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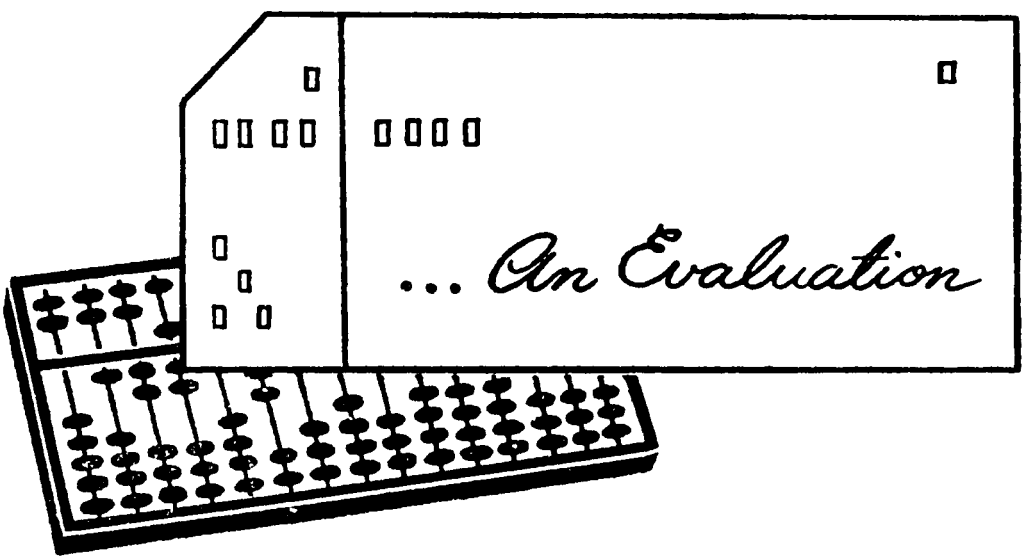
TECHNICAL TRAINING
REPUBLIC OF CHINA



A.I.D. HISTORICAL AND
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1951 – 1963

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PREFACE

Advances in knowledge in critical areas of human endeavor are now being made so rapidly that all free and progressive nations must take special measures to insure that proper training and information is available to all who need it. In recognition of this fact the United States has incorporated into the mutual assistance projects with the Republic of China, programs for the specialized training of participants on all projects requiring up-to-date technical knowledge. Furthermore, systematic studies of the training programs are now conducted by accredited social scientists on a world-wide basis to insure that training is improved to meet stated objectives, thereby contributing to an increasingly effective and selective use of training funds. The sharing of critically needed knowledge and experience has already contributed to the rapid development of a vigorous economy and has drawn our nations together in stronger bonds of mutual understanding. A reservoir of power in human resources is developing concurrently with the increasing availability of power from natural resources. Each of these developments requires the vigilant support of constructive research to keep pace with modern advances and improve our margin of security against unfriendly forces.

ACKNOWLEDGMENTS

Recognition must first be given to all those who gave their time and efforts to contribute the facts and opinions which provide the raw material for this study. The participants, their supervisors and technicians who were interviewed for this survey have made possible through their candid revelations the attainment of the essential purpose of this report -- planning for future improvements.

Many individuals, organizations and public agencies have made direct and indirect contributions to the success of this study. They can not all be cited but the following deserve special acknowledgment for their assistance: The Chinese Institute of Public Opinion, the Taiwan Translation Service, the Sino-American Technical Cooperation Association, and the JTAC English Center.

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I. INTRODUCTION

This is a survey of the experiences and opinions of citizens of the Republic of China who participated in the technical assistance training program conducted jointly by the U.S. Agency for International Development and the Chinese Government. Earlier studies* have given evidence of the value and continued need for the maintenance of high level technical skills for qualified individuals in modern progressive nations. The present study is part of a world-wide evaluation of the international exchange of technical skills among nations participating in the U.S. A.I.D. technical assistance program.

Although the values derived from such training programs are unquestioned, it is clearly recognized that there are also problems of communication and adaptation inherent in such a vast undertaking. These problems may be resolved, however, with the helpful suggestions of those who have participated in the training and are now attempting to make best use of it. This is a summary of the responses to an extensive interview by a random sample of four out of every ten of those who returned to China from training in the period 1951 to June 30, '60. It presents the personal point of view of participants, their supervisors and of technicians acquainted with their programs, but does not necessarily reflect any knowledge or consideration of the administrative or fiscal aspects of the program.

Findings presented here provide a wide range of definite information regarding the experiences of participants in gaining and utilizing training, and hence may serve as a reliable guide in formulating plans for improved efficiency and effectiveness of future technical training in China, the United States and other countries.

The exacting procedures followed in obtaining and presenting the information for this study embody the fulfillment of one of man's most cherished aspirations - the improvement of social policy and practice on the basis of representative experiences and opinions of those most intimately involved and concerned. It is hoped by all who have contributed to this effort, that this example of democracy in action may well serve the purpose for which it was intended.

* See Bibliography.

1. PARTICIPANT TRAINING IN TAIWAN

The Technical Assistance Training Program is part of the overall economic development program of the Republic of China, under which Chinese personnel are sent abroad for advanced training in areas essential to economic growth. The program is administered by the U.S. Agency for International Development (USAID/C), the Chinese Council for U.S. Aid (CUSA), and the Joint Commission on Rural Reconstruction (JCRR). Representatives of these agencies make up the Joint Technical Assistance Committee (JTAC), which establishes policies and procedures for carrying out the program.

The prevailing policy has been to encourage on-the-job training in preference to academic training, though the latter may, in some instances, be declared essential for certain projects. Highest priority is given to training in support of established projects for economic development, hence for proposed training to be acceptable it must be shown that it will result in constructive improvements in specific operations of the sponsoring agency. The participant is expected to actively use his training experience by providing improved services, training other personnel, speaking and writing.

To be eligible for training, a candidate must be a citizen of the Republic of China, usually 25 to 50 years of age, with at least two years in technical work related to the requested training field. Preference is given to those who have not had overseas training in the given field of study and who have no other current subsidy or award for study abroad. Candidates must have good health, high personal integrity and adequate language skills for the country of training. The training period, usually 12 months, may be shortened or extended to suit the requirements of the development project being served. Eligibility requirements are also altered within limits when project requirements justify such change.

Annual quotas for training in various fields are determined jointly by USAID/C and CUSA on the basis of project requirements. Notice is then given to appropriate agencies which then recommend employees who are considered to qualified for the specified training. Names may be submitted by any government or private agency directly to CUSA for each position for which training is in prospect, following which at least two and no more than four names for each position are submitted to JTAC with the following documents:

1. Standard application form with statement of justification in terms of project requirements.

2. Biographical Data form with photographs.

3. Recent chest X-ray film.

4. For academic training, transcripts of four year college credits and a record of test scores from a competitive exam in area of specialization.

5. List of publications and/or inventions with brief descriptions.

Candidates are then interviewed by JTAC and given physical and language tests. Special language training may be scheduled if necessary. After approval by JTAC, the application for the training program is submitted to USAID/Washington for final screening and approval. Sponsoring agencies are notified when candidates are disapproved.

Sponsors are required to guarantee that the participant's job will be retained for him and that he will be encouraged to utilize his newly acquired techniques, experience and knowledge on his job and in the training of others. The sponsoring agencies give written evidence regarding the integrity of participants and assume responsibility for their prompt return in case of misconduct or inappropriate behavior. They are also responsible for helping obtain exit and re-entry permits, and the payment of all related fees. In addition, the sponsors make deposits of 50 percent of the project costs and in case of failure of the participant to follow through on his committments to work at least two years on the assigned project, must repay the entire cost of the training project. In compliance with this provision, sponsoring agencies are required to submit reports to JTAC 90 days after the participant's return to Taiwan, one year later and again nine months thereafter, stating where the participant is employed, and how he has used his newly acquired skills.

2. TECHNICAL ASSISTANCE BEGAN ON THE MAINLAND

For about 200 years outstanding scholars and resources of knowledge have been exchanged between China and the United States. After World War II the Commission on Rural Reconstruction developed technical training programs with the United States to modernize agriculture, and related areas in China. In Taiwan this program was joined with that of the U.S. Mutual Security Program. Technical personnel were trained in the U.S. beginning under special grants in 1951 until the joint US-China technical assistance program was developed. The program has expanded and improved under subsequent U.S. Department of State agencies. Technical personnel trained under these programs have played leading roles in the rapid economic development of China and are now making positive contributions to the growing strength of other Far Eastern Countries. During the fiscal years of 1951 through 1962 there were 1587 participants sent to the United States for training and 812 sent to third country training programs. From 1954 to May 1962 there were 1229 participants received for technical training in Taiwan from ten other Far Eastern Countries.

3. BACKGROUND OF THE EVALUATION SURVEY

From the very beginning of the technical assistance program there have been many accounts of individual participants who have made outstanding contributions to the growing economic strength and welfare of the nation as a result of their training having been well utilized. Further evidence of the inherent value of such training has been substantiated by several earlier surveys in individual countries. In 1954 a survey by Dr. Arthur F. Raper of the first 172 participants returned to Taiwan revealed great appreciation for the benefits of the program, such as practical improvements in way of doing things, increased self-assurance and resourcefulness, and a better appreciation of the relationship between democracy and technological advancement. The attitude of top management was recognized as an important factor in the selection and utilization of appropriate participants and recommendations were made for the training of many high level technicians. Suggestions

were made for filling training requirements in specific areas in appropriate sequence and time intervals. Many participants preferred longer programs concentrated more in their individual specialty and expressed their greatest satisfaction with opportunities to use their training and pass it on to others in their field of work.

The 1957 Evaluation of the Participant Program in Taiwan by the ICA Mission to China reported data from 787 returned participants compiled from interviews by ten professors from National Taiwan University. Concrete expression of appreciation of the training by sponsors was shown in salary increases for over one-third of the returned participants. Limitations in benefits were noted as due to short duration of training, lack of adequate encouragement from technical advisors and weaknesses in orientation procedures. Evidence of improper or deficient selection and utilization of participants provided guidance for later selections and programming. The most encouraging conclusions included the demonstrated ability of most participants to "adapt, not adopt," by selling their supervisors on the practical value of their new knowledge and techniques; the efforts by most returnees to keep abreast of current developments through membership in professional societies and subscriptions to journals; participation in seminars and promotion of local returnee association activities; and the generally favorable impact made upon participants by the American way of life.

Along with the evidence of successes, however, many weaknesses have been revealed from time to time, and have given rise to the growing question: How can the benefits of the overall training program be more definitely assured to all countries?

In response to insistent inquiry a world-wide survey of participant training was authorized by ICA, the predecessor agency to AID, in Circular A 175, November 5, 1959. Those having responsibility for promotion of developmental projects in China have expressed a desire to gain more information which would help improve methods for selecting, training and using the best available manpower resources in China. And now with the emergence of a strong third country training program in China, there is increasing demand for information on more effective methods of training participants from neighboring countries. The anticipated contribution of the world-

wide analysis of findings to a better understanding of economic opinion and behavior in different cultural settings, is also a matter of considerable interest to responsible authorities in international affairs. Training programs may be much more effective in developing manpower potential when due consideration is given to those factors in the local cultural climate which influence working conditions.

4. PURPOSE AND PLAN OF THE SURVEY

The purpose of this present survey is to gain every possible benefit from our past experiences that can be used to make future participant training programs pay greater dividends in the rapid development of economic strength in China.

In its report "Government Programs in International Education," January 3, 1959, the Committee on Government Operation, House of Representatives, declared: "... The inherent good of these programs has been obvious from their very beginning. Most so-called evaluation studies affirm that fact." The Committee then recommended impact studies abroad to help determine the effectiveness of the programs.

The major objectives of this survey were set forth in ICATO Circular A 175, November 5, 1959, which is quoted as follows: "It is the policy of ICA (now AID) to conduct systematic, periodic evaluation studies of returned participants on a world-wide basis and to utilize information resulting from these studies to (1) determine the extent to which the participant training program is meeting its objectives and (2) to improve future and current training programs.

The specific objectives are these:

a. To ascertain whether the participants (1) are returning to the positions for which they were trained, (2) are effectively utilizing their training, and (3) are transmitting to others their newly acquired knowledge and skills.

b. To identify significant factors which contribute to or hinder utilization of training and communication of knowledge and skills.

c. To ascertain if the technical training provided by ICA is at the appropriate level, of good quality, and relevant to the needs of the participants in the context of the home country situation.

d. To ascertain if the non-technical aspects of the training programs, that is, pre-training orientation in the USOM and in Washington or in the third country of training, community participation and hospitality, and instruction in the economic, social, and cultural factors influencing the specific profession or field of activity, were emphasized in the right proportion and were effective.

e. To ascertain if the administrative practices and procedures of ICA are adequate and effective and to identify weaknesses and causes of dissatisfaction.

f. To produce other reliable information concerning matters about which there is presently only speculation; such as the relative merits of U.S. versus third country training, the relevance of the age of the participant to the accomplishment of a successful training program and subsequent utilization of the training, and the like.

The Joint Technical Assistance Committee, acting on instructions of AID/C, CUSA and JCRR, has conducted the current survey of participant training in Taiwan in accordance with the objectives stated in the above circular and in compliance with directives and guidelines issued by the International Training Division of AID/Washington.

Willard H Day

Willard Day, Training Officer
AID/China

II. HIGHLIGHTS FROM THE SURVEY FINDINGS

The following selection of comments are presented to summarize those findings relevant to the major objectives of the study. Highlights of additional topics of special interest are underscored in the text with summaries at the end of the section.

1. Characteristics of participants interviewed

a. The Participants - Who are They?

- 1529 citizens of the Republic of China returned from overseas technical training from 1951 to 1 July 1960.

- Background information available on all of them.

- Interview data available on 40% stratified, random sample obtained by professionally trained staff.

- 94% were male, 85% married.

- Average age was 37 years at time of departure for training.

- 53% came from Taipei area, 27% from provincial cities, 20% from rural areas at time of selection; and distribution was same at time of interview.

- 20% had graduate university training, 14% with graduate degrees; 69% college training only, 57% with Bachelor's degrees; 65% attended universities in China, 10% in Japan, 7% in U.S.

- 75% had more than 5 years experience in field of specialization before training.

- 89% were in responsible professional, management, policy making, and engineering level positions.

- 80% supervised others, half of them with 20 to 1000 or more under their supervision.

- 29% worked directly for government, 29% for nationalized industry, and another 29% in professional services for public agencies, 7% in private business.

- 65% received English language training in preparation for program. 85% were required to use the English language in training.

b. <u>What Training Did They Receive</u>

- Two largest training categories - Crop & Livestock Development and Power and Communication.

- Major training fields - Agriculture & Natural Resources 29%, Industry and Mining 23%, Education 17%, Health and Sanitation 10%, Public Administration 7%, Transportation 7%, Military support 3%, Other 4%.

- Ministries sponsoring most participants - Education 24%, Food & Agriculture 18%.

- Average length of training - 11 months; 41% had 12 to 24 months.

- 1955 - largest annual total left for training - 17% of total participant population.

- 73% were trained in U.S., 22% in Japan, 5% in Philippines.

- 88% had observation tours - Ave. 12 weeks each - 30% of all man/weeks training.

- 46% had on-the-job training - Ave. 22 weeks each - 28% of all man/weeks training.

- 46% had university training - Ave. 28 weeks each - 35% of all man/weeks training.

- 36% had special group training - Ave. 7 weeks each - 7% of all man/weeks training.

- University training in 90 universities in 33 states of U.S., Japan, Philippines, Netherlands
  35% - Regular students - 32 weeks average
  60% - Special students - 26 weeks average
  5% - Group programs - 13 weeks average

- 4% received Masters or Doctoral degrees.

- 2% had more than one training period - chiefly in Agriculture & Natural Resources.

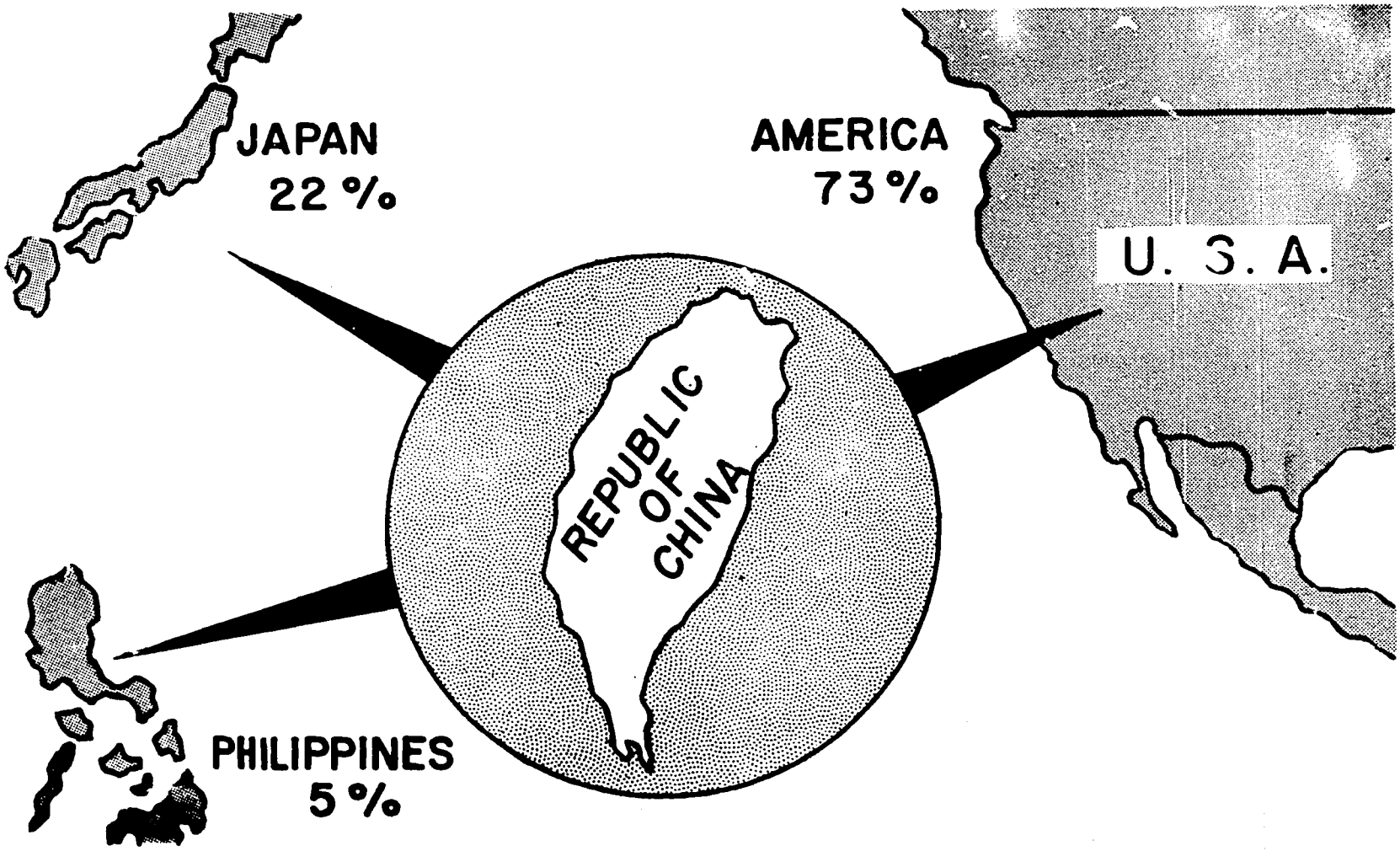

PLATE I

2. Utilization of Training

a. Are participants returning to the positions for which they were trained? What positions do they now hold?

- Nearly 100% returned to jobs for which they were trained; 93% to jobs planned at time of selection; 7% to jobs to which they were promoted at time of return.

- 98% reported continuous employment. Only 1% were unemployed at time of interview, accounted for by retirement, marriage or illness.

- 42% have held same job continuously since training, 36% since selection.

- More of those in Health, Agriculture and Education remained on the same job.

- When interviewed, 83% remained in same major occupational field for which trained; 16% were in closely related fields, chiefly by promotion.

- 57% have changed jobs, 7% from government to private enterprises, 40% reporting promotions.

- Only 1% reported to be in work not related to field of training.

- Number in private enterprise has increased; in Nationalized Industry decreased.

- Greatest advancement was reported for those in Industry & Mining, and Public Administration, chiefly from engineering and professional to policy and management level positions. Least advancement was reported in field of Education.

- Age range for greatest advancement - 30 to 40 years.

- 55% trained in Agriculture and Natural Resources remain in same jobs. 45% in closely related but newly developed and widely diversified rural cooperative and public service activities developed through AID training.

b. Are participants effectively utilizing their training?

- 98% of participants have used skills and knowledge acquired in training program.

- 96% reported specific outstanding accomplishments in which training was utilized.

- 66% reported definite plans not yet carried out, for using training.

- Technicians reported satisfaction that 89% of participants had made good use of training, and that 81% of participants had received full support from supervisors and sponsors in their use of training.

- 77% of participants say their supervisors were helpful in utilizing their training, especially the 37% who had been trained abroad.

- Supervisors say they discussed results of training with 90% of participants and spent from 4 to 16 hours per week with them in their work, and had been acquainted with them an average of 10 years each.

c. Are participants transmitting to others their newly acquired knowledge and skills?

- 98% of participants report ability to convey their training to others, through formal teaching programs (77%), informal discussions (85%), articles and publications (57%) on the job teaching (41%), as consultants to other industries (2%).

- Supervisors confirmed that 97% of participants conveyed their training to others.

d. What factors are related to utilization and transmission of training?

- Participation in program planning, predeparture satisfaction with program, longer programs, on-the-job and university training are related to high utilization ratings by participants.

- Contact with USOM projects after return, supervisors trained abroad, and encouragement from supervisors are related to high utilization ratings by participants.

- Technicians and participants rate use of training higher for those remaining on the same job. Supervisors give higher ratings to those who have advanced to positions of greater responsibility.

- Degree of personal satisfaction from training and both participants' and supervisors' rating importance of training to job performance are all positively related to participants' ratings of utilization.

- Level of difficulty and appropriateness of subject matter were important factors related to technicians' ratings of utilization.

- Degree of contact with technicians reported by participants is uncorrelated with participants' rating degree of contact.

- Major difficulties encountered in use and transmission of training;
  - 81% related to limited resources
  - 53% lack of knowledge and cooperation on part of people with whom they work.
  - 12% inappropriateness of things learned to present job.
  - 11% restrictions of job, lack of time or authority.
  - 18% claim no difficulties encountered.

3. Satisfaction with training: Is the training at the appropriate level, of good quality and relevant to the needs of the participants in their home country situation?

   a. Are participants, supervisors and technicians satisfied with training programs?

   - 93% of the participants were satisfied with the overall program. 35% very satisfied, 58% moderately satisfied.

   - 94% of participants said it was one of most important events in their careers.

- Age group 35-45 rate satisfaction quite high, in contrast to low ratings from those 45-49 and under 35 years of age.

- Unmarried participants rate overall satisfaction very low.

- Those in training over one year rate satisfaction high - those with less than 6 months training, rate it low.

- Time available for personal and social activities is positively related to degree of satisfaction.

- Appropriate variety in program highly related to satisfaction with training.

- Level of difficulty of training was rated satisfactory by 85% of participants, 82% of supervisors, 81% of technicians. Most of remainder say training was disappointingly simple.

- Length of training was rated satisfactory by 37% of participants, 33% of supervisors, 79% of technicians. Most suggest that programs should be longer.

- Supervisors said training was well worth the cost and difficulty for 94% of the participants.

- Supervisors said training was essential to their job for 27% of participants, very important for 39%, helpful for 23%.

- Technicians rated training as a major contribution to job performance for 48% of participants, a minor contribution for 32%.

- The majority of supervisors and technicians were satisfied with appropriateness of training materials and techniques, type of program, country of training, subject matter, practical experience provided; though a very common recommendation was for more practical, on-the-job type training.

b. Interrelationships of different measures of utilization of training and satisfaction with training.

- A high degree of consistency is revealed in participants' reports of satisfaction with the program, its overall importance, effect on their job and rating use of training.

- Supervisors' and participants' evaluations of similar aspects of training are highly correlated.

- No significant relationship occurs between technicians' ratings of various aspects of the programs and comparable ratings by either participants or supervisors.

4. Non-technical aspects of training

a. Pre-departure information

- 73% of participants say their employers and sponsors provided information - 11 out of 12 of these were informed by immediate supervisors regarding:
  Subject matter - 74%
  Administration, finance, transportation - 53%
  Post-training job and utilization of training - 43%.

- Asked if they needed more information before they left, 18% of the participants said "no," 86% mentioned items related to program, and 78% items related to getting along in country of training.

- Participants reported a much greater need for additional information regarding their training programs than about the country of training.

- Two out three participants were not informed about level of difficulty of their programs and 3/4 of those said it would have been helpful to know.

b. Orientation in the country of training

- 72% attended orientation sessions, 55% at Washington International Center.

- 57% said they were valuable.

c. Community participation and hospitality

- 9 out of 10 were entertained in private homes - 68% gave enthusiastic approval - 19% moderate approval - 3% said it was unpleasant.

- 44% reported too little time for personal interests.

- 56% said social activities were arranged about right. 41% said not enough social activities were arranged.

- 22% said there was too little per diem for costs of hotels and travel.

d. Seminar in communications

- Only 8% of participants attended seminar in communications and 7% said information gained was useful.

e. English language instruction

- Of 65% who received English language instruction, 3 out of 4 said more training would have been helpful.

- Of 20% who received no training 3 out of 5 said training would have been helpful.

- 35% reported no difficulty with use of English language
  14% had difficulty being understood
  25% had difficulty understanding others
  12% had difficulty with both

- Some relation is shown between language difficulty and level of difficulty of overall program.

- There is a negative relation between language difficulty and satisfaction with the overall program.

- An unexpected high correlation is revealed between age and reports of "no difficulty" with English language in training.

f. Membership in professional societies

- 25% joined U.S. professional societies
  20% were members when interviewed.

- 36% are receiving professional publications.

5. Administrative practices and procedures

a. Selection

- 88% of participants report they were initially selected or invited by supervisors and others.
  12% made application for training.

- For 37% supervisors reported the programs were actually initiated by their own organization, for 15% by local government ministry, for 19% by USOM, 2% by the participant himself and 2% others.

- "Multiplier Effect" revealed: Supervisors trained abroad recommend others for training more readily than supervisors without training.

- Technicians stated they had contacts with only 12% of the participants before they left for training and helped select 5% of them.

- Selection factors considered to have been very important by participants:
  91% - personal ability
  90% - needs of the job
  85% - professional and educational qualifications
  69% - language ability
  13% - personal contacts

b. Pre-departure planning of program

- 53% of participants were permitted full freedom to help plan their programs, 8% partial freedom, and 39% none at all. Of the latter, 3 out of 4 said their programs would have been better if they had helped plan them.

- Those who did not help plan their programs rated their use of training lower and also rated programs as "not too satisfactory."

- Supervisors helped plan programs for 5 out of 8, and made suggestions and decisions for:
  39% - about subject matter for study and observation,
  13% - about place of training,
  25% - about time, level of training and other factors,
  6% - planned entire program.

- For 11 out of 12 participants, employers had prior plans for using their training. Greater frequency of prior planning when supervisor is trained abroad.

- For 8 out of 9 of those whom the technicians could rate, pre-departure preparations were reported as satisfactory.

- 68% of participants were well satisfied with their program as planned before they left,
  12% not well satisfied,
  20% claimed they did not know enough about it to say.

c. Program manager

- 45% reported projects only partially arranged when they arrived in country of training
  10% not arranged at all.

- 84% were met by project managers on arrival, 12% by someone else, the remainder were given written instructions.

- 82% said they received enough attention and guidance from project managers,
  14% said they did not.

d. Program changes made while participant was in the country of training.

