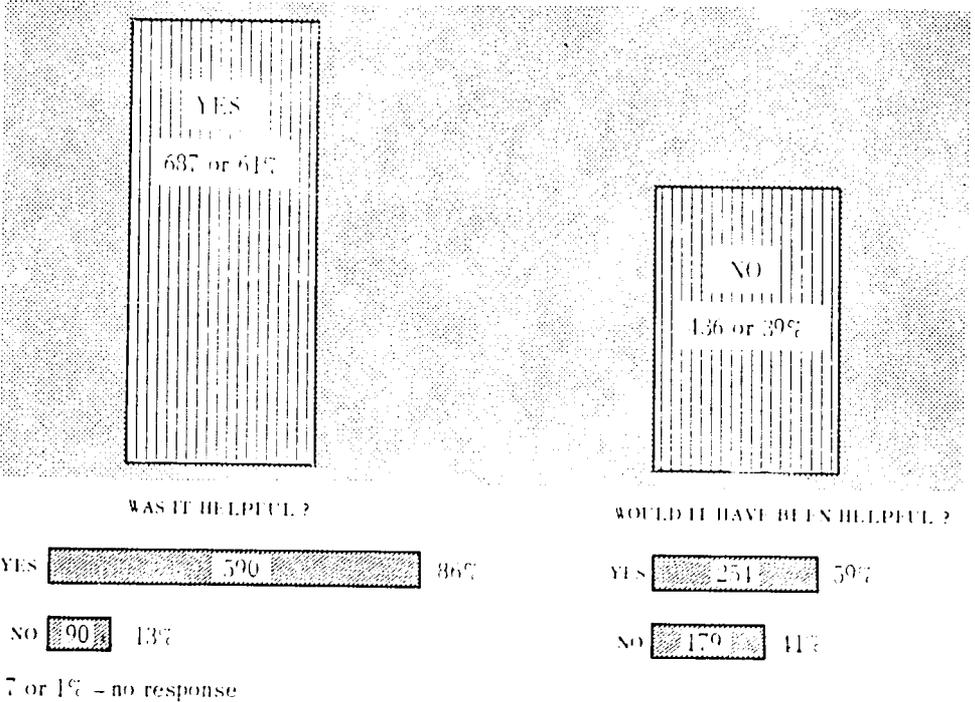


Figure 22. PRE-DEPARTURE ENGLISH LANGUAGE TRAINING

Participant responses show that 354 (32%) had no difficulty with their English during the program; 295 (26%) had difficulty in being understood; 173 (15%) had difficulty in understanding others, and 300 (27%) had difficulty in both being understood and understanding others.

It appears that most training programs require a knowledge of English, but only 61% of the participants received English training. Furthermore, 68% of the participants had difficulty either in being understood or understanding others, or both.