- 12% reported important changes made in programs as originally planned, over half at the request of the participant and the rest by others.

e. Post-training contact with USOM

- 70% report same kind of contact with USOM projects since return; 11% worked for USOM or on a joint project.

- Only 50% reported that a USOM technician was available to them; and 2 out of 5 of these claimed only occasional or no contact with him.

- 23% said they requested assistance from USOM, and 3 out of 4 received help.

- Technicians recommended improved follow-up procedures:
    - 47% said former participants should be contacted personally by technicians,
    - 53% regularly scheduled inquiries about use of training and need for assistance,
    - 28% conferences, workshops and seminars
    - 28% host government and USOM should promote better understanding and cooperation by sponsors and employers.

III. SURVEY FINDINGS

1. Characteristics of participants interviewed

a. The Participants - Who are They?

Residence Q.C	They are citizens of the Republic of China (Taiwan), 53% living and working in and around Taipei, Taiwan, 27% in provincial cities, and 20% in rural areas.
CT-31 Q.1	Areas of residence of those departing for training was in the same general proportion each year from 1951 to 1960, and the percentage distribution was exactly the same at time of the survey interviews as at time of initial selection for training, a span of time varying from about 3 to 11 years. This group characteristic does not imply lack of mobility of individuals within the group, however.
Birthplace	A previous survey* of those who had returned prior to 1957 showed 60% were born on the mainland and 40% in Taiwan.
Age Q.7 Q.D CT-34	Those returned from training prior to June 30, 1960 were born from 1893 to 1940; and when they were interviewed in the period November 1961 to March 1962, their average age was 42 years. The average age at time of departure for training (37 years) remained fairly constant from year to year, except for the first year when younger candidates around 31 years of age were sent. "The 1959-60 average age level of about 40 years is probably an artifact of the cut-off date for the study.
Sex Q.8	The participants are mostly men - 94%. The women (6%) are employed and trained in the general fields of -

CT-7 Agriculture (mainly Home Economics) 32%

* Bremseth - Bibliography

	Health (mainly Nursing)	46%
	Education	22%

and occupy responsible positions:

CT-76	Management and Administration	21%
	Professional	38%
	Sub-professional and supervisory	35%
	Inactive (Married)	6%

CT-35
CT-55

Women have been selected for training each year since 1952, and at a younger age (median - 33 years) than men (37 years).

Marital Status
Q-10
CT-57

When they departed for training 85% were married and definitely older (average 38 years) than the 15% unmarried (average 30 years).

Education

They were already well trained people -

Q-9

20% had graduate university training
69% had only undergraduate college training and the remaining
10% high school only
1% grade school only

CT-56

There is a direct relationship between years of schooling and age with median ages for those with High School, College and graduate school education of 34 years, 36 years and 42 years, respectively.

Q-12

17% attended vocational schools specializing in agricultural, industrial, nursing and engineering courses, while

Q-13-15

83% attended regular universities located in China (65%) United States (7%) Europe (1%) and Japan (10%), majoring chiefly in engineering and agricultural courses, as well as a wide range of professional and liberal arts courses.

Q-16

2% attended both universities and special schools, leaving
2% not attending either one.

Q-18 57% held Bachelor degrees only, while 14% held M.A., Ph.D, medical and law degrees.

CT-36 Over the ten year period the number of participants with college and graduate school education departing for training each year has remained fairly constant at 69% and 20%, respectively. However, the number with High School education only, gradually increased to around 15% of the total in 1956, then declined.

Employment

Q-4
Q-5
CT-33

At the time they were selected for training, most of the participants (75%) had over 5 years experience in their field of specialization, and held responsible jobs as policy makers (5%), top management (36%), engineering (18%), and professional people (30%). These, as well as subprofessional technicians (8%), have been selected in about the same proportion since the program began. About 4% of the total were selected from lower echelon supervisors and craftsmen, mostly in 1956-57. Four out of five supervised others - half of them with 20 to 1000 or more under their supervision.

Q-6

CT-32 Employees of government, professions and nationalized industry have provided not only the principal overall source of participants for the training program (29% each) but were the earliest and most consistent sources over the ten year period, except for 1955 when nationalized industry more than doubled the usual number, then noticeably decreased in proportion to earlier years. Private business, on the other hand, has supplied a larger proportion since 1955.

Trade union participation also began about 1954 to develop to a peak around 1957, then declined. The two latter sources have supplied about 7% and 6% of the total, respectively.

CT-54 Comparison of median age level and position level at time of selection shows the expected positive relationship between age and level of responsibility in position. The median age of government policy makers was around 47 years, management - 41 years, engineers, professional personnel and supervisors - 32 years, and

unclassified - 25 years. The age span of artisans and craftsmen selected as participants ranged from around 25 to 55 years with median about 40 years of age.

CT-53 Comparison of average age and time in field of specialization reveals the direct relationship which might be expected: less than 2 years experience - 28 years of age; 2 to 5 years experience - 32 years of age; 5 to 10 years experience - 36 years of age; over 10 years experience - 39 years of age.

b. What Training Did They Receive

Field of Training

Q-L Q-K Participants received training in some 58 specific training fields. The two fields providing most training were Crop and Livestock Development and Power and Communications. Major categories of training fields and the percentage of total participants trained in each were as follows: Direct Military Support 3%, Agriculture and Natural Resources 29%, Industry and Mining 23%, Education 17%, Health and Sanitation 10%, Public Administration 7%, Transportation 7%, and Miscellaneous 4%.

CT-1 Area of Residence Although 53% of all participants live in Taipei, a much greater percentage of those trained in Public Administration and Transportation and a smaller percentage of those trained in Education live there. In provincial cities live 27% of the total, but a greater proportion of those trained in Education and Health and smaller proportion in Public Administration and Transportation live there. Of all participants 20% live in rural areas, but a larger proportion of those trained in Agriculture and a smaller proportion trained in Transportation and Public Administration live there. Residence of participants in Industry and Mining and Miscellaneous fields are distributed about the same as for the total population.

CT-4 Annual Trends There has been a fairly steady flow of

participants into each of the major fields of training since 1952, except for defense training under AID auspices which was limited to a brief period ending in 1956.

CT-6 Age There is fairly even distribution by age in different fields of training with the few small variations such as Public Administration, having more over 40 years of age.

CT-5 Position Level A greater proportion of all participants from top management and policy making jobs were trained in Public Administration and Defense; a greater proportion of the engineers in Industry and Mining and Transportation; of professional people in Education, Miscellaneous and Agriculture; and of sub-professional and others in Health.

CT-9 Type of Employer Government employees were more often trained in fields of Transportation, Health, Public Administration and Miscellaneous; private business men in Industry and Mining; professional people in Health and Education; nationalized industry employees in Industry and Mining, and Transportation.

Kinds of Training

Q-N
Q-55 To accomplish the objectives of their training missions participants were assigned to one or more of four different kinds of training activities - observation tours (88%), on-the-job training (46%), university (46%) and special non-university group programs (36%).

Observation Tours Observation tours occupied 30% of
CT-14 the total man/weeks of training time. The tours were
CT-43 arranged for 88% of the participants. The per centage of participants taking tours remained fairly constant over the ten year period. These tours were from about 2 weeks to a year in length, averaging about 12 weeks
CT-59 per participant. Older participants were sent on observation tours somewhat more than those under 35 years of age.

On-the-job Training On-the-job training was arranged

MAJOR TRAINING FIELDS

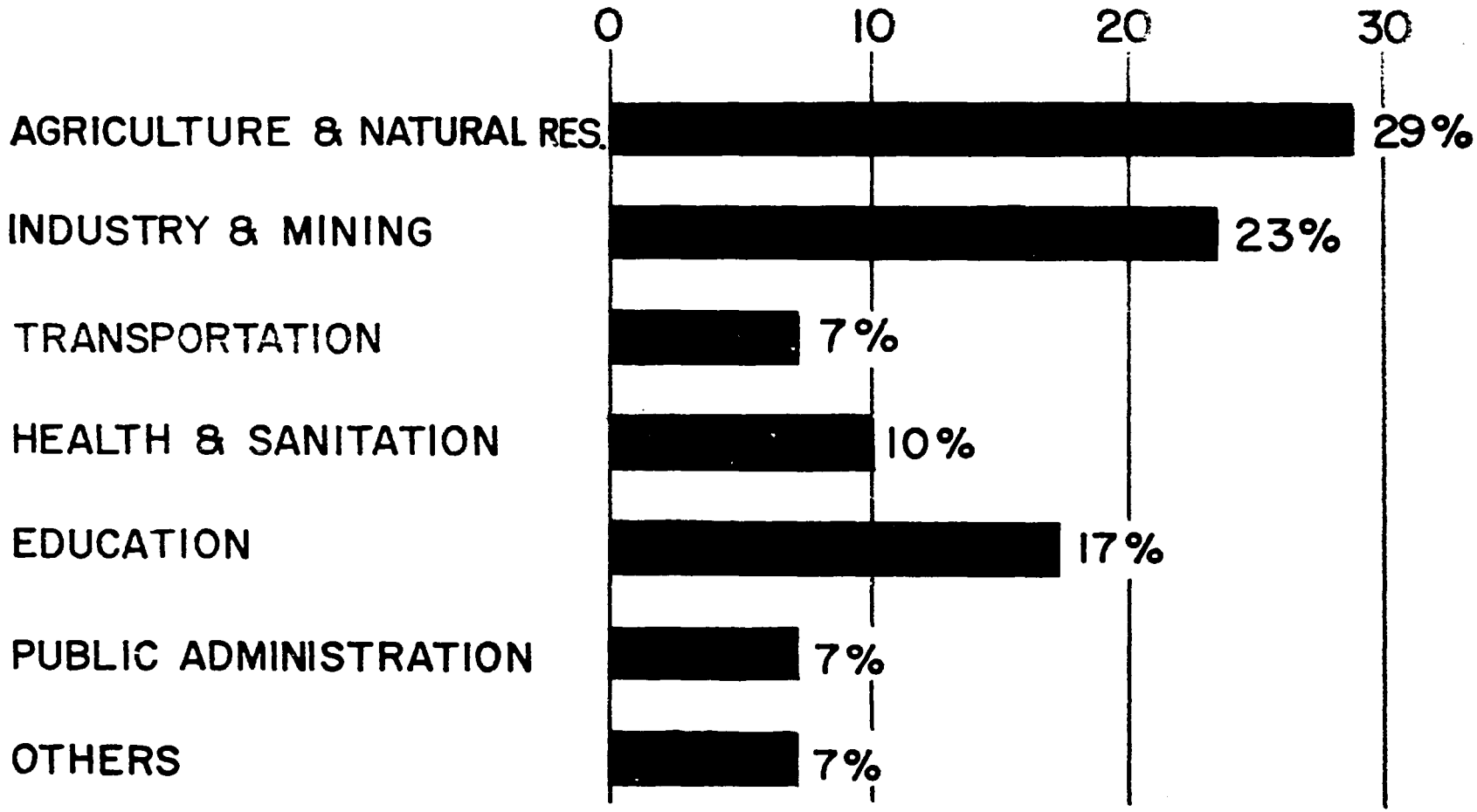

PLATE II

for 46% of the participants and occupied 28% of the
CT-15 total man/weeks of training time. It was utilized
most by those in Transportation (61%) and Industry
CT-44 and Mining (60%) and least in Education (16%). Programming of this kind of training has varied some, from 29% of the participants in 1951 to 63% in 1954 and down to 40% in 1959 with the average length of training about 22 weeks.

CT-60 Age differential is also apparent with about 50% of those under 45 years and 25% of those over 45 years engaging in on-the-job training.

Q-56 abc <u>University Training</u> University training was arranged for 46% of the participants and occupied 35% of the
CT-16 total man/weeks of training time. It was utilized most by those in the fields of Health (78%) Education (68%) and Public Administration (64%) and least in
CT-45 Transportation (16%). The number of participants sent to university for training reached a peak of 67% of those leaving for training in 1953 and dropped to 22% of those leaving in 1959. The average period of such
CT-61 training was 28 weeks. Age distribution of those attending university shows a sharp drop from around 50% of those under 50 years of age to 10% of those over
Q-57 50 years of age. Over 90 universities in more than 33 states in the United States and in Japan, the Philippines and the Netherlands were attended. Of the total time in universities of all participants who attended:

Q-0 35% was regular student enrollment for an average of 32 weeks each (approximately one academic year.)
60% was special student enrollment for an average of 26 weeks each, and
5% was in group programs averaging 13 weeks each.

Q-59 Four percent received Master's degrees or above. Of
Q-57 all participants attending universities, 81% attended one university only - 14% attended 2, and 5% attended 3, 4 or 5 during their training programs.

Although most universities each received only a small percent (1%) of the participants attending, there were five universities each of which attracted as many as

5% to 8% of those attending (University of California, American University, Louisiana State Agriculture University, Purdue and Pennsylvania State.)

Special Group Special group programs not at universities were arranged for 36% of all participants and occupied 7% of the total man/weeks of training time.

CT-46
CT-62
CT-17

They were arranged for from 30% to 42% of the participants departing each year with about the same proportion of the total of each age level (36%). This type of training was utilized most by those training in fields of Transportation (44%) Agriculture (42%) and Industry and Mining (40%) and least in Defense (18%) and Education (23%). These programs averaged 7 weeks in duration.

Sponsors of Training

Q-G

Training was financed for nearly all participants (99%) on regular AID projects. The remainder were under U.S. university contracts.

Q-19

Local sponsorship was provided by a large number of government ministries for 88% of the participants and by non-government agencies for the remaining 12%. The ministry of Education sponsored 24% and the ministries of Food, Agriculture, Forestry and Fisheries 18%, while Electric Power Generation, Public Administration, Industry and Mining, Transportation, Public Health, Finance, Defense and Others sponsored from 4% to 8% each.

Location of Training

Most participants were trained in the U.S. (73%) as the primary country of training, and next in percentage was Japan (22%), and the Philippines (4%). Since about 1956 the number sent to the U.S. has been decreasing and the number to Japan increasing. Most (90%) were trained in one country only, 8% in two countries and the remainder in 3, 4 or 5 countries. Of those trained in two countries, most went to Japan (61%), the Philippines (6%) or a country in Europe, for an average of five weeks, following their primary tour in the United States. Those trained in three

CT-41

Q-30

Q-39

UNIVERSITY TRAINING

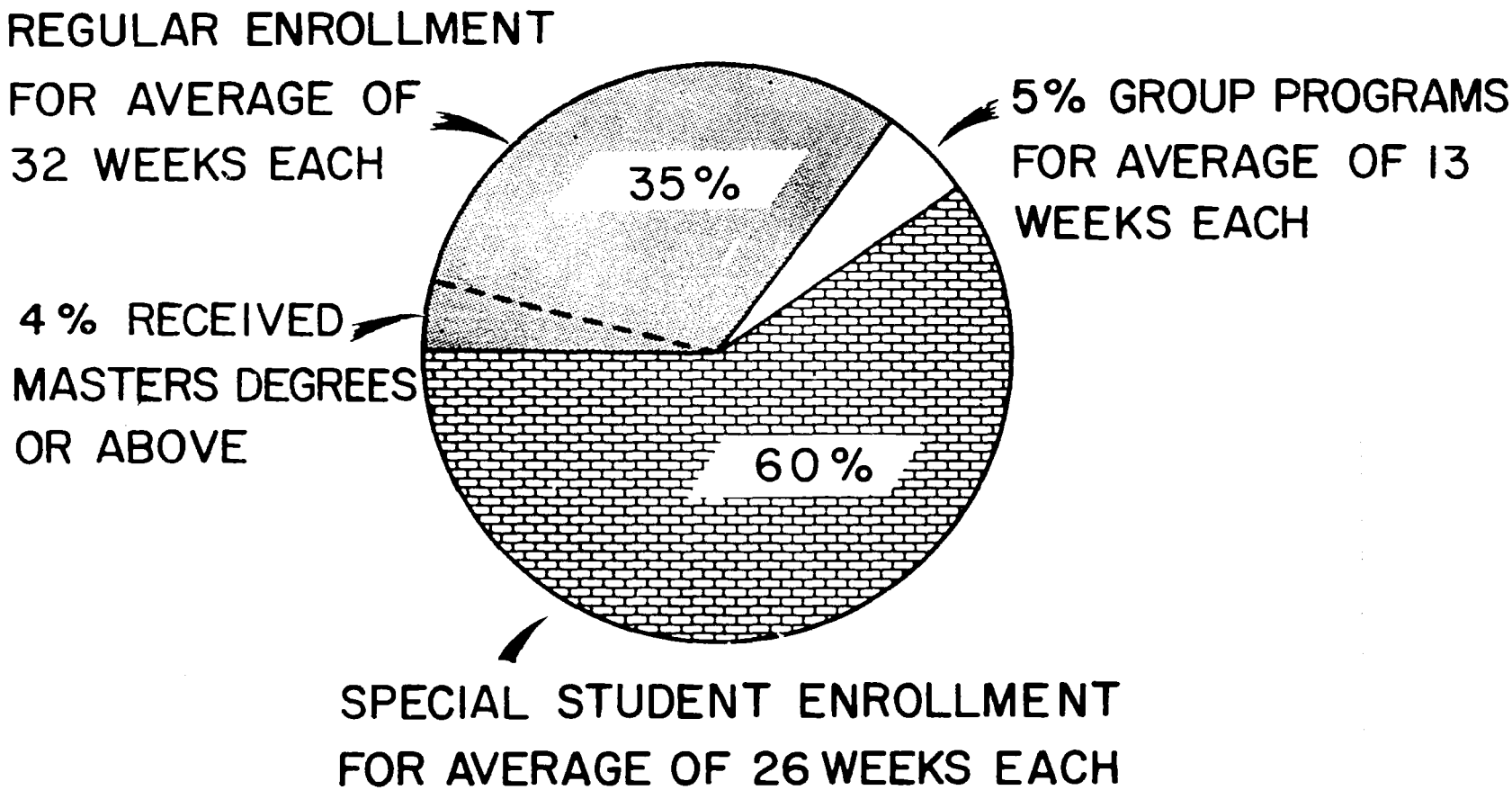

PLATE III

CT-12 countries went mainly to Europe for the final phase, averaging about four weeks. Of those trained in the United States, 27% were trained in Industry and Mining, 22% in Agriculture and Natural Resources and 15% in Education. In Japan over half (53%) were trained in Agriculture and Natural Resources, 15% in Education and 13% in Industry and Mining. Philippine training was mainly in Education (50%).

Length of Training

Q-H
Q-39 Most participants (98%) had but one period of training, while a few (2%) had 2, 3 or 4. The length of training periods ranged from less than one month for 3% of the participants to between 12 and 24 months for 41%, with an average length of about 11 months.

CT-42 Annual Trends - Prior to 1955 the average length of training was over a year (about 14 months) but it has averaged less than a year since then.

CT-58 Age - Younger participants are granted longer training periods. The median age is 36 years for over 6 months of training and over 40 years for less than 6 months of training.

CT-75 Position Level - Participants in professional and engineering positions average 13 months of training as against an average of 9 months for the higher policy and administration levels and lower technician levels.

Prior Training Programs

Q-147 Two percent of the participants had been sent on overseas training prior to the last one reported in the interview, almost all for just one prior program. Nearly all were in the field of Agriculture and Natural Resources. They reported that they returned to their same job and used quite a bit of their training. Several reasons were offered for evaluating one of their programs as being more interesting and useful than the other. Generally, it was because they learned more that was related to their needs. They all

Q-148
Q-149
Q-153
Q-165-67
Q-168

Q-169 felt their earlier training experience made their more recent training of greater value to them, chiefly because the last program was built on knowledge gained from the first one.

Q-171 Although each of these participants had more than one training program five out of seven of them professed it would be a more useful policy for their country to
Q-172 send a larger number of people on one program each, so that as many people as possible would have the opportunity to get training needed for their country and organization.

Summary From the point of view of scholastic competence, mature experience and leadership qualities, nearly all of the men and women selected for overseas technical training from the Republic of China in Taiwan in the decade of the 50's were unusually well qualified people. The evidence of their competence is noted in terms of the academic, social and industrial standards of their own culture, however. The modern technological training to which they were introduced, being so recently and rapidly developed and involving such novel conceptual requirements, could at best, therefore, be expected only to stimulate their intellectual curiosity and provide guidelines for continued development for themselves and others. Effective crash program techniques for transmitting such training in a relatively short time are now in process of being explored. The experiences of these very competent and observing people in pursuing the variety of training provided should serve as an excellent testing ground for evaluating past training and point the way to improved methods.

2. Utilization of training

a. Are participants returning to the positions for which they were trained? What positions do they now hold?

Unemployment:

Q-104 One period of unemployment, ranging from one month to two years, was reported by 2% of the participants, but in no

Q-101 instance was it related in any way to participation in
Q-106 the training program. In fact, half of these were unemployed when interviewed and were reported in retirement, chronically ill or, in the case of women, married. Unemployment is, therefore, a negligible factor for these participants.

First job after training:

Q-108 For 84% the first job was return to the projects on which they had been employed before training. Of the re-
Q-109 maining, 9% returned to jobs that had been planned and expected by them following training. The 7%, who were as-
Q-110 signed to new jobs they had not expected, freely commented about the jobs. Over one half said they were better jobs, more important with more salary, prestige and responsibility. Some said they changed from one part of the government to another, and several added further that their jobs were in their field of training, while only
Q-111 0.3% said they were not. Those who changed to different jobs after training supervised about the same number of
CT-18 workers as on their jobs prior to training. There were more than the average from Industry and Mining and Transportation who changed jobs after training and less from Agriculture.

Job at time of the interview:

Q-113 One percent were not employed, due to retirement, mar-
Q-114 riage or illness, and 42% were employed on the same jobs held immediately after training. Over a period of time
Q-115 ranging from 18 months to 10 years since they had all returned from training, 57% had changed jobs. There were 40% who reported that their present jobs were more important with more salary, status and responsibility; 14% represented moves from one part of the government to another; while 7% said they moved from government to private
Q-116 business. Only one percent indicated they were not employed in the field in which they were trained. They were, on the whole, supervising many more people than before.

b. Changes in position - decade of the 50's:

Residential area

Q-C Whatever the mobility in occupation may have been, it is of interest to note that there has not been any change in the distribution of residential areas of the participants from the time of their selection to the time of the interview - they remained 53% in the Taipei area, 27% in provincial city areas and 20% in rural areas.

Specific job

CT-115 A comparison of job changes immediately following training and later job changes reveals that when interviewed 36% of all participants were still on the same job they held when selected, while 10% changed jobs after training and again later. There were 47% who remained on the same job immediately after training but later changed jobs during the interval of 18 months to 10 years which lapsed before the interview. Only 6% took different jobs after training, and remained on them until interviewed. These may have been those more recently returned from training.

Occupational activity

Q-Q The jobs of all participants were classified according to major occupational areas, minor areas within these, and also according to level of responsibility, following codes which are widely used in government agencies.* Reference should be made to these codes in the appendix in order to appreciate the possible kinds of changes which may occur when an individual assumes new or added responsibilities resulting from his training, experience and achievements in his general field of specialization. The major and minor occupational areas and level of position for which each of the participants was trained, and the same information regarding the positions they occupied when interviewed, were compared to determine the nature of changes which occurred. There was no change in any of these three indices for 66% of the participants. Over the ten year period, this may appear to be a rather high percentage of participants continuing in the specific activities for which they were trained, especially in view of the new demands for trained manpower which might be expected to re-

* See Appendix - Occupational List I and List II

IMMEDIATELY AFTER TRAINING-NEARLY 100% UTILIZING TRAINING

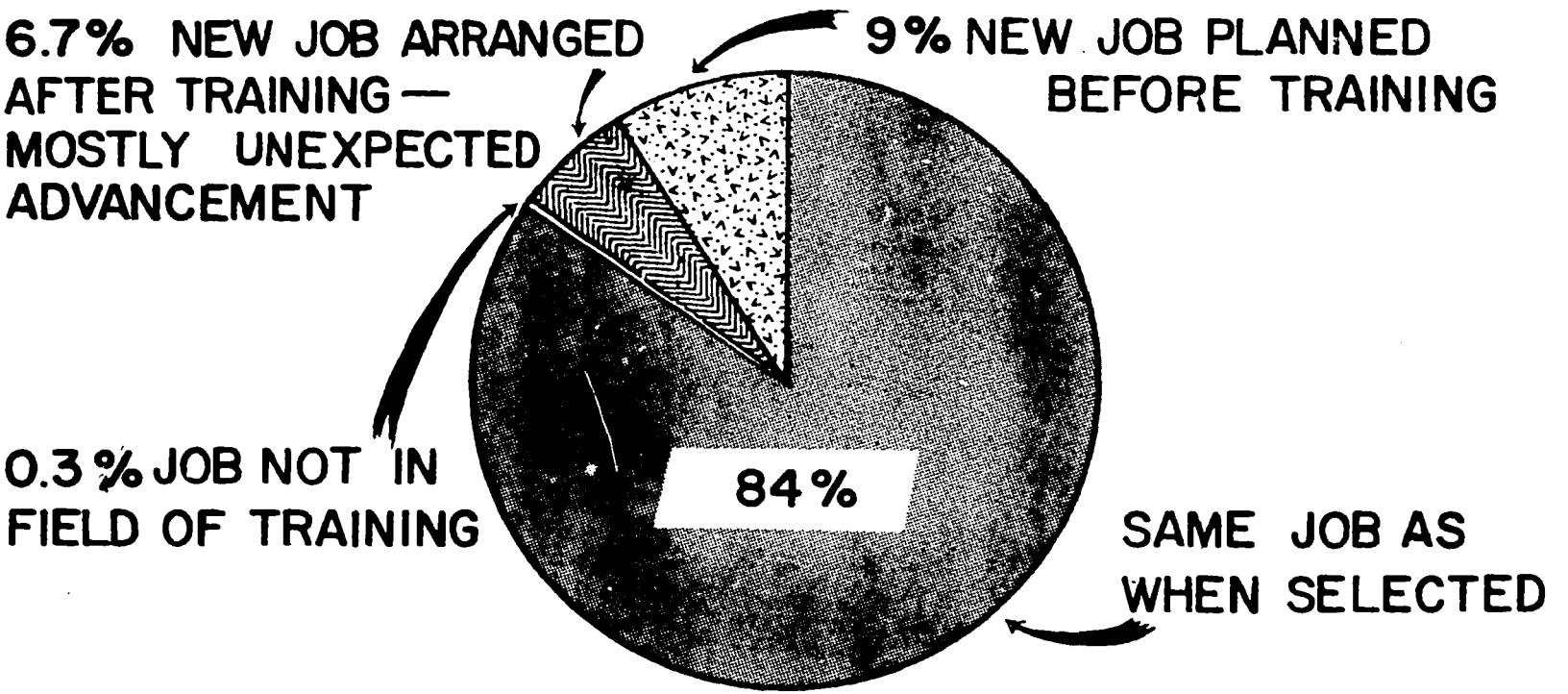

PLATE IV

sult from the over-all economic development program. Other findings, however, indicate that many of these were more recently returned from training. As noted above, there were 42% still on the jobs they held immediately after training including 36% actually employed on the same jobs they held when selected for training. This shows that many of the 66% who were still engaged in the specific activity for which they were trained had experienced some mobility in actual job assignment. Of the remaining 34%, about half were found to have improved their level of position within the same major area and another 12% within a related major area. There were 5% reported to have changed to a related major area without change in position level.

Type of employer

Q-P The type of employer is recorded for each participant at the time of selection for training and at the time of the interview. For the intervening period data
Q-112 are also reported on type of employer of: first, the
Q-117 group (16%) that changed to different jobs after training; and, second, the group (57%) that later took jobs different from those they held immediately after return from training. These data reveal greater job mobility for participants in nationalized industry and in private business, finally resulting in an increase in percent of those in private business and a decrease for those in nationalized industry. Analysis of the type of employment at
CT-77 time of selection, for those who were in private business when interviewed, shows that 42% of them had been in nationalized industry earlier. Furthermore, a comparison of the percentages in each type of employment at time of selection, with the percentage remaining on the same job since training, reveals that in all other types a somewhat greater percentage remained, whereas only about two-thirds of those who had been in nationalized industry still remained. On the other hand, these data indicate that, in terms of type of employment, those in professional work experienced the greater degree of stability.

Training field of activity

CT-3 A comparison of the training field of activity of all agriculture participants and the field of economic activity in which they were employed at the time of the interview, reveals that 55% of them were still classified in agriculture and generally remained in the same specialized area. The remaining 45% were in newly developed areas of related activity assuming broader responsibilities for the improvement of rural economy. It must be noted that the processing, transport and storage of agricultural produce; agricultural credit and marketing cooperatives; farmer associations for education, community welfare and extension services; and many government administration, research and technical services directly related to rural welfare and the improvement and control of agricultural products are classified under other major groups of related economic activities which account for the above changes. These changes also include many who moved from technical positions to policy and management level positions, in which the influence of their training has a wider impact. A similar spread of special skills into related areas of civic and economic responsibility is noted for participants trained in other major fields of activity.

Position level

CT-74 A comparison of position levels at time of selection and at time of interview, reveals 56% in engineering and professional levels when selected and 46% when interviewed. On the other hand, there were 40% in policy and management level positions when selected and 49% when interviewed. This represents a significant upward move in terms of responsibility and is one good index that those who were given training are being utilized in important and influential positions where their opinions may be reflected in important policy and management decisions.

SUMMARY

These findings as well as the spontaneous comments of several respondents provide some evidence of a flexible and democratic use of skilled manpower meeting needs as they arise in various areas of the developing economy. This directly enhances the value and effectiveness of the participant training program. The international sharing of knowledge and skills contributes thereby, not only to the

improvement of isolated technical activities, but also stimulates a popular desire for the local development of needed middle manpower skills in various segments of society.

c. Factors related to change of jobs

CT-79 Of those who reported that they made application for training as the first step in their program, a greater percentage comprise the group who took new jobs after training. Those selected by supervisors and others, on the other hand, make up a greater proportion of those retained on the same job. New jobs do not necessarily mean new employers, however, since many participants who reported new jobs indicated that these were promotions.

CT-117 Selection by supervisors or by others made no difference in participant ratings of whether their present jobs would be the same, better or worse if they had not gone on training.

Participants were asked in what respects their present job is different from the one held immediately after training. Their replies were reported above to question
CT-49 115. When these replies are examined in relation to the ten year span of time, some trends are clearly marked for those returning from training in different time periods. For those returned from training after 1955 the percentages still on the same job increases markedly. A gradual change over the years might have been expected, but this finding suggests that generally a five year period of employment on the job taken after training signals the time for many to change jobs, or perhaps, for their employers to recommend or promote them to something better or different. It may be worth noting also that 1955 was the year in which the largest number of participants left for training. Greater percentages of different kinds of job changes occur for those returned from training before 1956. Most statements regarding differences in jobs refer to promotions to better positions with more salary, status and responsibility. There is also a much more notable shift, reported by those returning in the early years, from government jobs to private enterprise, and very little in the other

direction. There were also more job changes reported which remained within the same government, non-government or occupational field. The overall numbers of those reporting their present job was worse than before is less than one percent. Those reporting changes to entirely different fields not related to their training is also less than one percent. Though few in number these all returned from training in 1955-56.

CT-21 Distribution of replies regarding differences noted between present and previous jobs, by field of training, reveals most advancement took place for those in Industry and Mining and in Public Administration and least advancement for those in Education. Those changing from government to private enterprise were chiefly in Industry and Mining, Public Administration and Transportation and least in Education. Those in Labor, Agriculture, Health and Education more often remained on the same jobs.

CT-71 Comparison by age shows that advancement is more often granted to those from 30 to 40 years of age and that the older usually remain on the same job.

CT-152 The degree of satisfaction reported for their experience in the training program is mainly "not too satisfactory" for those changing from one non-government organization to another or from government to private enterprise. Those reporting advancement and those changing within government jobs and jobs related to their training, generally report more satisfaction with their training.

CT-189 Participants remaining on the same jobs more often report their utilization of training higher, whereas there is little difference between high and low utilization scores
CT-205 for those making various kinds of job changes. The super-
CT-212 visors' ratings of utilization of training, however, are generally higher for those reporting advancement in position, as might be expected. On the other hand, technicians' ratings of utilization of training are more often lower for those promoted to better positions.

SUMMARY

Nearly all participants do return to specific positions for

AT CLOSE OF DECADE-98% UTILIZING TRAINING

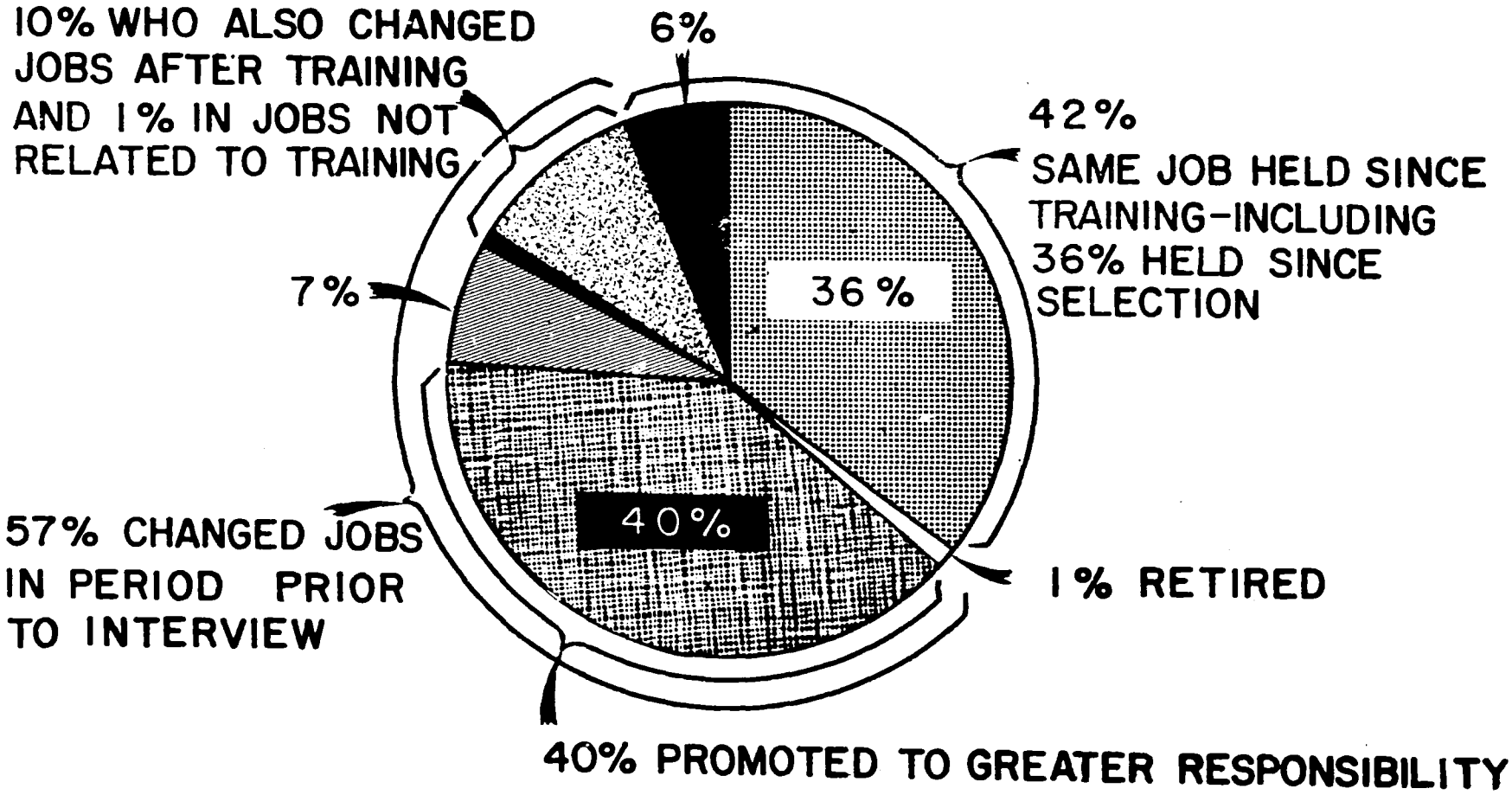

PLATE V

which they were trained or to closely related positions in which their training is a primary factor. Only about one percent are reported in work definitely not related to their training. Many of them, particularly after a period of five years, have moved to positions of greater responsibility and influence. At least 10% moved from engineering and professional specialties to policy and management level positions. Many changes, as noted in the field of agriculture, are into areas of community service and specialization which have emerged as a direct result of the overall developmental and training program and hence provide an index of the actual effectiveness of the program. Although technicians and the participants themselves tend to rate utilization of training higher for those remaining on the same job, the supervisors give more credit for utilization of training to those who have advanced to positions of greater responsibility, especially those between 30 and 40 years of age.

Although there is evidence of a small but definite swing from nationalized industry jobs into private enterprise on the part of a few older participants in Transportation, Industry and Mining and Public Administration, these tended to be rated lower in utilization of training by themselves as well as by their supervisors and the technicians. They also voiced less satisfaction with the training program. This suggests that the main impetus for development as far as the training of participants in the decade of the 50's is concerned, rests with the public agencies and organizations.

In these findings is found support and confirmation for a training program calculated to provide, for the new generation of leaders in policy and management, the knowledge and understanding required to maintain an adequate middle class manpower pool of technical specialists. The motivation and leadership which these leaders can give to the development of indigenous facilities for training their own young people, directly enhances the capacity as well as the pride of a nation in self development. It also provides the nucleus of understanding and motivation to assist in the training of manpower needed for the development of other free nations in the Far East and elsewhere.

d. Are participants effectively utilizing their training?

Q-119 Participants stated that on their current jobs, at the time of the interview, 97% of them had been able to use the skills and knowledge learned in the training program. This might well have been more nearly 100% if the question had been presented to include previous jobs held before marriage or retirement. Estimates of the amount
Q-120 of their skills and knowledge used ranged from "only a
Q-127 little" for 9%, "some" for 25%, "quite a bit" for 43% and "almost everything" for 21%. In addition, 66% said they still had plans for using their training which they had
Q-128 not yet been able to carry out. These included plans to improve procedures, organization, curriculum or regulatory laws (22%), write books, articles, etc. (5%), teach, lecture and demonstrate (6%) provide needed research, survey or census (7%) purchase new equipment (10%) complete a major construction project (4%) and institute a new organization or service (13%). Contingencies reported were that plans could be carried out if money were available (30%), equipment and facilities were available (6%), trained personnel were available (3%) if top government officials agree (8%) and others (14%).

Q-143 Most of the participants (96%) reported one or two outstanding things they had accomplished since their return from training. No more than two were tabulated. Only one out of every seven of the activities was reported as started by other people. All others were self-initiated. In nearly all instances the participant's training was definitely utilized in the activity. The nature of the activities were new and improved or reorganized procedures (46%), written materials (12%), instruction projects (26%), research (11%), new equipment purchased and installed (18%), major construction, building dam, etc. (10%), new organization instituted (26%), additional responsibilities assumed (14%). The fields of economic endeavor with which the activities were identified were agriculture (51%) Industry and Mining (44%) Transportation (11%) Health and Sanitation (15%) Education (32%) Public Safety (14%).

Q-200 The technicians reported the number of instances in which they were satisfied that the training given to specific participants was adequately utilized by their supervisors, their sponsoring ministry and by the participants themselves. They expressed complete satisfaction that 89%

of the participants made good use of their training, and that for 81% of them, their supervisors and sponsors gave satisfactory encouragement for full use of training.

Q-180 Supervisors reported having personally discussed with 90% of the participants the things they studied as well as
Q-181 other pertinent overseas learning experiences not directly associated with their training. They further reported
Q-182 they had known the participants for periods ranging from about one year to over 20 years, averaging around 10 years each. Supervisors also estimated that they spent from 4
Q-183 to 16 hours each week in direct association with the work activities of each one of the returned participants, or an overall average of around 10 hours per week.

SUMMARY

Any comparison of this audit with that of other broadly conceived training programs would reveal this to be an outstanding return on the investment of money and effort in terms of concrete activities and accomplishments and cooperation.

e. Are participants transmitting to others their newly acquired knowledge and skills?

Q-124 Of the 98% who reported they had been able to convey
Q-125 what they learned to other people, 5% said it was "only a little", 32% "some," 42% "quite a bit," and 19% "almost everything." Each participant indicated the various tech-
Q-126 niques he used to transmit his training to others:-- 77% used formal training programs; 85% informal discussions; 57% wrote articles and other publications; 41% gave on-the-job teaching and training; and 2% served as consultants to other industries and organizations. There were 20% who actually used four or more of these techniques themselves; 40% used three, 25% used two and 13% reported using but one of the methods.

Q-184 As a further check on this information, supervisors were asked independently whether any of the information acquired by specified participants had been conveyed to others. They gave positive confirmation for 97%, said
Q-185 "no" for 2% and "don't know" for 1%. Specific activities reported by supervisors were formal lectures and seminars using radio, TV, movies and slides (47%); informal dis-

cussion groups on the job (23%); writing and translating books, manuals, articles (24%); reports given in meetings (31%); demonstrations of equipment and techniques (14%); introduction of new or improved methods, techniques and equipment (5%); supervision, guidance or direction given to others (44%).

SUMMARY

This double-checked accounting of the "multiplier effect" of the training program provides reassuring evidence that the seeds of knowledge and skill germinated by the training program are bearing ample fruit. The achievements of the many far outweigh the inadequate accomplishments of the few whose more limited records of achievement are a disappointment both to themselves and others.

A constant flow of additional evidence of the activities and attitudes of participants was accumulated by interviewers in the course of their friendly, informal visits. A large majority of the participants expressed pleasure in having an opportunity to speak to someone from a central agency about what they had been doing since their return from training. Large quantities of printed matter in the form of reports, booklets, pamphlets and articles were given to interviewers to bring back as direct evidence of some of their activities. They took advantage of the opportunity afforded them to make requests to USOM and CUSA regarding matters of interest to them. Specific requests were relayed to appropriate offices and individuals, but many were general suggestions reinforcing responses given in the interview. The strong impression given by many, after they had been on the job for some time after training, was that they had not had sufficient opportunity to directly convey their appreciation for the training received and especially to tell how they had succeeded in making good use of the training.

f. What factors are related to utilization and transmission of training?

Difficulties Encountered

Q-142 The splendid record of accomplishments reported above was often achieved in spite of obstacles which had to be surmounted. And no doubt further achievement might have been reported if circumstances had been more favorable. Participants spoke freely and cooperatively about difficulties each one encountered in using and conveying their

training to others. 18% of them claimed they encountered no difficulties and all the others reported a considerable variety, though no more than three were tabulated for each one. The reported difficulties are summarized as follows:

81% are related to the resources or conditions of the country - lack of money (30%), equipment (31%), transportation (1%), government not amenable to application of training (19%).

53% are related to other people - "top" officials not cooperative in accepting new ideas (7%), supervisor's lack of knowledge and understanding (2%), colleagues and general public do not accept new ideas (12%), lack of a trained staff (12%), lack of educational preparation among people with whom they had to deal or work (20%).

11% are related to the participant's job - job not related to training (1%), lack enough authority to apply or teach as much as desired (6%), not on job where skills can be adequately used or transmitted (2%), lack time needed to use or teach (2%).

12% are related to the training program - learned things too advanced for application in home country (11%), did not learn anything that can be used or taught (1%).

This outline gives a fair appraisal, from the participant's point of view, of areas and kinds of difficulties and suggests how and where improved education, communication, orientation and training may well be applied to ameliorate the difficulties to some degree.

Utilization Scores - How derived and used

The participant's replies to six questions were assigned numerical values or utilization scores in relation to the degree to which they denoted utilization and transmission of training. The questions relate to periods of unemployment, ability to use skills or knowledge gained in training, amount of use, ability to convey knowledge and skills to others, amount conveyed and plans for use and transmission not yet carried out. The sum of these scores, or the total utilization score, is used as the basic index of the participant's own rating of the extent to which he has been able to make use of and convey to others the

Q-101
Q-119
Q-120
Q-124
Q-125
Q-127

training he received.

A similar index or utilization score was derived from the replies of the supervisors to four questions:

Q-184 Has any of the information acquired by the participant on his program been conveyed to others,

Q-186 Do you think this program was worth the cost and difficulties,

Q-187 How suitable was the participant's training for his usefulness to your organization, and

Q-189 How important was the participant's training.

The technicians' replies to four questions also served as the basis for deriving a utilization score based on their ratings:

Q-197 Rate the contribution of training to the participant's job performance,

Q-200 Rate utilization of participant's training by his supervisor,

Q-200 Rate utilization of participant's training by his sponsoring ministry, and

Q-200 Rate utilization of participant's training by the participant himself.

The total range of utilization scores from participant's ratings was divided into five levels from relatively low utilization to the maximum utilization. The scores derived from the ratings of technicians and supervisors were treated the same way so that all aspects of the training program may be compared as to degrees of utilization reported by participants, supervisors and technicians.

Q-X Findings were compared on the basis of "high" and "low" scores within each of the three different distributions, rather than on an arbitrary score value such as "above 50" and "below 50." This is because the system of weighting the scores is different for each of the three sets of questions listed above, and may account, in some measure, for the technicians' scores falling more heavily in the lower range, and the participants' scores in the upper range.

MAJOR OBSTACLES ENCOUNTERED TO USE & TRANSMISSION OF TRAINING

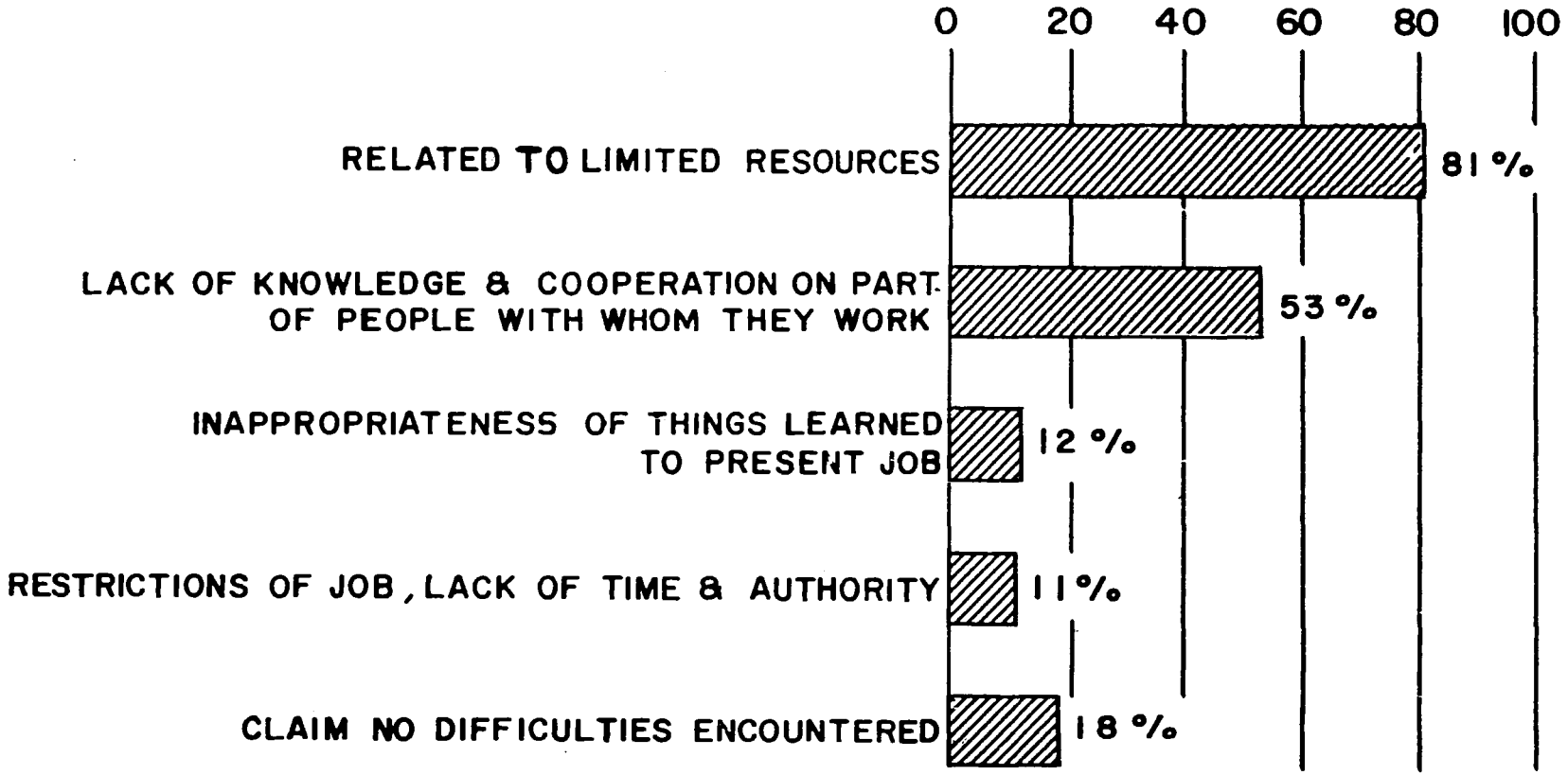

PLATE VI

Thus, for each participant, the age, education, years of experience, area and type of training or follow up contacts may be compared to utilization scores as one means of determining the contribution which these, or other factors have made toward the attainment of an effective training program. If the percentage of participants rated high in utilization scores is significantly* more than the percentage rated low for a given factor, then it may be assumed that this factor is related somehow to their attaining the predominantly high rating. In the analysis of findings which follows, some factors which are reported as relatively unrelated to utilization ratings may actually reveal a slight correlation.

g. Characteristics of Participants as Related to Utilization of Training

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The ages of the participants are not reflected in their own ratings, but the supervisors gave higher ratings to those in their 20's and 40's and lower to those 35 to 39 and 50 to 54 years of age. Technicians' ratings showed some difference for age grouping, rating higher those 35 to 39 years of age as well as those in their 20's and rating low those over 40. Only those over 50 are rated low by both supervisor & technician, and those below 30 are rated high by both.

CT-156
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Fields of training - Participants in Health and Sanitation rated their own use of training somewhat higher and those in Public Administration lower, whereas the supervisors rated higher those in Industry and Mining and in Transportation, and lower those in Defense Support and Education. Technicians rated higher those in Public Administration, Health and Miscellaneous, and lower those in Education.

CT-157

Year left for training - Participants who departed from 1951 to 1955 tended to rate their training utilization lower in contrast to those who departed from 1956 to 1960.

* Statistical significance of less than five chances in 100 that the difference in percentage is due to sampling error.

CT-51 Supervisor and technicians view the matter somewhat dif-
CT-53 ferently. Supervisors rate utilization higher for those who departed in 1951 to 1955 and lower for the 1956 to 1960 group. Technicians also rate utilization somewhat higher
CT-177 for those who departed in 1954-55. Participants' ratings on use of training are high for those returned less than five years and low for those returned more than five years.

CT-155 Area of residence, that is, capital city, provincial city or rural area, at time of interview made no difference in the participants' ratings of use of their training. Neither did the number of years of prior education, the amount of time in their field of specialization, or the level of their position at time of selection. Technicians evaluated the educational, intellectual and language qualifications of each participant for the training given them, but there was no definite relationship between these evaluations and the ratings of utilization made by the same technicians.

SUMMARY

Ratings of utilization by participants, supervisors and technicians, when compared to their responses regarding other factors, reveal those factors which tend to influence their judgment either consciously or unconsciously. That is, those factors are revealed which they tend to associate with successful use of training. When two or more factors are found to be so related, however, a more detailed analysis is required to determine the pattern of relationship most closely associated with the rater's judgment. In these findings differences in judgment regarding utilization of training are shown in relation to such factors as age, fields of training and time departed for training. These may reflect, in some measure, the characteristic preferences and interests of those who make the judgments.

In the above findings, for instance, the age of participants made no difference in their own ratings, but did seem to influence the ratings of technicians and supervisors. Participants' identification with certain fields of training, such as Public Administration, apparently increased their level of aspiration and consequently lowered their sense of relative achievement, and hence their ratings. The time lapse between the period of their training and the interview also seemed to have a bearing on their sense of achievement. The more recently returned were inclined to rate their use of training higher, while those who returned more than five

years earlier looked back in retrospect upon achievements which they might have improved. Supervisors and technicians, however, credited the early returnees with having made good use of their training.

It is a tribute to the sincerity, integrity and cooperation of all respondents to this study that their judgments of individual achievements in use of training were not prejudiced by factors such as area of residence, education, years of experience or level of position. Or, more appropriately, it should be noted that the training program has been conducted with such breadth and democratic effectiveness that all sectors of man-power utilization are equally strengthened.

h. Selection and Predeparture Factors

CT-162 CT-194 CT-209 CT-210 CT-228 Participants recommended or selected by their supervisors rated their utilization about the same as those who were not so selected. Supervisor's and technician's ratings also were not related to their helping or not helping in the selection process. It appears, therefore, that the selection procedures examined in this study have little or no bearing on the manner in which use of training is rated.

CT-163 CT-164 Participants who took part in planning their programs and who expressed satisfaction with their programs before departure, also indicated that they made greater use of their training upon their return. Conversely, those who took no part in planning their programs and who expressed dissatisfaction with their programs before departing, CT-165 rated their utilization of training lower. When participants CT-167 were asked what additional information they could have used about specific aspects of their programs, or about getting along in the country of training, their responses tend to reflect their motivation for achievement. A slight tendency is noted for those who indicated they could have benefitted from more information to also rate CT-195 higher their actual achievements in use of training. The CT-229 prior plans reported by supervisors, for their employment after training show little or no relation to participants' CT-230 ratings. Activities of technicians and supervisors as- CT-220 sisting or not assisting in predeparture preparations, made

CT-211 no difference in ratings of utilization made by the same
CT-231 technicians and supervisors.
CT-195

SUMMARY

It appears from these findings, therefore, that technicians and supervisors observe little or no relationship between predeparture procedures of selection and orientation, on the one hand, and effective utilization of training on the other. The participants themselves, however, do reveal a definite relation between ultimate use of training and their actual participation in the planning of their programs as well as their feeling of satisfaction with the program before they departed.

i. Factors Associated with Utilization in Country of Training

Technicians rated certain aspects of the training program as satisfactory or unsatisfactory for the needs of the
CT-222 project for which the participants were trained. Their
CT-223 ratings of the subject matter covered and the level of difficulty of the training show a significantly high correlation with their ratings of the same participants'
CT-221 utilization of training. Ratings of the length and type
CT-224 of program (observation, on-the-job, university, group)
CT-226 and training techniques used showed no relation to their
CT-232 ratings of utilization. Their ratings of the ability of
CT-233 participants to achieve project goals without outside help were unrelated also to their ratings of level and
CT-234 type of the programs. Technicians' ratings of use of
CT-236 training reveal no differences associated with appropri-
CT-225 ateness of country of training, nor do their ratings of
CT-235 participants' self sufficiency in achieving project goals.

Participants' ratings of utilization were found to be correlated with the length, type and country of training and their own initiative in program planning.

Length of Training - Participants' utilization
CT-168 scores reveal significantly higher ratings for those whose programs were longer than six months in contrast to significantly low ratings of those with less than six
CT-185 months training. Those who expressed the opinion that their programs were "too short," also rated their use of

training significantly high, while those who stated the length of training was "about right" rated their utilization significantly low. These findings reveal that motivation and level of aspiration are significant factors in determining the level of achievement.

CT-166 Country of Training - The utilization ratings of participants trained in Japan are significantly higher than ratings of those trained elsewhere. This finding is associated not only with the relative lack of language and cultural barriers to training, which obviously effected their selection and assignment to Japan, but also to the fact that these assignments were made during the more recent five year period for which participant ratings of achievement were characteristically higher.

CT-169 Program Planning - Nearly half of the participants reported that their programs were only partially arranged when they arrived in the country of training. It is interesting to note that these rate their use of training significantly high, whereas those reporting their programs arranged in complete detail rate their use of training significantly low. It was reported elsewhere that those who helped plan their own programs rated their utilization higher. These two findings may well be related, in that many participants may have assisted in planning some aspects of their programs after arriving in the country of training.

CT-175 There is little relation between participants' ratings and their statements about pursuing the original training plans. That is, after initial planning was completed, with or without the participants' help, there were 12% who reported that important changes were made later, either adopting improvements suggested by participants or yielding to the demands of extraneous circumstances.

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CT-173
Type of Training - Participants find on-the-job training and university training decidedly effective in their ultimate ability to use and transmit training. Participation in observation tours and special group programs not at universities were not closely related to indices of utilization.

Although the technicians considered subject matter
CT-186 and level of difficulty as very significant factors, the
CT-187 participants do not reveal any relation between these
CT-176 factors and their ratings of utilization. Neither do
CT-174 they relate the actual obtaining of a university degree to their ultimate use of training, though the time in training required to obtain such a degree or gain other
CT-188 training is important, as indicated earlier. The kind and degree of difficulty with the use of English during training is also unrelated to utilization scores.

SUMMARY

Of all aspects of the overseas training, the technicians viewed the appropriateness of subject matter and level of difficulty as the most important determinants in the successful outcome of the training program.

From the participants' point of view, on the other hand, they were most likely to achieve satisfactory use of their training if they had on-the-job or university type training. Although a period of training in excess of six months actually yielded much higher achievement ratings, a factor of even greater significance is found to be the degree of motivation and aspiration revealed in statements that periods of training were "too short." A further indication of this factor is noted in high ratings associated with initiative exercised in program planning after arrival in the country of training.

j. Post-training Factors Associated with Utilization of Training

Contact with USOM

Findings relative to contacts between participants and USOM projects or USOM technicians reveal rather striking evidence of differences in interpretation of the impact of such contacts upon the utilization and transmission of training.

CT-183 Participants were asked if they had any kind of contact with USOM projects or technicians since their return from training. For 70% who indicated they had some contact, the utilization ratings are significantly high. For 30% who reported no such contact, utilization ratings are significantly low. This suggests that participants

do identify their successful achievements with some type of contact with USOM.

CT-184 When asked about frequency of contact specifically with a USOM technician, however, 50% of the participants, obviously including the 30% mentioned above, claimed that no USOM technician was available. Utilization ratings for this group, therefore, are also significantly low. For the 50% who reported frequent or occasional contact with USOM technicians, the degree of contact reported bears no relationship to their utilization ratings.

CT-199 Furthermore, those participants with whom technicians reported relative freedom of communication without any interference, show no differential rating of their achieve-
CT-200 ment in relation to this factor. Participants with whom technicians claim regular contact in great proportion rate their utilization low. On the other hand, a significantly large percentage of participants, with whom technicians claim only occasional contact, rate their utilization
CT-214 high. In sharp contrast, technicians gave highest utilization ratings to participants with whom they report they have the greatest amount of contact. This suggests that, from the participant's point of view, the amount of contact he has with USOM technicians has no direct bearing on the effective use of his training, whereas for the technicians it has an important bearing.

CT-122 Reference was made above to the frequency of contact with USOM technicians reported by the entire sample of participants, indicating that technicians were available for about 50% of them. When these responses are compared to technicians' ratings of how much contact they have had with individual participants since their return, the data are derived from a subsample, whom the current technicians were able to identify, comprised of one-third of the total sample. The resulting comparison reveals that, of this subsample of participants, 35% claim that no USOM technician was available to them. There is, however, a high correlation between ratings, made by this select group of participants and the technicians, of the frequency of contact between them. That is, the one-third of the total sample whom the current technicians knew about, generally reported about the same degree of mutual contact as did

the technicians. Of those who said there was no technician available, some 70% were reported by technicians as contacted only occasionally or less.

CT-116 There is some evidence that those living in provincial city areas have had less contact with USOM technicians than those living in rural areas or Taipei.

CT-19 Participants trained in Agriculture more often report having had contact with USOM while those in Military Support and Transportation report least contact. This is in some contrast to technician's reports. Of the 52% of the participants with whom technicians reported infrequent contact after return from training the greater proportion were in fields of Health, Agriculture, and Miscellaneous. Of the 48% of the participants with whom technicians reported regular or frequent contact, the greater proportion were in the fields of Transportation, Industry and Mining, Public Administration and Education.

CT-218
CT-219 Technicians' ratings of the attitudes of participants toward their jobs and toward the training they received are very highly correlated with their ratings of the achievements of the same participants in the use of their training. Technicians thus observe a significant relationship between motivational factors and effective utilization and transmission of training.

CT-227 In the judgment of the technicians there is a significantly high correlation between the importance of individual participant's jobs to the overall economic development of China, on the one hand, and their actual achievements in using their training on the other. In other words, those who are assigned to jobs that are considered most essential in achieving development goals set by AID and CUSA, are making best use of the training provided to fit them for their responsibilities, according to their ratings in utilization scores.

CT-213 Technicians revealed no difference in ratings of utilization associated with whether or not coworkers or supervisors of the participants had been trained abroad, whereas the supervisors and participant ratings indicate

that this is a highly significant factor in determining the effective use of training.

CT-201 A direct comparison of utilization ratings derived from participant and technician questionnaires for the same participants reveals a slightly positive but not a significant relationship. That is, for the most part, it can not be determined that a high rating by the participant would predict a high rating by the technician, or vice versa, though in many instances they are similar. This index measures, to some degree, the lack of correspondence in standards of evaluation and the difficulty encountered or perhaps the reticence of participants in communicating to USOM technicians all they are doing as a result of their training. The same relative lack of
CT-120 correspondence is revealed in comparing responses of technicians and participants to similar questions about the contribution of training to job performance or advancement.

SUMMARY

A comparison of the responses of participants and technicians regarding the nature, degree and significance of their working relationships in achieving a satisfactory use of training, reveals some points of agreement and similarity as well as some areas of rather marked difference in opinion and interpretation. The total impression is that specialists may share the same strong devotion and purpose to contribute to the social and economic development of a nation, but interpret their responsibilities from different historical and cultural backgrounds. Evidence presented here of the close correspondence in evaluating the degree of inter-personal working relationships is a definite index of mutual understanding on which future common interprises may continue to be built. Technicians bear witness to the effectiveness and significance of appropriate attitudes and motivation on the part of participants toward the importance of their work in order to achieve a high degree of utilization and transmission of their training. They also reveal a strong sense of personal involvement in the achievements of the participants.

Participants indicate by their ratings that some kind of contact with USOM is important to the attainment of the highest use and transmission of training, but they also reveal that, from their point of view, the USOM technicians are not readily available and even when they are the amount of actual contact with them is unre-

lated to the successful use of their training. In contrast to technician's ratings, the participants' ratings reveal that the prior overseas training of their supervisors has an important bearing on their successful achievements. Furthermore, a direct comparison of utilization ratings by participants and technicians, as well as their ratings of the significance of the training program to job performance and advancement, reveals a relative lack of correspondence, which can only be attributed to inadequate communication regarding the nature and degree of successful achievements which participants are experiencing.

These findings point to a definite need for facilitating channels of communication between returned participants and USOM technicians. Even more important is the need for improving the quality of such contacts so that more meaningful and complete information regarding participant achievements may be available. Many more substantial benefits may be realized from the expenditure of funds and effort in training when the common purposes and motives of participants, supervisors and technicians are joined in common effort.

k. Contact with Employers

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CT-179 Returning from training to the same or different job or even to a job that had not been anticipated had no bearing on ratings of use of training. These factors have often been referred to as indicators of whether a participant was pursuing a course of work in which his training would be used, but these findings show that they are not reliable indicators. Although 84% did return to the same jobs and 9% of the remainder did take jobs that had been planned for them, these facts alone provide no basis for prediction that the training would be utilized or transmitted.

CT-190 A comparison of participants' ratings of utilization with their statements about whether their training had helped them to get a better job or not, reveals that this latter factor has little relevance to their ratings. Hence, assurance may be given that the derivation of utilization ratings from participants' reports is not biased by this factor.

CT-191 On the other hand, there is strong supporting evidence that their reports of utilization and transmission of training are closely related to the degree of personal satis-

CT-192 faction they derived from the training program as well as to their feeling that it was a most important contribution to them and their country.

CT-182 There is a significantly larger percentage of high ratings of use of training from those participants who report that their supervisors encouraged them to use their training. This is rather obviously a more important factor, for instance, than close contact with a USOM technician.

CT-180 The fact that someone else, with whom the participant worked, had already been trained abroad was found to be positively associated with the participants' ratings of
CT-181 utilization. A more detailed analysis of these findings reveals that more significance is attached to the super-
CT-206 visor having had training abroad, as far as participants' ratings are concerned. A difference in the supervisor's ratings is also revealed between those trained abroad and those not trained abroad. When their ratings are combined there is no differential distribution between high and low ratings. An examination of the separate ratings,
CT-204 however, reveals that those supervisors who have been trained abroad not only provide the encouragement and inducement for greater use of training, as reported by participants, but also that they themselves recognize and rate high achievement for more participants.

CT-196 Nearly all supervisors (94%) said they thought the training program was worth the cost and difficulty involved. The small percent remaining is insufficient to determine to what degree this factor is related to use of training, but the supervisors' rating of the importance
CT-197 of the participants' training to his usefulness in the organization is significantly correlated to participants' ratings of utilization.

CT-198 This correspondence between supervisors' and participants' evaluations of the over-all training program is further demonstrated by the relatively high correlation between actual ratings of use by each of them.

CT-238 Evaluation reports were received from both supervisors and technicians for one out of six of the total sample of participants. A comparison of the supervisor

and technician utilization ratings for this sample reveals no relationship.

SUMMARY

There is considerable correspondence, therefore, between evaluations of training made by participants and their supervisors. Certainly, the help and cooperation of a supervisor, especially one who has himself been trained abroad, contributes to the ability of participants to achieve greatest utilization and transmission of their training.

Ratings of highest utilization and transmission of training are not associated, from the participant's point of view, with the gaining of better employment as a result of the training, but rather with a deep sense of satisfaction derived from having made a contribution in an undertaking of importance to himself, his employer and his country.

3. Satisfaction with training: Is the training at the appropriate level, of good quality and relevant to the needs of the participants in their home country situation?

   a. Are participants, supervisors and technicians satisfied with training programs?

Q-139-41 Participants responded freely to an invitation to express any comments or ideas about changes they would like to see made in their programs if they were to go through them again. They offered on an average more than three suggestions each. These will be presented in order of frequency. As might be expected, many (41%) frankly said that more extensive training covering a greater range of subject matter would be desired. More specific improvements suggested were: different planning personnel who would provide better and more meaningful organization to the training with more effective guidance (32%); more advance information about training and conditions in the country of training (30%); more practical, on-the-job, laboratory type training (29%); and opportunity to help plan their own programs (26%).

Q-144 Only seven percent of the participants indicated that the training experience was "not too satisfactory." Others said it was "moderately" (58%) or "very satisfactory" (35%).

Q-145 Nearly all (94%) expressed the opinion it was one of the

CT-69 most important events in their careers. Participants' ratings of the importance of their training are rather evenly distributed by age groups except for the lower

Q-146 ratings given by the 45 to 49 year group. Some of the reasons given for the importance of the training were that it enabled them to work more effectively (36%), make greater contributions through application of newly learned knowledge and techniques (34%); also that they could develop mutual understanding with people in a country with high technological development as well as international outlook (23%).

Q-186 Supervisors also claimed the training was well worth

Q-187 the cost and the difficulty (94%) and reported freely on positive and negative aspects of the suitability of the training for usefulness in their organizations. A large majority (69%) reported the training to be specifically suited and applicable to needs of the employer and the country; that the participant brought new methods and techniques (41%)adding increased value to their efforts; that he has contributed his knowledge and skills in many ways to others (34%) increasing the level of self-confidence and responsibility as well as productive capacity for himself and others (29%). On the other hand, there were a few who quite frankly acknowledged that they were unimpressed by the returned participants, that the training made no difference (1%), it was inappropriate for the job at hand (2%) and the participant made no contribution to others in the organization (1%).

Q-188 Supervisors offered many suggestions regarding improvements they would like to see if they were to send another participant on a similar program. Although 23% said the program was entirely to their satisfaction, there were 42% who made suggestions about program planning: Mainly that planning should be better coordinated with specific needs of the employer and the country and hence that the supervisor should have a more important role and more time in planning the subject matter, timing and place of training. Suggestions regarding content of training (60%) varied according to the needs of the particular organization represented. Most of these emphasized the need for less widely scattered, more specific and practical, on-the-job type training with occasional reference to different aspects of the field of specialization not covered

by the program. Most comments regarding length of training indicated the period of training should be longer (24%).

Q-189 Ratings by supervisors of the importance of individual participants' training for the needs of their organization were as follows: essential (27%), very important (39%), helpful but not very important (23%), not useful (11%).

Q-190 After concluding the program evaluation of each individual participant, supervisors were asked to evaluate specific aspects of the entire training program. The percentage expressing satisfaction with certain procedures are as follows: procedures by which participants are selected - 47%; subject-matter covered - 57%; level of programs - 82%; length of programs - 33%; country of training - 56%; practical experience provided - 67%. Those who expressed dissatisfaction freely expressed their suggestions and criticisms. Following are some of their most frequent suggestions with percent of supervisors mentioning them: selection of participants should be by supervisors - 21%; they should be selected by competitions or examinations - 11%; knowledge or experience in special field should be the principal criterion for selection - 14%; more people from supervisors' own organization or specialized field should be sent - 48%; selection procedures should be simplified and expedited - 6%; subject matter should fit specific needs of participant, employer and country - 25%; and should cover more subjects and more specified details - 14%; level of program too elementary - 7%; length of training too short - 45%; some or all of training should be in Europe - 28%, Asian countries - 10%, United States - 10%; more practical experience needed - 20%, especially if related directly to employer's and participant's work - 12%.

Q-204-08 Technicians also made general program evaluations following their rating of individual participants. Following are a few of the strong and weak points most frequently mentioned: participants should be selected on the basis of proved experience and ability - 36%; participants do not get enough practical, on-the-job training - 28%; over-all the program is good, effective and adequate - 28%; subjects studied are appropriate to needs of the country and participants - 25%; program is not appropriate

to needs of the participant - 22%; USOM has insisted that training be put to good use - 72%; USOM is not able to exert sufficient control over participant's job placement - 36%; former participants should be contacted personally by technicians - 47%, on a regularly scheduled basis to inquire about use of training and need for assistance - 53%; conferences, workshops and seminars should be held - 28%; host government and USOM should promote better understanding and cooperation by sponsors and employers of participants - 28%.

SUMMARY

After having discussed all phases of their training program in some detail, the participants rated their satisfaction with the entire experience on a three point scale. Over half (58%) rated it moderately satisfactory, 35% rated it very satisfactory and only 7% rated it not very satisfactory. Serious consideration was given to the suggestions for improving the program, because nearly all (94%) felt it was the most important event in their careers in spite of needed improvements. The opportunity to acquaint themselves with people of high technological skills and international outlook requires that participants help plan their programs, obtain more advance information and have better guidance during training in order to profit most from the experience in actual knowledge and practical understanding.

A large majority of supervisors (69%) said the training was specifically suited to the needs of of the country and the employer, increasing productive capacity, but they also felt it could have been even better if planning had been coordinated more carefully with them. Training could meet specific needs more often if local problems and circumstances could be conveyed to those offering the training. This same point was made by technicians, suggesting that prior to training some effort should be made by technicians themselves to communicate to program managers the techniques and tools in common use by the participants, which may need to be adapted to new technological ideas. Technicians emphasize that improved communication and follow-up procedures are needed to insure greater returns from the investment in training, particularly to give greater impetus and encouragement to the "multiplier effect," thus contributing to a self-sustaining middle-manpower pool of skilled and semi-skilled specialists.

b. Interrelationships of different measures of utilization of training and satisfaction with training

CT-191 Participants' reports regarding their satisfaction
CT-192 with the program, its overall importance and its effect
CT-149 on the kind of job they now hold, as well as their rating
CT-150 the use of their training all reveal patterns of inter-
CT-118 relationship of varying degrees.

A close relation is found between participants' rat-
CT-196 ings of utilization, on the one hand, and supervisors'
CT-197 utilization ratings as well as their ratings of the im-
CT-198 portance of the participants' training for the job, and also their evaluation of the program in terms of cost and effort.

CT-153 Supervisors' ratings of the importance of the train-
CT-207 ing as qualifying participants for their work, also their
CT-119 ratings of utilization of training and specific statements about transmission of training are all positively related to similar information from the participants' reports.

CT-201 There is no significant relation between participants'
CT-238 and technicians' ratings of utilization nor between tech-
CT-154 nicians' and supervisors' utilization ratings. Neither is there any significant relationship between technicians' ratings of utilization and participants' rating of satisfaction with the training.

CT-120 No significant correlation is found between technician and participant ratings of the importance of train-
CT-237 ing to job performance, nor between technicians' and supervisors' ratings of the contribution of training to job performance.

CT-121 There is a close correlation between participants' ratings of help received from their supervisors and the technicians' rating of how well the supervisor uses the training of the participants.

SUMMARY

In overall ratings of major aspects of the training there is a consistency in reporting between the participants and supervisors, but ratings by technicians are usually not significantly correlated to those of participants and supervisors, though a slight positive trend is noted in some instances. This suggests that in spite of barriers of Language and culture, there is a small degree of uniformity in reporting which reveals some basis of mutual understanding and purpose between USOM technicians and host

country personnel that may be developed and made more effective.

Actually, analysis of all findings in this context, as well as a reading of the uncoded responses, reveals an underlying similarity in ultimate objectives and certainly in sincerity of purpose. The wide discrepancies in interpretation of training results found in this study point to a serious need for training USOM personnel in the application of technical assistance to the unique characteristics and needs of the host country. Acquaintance with technological history and practices in the host country, as well as with popular opinion and customs related to special areas of achievement, must precede the planning of a training program if it is to yield optimum benefits in meeting AID objectives. Furthermore, informal communication skills must be developed for the intensive person to person mutual learning experiences required for the achievement of truly effective technical assistance.

Differences in interpretation of the results of training also occur because of differing expectations about the range of application of technical assistance. Although each individual training program is planned and authorized for execution on the basis of its contribution to a specific function on a specific project, the ultimate significance of the training may be properly evaluated only when viewed in the light of long range and wide-spread contributions to a growing, changing pattern of economic development. An increased incidence of job mobility may therefore be expected to result from an expanding economy in a democratic country, and indeed the movement of specialists to areas of increased responsibility may be considered to be a contributing factor to social and economic growth.

c. <u>What factors are related to satisfaction with training</u>?

CT-123 CT-8 <u>Fields of training</u> - Ratings of "satisfactory" were fairly evenly distributed for all fields, except for somewhat greater percentages of "not too satisfactory" among those in Military Support and Transportation. These also more frequently claimed they were not informed about their programs before leaving.

CT-131 <u>Year left for training</u> - Somewhat higher percentages for "not too satisfactory" are found for 1959, 1958 and 1956, while 1954 shows more rated "very satisfactory."

CT-124 <u>Level of position</u> - No notable differences in ratings of satisfaction.

CT-125 Age - Rather striking differences are revealed with those between 45-49 and under 35 years generally rating their satisfaction low while those from 35 to 45 rate it quite high.

CT-126 Sex - No notable difference in ratings of satisfaction.

CT-127 Total years of education - No distinction is made in rating satisfaction.

CT-128 Marital status - A distinct and significant difference is found here with unmarried participants' ratings very low.

CT-130 Satisfaction with program before leaving - A very significant correlation occurs here indicating that satisfaction with program planning before leaving is a good basis for prediction of overall satisfaction.

CT-132 Country of training - No distinction in rating satisfaction is shown for particular countries.

CT-133 Time in training - Those in training over one year rate satisfaction high significantly more, whereas those with less than 6 months reveal predominantly low ratings.

CT-135 Observation tour - Those who did not go on tours gave predominantly low ratings.

CT-136 On-the-job training - No variation in ratings for those with or without this type training.

CT-137
CT-139 University training or degrees - No difference in rating satisfaction for those who did and those who did not have university training, or receive degrees.

CT-138 Special group training - No distinction in ratings is shown for those with or without this type of training.

CT-140 Original program followed - More ratings of "very satisfactory" are noted for those who had important changes made in their programs.

Social Activities - Hospitality

CT-146
CT-147 The comparable ratings of time available for personal activities and of social activities arranged shows a definite relation to ratings of satisfaction with the overall

PARTICIPANTS INDICATED THE OVERALL TRAINING EXPERIENCE WAS

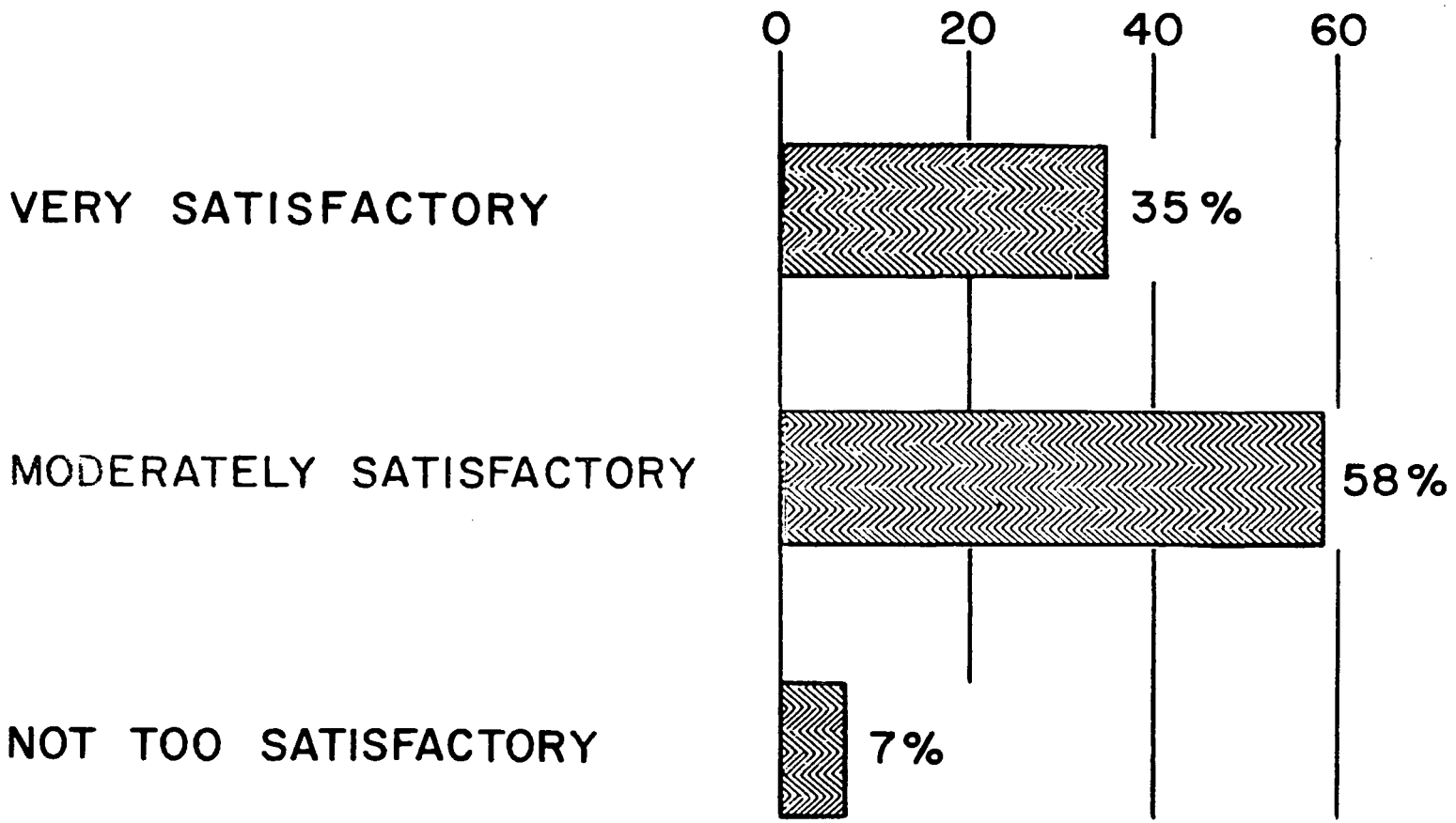


PLATE VII

program. Those who found the social activities and free time about right rated the programs as "very satisfactory" much more frequently, while those who found too few social activities and too little free time more often rated the program as "not too satisfactory."

CT-141 The rating of satisfaction with the overall program reflects only very slightly the factor of visits to private homes. Those who rated programs as "not too satisfactory" did include, however, more than the average number of those not entertained in private homes.

Most Valuable and Least Valuable Part of Training Experience

Several questions were presented in various contexts to assist participants in offering, with as much freedom of expression as possible, discriminative judgments about
Q-76 various aspects of the program. For instance, they were asked "What was the one most useful and valuable part of
Q-77 your experience?" Following this they were asked "What was the one least useful and valuable part of your experience?"

It was difficult for many participants to give but one response to these questions, since they could have
Q-76 mentioned many things they liked or disliked. So their choices may be considered to have considerable weight. When asked about the most valuable part of their experience, by far the larger number (37%) offered general statements covering all the subjects, techniques and procedures studied in their program. More specific choices included observation tours and visits to industrial plants (18%), on-the-job training and practical work (14%) university attendance (13%). Many other choices fell into three general clusters - the high quality of instruction, professional development and contacts (6%) - modern industrial organization, teamwork, equipment (5%) - coming to know people, their customs and characteristics (6%). This, then, represents the broad spectrum of good impressions and recognized values from the overall program as seen by the participants.

When they were asked to look at the other end of the
Q-77 scale of values and report the least valuable experience, it was even more difficult. The range of responses is an indication of the fine cooperation given in this evaluation. One out of five demurred by saying the entire pro-

gram was valuable. Visits to specific places were chosen by most as their least rewarding experience (32%). Those in the fields of Labor and Education mentioned this most often. Next in order of frequency were many social and cultural contacts, every day living experiences and strange and uninteresting practices encountered (12%).

CT-27 Those in Miscellaneous and Transportation fields made such references most often. Next was the university or school attended and the specific courses studied (11%). Those in Education, Health, and Agriculture referred most often to this.

Others mentioned less frequently were: the time in Washington, study of English and other specific experience (9%), on-job-training (9%) orientation program (4%) discriminatory attitudes (2%).

CT-48 Comparison of responses for most valuable experience and year left for training reveals that those who left in 1951, 52, 53 most often rated university attendance as most valuable. Ratings in other areas are fairly evenly distributed over the years.

CT-70 Comparison with age at time of departure reveals a greater than average preference for observation tours and university attendance on the part of the few who were under 25 years of age. Those over 55 also show a predominant preference for observation tours. All other age groups were evenly distributed in rating various preferences.

CT-193
CT-103
CT-151 No prominent trends are revealed in comparing experiences rated as most valuable, on the one hand, with the rating of utilization of training or satisfaction with the overall program, on the other.

SUMMARY

Ratings of favorable and unfavorable impressions of training programs show various dimensions of relationship to other factors, and a more detailed analysis would be required to pinpoint specific causes of dissatisfaction. Although higher utilization ratings are given by participants trained more recently, these also generally tend to rate training as "not too satisfactory," and vice versa. A peak of high ratings of satisfaction at the modal age level of 35-45 years of age is in contrast to low ratings above and below that age. Unmarried participants rate satisfaction with their

training programs very low. Those in Military Support and in Transportation fields of training give low ratings of satisfaction and also indicate that they were not given information about their programs before leaving. In general, there is a high correlation between satisfaction with training plans prior to departure and ratings of over-all satisfaction. Total time in training is highly correlated with ratings of satisfaction but is not reflected in types of training accordingly, due to over-lapping types of training given each participant. However, the low ratings of satisfaction from the 12% who did not go on observation tours could be associated with the fact that ratings of the variety of activities in training programs is also highly correlated with ratings of over-all satisfaction. Tours for the sake of variety, however, do not account for this finding, since the feature of training which was freely and spontaneously noted as least valuable by the largest number (32%) was visits to specific places. Ratings of time available for pursuing personal activities is also correlated with overall satisfaction, as are the important changes made in training plans overseas with the help of the participant.

Aspects of training rated as least valuable reveal the kinds of experience which, for certain individuals, cast an overtone of unpleasantness over what was otherwise a profitable and pleasant experience. Such information may well serve as a guide in planning future orientation and training experiences so as to prepare not only the participants but also their project managers to insure optimal training benefits. Managers of training projects should be able to anticipate cultural difficulties and be prepared to enrich learning experiences accordingly.

These findings again emphasize the desirability of maintaining a close contact and understanding with individual participants during the course of their training in an effort keep up interest and motivation and to offset the normal stress of monotony, strangeness and homesickness. In other words, orientation should be a continuing attribute of the overall training experience.

d. Variety of Program

Q-66 Although 40% of the participants reported that the variety of activities which their programs required of them was all right as it was, there were more (43%) who would have liked greater variety and 17% who said there were too many activities required in their program.

CT-24 When compared to major fields of training, the e-

valuations of the variety of activities in the programs varied somewhat in a few fields. Those in Military Support and Health more often said they would have liked more variety of activities in their programs and only a few said there were too many. On the other hand, most of those in Transportation said there were too many things to see and do in their programs.

CT-64 For most age levels there is no difference in rating the number of things required of them on their training programs. For those under 25 years of age and those over 55 years, though the overall numbers were relatively small, the estimates of the number of things required of them on their programs was markedly biased in the predictable direction - the younger wanted more things, the older wanted fewer.

CT-98 When the primary country of training was United States or Japan it made very little difference in rating the variety of things in the programs. In the Philippines, however, more said they were required to see and do too many things.

CT-99 There was no difference at all in rating variety of program between those who did and those who did not go on observation tours.

CT-100 A slight tendency is noted for those who had on-the-job training to say they would have liked more variety in their programs.

CT-101 Attendance or lack of attendance at a university during training did not effect a change in the ratings
CT-102 regarding variety of things in the programs, and neither did attendance or lack of attendance at a special group program not at a university.

CT-144 There is a positive relation between ratings of satisfaction with the overall program and ratings of the variety of things required on the programs. Of those who would have liked more variety there is a significantly greater percentage who rated their programs as unsatisfactory. A greater percentage of those who found too many things in their programs also rated their programs as unsatisfactory. A significantly larger percentage of those

VARIETY OF ACTIVITIES IN TRAINING PROGRAM RATED BY PARTICIPANTS

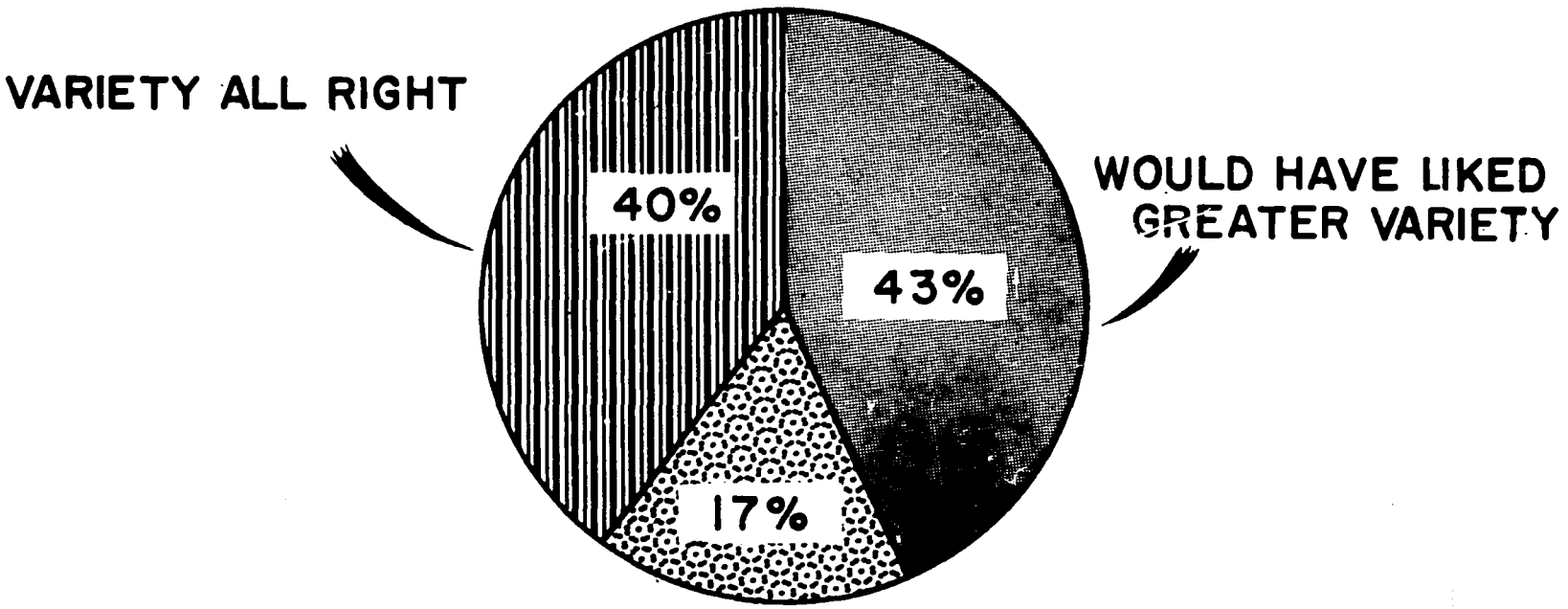


PLATE VIII

rating their programs "satisfactory" comprised those who found the variety all right as it was. It would appear that appropriate variety was an important factor in determining satisfaction with the overall program.

CT-186 There is no relation shown between evaluations of the variety of things in the programs and the ratings given by participants for their utilization of training.

CT-103 Neither is there any relation between evaluations of the variety of things in the training programs on the one hand, and the kinds of training experiences rated as most useful and valuable, on the other.

SUMMARY

Three out of five participants voiced dissatisfaction with the number and variety of things they were required to see and do. Although the 17% who complained of too many things may have been more vociferous at times, there were actually 43% who felt they had been denied the variety and number of different training experiences they had hoped for. Generally speaking, these two types of opinions were about evenly distributed for other factors, but age at the extremes of youth and the more elderly did show distinctive complaints of "not enough" and "too much," respectively. Those in the field of Transportation more often said they had to see too many things, while those in Health and Military Support said there was not enough variety.

An important finding for future planning is the close relation between overall satisfaction and the appropriate amount of variety and stimulation provided by the training program.

e. Length of Program

Q-64 Participants generally judged their programs to be too short (60%), though 3% said it was too long and 37%

Q-65 about right. Estimates of the proper length were mainly for a period of 12 to 24 months - 29%, with 14% estimating 2 to 3 years and 2% over 3 years. Other estimates

CT-23 were from one month to a year - 18%. In relation to fields of training estimates were generally about evenly distributed, except that a larger percentage of those in Military Support training said the program was too short, and in Transportation and Health a somewhat larger pro-

CT-63 portion said it was too long. In relation to age the estimates were also fairly evenly distributed. Those under

25 years of age and over 55 years of age, though relatively small in number, were more inclined to report the program too short. Ratings of "not too satisfactory" were characteristic of those who estimated the programs too short or too long, and those said the length was about right more often rated the program as "satisfactory."

CT-143

Utilization scores from participants' reports show little relation to opinions regarding length. There is a slight tendency for those who estimate programs too short to rate utilization higher. Most supervisors (65%) rated the length of program unsatisfactory, because it was too short to get university degrees (7%) or for other reasons (45%). Only 7% said it was too long. Only 9% of the technicians rated length of program unsatisfactory. Two-thirds of these said it was too short and one-third too long. Those technicians who rate the length of program as satisfactory also tend to rate utilization of training higher.

CT-185

Q-190

Q-199

CT-224

SUMMARY

The overall opinions of participants, supervisors and technicians is that programs were too short, most of them estimating between 12 and 24 months as most appropriate whereas the actual length averaged about 11 or 12 months for most programs. Obviously, these estimates are based on characteristic objectives set for achievement in the programs since the length of programs must be judged by this criterion.

f. Level of Difficulty of Program

There were 85% of the participants who said the level of difficulty of their training program was about right, 2% said it was too advanced and 13% too simple. Of the 68% who said they had not been told anything about the level of their programs before they left home, 79% claimed it would have been helpful to them in their training if they had been informed. Those who had not been told about the level of difficulty of their programs before going abroad, more often found their training either "too simple" or "too advanced." It is revealing to note that many of those who claimed they had an opportunity to take part in planning their programs (61%) also stated later that the program was "too advanced," whereas those who did not take part in planning often said it was "too simple."

Q-67

Q-68

Q-69

CT-112

CT-106

The age of participants at time they left for train-

CT-65

ing appears to have no relation to the ratings of level of difficulty. Nearly the same proportions are found
CT-104 for all ages. Neither was any relation shown with the number of years in the field of specialization.

CT-25 In relation to major fields of training activity, the program was rated "too simple" by a greater proportion of those in Miscellaneous, Education and Transportation, and as "too advanced" by a larger proportion in Health and Sanitation. Nearly 100% of those in Labor and Public Ad-
CT-107 ministration said it was about right. Those who studied in the United States tended to rate programs of training as "too simple" and those trained in Japan more often rated their programs as "too advanced."

CT-105 A marked relation, in the expected direction, occurs between prior attendance or non-attendance at a university and ratings of level of difficulty. University trained people more often find the level "too simple" and vice
CT-110 versa. Those who attended a university during their training, however, more often rated their program as "too ad-
Q-60 vanced" and those who did not as "too simple." Of the
Q-61 participants enrolled in university courses, 4% received
Q-62 degrees. They said the degrees will insure advancement,
Q-63 better jobs and salary, prestige and professional recognition, as well as knowledge, ability, self-confidence and responsibility. Those who did not have sufficient time to complete a degree said they would have gained these same benefits if they could have gotten degrees.

CT-111 Those who attended a special group program not at a
CT-109 university and those who had on-the-job training showed a
CT-108 tendency to rate their programs as "too simple," and those who went on observation tours as "too advanced."

CT-113 Of those who said they had no difficulty with English during their training, a relatively small number rated the level of difficulty as "too advanced." Those who reported difficulty in understanding others or being understood showed more of a tendency to rate the level of difficulty as "too simple."

CT-145 There is a very high correlation between ratings of level of difficulty and ratings of satisfaction with the program. Among those who found the program "too simple," a significantly greater number also rated it "not too satisfactory" in relation to the small number who rated

it "very satisfactory." The same relation is true for those who found the program too advanced, that is, more rated it "not too satisfactory." On the other hand, a significantly greater number of those who found the level about right also found the program "very satisfactory."

CT-187 There is no relation at all between participants' ratings of level of difficulty their ratings of utilization of their training.

Q-190 Supervisors reported roughly the same as participants regarding the level of difficulty of training programs. They said 81% were about right, 7% too simple, 2% too advanced and others commented that training was not consistently at an appropriate level.

Q-199 Technicians also rated 81% of the programs as satisfactory in level of difficulty. For the few they rated as unsatisfactory more were said to be "too advanced."

SUMMARY

The findings uniformly reveal that the level of difficulty of training programs was satisfactory for at least 4 out of 5 of the participants, and that for the remainder it was more often disappointingly simple, though in 2% of the cases it was too advanced. For those with prior advanced college training the programs appeared too simple, however, those who were assigned to university training in their programs reported them too advanced. Those in the field of Health training said that some of their programs were too advanced. On the other hand, those assigned to on-the-job type projects often found their training too simple, particularly those in the fields of Education, Transportation and Miscellaneous training projects. The training projects in Japan were often reported as too advanced, in some contrast to those in the United States.

Of significance for the purposes of this report is the finding that for those who did report dissatisfaction with level of difficulty, which was usually too simple, the experience was very disappointing and no doubt influenced their attitudes and motivation toward the entire training program. As many technicians have indicated, level of difficulty of training is an important variable in proper planning and pre-departure orientation.

4. Non-technical aspects of training

a. Pre-departure information

Participants were asked about the nature and adequacy of information they received from employers, government ministries, and USOM technicians before going overseas for training.

Q-23-27 Participants gave essentially the same response when asked about information they received from their employers and from government sponsoring ministries. In each case 27% reported they received no information and of the 73% who did, 3 out of 4 were employed by the sponsoring minis-
CT-81 try. Comparing sources of pre-departure information reveals that those who did not receive information from their employer received it from their ministry and vice versa. Eleven out of twelve said it was their immediate supervisor who informed them, and that the kind of information received was mostly about subject matter (74%), administration, finance, transportation, etc. (53%), post-training job and utilization of training (43%).

Q-28 At the time they were selected to go abroad for
Q-29 training 5% said they were employed mostly full time by
Q-30 USOM, where information on overseas training was redily available. Of the remainder about half said their work occasionally brought them into contact with USOM projects.
CT-82 These who worked for USOM or a joint project with USOM more often received predeparture information than those
Q-203 who worked elsewhere. USOM technicians currently employed could report having provided pre-departure information to only 6% of those who had returned prior to June 30, 1960.

Participants were asked if they received enough in-
37a-37e formation about five different aspects of their training programs and, if not, what information was lacking. The kind of additional information needed regarding training programs, in order of frequency, was:

(1) Where they would be going - 46%
(2) What they would be learning - 38%
(3) When they would be going - 28%
(4) Other general problems - 22%
(5) Length of the program - 10%

Another similar inquiry referred to information re-
40a-40e garding five aspects of how to get along in the country of training. The kind of additional information needed regarding how to get along, in order of frequency, was:

(1) Colloquial speech and idioms	- 36%
(2) Manners and customs generally	- 20%
(3) Use of restaurants and public facilities	- 18%
(4) Religious practices	- 15%
(5) Use of money	- 9%

How many of the five questions relative to the training program were answered "yes-enough information was received?"

All five questions answered "yes" (No additional information needed on any)	29%
Four questions answered "yes"	26%
Three questions answered "yes"	24%
Two questions answered "yes"	15%
One question answered "yes"	5%
None (Needed additional information regarding all five questions)	1%

How many of the five questions about getting along in the country of training were answered "Yes-enough information was received?"

All five questions answered "yes" (No additional information needed on any)	50%
Four questions answered "yes"	21%
Three questions answered "yes"	17%
Two questions answered "yes"	7%
One questions answered "yes"	4%
None (Needed additional information regarding all five questions)	1%

These findings indicate that relatively few participants felt they were inadequately informed in all areas regarding their programs and how to get along (1%) or even in four areas (4% and 5%). On the other hand, there is a rather striking difference in the number who considered themselves to have been adequately informed in all areas. Half of all the participants said they need no further information in any area relative to how to get along in the country of training, whereas, only 29% were so well in formed about all areas of their training programs. Actually, the average number of replies indicating a need for additional information in each area regarding the training program is 29% of the total; whereas, the same index regarding additional information needed on how to get along in the country of training is 19% of the total. It is apparent from these findings that participants generally considered themselves to have been better informed about how to get along than about their

CT-90 training programs. A direct comparison of the adequacy of information on the program and on getting along in the country of training for each participant shows that more participants reported inadequate program information.

Q-67 Q-68 Q-69 When asked specifically whether they had been told anything about the level of difficulty of their programs, two out of three of all participants said they were not informed and three-fourths of those not informed said it would have been helpful if they had been told. Most participants (85%) rated the level of difficulty "about right," 13% "too simple" and 2% "too advanced."

Q-41 They were given an opportunity to mention anything else they would have liked to know more about before they left. Eighteen percent declared they needed no more information, 86% mentioned many items related to their programs and 78% cited items related to getting along in the country of training.

The adequacy of predeparture information is now considered in relation to other factors: first, to information CT-84 received from employers and sponsors. Of those who did and CT-85 those who did not receive information from their employers CT-88 and sponsors, the number who reported adequate predeparture CT-89 information in all or most of the specified areas is about the same as the number informed in only a few areas. In other words, the fact that they did or did not receive information from their employers made no difference in their reply about the overall adequacy of their predeparture information. This calls attention to the probable difference in type of information made available by local employers, supervisors and sponsors, on the one hand, and others who provide information relative to the overall program planning and operations. As was indicated earlier, the supervisors discussed implications of the training relative to job placement, training utilization and other matters of importance regarding the local country situation. The responses regarding predeparture information which are compared here, however, relate more to matters in the country of training. This may account, in some measure, for the relative lack of correlation between these two bits of information, and it also suggests the need for a more careful study of types and sources of predeparture information required for participants.

Total years of education at time of selection, in relation to predeparture information. By far the larger

number of participants (69%) have completed from 13 to 16 years of formal education, that is, they are college trained individuals. Nevertheless, these do not reveal any marked difference in the number well-informed and number poorly informed with regard to their program or how to get along in the country of training. There is a rather noticeable difference, however, for those with high school training only. Larger numbers of the latter participants indicate the need for additional information in more areas and fewer indicate they were adequately informed in all areas. The opposite trend is noted for those with 17 years or more of schooling. As would be expected in most cases, but not in all, those with many years of formal education are more readily informed in matters pertinent to their training and adjustment, and those with relatively little advanced schooling require more information.

CT-83
CT-87

The year participant left for training, in relation to predeparture information. There are no striking differences in adequacy of predeparture information reported by participants who left for training during each year from 1951 to 1960. This is true for information on training programs as well as on getting along in the country of training. This finding suggests that the effectiveness of information and orientation procedures has not shown any appreciable improvement over the years.

CT-38
CT-39

The primary country of training, in relation to predeparture information. The adequacy of predeparture information regarding the program of training seems about the same for those going to the United States, Japan or the Philippines. The number well informed, moderately or poorly informed is about the same for each country. There is a definite difference, as might be expected, relative to information on customs and manners and getting along in the country of training. For the relatively large number studying in the United States (73%), there is a fairly even distribution of individuals with all degrees of information. For those going to Japan as the primary country of training, however, there is a much greater number who report there was no need for additional information. That is, they were well informed on how to get along in Japan. On the other hand, those going to the Philippines report a much greater need for additional information on how to get along with customs and manners there.

CT-86
CT-91

CT-165 CT-167 Participants' rating of utilization of training, in relation to predeparture information. The participants' ratings of how much of their training they used and conveyed to others is no different for those who reported their predeparture information as adequate or inadequate. This is true with regard to information on the training program and on how to get along in country of training.

SUMMARY

The posture of expectancy one assumes in approaching a learning situation determines the quantity and quality of the benefits to be derived from the learning experience. Hence, any large scale crash program to increase critically needed technical skills and knowledge must of necessity be clearly defined for each participant lest he go through the program without fully realizing what and how he should have been prepared to learn.

About 3/4 of the participants received pre-departure information from employers and sponsors, chiefly regarding matters relating to pre and post training plans in their own country. Half of the participants had occasional contact with USOM through their employment and received more pre-departure information regarding overseas training and adjustment then those who did not.

Inadequate pre-departure information was reported more frequently with reference to details in the program of training than to the living requirements in the country of training. Participants needed little additional information about getting along in Japan but seemed quite inadequately prepared for what they needed to know about the Philippines and moderately so for the United States. The kinds of training program information reported as inadequate reveals a significant weakness in this aspect of the overall training effort. Nearly half of the participants (46%) reported inadequate information about where they would be going and 38% about what they would be learning. There was clearly some disappointment and frustration in not being able to adequately anticipate and prepare for the learning venture. Two out of three were uninformed about the level of difficulty of their programs and 3/4 of these claimed it would have helped them if they could have known in advance so they could have made appropriate preparation. It is noteworthy that attention has been called to this inadequacy in various prior reports and yet the findings from this investigation show no appreciable change over the ten year period. Furthermore, there is no apparent basis for assuming that the fault lay with the participants, since the rating of utilization and transmission of

training is about the same for those who reported their pre-departure information as adequate or inadequate. That is, in spite of the claim that some of them could have learned more if they had been adequately informed in advance, they still made as good use of the training they were able to obtain as did those who were better informed.

b. Orientation in the country of training

Q-42
Q-43-44
Q-45
Q-46
CT-142

Participants reported that 72% of them attended general orientation sessions lasting longer than one day after they arrived in the country of training. Most of them reported the sessions were held at the Washington International Center (55%), 8% elsewhere in the United States and 9% outside the United States. Forty percent were still receiving the newsletter from the Washington International Center at time of the interview. Those attending orientation sessions in the United States generally reported them as being a valuable use of their training time (57%), with only six percent saying they would have preferred spending that time on the rest of their training program. Of those who found the orientation sessions to be valuable, a larger proportion rated the overall training program as "very satisfactory," and a smaller proportion rated it "not too satisfactory." The opposite trend is found for those who reported the orientation sessions as not especially valuable.

SUMMARY (Q-47)

Participants freely expressed their opinions regarding improvements that might be made in the orientation sessions to make them more useful for future participants from China. No improvements were needed according to 16% of them. On the other hand, 11% said they should be better organized to meet, keep in touch with and become better acquainted with the participants. In the same vein, 8% suggest visiting people and families so that they might come to know and understand them better. Actually, 10% suggest more social activities while less than one percent suggest fewer. There were 5%, however, who felt that the sessions were too fast and tiring and should be slowed down. Suggestions were made by 8% that groups should be oriented according to the requirements of their training and background, and 3% suggested that orientation should be conducted by someone from their own country or that the orientation sessions should be held in their own country before leaving.

c. Community participation and hospitality

Q-80 Very few participants (2%) complained of having too much spare time on their hands. Generally (44%) they re-
Q-81 ported too little time left for personal interests. Nine
Q-82 out of ten were entertained in private homes and were generally enthusiastic in their approval (68%), though some found the experience only moderately satisfying (19%)
CT-26 or definitely unpleasant (3%). Those training in the fields of Public Administration, Agriculture and Education made fewer visits in private homes than those in each of the other fields.

Q-84 Asked about the number of social activities arranged for them, slightly over half of the participants said it was about enough to satisfy them, but 2 out of 5 claimed it was not enough; while 4% felt they were engaging in too
Q-85 many such activities. The latter referred chiefly to an
Q-86 overemphasis on dance parties and showing of films. The former expressed the desire for more social and recreational, cultural and travel activities, with more opportunity to meet people in their homes, especially professional colleagues.

Q-78 About a fourth (22%) of the participants claimed that
Q-79 too little money was made available to them to meet the high cost of living, especially the costs of hotels and travel.

SUMMARY

Q-83 Benefits accruing from the home visits most frequently mentioned were getting to know social customs and family living conditions and especially the making of lasting friendships among those they visited. The informal, friendly hospitality and eager interest in learning about the participant's country and even his philosophy of life as well as the hosts' helping them get around and make contacts, endeared these visits as memorable experiences. Those few who found the social and language barriers too difficult to overcome expressed regret in their experiences.

CT-67 The opinions expressed about the desired social ac-
CT-66 tivities and time available for personal contacts were no different for any age level, so it may be assumed that the judgments expressed were all mature and well considered in the interests of achieving better understanding among

all age groups.

These findings reveal a strong desire on the part of participants to come to know and understand the personal and cultural attributes of people and not merely their ways of doing and making things. In order to capitalize on the underlying human motivations for social and economic achievement among the people of many nations, it may become increasingly necessary to interpret skills and knowledge in a more personal and hence more meaningful context. This becomes increasingly difficult as technology develops more automated production methods. Nevertheless, men participate more enthusiastically in enterprises where their own personal involvement and skills may be clearly demonstrated and communicated to others. These findings indicate a desire to learn not only how people achieve, but why. Above all, it would be an unfortunate misinterpretation of these findings to assume that the expressed desire for social activities represented an effort to escape the major responsibilities of their training programs.

d. Seminar in communications

Q-87 Q-88 Q-91 Q-89 Q-90 Q-92 Q-93 Q-94

Only 8% of the participants attended seminars in communication at the end of their training program. They were all in the United States either at Michigan University (5%), the Department of Agriculture (1%) or other (2%). Benefits reported were learning about communication and getting suggestions to be used back home (7%). Others (3%) evaluated the program as a waste of time or too much material presented in a short time. There were 5% who reported having used the principles in teaching others or in suggesting changes, the other 3% saying the ideas could not be applied where they worked.

e. English language instruction

Q-95 Q-96 Q-97 Q-98 Q-99

The programs set up for Chinese citizens to study abroad required that 85% of them have a knowledge of English. Of 65% who said they received English language training in preparation for their program, about 3 out of 4 said more instruction would have been helpful. Of the 20% who received no training in English, 3 out of 5 said such training would have been helpful. Asked about the

ENGLISH LANGUAGE COMPETENCE

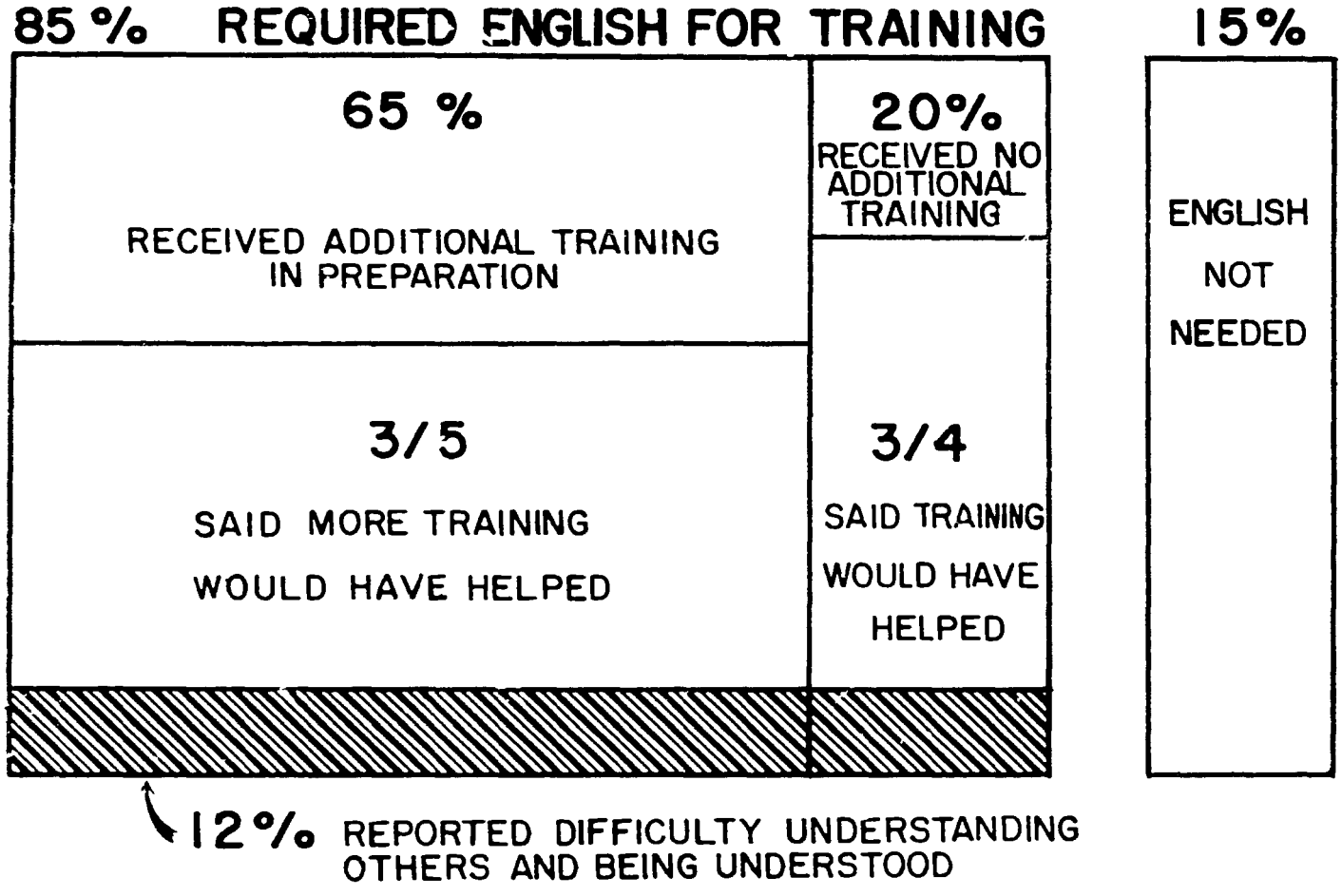


PLATE IX

kind of language difficulty they had, if any, 35% said they had no difficulty at all, 14% had difficulty being understood, 25% in understanding others and 12% in both.

Q-F Of the 25% on whom English language proficiency scores were recorded, 14% achieved scores above 70 in written tests, and only 10% above 70 in oral tests, showing definitely more of those tested had trouble with oral speech.

CT-114 A cross-check of those who received English language instruction in preparation for training and the difficulty they reported with English during training, reveals some significant relationships. Thirty-six percent of those given special English language training reported "no difficulty," whereas 58% of those not given special training reported "no difficulty." The latter obviously includes the group previously well trained in English and not requiring additional training. Thirty-seven percent of those given special training reported "difficulty understanding others" and only 6% not given training report this difficulty. The former apparently are those who comprise the 3 out of 4 of those with training who said more training would have been helpful. Twenty-three percent of those not given training report difficulty both in understanding and being understood, whereas only 10% of those with training make this report. The former includes the 3 out of 5 of those without any special training who say they would have benefitted from training.

CT-68 The study findings reveal definite <u>age level differences</u> in language difficulty. Only 10% of those below 25 years of age, and an increasing number at each 5 year age level up to 72% of those above 55 years of age, report "no difficulty" with English. Clearly, there has been very good selection of participants in the older age brackets so far as English language ability is concerned. A slightly greater proportion of those under 35 years of age report difficulty in being understood, and clearly more of those under 30 years of age report difficulty both in understanding and being understood. There is also a small group over 50 years of age who report difficulty in both areas, probably including those who did not receive special training before going abroad.

CT-113 There is some relation between reported difficulty in

English language and reports regarding the level of difficulty of the overall training program. Relatively few of those who report "no difficulty" in English say that the program was "too advanced." On the other hand, few of those who report difficulty both understanding and being understood say that the program was "too simple."

CT-148 There is also a negative relation between language difficulty and satisfaction with the overall program. Of those reporting "no difficulty" in English language, more rate the program as "satisfactory" and fewer rate it as "not satisfactory." Of those reporting difficulty both in understanding and being understood, more rate the program as "not satisfactory" and fewer rate it "satisfactory."

CT-188 There is little relation between difficulty reported in English language and the participants' ratings of their utilization of training. Slightly more low utilization scores are reported for those who experienced difficulty both in understanding and being understood.

Summary comments regarding English language training
Q-199 reveal that the technicians generally feel there is need for more emphasis on such training and capability as a
CT-217 requirement for going on training. Technicians report that 10% of the participants had inadequate language training and rated these definitely lower in their utilization
Q-190 of training. Supervisors appear to be about evenly divided in their expression of opinion regarding the impor-
Q-139 tance of English language training. Nine percent of the participants volunteered summary comments that more emphasis should be given to language training.

SUMMARY

Training programs arranged to provide for the international exchange of technical knowledge and skills must apply the most effective modern techniques in language training to insure adequate communication skills for receiving full benefit from the training. On the surface, it appears to be a sheer waste of money, time and effort to send an individual into a training situation with inadequate means for conveying to him clearly the desired bits of information. It would seem to be in the best interests of learning economy to focus language training on the specific areas of observation and study incorporated in the planned training program. Opportunities should be afforded to discuss features of the proposed training with technicians available in the host country before departure for training. These suggestions may well be co-

ordinated with other proposals to provide more adequate predeparture information regarding places to be observed and subject-matter to be learned. In any event, there must be adequate provision for the desired information to pass clearly over the barriers of language, cultural differences and technological specialization. Non-verbal techniques (audio-visual aids) are useful but some direct language link is also required. In this connection it should be noted that for interpreters to be effective links in such training they should have a good acquaintance with the field of specialization in which training is given.

f. Membership in professional societies

Q-135
Q-136
Q-137
Q-138

One-fourth of all participants joined United States professional societies during their tour of training and 20% reported they were still members at the time of the interview. There were 36% still receiving professional publications at the time of the interview, and of these 56% report that the publications are "very useful" to them in their work, 33% "somewhat useful," and 9% "only a little."

CT-20

More participants in the fields of Public Administration and Education are maintaining membership in United States professional societies, while those in Military Support and Transportation show less active contact through such channels.

CT-47

A greater proportion of those more recently returned are still receiving publications, probably from the initial subscriptions to professional journals.

5. Administrative practices and procedures

a. Selection

Q-20
Q-22
Q-21

Participants were asked what was the first step in their training program and who selected them. Those who said they applied for the training were asked how they first learned about it. They replied that 88% of them were initially selected or invited by uspervisors and others, while 12% made application for training after learning about the programs from published materials (7%) supervisors (2%) and others (2%). They were then selected either by their supervisors (82%), government ministry (4%), special board (4%) or USOM (9%).

Q-173 Supervisors reported that 61% of currently employed
Q-174 participants were working for them when they left for
Q-175 training. Of these they personally recommended 7 out of 10 be sent for training. Of the 39% not employed by them at that time they were, nevertheless, familiar with some
Q-176 aspects of the training program for 14%. They were then asked who actually initiated the programs of the 75% with whom they were acquainted. To this they answered: someone in their own organization (37%), local government ministry (15%), USOM (19%), the participant himself (%) and others (2%). Supervisors recommended more for train-
CT-24 ing in the fields of Health, Transportation, Agriculture and Industry and fewer in Miscellaneous and Education.

Technicians stated that they had contacts with only
Q-203 12% of the participants before they left for training and that they helped select 5% of them.

How many participants actually took the first step in the initiation of their programs? There is a significant difference between the 12% reported by partici-
CT-80 pants and the 2% reported by supervisors. Furthermore, a comparison of their individual replies reveals a complete lack of correlation in the information. All those participants reported by supervisors as having initiated their own programs, themselves reported that they were selected by others. On the other hand, 7% of all participants reported by their supervisors as having been selected by others reported themselves as having made application the first step.

There are significant differences also in the reports of participants and supervisors regarding the initiative exercised by supervisors, local government officials and USOM. Supervisors report a much larger initiative on the part of local and U.S. government officials, whereas participants ascribe greater initiative to the supervisors. It appears that participants may overestimate the role of their supervisors in the selection process, whereas the supervisors themselves are more aware of the initiative exercised by government officials.

What selection criteria are considered to have been
Q-36 important in decisions that participants would go on training programs? The following ratings, given by participants themselves, clearly reveal their sense of personal involvement in achieving the objectives of the pro-

gram.

	Very Important	Not Very Important	Don't know
Personal ability	91%	7%	2%
Needs of the job	90%	9%	1%
Personal contacts	13%	82%	5%
Language ability	69%	30%	1%
Professional and educational qualifications	85%	13%	2%

CT-37 Participants report that supervisors have selected them more often in recent years, whereas in the early years of
CT-50 the program it was usually someone else. This is clearly related to the further finding that in more recent years supervisors are also more frequently reported as having been trained abroad.

Does prior contact with the training program have any
Q-123 relation to the selection process? When asked if anyone with whom they work was already trained abroad, 45% stated that their supervisors were, 29% said others were, and 26%
Q-192 said none. The supervisors themselves reported that 47%
CT-202 of them had had ICA (now AID) training. Participants whose supervisors were trained abroad comprise 51% of those recommended for training by their supervisors and only 36% of those not so recommended. On the other hand, participants with co-workers, but not supervisors, trained abroad comprise only 25% of those recommended by supervisors and 40% of those not so recommended. Where no co-workers had training abroad, no difference occurred in percentage recommended and not recommended by supervisors. These findings give evidence of the "multiplier effect" - supervisors who have been trained abroad recommend others for training more readily than supervisors without such training. The latter are far less inclined to recommend workers, particularly if someone else in their employment has already had overseas training.

SUMMARY

After decisions have been reached at national agency level regarding project goals and manpower needs, the actual selection of available participants takes place at the operating level. The specific methods of selection may vary from one participant to another but certain aspects of the overall process deserve study

and continued improvement in all areas of manpower utilization. At what stage and to what extent do individual participants and their immediate supervisors assume a responsible and decisive role in procedures looking toward eventual achievement of the project goals through their efforts, knowledge and skills?

Findings from this study show a rather marked disparity in the information regarding the initiative and responsibility exercised by the participant, supervisor and others in the selection process. These findings suggest that the communication of information regarding procedures for selection does not achieve a uniform understanding among all of the principals involved. They also illustrate the difference in perspective between participants and supervisors regarding the roles and responsibilities taken by officials in the local organization and those in government.

Suggestions were made by several respondents that selection procedures be simplified and that selection policies and practices be made quite clear and explicit. The prospect of assuming the role of a participant in an undertaking of such magnitude is fraught with considerable responsibility for decision making and planning in the life of an individual. Uncertainties dull the fine edge of confident and wholehearted cooperation at a time when clarity of purpose is essential for one who is expected to bear some of the burden for his country's development. Participants recognized the importance of their assignments and placed a high value on the needs of the job and personal qualifications as criteria for selection.

In more recent years of the decade under study an increasing number of supervisors of prospective participants were themselves returned from overseas training, and provided much more understanding support in the selection process. This is evidence of the effectiveness of training in providing the "multiplier effect" lead- to the ultimate establishment of a self-sustaining manpower development program.

b. <u>pre-departure planning of program</u>

Motivation for achieving the objectives of a major undertaking may be measured by the amount of active participation by the individual in planning appropriate training experiences.

Q-32 Q-33 Q-34 Participants reported that 53% were permitted full freedom to present their own ideas in planning their training programs, 8% only partial freedom and 39% none at all.

Of those who did share in the planning, one in three felt that final plans were based mainly on their own ideas, one in six on ideas of others, and slightly over half
Q-35 equally on their ideas and those of others. Of the 39% who had no share in planning, three out of four thought their training would have been improved if they might have shared in planning.

One indication of the aspiration level of participants sharing in the planning of their own programs is found by comparing this factor with their rating of the
CT-106 level of difficulty of their training. More of those who helped in the planning, rated their training as "too advanced." On the other hand, more of those whose training was planned entirely by others, rated it "too simple."

Other ratings also reveal the importance of their
CT-129 sharing in the planning. Of those who had the opportunity to help plan their training, a much greater number rated their total program as "very satisfactory;" whereas, of those who took no part in planning their training, many more rated their program as "not too satisfactory."
CT-164 Participants' ratings of how much of their training they used and conveyed to others is also positively related to how much they took part in planning their training.

CT-208 As might be expected, supervisors helped plan the training programs, in large measure, for the same parti-
Q-177 cipants whom they had first recommended. Supervisors said they had been acquainted with the predeparture training plans for 75% of all participants currently employed at the time of the interview. They personally had helped plan training programs for 5 out of 8 of these. Their
Q-178 principal contributions were suggestions and decisions regarding subject matter for study and observation for 39% of the total, the place of training for 13%, and the time, level and other factors for 25%. They planned the entire program for 6% of the group.

Q-179 Of the 75% whose prior planning the supervisors could report on, there were 11 out of 12 for whom the employers had made plans for using their training before they departed. This is again the same group for whom the supervisors had made training plans, and it encompassed participants in all major fields of training and for all years
CT-11 from 1951 to present. Those in each major field of train-
CT-40 ing for whom prior utilization plans were reported, varied

from only one out of five for Transportation to 100% for
CT-203 Military, Labor and Miscellaneous. Those organizations in which either the supervisor or someone else had already been trained abroad had prior plans for the utilization of participants' training significantly more often than
CT-195 organizations where no one had been trained abroad. Prior planning for utilization is not related to final ratings
CT-211 of utilization of training by either participants or supervisors.

Current technicians had been present for the program
Q-203 planning of only 12% of the participants. They helped to
CT-229 plan the training and coordinate the program with the host
CT-230 government for 6% of them. They rated the utilization of
Q-199 training definitely higher for this 6% than for others. For the 18% whom they could rate, technicians reported that the pre-departure preparations were satisfactory for eight out of nine of them. Unsatisfactory ratings were given to a few with inadequate language preparation.
CT-220 There was no relation worth noting between these ratings and the utilization ratings given by technicians.

How much of the participants' programs were actually
Q-48 planned when they arrived in their country of training? Forty-five percent of the participants reported that their programs were arranged in complete detail, and another 45% said theirs were only partially arranged, while the remaining 10% reported that no program had been set up for
CT-13 them. More of those in Military Support and Education reported programs arranged in complete detail, while those in Public Administration and Industry and Mining more often found their programs arranged in partial detail. More of those in Health and Miscellaneous said their programs were
CT-134 not set up at all. A much greater proportion of this lat-
Q-144 ter group comprised those who rated their total program as "not too satisfactory." Those whose programs were arranged in complete detail show a cluster of ratings of "very satisfactory" and another "not very satisfactory" with the number of "moderate" ratings relatively low. These bi-modal groupings could be made up of those who did and those who did not help plan their own programs. As noted above, this planning factor strongly influenced the
CT-169 ratings of satisfaction in the overall program. For those with no program set up at all when they arrived in their country of training, the ratings of utilization of training by participants were evenly distributed between high and low. Utilization scores for those whose programs

were arranged in complete detail, however, were predominantly low, due perhaps to the programs having been arranged largely by others, as mentioned earlier. The utilization scores were mostly high for those with partially arranged programs, indicating that they may have helped complete their plans overseas.

Q-31 After considering all aspects of their pre-departure experience, 68% of the participants stated they were well satisfied with their training program as planned before they left to go abroad, 12% said they were not very well satisfied, and 20% claimed that they did not know enough about their program or did not remember whether they were satisfied or not, so could not rate it. The participants'
CT-163 utilization scores show a slight positive relation to the degree of pre-departure satisfaction with the training as planned, since more of those who were well satisfied rated their use of training high, and more of those who were unimpressed about the matter or didn't remember rated theirs low.

SUMMARY

Participation by the individual in planning appropriate training experiences for himself vastly increases the incentives for successful achievement of the project goals. The participant is the keystone in bridging the gap between the traditions of the past and the hopes of the future. The cultural and technological inadequacies of his local field of endeavor, the aspirations to achieve new levels of productivity and the potentials for realization of these goals, all find their focus in him. For a training program to be effective it must be built around his abilities, his understanding of the needs of his country and organization and the practical prospect of his using the training on his return.

This study shows that only half of the participants felt that they had contributed anything to the planning of their programs. Three out of four of the 39% who had no opportunity to share in the planning said their training would have been improved if they might have shared in the planning. Those who did share in planning apparently set large goals for themselves as indicated in later evaluations that some of their training was "too advanced." Training planned entirely by others was more often rated "too simple." There is also a high correlation between participation in planning and satisfaction with the overall program. Of most significance is the high correlation with utilization and transmission of training.

Supervisors also were restricted to limited contributions to program planning. They personally helped in planning for 5 out of 8 of the participants, mainly with suggestions for subject matter for study and observation. Their assistance was given principally in behalf of those whom they had initially recommended for training. Prior planning by employers for using the training was made for 11 out of 12 of the participants reported on by supervisors.

c. Program manager

Q-48 As was mentioned earlier, 45% reported their projects were only partially arranged and 10% not at all, when they arrived in their country of training. Participants therefore were asked if anyone met them to discuss their programs. Only 4% said they were not met, but were given printed itineraries or other information. The others said they were met by their project managers (84%) or by someone else (12%), usually from some other government agency (8%).

Q-49
Q-54
Q-50

Q-51 Most of the participants (82%) said they received enough attention and guidance, but 14% said they did not. They reported that of the officials who managed their programs 58% worked in I.C.A. (now AID), 10% in the Department of Health, Education and Welfare, 8% in the Department of Agriculture, 3% in private organization, 2% at universities and the remainder elsewhere.

Q-52
Q-53

Of those participants who reported that they did not receive enough attention, a greater number said their project manager worked in ICA (now AID). Managers from individually specified organizations, not classified as government, universities or private, were often reported as giving adequate help. Those who received observation tours and on-the-job training more often reported adequate attention, while those in university training tended to report less adequate help from their project managers. No difference was indicated for those in special group training.

CT-93
CT-94
CT-95
CT-96
CT-97

d. Program changes made while participant was in the country of training.

Q-70 There were 12% who reported that important changes had been made in their programs as originally planned, a little over half at the request of the participant and

the rest by others. The kinds of changes made in the order of frequency were: shorter program, more observation, longer program, changed or added subjects, changed location, more academic study, more on-the-job training, changed to university degree program, and more
Q-72 advanced program. These changes were thought to be
Q-73 necessary by 9%, because they were more suited to their job and country needs, they could learn more or could obtain a degree. About 2% said they had no choice since they were unavoidable changes. The changes were said to be unnecessary by 3% because they were not beneficial and
Q-74 could have been avoided with better planning. Less than
Q-75 2% reported having to leave before completing their programs on call of their business or government, or for personal reasons connected with finances or the content of the program.

e. Post-training contact with USOM

Q-129 There were 70% of the participants who stated they had had some kind of contact with USOM since their return
Q-130 from training, but only 11% said they had worked for USOM
Q-131 or on a joint project. Only 50% reported that a USOM
Q-132 technician was available to them, and 2 out of 5 of these claimed only occasional or no actual contact with him. Frequent contact was reported for the others.

Q-133 There were 23% who claimed they had made requests for help from USOM. When asked the kind of problems on which
Q-134 they had asked for help, they mentioned about two problems each and reported that they received help for 3 out of 4 of the requests. For the remainder they received little or no help. Problems on which help was requested are classed as follows, in order of frequency: Financial assistance for a project; Equipment, machinery, material; Technical advice on particular project or problem; Printed materials; and Additional training assistance.

CT-116 There is some evidence that those living in provincial city areas have had less contact with USOM technicians than those living in rural areas or Taipei.

6. Relationship of various factors to the conduct of the training program

a. Major field of activity in which training was given*

(1) Agriculture and natural resources

More participants were trained in agriculture (29%) than in any other major field of training, with a steady flow leaving each year of the decade. Although 46% were drawn from Taipei and 27% each from provincial cities and rural areas, in terms of the average distribution this was the largest percentage from rural areas and about the least from Taipei for any of the fields. The average age was 36 years, slightly under the total average of 37 years. Seven percent were women, largely in home economics. Agriculture participants were selected from all types of employment, including 38% from government, 25% professions, 19% trade union and 13% nationalized industry. This was a relatively high percent from government and included practically every participant trained from labor unions. All levels of employment were also represented, with 27% from management, 10% engineering, 43% professionally trained and 18% sub-professional and less. Proportionately more were from the professional and sub-professional levels.

Supervisors reported that 68% of their currently employed agriculture participants had been with them since their selection for training, and that of these they had personally recommended 73% for the training. Also, of the 75% who were still with the same organization, prior job plans for using the training had been made for 91%. These figures are about average for all fields of training. The participants claimed that only 46% found their programs arranged in complete detail when they arrived in their country of training, 43% partially arranged and 11% not at all. Nevertheless, 68% were well satisfied with their programs before leaving, 14% not well satisfied and 18% didn't remember. These figures are also about average for all fields.

* See Cross Tabs 1 to 30, 123, 156.

An unusually large percentage of agriculture participants received their training in Japan (40%), while 55% were sent to U.S. and 5% to the Philippines. Ninety percent went on observation tours, 47% on-the-job training, 43% university and 42% special group training. They reported that only 86% had visited in private homes, in comparison to 90% for all fields combined.

Agriculture participants, somewhat more than others, expressed the opinion that their programs of training were too short and included too many activities. Their rating of the level of difficulty was the same as that of all other participants, 13% saying it was "too simple" and 2% "too advanced." Only 8% rated the total program as not satisfactory, which is about the average rating. When asked to indicate the one most valuable and one least valuable part of their programs, they mentioned observation tours and on-the-job training as most valuable more often than others did, but underrated their university training more than others did.

Participants in agricultural training returned to their same jobs (91%) more than those from any other training field. They also report that they remain on the same job more than all others (50%). Slightly less than average percentages report their present job is better (30%), that they have changed jobs within the same organization or occupation (12%) and that they have changed from government to private enterprise (4%). These participants are engaging in a very wide range of economic activities, though still definitely related to their varied backgrounds and specific training. This is consistent with the wide scope of the rural reconstruction program in progress.

These participants report the highest percent who have had some contact with USOM after their return (81%). The USOM technicians, on the other hand, report they have had about the least amount of regular or frequent contact (34%) with these participants. One out of five were still maintaining contact as members of U.S. professional societies when interviewed. This is the same percent as for all other participants.

Agriculture participants rate their own use of training at about the same level as all others do. Technicians also tend to give them ratings equal to their total ratings. Their supervisors, however, tend to rate them slightly lower than average.

(2) Industry and Mining

Industry and mining training has been provided for 23% of the participants over the entire decade, but somewhat more than average

since 1956. Slightly more than average have come from Taipei (56%) and rural areas (23%) and less than average from provincial cities (21%). They averaged 37 years of age at time of selection. These comprised most of those drawn from private business and nationalized industry and fewer from government. They represented all levels of responsibility with 7% from policy making jobs, 38% from management, and from engineering 45%, higher than for any other field.

Supervisors reported that 65% of their currently employed industry and mining participants had been with them since their selection for training, and that of these they had personally recommended 76% for the training. The supervisors could also recall the program planning for many more of these participants (84%) and reported that prior job plans for using their training had been made for 91% of this number, which is close to the average for all fields combined (90%). Training programs had been arranged in complete detail for 42%, partially for 52% and not at all for 6% before they arrived for training. Nevertheless, two-thirds of them said they were well satisfied with their programs as planned before they left.

Eighty-three percent of industry and mining participants were trained in the U.S. and 12% in Japan, as compared to the 73% and 21% combined averages. Types of training arranged for them were observation tours (90%), on-the-job training (60%) which was much more than the average, university training (24%) much less than average, and special group training (40%). They visited private family homes a little more than others (92%).

These participants were better satisfied than most others with the length of training, but more of them felt there was too little variety of activities. Their ratings of the level of difficulty were similar to the overall average, as was their rating of satisfaction with the entire program (94%). Their selections of most valuable training experiences were more frequently for on-the-job training (19%) and their observation of modern techniques and organization (10%). A strong difference of opinion with this group is revealed by a high percentage selecting on-the-job training (13%) as the least valuable experience along with their unpleasant experiences with strange customs (18%).

Although 79% of Industry and Mining participants returned to the same jobs after training there were actually more than average who returned to different jobs. Greater job mobility is shown also by the small percent (36%) still on the same job at time of interview. They reported more than the usual number of moves to better job (45%) and changes from government to private business (8%).

By far the greater number of these participants are engaged in manufacturing and engineering activities, but a few are performing services in several fields of economic activity.

Sixty-nine percent of these participants (ave. 70%)* report having had some contact with USOM since their return. Technicians report regular or frequent contact with 54% (ave. 47%). About one in six of these participants report maintaining membership in U.S. professional associations.

Ratings of use of training by participants in this field are about the same as for all fields combined. Their technicianns tend to rate their use of training slightly lower than average, whereas the supervisors rate it much higher.

(3) Transportation

Training in transportation has been provided for only 7% of the participants from 1953 to 1960 with the highest number in 1956. They were predominantly from government and nationalized industry jobs in the city of Taipei, with an average age of 38 years at time of selection. They represented a wide range of position levels, mostly in responsible jobs as policy makers (7%), management (35%) and engineering (44%).

Supervisors reported that 59% of the transportation participants currently in their employment (ave. 68%) had been with them at time of selection. Of these they had recommended 80% (ave. 73%) for the training program. Supervisors were also familiar with the program planning for 74% of these participants and reported prior plans for use of their training had been made for 80% (ave. 90%). Detailed training plans had been prepared for only 37% before arrival in their country of training, partial plans for 51% and for 12%, no plans. In spite of this less than average preliminary planning, 67% reported satisfaction with their programs before leaving. An unusually large number (26%), however, said they did not know enough about their programs.

Transportation participants were trained primarily in the United States (88%), the remaining 12% in Japan. Many (84%) went on observation tours, much more than average had on-the-job training (60%), and fewer than average (16%) received university training. Special group training was given to 44%, also more than average. Almost all had visits in private homes (95%).

* Parenthetical averages refer to the combined average percent for all fields of training.

The transportation participants differed from other participants in that more of them rated their training programs as too long (9%) and as having too many activities. In rating the level of difficulty of training, 17% (ave. 13%) said it was too elementary, and the average 2% said it was too difficult. Nevertheless, 86% rated the overall program as very satisfactory (ave. 93%). A large number selected on-the-job training as their most valuable experience and more of them than usual reported as least valuable their encounter with strange customs and practices.

Seventy-nine percent of the transportation participants returned from training to their previous jobs (ave. 84%) and at time of the interview only 37% were remaining on the first job they had after training. There were more than usual (7%) who reported leaving government jobs for private enterprise, and also who made job changes within the same organization or occupation (23%). They were still engaged in appropriate economic activities, chiefly in engineering (23%), transportation (47%) and related government service (16%).

Although only 60% of the transportation participants reported they had had any kind of contact with USOM (ave. 70%), the USOM technicians reported frequent or regular contact with 79% of these participants (ave. 47%). These participants report the least amount of membership (7%) with U.S. professional societies (ave. 20%).

Participants in transportation rated their own use of training the same as the combined average, while technicians rated them very low and supervisors rated them unusually high.

(4) Health and Sanitation

Training in Health and Sanitation was provided for 10% of the participants with the largest numbers leaving in 1952, '53 and '56. More than the average number of these participants came from provincial cities (37%), about the average number from Taipei (54%) and less than average from rural areas (9%). There were many more women (29%) trained in this field, mainly in public health nursing and education. This lowered the average age of the group to 37 years. They came chiefly from government (41%) and professional (56%) employment with responsibility for management (39%), professional (29%) and sub-professional (17%) work and sanitary engineering (12%).

Supervisors reported that 81% (ave. 68%) of their currently

employed health and sanitation participants had been with them at the time of their selection for training, and that of these they had personally recommended 80% (ave. 73%) for the training. Current supervisors were familiar with the initial program planning of more participants in this field (90%) than any other and reported that prior plans for making use of their training had been made for 96% of them (ave. 90%). When they arrived in their country of training 41% of these participants found their programs arranged in complete detail, 44% partially and 15% not at all. Although this was somewhat less than the overall amount of prior planning, two-thirds of the participants said they were well satisfied with their programs before they left. There were 22%, however, who professed they knew little or nothing about their programs before leaving (ave. 20%).

Health participants received training in the U.S. (76%), Japan (22%) and the Philippines (2%). Emphasis was given to university type training (78%) for these participants (ave. 46%), though they also received about the average amount of observation tours (92%), on-the-job training (51%) and special group training (34%). More private home visits were arranged for them (97%) than for any other field of training.

Only 27% of these participants expressed satisfaction with the length of their training, 7% claiming it was too long and 66% too short. More than the usual number (51%) felt there was too little variety to their programs and also that the training was too advanced (5%). Ninety percent, however, said the level of difficulty was about right (ave. 84%). Actually, these participants professed satisfaction with the entire program (97%) more than those from any other field. At the same time they freely expressed their opinions about experiences they considered to be their one most valuable and one least valuable, revealing some variety of points of view in the group. Although many chose their university training (38%), the high quality of instruction (5%) and people they met (8%) as the one most valuable experience; there were also many who chose as their one least valuable experience their university training (15%) and on-the-job training (15%), and some the discriminatory attitudes they encountered (3%).

Eighty-six percent of the Health and Sanitation participants returned from training to their same jobs, and 49% report that after training they remained on the same job they held when interviewed. Others report they changed to better jobs (34%) or entered private enterprise (5%). All were still in the same field of eco-

nomic activity - health and sanitation with related educational activity.

These participants report that 66% have had some contact with USOM since their return (ave. 70%) and technicians report a very meagre amount (23%) of direct contact with them (ave. 47%). Membership in U.S. professional societies has been maintained by 17% of them (ave. 20%).

Participants in the field of Health and Sanitation rated their own use of training higher than did those in any other group. Technicians also gave them higher than usual ratings, while their supervisors' ratings of their utilization were about average.

(5) Education

Training was provided in Education for 17% of the participants over the ten year period. A greater proportion of these participants came from provincial cities (40%) and less than usual (37%) from Taipei. The average age was 37 years. This was one of three fields in which women were trained though only 8% were female. Eighty-seven percent of these participants were drawn from professional employment (ave. 29%) and a small number (12%) from government work, with 64% from positions of full professional responsibility and 28% with management responsibilities.

Supervisors reported that only 46% of their currently employed Education participants had been with them since their selection for training (ave. 68%) and that of these they had personally recommended 56% for the training (ave. 73%). Furthermore, they were acquainted with the program planning for 63% of these participants (ave. 75%) and reported that prior plans were arranged to make use of the training for 82% of this group (ave. 90%). When the participants arrived in the country of training 53% found their programs arranged in complete detail, 35% partially arranged and 12% not at all. With their programs arranged more fully than for any other field of training, these participants reported the highest number (72%) well satisfied with their programs as planned before leaving.

A greater proportion of the education participants (14%) were sent to the Philippines for training (ave. 5%), 66% to the U.S. and 19% to Japan. Eighty-eight percent were sent on observation tours, 16% on-the-job training (ave. 46%), 68% to university training (ave. 46%) and 23% to special group training (ave. 36%). They reported that 89% were entertained in private homes.

Education participants made the same evaluations of the length, and variety of activities and level of difficulty of their training programs as did participants from all combined fields. Their rating of satisfaction with the overall program (92%) was also the same as for the total population. Their individual choices of one most valuable experience resulted in 25% chosing "specific studies" (ave. 37%), 24% observation tours (ave. 18%), 25% university training (ave. 13%), 10% understanding people and customs. Their choices of one least valuable experience were: 39% visits to specific places (ave. 31%), 16% specific university and courses of study (ave. 11%).

The education participants returned from training to their same positions in the same proportion as all combined fields of training (84%) and more of them (49%) remained on the same job until interviewed (ave. 43%). A very small percent (22%) could report changing to a better job (ave. 33%), while actually 2% reported their jobs were not as good at time of the interview as when they first returned from training. Several (19%) reported job changes within the same organization. Most of them continued in the same field of economic activity.

These participants reported that they had had contact with USOM (67%) about as much as others had had, while technicians claimed regular or frequent contact with 51% of them. More of the Education participants maintained their memberships in U.S. professional societies (29%) than any other group except those in Public Administration.

They rated their own use of training about the same as all others combined, but technicians and supervisors both rated their utilization low.

(6) Public Administration

Training in Public Administration was provided for 7% of the participants with more emphasis prior to 1955. These were somewhat older (40 years) and mostly residents of Taipei (86%). For this type of training participants were drawn chiefly (73%) from government positions (ave. 29%) and 23% from nationalized industry (ave. 29%). They were from high level positions, 68% in management, 16% policy making and 14% professional.

Only 50% of currently employed public administration participants had been with the same supervisor at time of selection for

training, and of these the supervisors reported having personally recommended 67% for the training program (ave. 56%). Supervisors said they were familiar with the initial program planning for only 58% of these participants and that of this number 80% had prior plans worked out to make use of their training (ave. 90%). The training program was planned in complete detail for only 36% (ave. 45%), in partial detail for 57% (ave. 45%) and not at all for 7%. Nevertheless, two thirds of the group expressed satisfaction with the preliminary program plans.

The United States was the country of training for 91% of this group and the remaining 9% were trained in Japan. Observation tours were provided for 86%, on-the-job training for 27% (ave. 46%), university training for 64% (ave. 46%) and special group training for 34%. Visits in private family homes were reported by 86%.

In evaluation of their training programs, 36% said it was about the right length, 5% said it was too long, 59% said it was too short. Variety of activity was judged to be about right by 36%, too much by 23% (ave. 17%) and too limited by 41%. The level of training was considered by nearly all of them (98%) to be about right, and too simple by only 2%. Altogether 95% expressed satisfaction with the entire program. When asked to indicate what was their one most valuable experience, 62% mentioned specific subjects, techniques and procedures studied (ave. 37%); 14% chose their university attendance; and 11% observation tours (ave. 18%). Asked to chose one least valuable experience, 27% demurred by saying the entire program was useful and valuable, 25% referred to specific places they visited, 11% on-the-job training, and 18% the living conditions, strange attitudes and customs encountered (ave. 12%).

Seventy-seven percent of these participants returned after training to their former positions (ave. 84%), and only 34% were still on their initial job at time of the interview (ave. 43%). A large number (39%) reported changes to better jobs (ave. 33%), 7% moved from government to private enterprise (ave. 5%) and 20% moved to different jobs within the same organization (ave. 16%). These participants were still engaged in government (75%), commerce (16%) and manufacturing (5%) activities at time of the interview.

Sixty-four percent reported some kind of contact with USOM since their return (ave. 70%), while technicians said they had regular or frequent contact with 53% of them (ave. 47%). More participants in public administration were maintaining their membership in U.S. professional societies than from any other training field.

These participants tended to rate their own utilization of training somewhat lower than did those from other fields possibly related to the finding that the ratings of all those returned during the first five years were lower. Technicians reported their use of training very high, while supervisors tende to rate it somewhat lower than average.

(7) Miscellaneous

The miscellaneous category included mostly participants in mass media communication - television, radio and newspapers; many in investment and trade; and a few in peaceful uses of atomic energy, labor and others. Four percent of the participants were trained in these areas from 1955 to 1960. They came principally from government (54%) and private business (13%) in the city of Taipei. Their position levels were largely professional (55%) and management (36%).

Supervisors reported that only 38% of their participants currently employed in these areas had been with them since their selection for training (ave. 68%), and that of these they had personally recommended 33% for the training (ave. 73%). Furthermore, they were acquainted with the program planning for only 43% of these participants (ave. 75%), but indicated that for the entire 43% prior plans had been made to use their training. On arriving in their country of training half of them found their programs only partially arranged and 13% not at all. The remainder were arranged in complete detail. Although two-thirds of them said they were well satisfied with their programs as planned before they left, there were 29% who claimed they didn't know enough about it at the time.

Most of these participants were trained in the U.S. (82%) with the remainder trained in Japan (13%) and Hong Kong (5%). Although 87% were given observation tours, there was more than an average amount (71%) of university training (ave. 46%) and on-the-job training (50%) given, as well as special group training (37%). Nearly all of these participants (96%) had visits arranged in private homes.

Over half (54%) of these participants thought the length of their programs was about right (ave. 37%) with 46% claiming it was too short. Half of them said the variety in their programs was all right, but 33% thought there should have been more variety of activities and the remainder said there was too much to do and see. Twenty-one percent said the level of difficulty was too simple, 4% too advanced, but overall there were 95% who stated they were

well satisfied with the training. Their choices of one most valuable and one least valuable experience reveals wide variation in the group. Most valuable experiences were: 37% specific subject, techniques and procedures studied; 25% observation tours, 17% on-the-job training; 13% university attendance. The least valuable experiences noted were: 25% visits to specific places; 13% on-the-job training; 21% strange customs and social practices; while 29% claimed the entire program was useful and valuable.

Seventy-nine percent of these participants returned from training to their same positions, and 42% remained until the interview on the job they had immediately after training. Of those who changed jobs, 21% claimed they had better jobs, 4% moved from private business to government work, and an equal number did just the reverse, while 29% changed jobs within the same organization. They were engaging in economic activities appropriate to their training.

There were 63% who had had some contact with USOM since their return, and technicians reported they had frequent or regular contact with 43% of them. Only 17% claimed they had membership in U.S. professional societies.

These participants rated their own use of training average, while technicians rated them quite high and supervisors low.

b. Year participant left for training program

- Participants who left for training from 1951-1955 rated their utilization lower - Supervisors rate their utilization higher. Those who left from 1956-1960 rated their utilization higher - were rated lower by supervisors.

- Those who left in years 1951-52-53 rated university training as most valuable.

- Throughout the decade there has been approximately the same distribution assigned to each field of training except Military Support which terminated in 1956.

- For overall training the number gradually increased to a peak in 1955 then began to decline.

- Before 1956 there was greater shift from government jobs to private industry by returned participants.

- Since 1955 private business has supplied a slightly larger proportion of participants than before.

- Since 1957 there have been fewer job changes by returned participants.

- There has been no noticeable change in adequacy of predeparture information as rated by participants through the years.

- More participants have been selected by supervisors in more recent years. Also, more of the supervisors have been trained abroad.

- The proportion of college trained participants (69%) and those from graduate school (20%) remained fairly constant each year. Those with high school training only, increased gradually to 15% of the total in 1956, then declined.

- Lower echelon supervisors and craftsmen (4% of total) were selected mostly in 1956-1957 - apparently related to the previous finding relative to education level.

- Government, professional agencies and nationalized industry each provided about 29% of the participants consistently every year, except for nationalized industry which doubled in 1955 then decreased while those entering from private business increased. Trade Unions assignments, though very small number overall, reached a peak in 1957.

- Participants more recently returned are still receiving professional publications from the U.S.

c. Age in years at time of departure for training

- Participants ratings of utilization were about the same for all age levels.

- Technicians rated utilization higher for those in the "twenties" and for those 35-39 years of age.

- Supervisors rated utilization higher for those in the "twenties" and the "forties."

- More under age 30 report difficulty with English language - ranging from a high of 80% for those under 25 down to 18% of those above 55 years.

- Education - those with High School training averaged 34 years of age; with College training, 36 years; with graduate training 42 years.

- In various fields of training age was fairly evenly distributed, except that Public Administration had more over 40 years of age.

- Type of training
  All age levels were assigned to special group training proportionately. Observation tours were preferred by those under 25 and those over 55, but older participants were assigned to tours more often than those under 35. 50% of those under 45 years of age had on-the-job training, 25% of those over 45 years. 50% under age 50 attended university, 10% over age 50.

- Younger participants were granted longer training periods. Median age is 36 years for those having over 6 months training. Median age is 40 years for those having less than 6 months training.

- Those under 25 and those over 55 showed greatest tendency to rate their program as "short." The latter actually had shorter tours.

- Younger participants wanted more variety of training activities. Older participants wanted less variety of training activities.

- Participants in 35-45 age range expressed the highest overall satisfaction with the entire program.

- More job advancement was granted the 30 to 40 year age group.

IV. RECOMMENDATIONS BASED ON SURVEY FINDINGS

1. Selection procedures

a. Selection for overseas training in technologically advanced countries achieves best results when current and potential leaders with capacity for far-sighted planning are given the opportunity to see how living standards for all people can be improved through free enterprise in a well informed, democratic society.

b. Refinement of specific skills and knowledge can be accomplished in the local country over a longer period of time and for a larger number of people, but overseas training experiences may achieve the more significant function of providing a lasting motivation and high level of aspiration for those who will become the teachers and immediate supervisors of many workers in areas requiring long range development of both natural and human resources. The high level of ability and experience of those selected for training from China contributed to the splendid record of achievement focused on long range social and economic goals.

2. Orientation procedures

a. It was found that participants were more often uninformed about important features of their training program rather than about how to get along in the country of training. Participants should be fully informed about their training programs prior to leaving. For best results, they should actually help to plan their training programs.

b. Pre-departure orientation by local employers and sponsors provides an excellent opportunity for prior planning relative to ultimate use of training, but orientation relative to overseas experiences should be provided by local countrymen who have had such experiences and can give practical and complete information in the context of local cultural background.

c. Timing of orientation should permit opportunity for participants to make adequate pre-departure preparations.

d. More adequate English language training should be provided, especially for younger age levels.

3. Program planning

a. Since one of the chief contributions to be gained from overseas training is increased motivation and aspiration to attain long range social and economic goals, it must be possible to effect just enough flexibility into program planning to meet the special needs of individual participants for enriched experiences as highly motivating circumstances arise for them. In this study it was found that those who helped plan details of their programs with project managers and who were permitted to make desired changes reported greater achievements in making use of their training.

b. More effort should be made to help participants while in training to meet their counterparts in social situations and home visitations where they may have an opportunity for free discussion of personal aspirations. These personal contacts were highly valued by participants interviewed in this study.

c. Avoid extended monotony and boring routines, particularly where the actual flow of information seems to be dulled by lack of variety in presentation and avid curiosity succombs to polite nodding acceptance. Variety in program planning was appreciated and spontaneous deviations from fixed routines for brief refreshing interludes was said to be highly stimulating.

d. More use of on-the-job type training was strongly urged by most of those interviewed. However, this was supplemented by the strong suggestion that alternative techniques and practices be explored which might help meet local country needs and circumstances.

e. University training was also found to be a desired and effective means of training, again with the stipulation that project managers should try to keep teaching materials and techniques appropriate to the individual country needs.

f. In adapting to the communication requirement of simplified expressions and audio-visual aids, care should be taken not to lower the conceptual level of the training to the point where it is considered to be too elementary, unimportant and an ineffectual waste of valuable training time. Respondents who were not pleased with level of difficulty more often reported their training to be disappointingly elementary.

g. Technicians suggested that they may assist program managers in planning by providing information regarding tools and techniques which the participant has been accustomed to using in the past.

h. Supervisors should be carefully consulted regarding selection and program planning in order to help integrate actual country and company needs into the goals of training. This was the chief suggestion offered by supervisors.

i. In order to strengthen and utilize the highest motivation of participants throughout the training experience, they should be uniformly consulted in early stages of planning the details of their program. This participation in planning was found to be highly correlated with successful achievements in use of training.

4. Follow-up procedures

a. Provide for accurate and current records of whereabouts of all returned participants.

b. Arrange for smooth but effective transfer of responsibility to newly arrived staff members for maintaining appropriate contact with former participants by technicians, training officers, etc.

c. Through CUSA, SATCA, or some proper agency, coordinate the maintenance of a roster of specialized manpower, which will add dignity, respectability and proper classified status for each participant.

d. Abandon the surveillance function, and provide a type of follow-up consulting and information service which will be appreciated by the large number of participants who are using and conveying their training as well as circumstances will permit, and who repeatedly expressed the desire to get in touch, somehow, with USOM to show what they are doing and further convey their appreciation for the training.

e. As managerial and procedural functions can be assumed by local administrative personnel, the foreign service personnel should specialize more in the difficult but highly significant functions of bringing clarity of understanding and harmony of action into areas of inter-cultural contacts implicit in the sharing of skills. This is a new and challenging field which cannot be adequately served through formal communication channels, nor by the naive assumption that techniques developed in one culture can be arbitrarily transplanted into another. If transplanting is mutually agreed upon then gentle nurturing and cultivation is required on the part of those who are skilled in a knowledge of the new cultural climate and resources. In other words, the training function has now passed beyond the office management phase, and to compete successfully with counterparts in the communist world

requires concentration on the most effective means of cultivating similar goals and mutually respected value systems in our economic, social and technological endeavors. Rather striking evidence was revealed in this study that differences in ratings between USOM technicians and participants or their supervisors was often not merely a legitimate difference of opinion, but revealed a lack of information or failure to achieve clear and workable two-way communication.

f. Follow-up procedures should encourage continued contact with those changing from one job to another. This was found to be the means whereby many participants could achieve greater use of their training, but unfortunately they often lost contact with USOM.

g. Much material is produced and sometimes published locally by participants, and training functions are performed which have not been brought to the attention of USOM technicians or training officers. These "multiplier" activities deserve wholehearted recognition, support and encouragement.

TRAINING COULD BE SPECIFICALLY IMPROVED BY

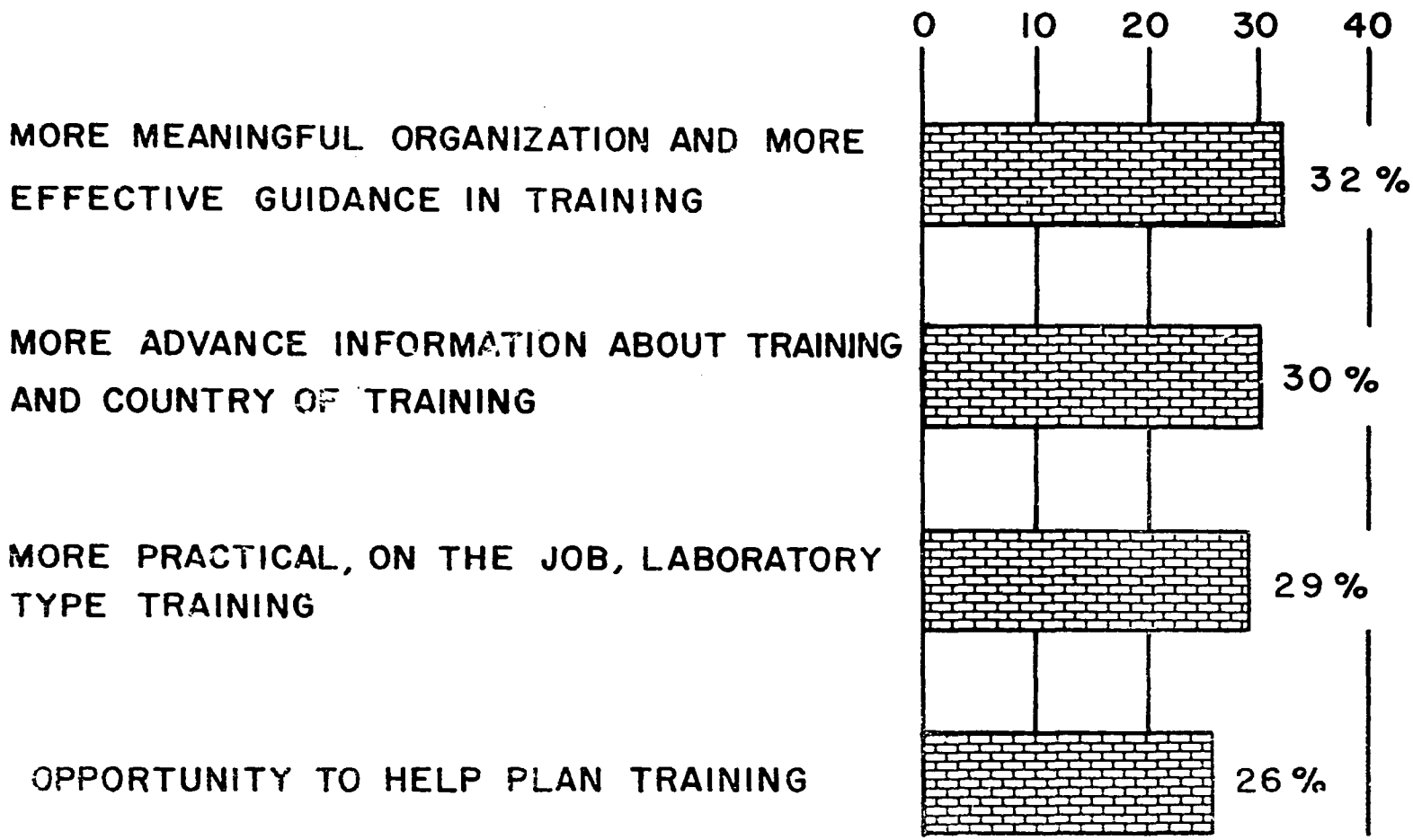


PLATE X

Explanatory Notes

for

Questionnaire Tables

The questionnaire is printed here in English exactly as it was presented in Mandarin Chinese to each participant by interviewers trained to follow the procedure consistently throughout. The number and percent of responses follows each question. Also included are the instructions to the interviewers regarding questions to be omitted following certain responses. This skip-pattern of questioning accounts for some questions having less than the total number of 618 responses from all participants in the sample.

There are several open-ended questions in the interview which call for a free expression of opinion and experiences from the respondents. Instructions for the interviewer to "probe" refers to a specialized procedure for encouraging participants to make frank and full responses without any suggestion from the interviewer regarding the nature of the response. Since more than one answer is given by respondents to such questions the total number of answers is more than the number responding. These answers are coded into appropriate categories and the percent of respondents giving each type of reply is shown.

In addition to the basic participant questionnaire data presented following questions 1 - 146, an introductory series of general information tables (A to X) presents background data from administrative records and comparative data compiled from various sources. For instance, a series of 13 tables (listed following table A) compare data from the total and sample populations to show how closely the sample truly represents the over-all population. Three tables (J,K,M) reveal the group characteristics of 141 participants unavailable for interview. Another three tables (U,V,W) show the representativeness of sub-samples reported on by supervisors and technicians.

Although separate questionnaires were used for participants, supervisors and technicians, the entire series of questions has been numbered consecutively in order to facilitate indexing and cross reference. References to cross-tabulation tables (C.T.) are shown following every question for which comparative data are available, and occasionally to related data in other questions (Q).

Survey of Returned Participants

Participant Questionnaire - Form A

I. General Information

Question Number:

A. Availability for interviews (Total and Sample Populations)

Whereabouts				
Out-of-Country	141	9.2%	87	12.2%
Deceased-Infirm	13	0.9	3	0.4
Detention	3	0.2	3	0.4
Difficult Contact	--	---	3	0.4
Unknown-Others	12	0.8	-	---
Unavailable for interview	169	11.1	96	13.4
Available for interview	1360	88.9	618	86.6
Totals	1529	100.0	714	100.0

Note: Interviewers provided complete and accurate information regarding availability of 714 drawn for the sample. Availability data on remainder of the population was obtained by interviewers through direct mailing, telephone and partial verification from employers. A complete verification would no doubt have revealed a larger number actually unavailable from the total population.

For additional data on the Total Population and related representativeness of the Sample Population, (see also Q. A,C,D,E,G,H,I,J,K,L,M,Q, 5 & 8

For additional data on the "Out-of-Country" category unavailable for interview, (see also Q. J, K & M)

B. Date interviewed:

Nov. 61	21	3.4%
Dec. 61	205	33.2
Jan. 62	167	27.0
Feb. 62	123	19.9
Mar. 62	99	16.0
Apr. 62	3	0.5
	618	

C. Residence when interviewed: (Total and Sample Populations)

	Total		Sample	
Capital city area	742	55 %	330	53 %
Provincial city area	327	24	167	27
Rural place, village, town	291	21	121	20
	1360*		618	

(See also - Q. 1, C.T. 1, 116 & 155)

D. Age when interviewed: (Total and Sample Populations)

	Total		Sample	
Under 25 years	7	0.5%	1	0.2%
25 - 29 years	35	2.3	13	2.1
30 - 34 years	201	13.1	78	12.6
35 - 39 years	365	23.9	147	23.8
40 - 44 years	383	25.0	135	21.8
45 - 49 years	297	19.4	130	21.0
50 - 54 years	154	10.1	71	11.5
55 years and older	87	5.7	43	7.0
	1529		618	

(See also - Q. 7)

* 169 participants were not available for interview

E. Level of position at time of interview: (Total and Sample Populations)

	Total		Sample	
Top Policy Makers	6	0.4%	0	0.0%
Policy Makers, 2nd level	92	6.0	36	5.8
Management, Administration	616	40.3	267	43.2
Engineers	169	11.0	85	13.7
Other Professional Occupations	356	23.3	165	26.7
Sub-professional Occupations	61	4.0	34	5.5
Supervisors, Inspectors, Foremen	21	1.4	19	3.1
Artisans, Craftsmen	1	0.1	1	0.2
Occupations - Not Included Elsewhere	20	1.3	5	0.[illegible]
Unemployed/Unknown	187	12.2	6	1.0
	1529		618	

(See also - Q. 5, C.T. 74 & 76)

F. English grade scores at the time of selection

Those Who Took English Tests *	151	24.4%
Those Who Did Not Take English Tests **	467	76.6
	618	

Score	Written Test		Oral Test	
49 or below	6	4.0%	1	0.7%
50 - 59	23	15.2	51	33.7
60 - 69	35	23.2	38	25.2
70 - 79	46	30.5	30	19.9
80 - 89	34	22.5	34	15.9
90 - 94	7	4.6	7	4.6
Total	151		151	

Note: * The scores represent the results of the ICA standard tests given at the time of selection to determine who should be enrolled in English language training at the JTAC English Center. No test scores are available for

tests given following preparatory English training.

** ICA standard tests were not given to participants prior to 1958, nor to any whose programs did not require knowledge of English.

(Also see Q. 95 - 99, C.T. 68, 113, 114, 148 & 188)

G. Participant sponsorship: (Total and Sample Populations)

	Total			Sample		
Regular ICA	1519	99	%	614	99	%
University Contract	8	2		4	1	
	1529			618		

H. Number of training programs (Total and Sample Populations)

	Total		Sample	
One	1486	97.2%	604	97.7%
Two	37	2.4	12	1.9
Three	4	.3	1	0.2
Four	2	.1	1	0.2
	1529		618	

(See also Q. 147)

I. Calendar year left for training program: (Total and Sample Populations)

	Total			Sample		
1951	49	3	%	7	1	%
1952	42	3		21	3	
1953	189	12		73	12	
1954	149	10		60	10	
1955	246	16		105	17	
1956	217	14		89	14	
1957	224	15		79	13	
1958	188	12		79	13	
1959	195	13		89	14	
1960	30	2		16	3	
	1529			618		

(See also - C.T. 4, 31 - 52, 131 & 157)

J. Fiscal year returned from training program: (Out-of-Country, Total and Sample Populations)

	Out-of-Co.			Total			Sample	
Before July 1954	45	32	%	230	15	%	83	13.4%
7/'54 - 6/'55	15	11		143	9		58	9.4
7/'55 - 6/'56	22	16		231	15		92	14.9
7/'56 - 6/'57	19	13		202	13		84	13.6
7/'57 - 6/'58	22	16		262	17		103	16.7
7/'58 - 6/'59	16	11		190	13		75	12.1
7/'59 - 6/'60	2	1		271	18		123	19.9
	141			1529			618	

(See also - Q. I)

K. Training field of activity: (Out-of-Country, Total and Sample Populations)

	Out-of-Co.			Total		Sample	
Direct Military Support	1	1	%	48	3.1%	22	3.6%
Agriculture & Natural Res.	35	25		439	28.7	177	28.6
Industry and Mining	32	23		341	22.3	144	23.3
Transportation	8	5		96	6.3	43	7.0
Labor	0	0		4	0.3	2	0.3
Health and Sanitation	17	12		158	10.3	59	9.5
Education	21	15		254	16.6	105	17.0
Public Administration	16	11		122	8.0	44	7.1
General & Miscellaneous	11	8		67	4.7	22	3.6
	141			1529		618	

(See also - C.T. 1 - 30, 123 & 156)

L. Functional Fields of Training Activity within Each Major Field for Total and Sample Populations.

	Total Popul.		Sample Popul.	
	Number	Percent	Number	Percent
00-Direct Military Support	48	3.1	22	3.6
03 Army Base Construction	4	0.3	2	0.3
06 Major Materiel Production	41	2.6	18	3.0
09 All Other Direct Military Support	3	0.2	2	0.3
10-Agriculture & Natural Resources	439	28.7	177	28.6
11 Research, Agri. Education & Extens.	56	3.7	24	3.9
12 Land & Water Resources	45	2.9	20	3.2
13 Crop & Livestock Development	84	5.5	42	6.8
14 Agri. Economics, Farm Organ. & Agri. Credit	41	2.6	16	2.6
15 Agri. Marketing & Processing	10	0.7	3	0.4
16 Home Economics & Rural Youth	50	3.3	19	3.1
17 Forestry	27	1.8	12	1.9
18 Fisheries	31	2.0	11	1.8
19 All Other Agri. & Natural Resources	95	6.2	30	4.9
20-Industry and Mining	341	22.3	144	23.3
21 Mining and Minerals	33	2.2	10	1.6
22 Power and Communications	96	6.3	48	7.8
23 Manufacturing and Processing	90	5.9	31	5.0
25 Engineering and Construction	31	2.0	12	2.0
26 Marketing and Distribution	2	0.1	1	0.1
27 Industrial Management	51	3.3	27	4.4
28 Industrial Training	13	0.9	6	1.0
29 All Other Industry & Mining	25	1.6	9	1.4
30-Transportation	96	6.3	43	7.0
31 Highways	18	1.2	8	1.3

	Total Popul.		Sample Popul.	
	Number	Percent	Number	Percent
32 Urban Transit and Traffic Engineering	3	0.2	0	0
33 Railways	29	1.9	14	2.3
34 Port Facilities & Harbor Improvement	5	0.3	2	0.3
36 Ship Operations	9	0.6	4	0.7
37 Air Transport	15	1.0	10	1.6
39 All Other Transportation	17	1.1	5	0.8
40-Labor	4	0.3	2	0.3
45 Labor & Social Legislation & TU Welfare Services	1	0.1	1	0.15
47 Industrial Safety & Hygiene	3	0.2	1	0.15
50-Health and Sanitation	158	10.3	59	9.5
51 Control of Specific Diseases	9	0.6	1	0.1
52 Environmental Sanitation	35	2.3	14	2.3
53 Health Facilities	28	1.8	11	1.8
54 Health Training and Education	82	5.3	32	5.2
59 All Other Health and Sanitation	4	0.3	1	0.1
60-Education	254	16.6	105	17.0
61 Technical Education	60	3.9	20	3.2
62 Vocational Agriculture Education	40	2.6	16	2.6
63 Home Economics Education	12	0.8	7	1.1
65 Secondary Education	1	0.1	0	0
66 Professional & Higher Education	46	3.0	21	3.4
67 Fundamental Adult & Community Education	66	4.3	25	4.1
68 Educational Administration	8	0.5	4	0.7
69 All Other Education	21	1.4	12	1.9

	Total Popul.		Sample Popul.	
	Number	Percent	Number	Percent
70-Public Administration	122	8.0	44	7.1
71 Civil Police Administration	14	0.9	3	0.5
72 Government-wide Organization & Management	4	0.3	0	0
73 Public Personnel Administration	3	0.2	2	0.3
74 Organization & Management of Partic. Ministries or Programs	5	0.3	2	0.3
75 Public Budgeting & Finance Administration	75	4.9	28	4.5
76 General Services Administration	7	0.5	3	0.5
78 Statistics - General & Census	6	0.4	4	0.7
79 All Other Public Administration	8	0.5	2	0.3
80-Community Development, Social Welfare & Housing	4	0.3	0	0
82 Social Welfare	1	0.1	0	0
83 Housing	3	0.2	0	0
90-General and Miscellaneous	63	4.1	22	3.6
91 Trade & Investment	14	0.9	4	0.7
92 Mass Communications	3	0.2	0	0
93 Investment Survey	1	0.1	1	0.2
96 Mass Communications (new code)	26	1.7	12	1.9
98 Peaceful Uses of Atomic Energy	16	1.0	5	0.8
99 All Other General and Miscellaneous	3	0.2	0	0
Total	1,529	100.0	618	100.0

M. Primary country of training (Out-of-Country, Total & Sample Populations)

	Out-of-Co.		Total	
U.S.	125	89 %	1114	73 %
Non-U.S. only	16	11	415	27
	141		1529	

Primary country of training:	Sample	
United States	451	73.0%
Netherlands	1	.2
Viet Nam	1	.2
Hong Kong	2	.3
Japan	133	21.5
Philippines	26	4.2
Thailand	4	.6
	618	

(See also Q. 39)

N. Length of tours in different kinds of training.

Number and percent of participants by length of training in each of four kinds of training tours, with summary of the average number of weeks per participant and the percent of total man/weeks of all participant training.

	Observation		On-the-job		University		Special Group	
Length of Tour	No.	%	No.	%	No.	%	No.	%
Under 2 weeks	17	2.7	2	0.3	1	0.2	34	5.5
½ - 1 month	46	7.5	14	2.0	6	1.0	73	11.8
1 - 2 months	144	23.3	34	5.5	21	3.4	63	10.2
2 - 4 months	221	35.8	74	12.0	47	7.6	38	6.2
4 - 6 months	71	11.4	58	9.4	50	8.1	7	1.1
6 - 12 months	42	6.8	91	14.8	139	22.5	7	1.1
1 year - 2 years	3	0.5	9	1.5	17	2.7	2	0.3
Not applicable *	74	12.0	336	54.5	337	54.5	394	63.8
	618		618		618		618	
Average No. of weeks per participant	12 wks.		22 wks.		28 wks.		7 wks.	

Percent of total man/ weeks of all participant training	30%	28%	35%	7%

* Number not receiving the type of training noted in the column.

(See also Q. 55, 56; C.T. 14 - 17, 43 - 46, 59 - 62, 94 - 97, 99 - 102, 108 - 111, 135 - 138, 170 - 173)

O. Length of tours in different kinds of university training.

Number of participants enrolled as Regular or Special University Students, and those attending Group Programs at Universities without academic credit for specified time periods.

	Regular		Special		Group Program	
	No.	%	No.	%	No.	%
Under 2 weeks	-	-	1	0.2	-	-
½ - 1 month	-	-	5	0.8	2	0.3
1 - 2 months	1	0.2	17	2.7	9	1.4
2 - 4 months	10	1.6	30	4.8	13	2.1
4 - 6 months	19	3.0	48	7.8	-	-
6 - 12 months	51	8.2	74	12.0	4	0.6
1 year - 2 years	6	1.0	9	1.4	-	-
Not applicable *	194	31.0	97	15.3	253	40.6
Did not attend Univ.	337	55.0	337	55.0	337	55.0
	618		618		618	
Average No. of weeks per participant	32 wks.		26 wks.		13 wks.	
Percent of total man/ weeks of all university training	35%		60%		5%	

* Number not receiving the type of training noted in the column.

(See also Q. 56, 57)

P. Changes in type of employment.

Type of Employment for (a) Sample when selected, (b) Total

Population in Nov. 1961, (c) 100 of the Sample who accepted different jobs immediately following their training, and (d) 355 who later changed jobs prior to being interviewed Nov. '61. The two middle columns show new jobs to which participants have moved, but many represent promotions within the same Type of Employment, hence are seldom shifted from one type of employment to another.

Type of Employment	Sample Population: Job held when Selected No.	% Tot.	First Post-training job if different No.	% Sub-tot.	Nov. 1961 job if different No.	% Sub-tot.	Total population Nov. 1961 No.	% Tot.
Own Government)	182	29	28	28	100	28	387	25
Other Government)			1	1	10	3	30	2
Private Business	40	7	6	6	55	16	156	10
Professional	180	29	22	22	76	21	382	25
Trade Union	34	6	-	-	12	3	69	5
Nationalized Ind.	179	29	43	43	102	29	315	21
Unknown-Other	3	0	-	-	-	-	157*	10
Retired - Deceased	-	-	-	-	-	-	33	2
	618		100		355		1529	

* The "Unknown-Other" category, mostly "out-of-country" participants, is composed mainly of government, private business and professional people.

(See also Q. 3, 112, 117; C.T. 9, 32 & 77)

Q. Patterns of change in Level or Rank of Position and Major or Minor Field of Economic Activity, from Time of Training to Time of Interview, for Total and Sample Populations.

Pattern of change	Total No.	Total %	Sample No.	Sample %
Same in all respects	899	59	408	66
Same major field diff. other respects	232	15	102	16
Diff. major field same rank	54	4	30	5
Different in all respects	158	10	74	12
Not ascertained	186	12	4	1
	1529		618	

R. Supervisor's name (Participant's permission was asked for interviewing his supervisor)

Supervisor's name was given	565	91.4%
Participant refused to have supervisor interviewed	6	1.0
Participant had no supervisor	47	7.6
	618	

S. Supervisor questionnaires completed

Yes	313	50.6%
No	305	49.4
	618	

(See also - Q. U, V & W)

T. Technician questionnaire completed

Yes	200	32.4%
No	418	67.6
	618	

(See also - Q. U, V & W)

U. Comparison of sub-samples to sample population by major fields of activity

Percentage distribution of the study sample, the sub-sample reported on by supervisors and the sub-sample reported on by USOM technicians, by Major Fields of Activity

	No. participants	Direct military support	Agric. & natural resources	Industry & Mining	Trans-portation	Labor	Health and sanitation	Education	Public ad-ministra-tion	General & miscel-laneous	Total
Study Sample	618	3.6	28.6	23.3	7.0	0.3	9.5	17.0	7.1	3.6	100%
Supervisors' Sub-sample	322	4.4	30.7	21.4	8.4	0.3	9.6	16.8	3.2	4.7	100%
Technicians' Sub-sample	200	-	23.5	24.0	7.0	-	6.5	22.5	8.5	8.0	100%

(See also Q. K; C.T. 10, 11, 22, 29 & 30)

V. Comparison of sub-samples to sample population by year left for training program

Percentage distribution of the study sample, the sub-sample reported on by supervisors and the sub-sample reported on by USCM technicians, by Year Left for Training Program.

	Study Sample	Supervisors' Sub-sample	Technicians Sub-sample
Number Participants	618	322	200
1951	1.1%	0.9%	0.5%
1952	3.4	1.9	4.0
1953	11.8	6.5	8.5
1954	9.7	8.4	10.5
1955	17.0	21.7	12.5
1956	14.4	14.3	16.0
1957	12.8	15.5	14.5
1958	12.8	15.2	15.5
1959	14.4	14.3	16.5
1960	2.6	1.3	1.5
Total:	100.0%	100.0%	100.0%

(See also Q. I; C.T. 40, 51 & 52)

W. Comparison of sub-samples to sample population by age in years at time of departure for training.

Percentage distribution of the study sample, the sub-sample reported on by supervisors and the sub-sample reported on by USCM technicians, by Age in Years at Time of Departure for training.

	No. participants	Under 25	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 and older	Total
Study Sample	618	3.1	16.2	23.6	22.8	19.3	8.9	5.0	1.1	100%
Supervisors' Sub-sample	322	1.5	17.1	28.6	23.4	18.3	8.4	1.8	0.9	100%
Technicians' Sub-sample	200	0.5	14.0	26.5	26.0	17.5	8.5	6.0	1.0	100%

(See also Q. 7; C.T. 72 & 73)

X. Comparison of utilization scores from participant, supervisor and technician ratings.

Distribution of utilization scores, with percentages, for all Participants in the Sample and Sub-samples, as rated by the Participants themselves, their Supervisors and Technicians.

Utilization Scores	Participants		Supervisors		Technicians	
	No.	%	No.	%	No.	%
91 - 100	78	12.62	83	25.78	90	45.0
81 - 90	237	38.35	120	37.27	4	2.0
71 - 80	189	30.59	1	0.31	40	20.0
61 - 70	64	10.35	91	28.26	13	6.5
51 - 60	22	3.56	6	1.86	11	5.5
41 - 50	-	-	1	0.31	5	2.5
31 - 40	-	-	1	0.31	3	1.5
21 - 30	-	-	1	0.31	4	2.0
11 - 20	-	-	-	-	4	2.0
0 - 10	-	-	3	0.93	6	3.0
Y	28	4.53	15	4.66	20	10.0
	618		322		200	

(See also C.T. 155 -201; 29, 51, 72, 153, 198, 205, 206, 209 - 211, & 238; 30, 52, 73, 154, 201, 212 - 230)

II. Information about participants at time of departure for training

Q. 1. Area of Residence:

Capital city area	330	53	%
Provincial city area	165	27	
Rural place, village, town	123	20	
	618		

(See also Q. C; C.T. 31)

Q. 2. Employer: (Not coded)

Q. 3. Occupation (Type of Employer):

Government	182	29	%
Private business	40	7	
Profession	180	29	
Trade union	34	6	
Student	2	0	
Nationalized industry	180	29	
	618		

(See also C.T. 9, 32 & 77)

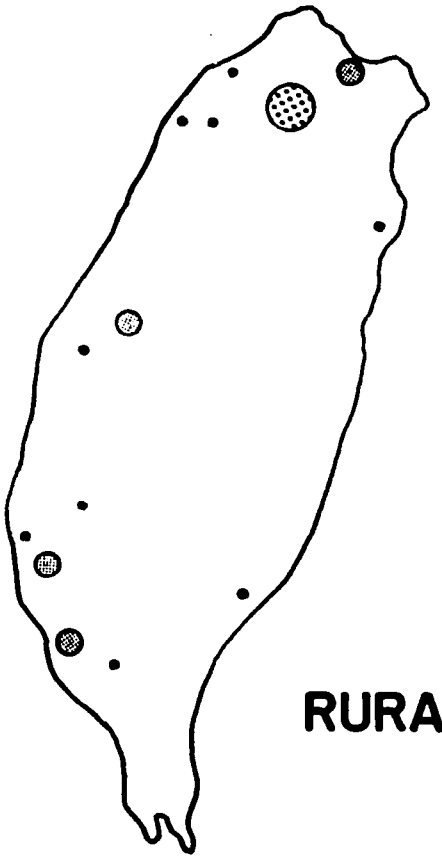
Q. 4. Total time in field of specialization:

None	2	0	%
Less than 1 year	3	0	
1 to just under 2 years	17	3	
2 to just under 5 years	137	22	
5 to just under 10 years	263	43	
10 years or more	196	32	
	618		

(See also C.T. 53, 104 & 158)

Q. 5. Kind of work done (Level of position at time of selection)

RESIDENCE



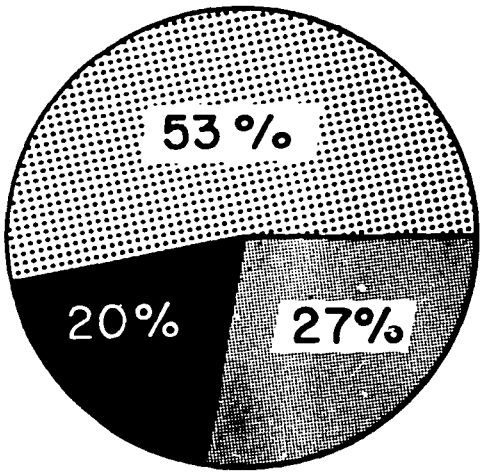


PLATE XI

	Total		Sample	
Top policy makers	8	0.5%	0	0 %
Policy makers - second level	75	4.9	29	5
Subordinate management	592	38.7	220	35
Engineers	268	17.5	114	18
Professional occupations	429	28.1	184	30
Sub-professional occupations	94	6.1	47	8
Supervisors, inspectors, foremen	17	1.1	14	2
Artisans, craftsmen	6	0.4	4	1
Occupations not elsewhere classified	33	2.2	6	1
Unknown	7	0.5	0	0
	1529		618	

(See also C.T. 5, 33, 54, 74, 75, 124 & 159)

Q. 6. Number of people supervised:

None	135	21.8%
1 - 49	286	46.3
50 - 199	111	18.0
200 or more	72	11.6
Not ascertained	14	2.3
	618	

(See also Q. 111, 116)

Q. 7a. Date of birth:

1898 - 1900	3	0.5%
1901 - 1904	21	3
1905 - 1909	45	7
1910 - 1914	116	19
1915 - 1919	122	20
1920 - 1924	146	23
1925 - 1929	135	22
1930 - 1934	27	4
1936 - 1938	3	0.5
	618	

Q. 7b. Age in years at time of departure for training:

Under 25	19	33	%
25 - 29	100	16	
30 - 34	146	24	
35 - 39	141	23	
40 - 44	119	19	
45 - 49	55	9	
50 - 54	31	5	
55 and older	7		
	618		

(See also C.T. 6, 34, 53 - 73, 125 & 160)

Q. 8. Sex:

	Total		Sample		
Male	1435	93.8%	581	94	%
Female	94	6.2	37		
	1529		618		

(See also C.T. 7, 35, 55, 76, & 126)

Q. 9. Total years of education:

17 or more years	123	20	%
13 - 16 years	426	69	
9 - 12 years	65	10	
5 - 8 years	4	1	
	618		

(See also C.T. 36, 56, 83, 87, 127, & 161)

Q. 10. Marital status:

Married	528	85	%
Not married	90	15	
	618		

(See also C.T. 57 & 128)

Q. 11. Attendance at special school prior to training:

Attended	108	17.5	%
Not attended	510	82.5	
	618		

(See also C.T. 78)

Q. 12. Type of special school attended at any period prior to ICA training:

Agriculture	41	38	%
Industrial	20	18	
Nursing	13	12	
Engineering	10	10	
Others	24	22	
	108		

Q. 13. Attendance at university prior to ICA training:

Attended	512	83	%
Not attended	106	17	
	618		

(See also C.T. 78 & 105)

Q. 14. Name of university:

(Not coded)

Q. 15. Location of university:

In China	400	78	%
In Japan	63	12	
In U.S.A.	40	8	
In other countries	9	2	
	512		

Q. 16. Major field of study at the university:

Agriculture	114	22 %
Engineering	208	41
Business Administration	25	5
Medical	33	6
Law	19	4
Liberal Art	35	7
Science	31	6
Social Science	41	8
Others	6	1
	512	

Q. 17. University degrees before ICA training:

Received	436	85.2%
Did not receive	76	14.8

Q. 18. Type of degrees:

Bachelor level	354	81.2%
Master's level	35	8.0
Doctorate level	9	2.1
Law	8	1.8
Medical	30	6.9
	436	

Q. 19. Names of ministry sponsoring training:

Education	145	23.5%
Food, Agriculture, Forestry, Fishery	113	18.3
Industry, Mining, Power	80	12.9
Public Adm., Domestic Affairs, Press	63	10.1
Communication, Transportation	48	7.8
Public Health	28	4.5
Finance, Tax, Commerce	26	4.3
Defense	23	3.7
Research, Planning	13	2.1
Public Safety & Welfare	3	0.5
Non-government Agency Sponsor & Others	76	12.3
	618	

III. Preparation for Program

In this first section I am interested in some of the events which took place before you left home for your training program.

Q. 20. Thinking back, what was the first step in that training program -- did you make application yourself to go, or were you selected by someone else?

Made application	72	11.7%
Was selected or invited (GO TO Q. 22)	546	88.3
Don't know (GO TO Q. 23)	0	0
	618	

(Also see C.T. 79 & 80)

Q. 21. How did you first learn about ICA training programs in your field?

From supervisor	15	20.8%
From colleague	1	1.4
From ICA / USOM personnel	5	6.9
From friend	7	9.7
Others (SPECIFY:)	44	61.2
Don't know	0	0
	72	

Q. 22. Who selected you?

Total number of respondents: 618

Supervisor	506	81.9%
Others (SPECIFY:)	122	19.7
Don't know	0	0
	628	

(The total number of answers is more than 618 because some respondents gave more than one response.)

(Also see C.T. 37, 117, 162)

Q. 23. When your program was being planned, did anyone at your place of employment or school give you any information about it?

Yes	450	72.8%
No (GO TO Q. 26)	168	27.2
Don't know (GO TO Q. 26)	0	0
	618	

(Also see C.T. 81, 82, 84, 88)

Q. 24. Who gave you the information? Was it your supervisor or another person?

Total number of respondents: 450

Supervisor	414	92.0%
Others	216	48.0
Don't know	0	0
	630	

(The total number of answers is more than 450 because some respondents gave more than one response.)

Q. 25. What kinds of things did you learn about your program from this person? (PROBE)

Total number of respondents: 450

General information	3	0.7%
Administrative Finance, Transportation, passport, etc.	325	72.2
Administrative by own government finance, etc.	61	13.6
Subject matter	456	101.3
Post-training job, utilization of training	264	58.7
Cultural, social, economic	36	8.0
Climate and clothing	16	3.6
Others	46	10.2
	1207	

(The total number of answers is more than 450 because some respondents gave more than one response.)

Q. 26. Did the Ministry that sponsored you give you any information about the program being planned for you?

Yes	261	42.2%
No	168	27.2
Ministry was employer (GO TO Q. 28)	188	30.4
Don't know (GO TO Q. 28)	1	0.2
	618	

(Also see C.T. 81, 85, 89)

Q. 27. In general, what did you learn about your program from your Ministry? (What kinds of things were you told?)

Total number of respondents: 261

General information	3	1.1%
Administrative	164	62.8
Own Government Administration	30	11.5
Subject matter	256	98.1
Post training job	140	53.6
Cultural and social	30	11.5
Climate and clothing	10	3.8
Others	36	13.8
Don't know	2	0.8
	671	

(The total number of answers is more than 261 because some respondents gave more than one response.)

Q. 28. At the time you were selected to go abroad, were you employed by USOM or in a project run jointly by USOM and your government?

Yes (GO TO Q. 29)	32	5.2%
No (GO TO Q.30)	585	94.6
Don't know (GO TO Q. 30)	1	0.2
	618	

(Also see C.T. 82)

Q. 29. (IF YES) Was that full-time, part-time or occasionally?

Full-time	26	81.3%
Part-time	5	15.6
Occasionally	1	3.1
	32	

Q. 30. (IF NO OR DON'T KNOW) Before you were selected, had your work ever brought you into contact with any USOM project?

Yes	258	44.0%
No	327	55.8
Don't know	1	0.2
	586	

Q. 31. Before you left to go abroad, how satisfied were you with your training program? Were you well satisfied, not very well satisfied, or didn't you know enough about it?

Well satisfied	419	67.8%
Not very well satisfied	73	11.8
Didn't know enough	126	20.4
	618	

(See also C.T. 8, 130 & 163)

Q. 32. Did you have the opportunity to take part in the planning of your program?

Yes (GO TO Q. 33)	378	61.2%
No (GO TO Q.35)	238	38.5
Don't know (GO TO Q. 36)	2	0.3
	618	

(Also see C.T. 106, 129 & 164)

Q. 33. (IF YES) Did you take part to the extent you wanted to?

Yes	329	87.0%
No	49	13.0
	378	

Q. 34. Was your program based mainly on your ideas or the ideas of others?

My ideas	120	31.7%
Those of others	62	16.4
Both equally	195	51.6
Don't know	1	0.3
	378	

Q. 35. (IF NO) Do you think it would have helped your program if you had participated in the planning?

Yes	170	71.5%
No	16	6.7
Didn't care	52	21.8
	238	

Q. 36. How important was each of these factors in deciding if you would go on the training program?

a. Your personal ability -- was that very important or not very important?

Very important	563	91.1%
Not very important	41	6.6
Don't know	14	2.3
	618	

b. The needs of your job -- very important or not very important?

Very important	554	89.6%
Not very important	59	9.6
Don't know	5	0.8

c. Your personal contacts -- were those very important or not very important?

Very important	82	13.3%
Not very important	509	82.3
Don't know	27	4.4
	618	

d. Your language ability -- was that very important or not very important?

Very important	429	69.4%
Not very important	185	29.9
Don't know	4	0.7
	618	

e. And your professional and educational qualifications -- were these very important or not very important?

Very important	528	85.4%
Not very important	77	12.5
Don't know	13	2.1
	618	

Q. 37. Before you left home to go on your program, did you get enough information about the program that was being arranged for you?

a. Did you find out all you needed to know about what you would be learning?

Yes	382	61.8%
No	236	38.2
	618	

If "no" to Q. 37 (a) what information didn't you get about this that would have been useful?

Total number of respondents: 236

Specific information on entire training program	131	55.5%
Move re: subjects studied'-- work to do things to see on program	111	47.0
University regulations and procedures -- exams and degrees	10	4.2
Level of training	6	2.5
How to apply training - how and where I would use training after I returned	3	1.3
Background on specialization - importance - role in economic and		

life - stage of development in country of training	35	14.8
Not timely - received too late to be prepared	8	3.4
Others	1	0.4
	305	

(The total number of answers is more than 236 because some respondents gave more than one response.)

b. Did you get enough information about where you would be going?

Yes	332	53.7%
No	286	46.3
	618	

If "no" to Q. 37 (b) what information didn't you get about this that would have been useful?

Total number of respondents: 286

Needed details - what schools, factories, agencies, etc.	250	87.4%
Background on university, plants, organization - size, complexity - specialities systems of operation and organization	79	27.6
Information not timely - too late to prepare	12	4.2
Others	4	1.4
	345	

(The total number of answers is more than 286 because some respondents gave more than one response.)

c. Did you get enough information about when you would be going?

Yes	445	72.0%
No	173	28.0
	618	

If "no" to Q. 37 (c) what information didn't you get about this that would have been useful?

Total number of respondents: 173

Too uncertain - needed specific time	72	41.6%
Needed to know "red tape" - clearance - passports - visas - customs - medical	6	3.5
Information too late to prepare	142	82.1
Others	1	0.6
	221	

(The total number of answers is more than 173 because some respondents gave more than one response.)

d. How about the length of the program? (Did you get enough information about that before you left?)

Yes	557	90.1%
No	61	9.9
	618	

If "no" to Q. 37 (d) what information didn't you get about this that would have been useful?

Total length - when return	9	14.8%
Detailed itinerary - time in each place	49	80.3
Information too late to prepare	1	1.6
Others	2	3.3
	61	

e. Did you get enough information on any other aspects of the program that was being planned for you?

Yes	480	77.7%
No	138	22.3
	618	

If "no" to Q. 37 (e) what information didn't you get about this that would have been useful?

Total number of respondents: 138

More general information	14	10.1%
Admin. details - travel - finance - mailing	73	52.9
Subject matter - language required - type assoc. to be made group work relations	36	26.1
Manners and customs	19	13.8
Information too late to prepare	9	6.5
Others	14	10.1
	165	

(The total number of answers is more than 138 because some respondents gave more than one response.)

(Also see C.T. 38, 83 - 86, 90, 165)

Q. 38. Number of countries in which training was received.

One country only	555	90 %
Two countries	52	8
Three countries	7	1
Four countries	3	0.5
Five countries	1	0.5
Not ascertained	0	0
	618	

(Also see C.T. 12)

Q. 39. Name(s) of countries in which training was received.

a. Primary country of training

United States	451	73.0%
Netherlands	1	0.2
Viet Nam	1	0.2
Hong Kong	2	0.3
Japan	133	21.5
Philippines	26	4.2
Thailand	4	0.6
	618	

(See also C.T. 12, 41, 86, 91, 98, 107, 132 & 166)

Length of time in primary country

Under two weeks	0	0 %
At least two weeks but less than one month	19	3.1
One month to just under two months	43	6.9
Two months to just under four months	58	9.4
Four months to just under six months	19	3.1
Six months to just under one year	253	40.9
One year to just under two years	225	36.4
Two years to just under three years	1	0.2
	618	

b. Secondary country of training

Puerto Rico	1	0.2%
Germany	2	0.3
France	3	0.4
Spain	1	0.2
U.K.	1	0.2
Japan	39	6.3
Philippines	4	0.6
Costa Rica	1	0.2
Mexico	1	0.2
Canada	10	1.6
Australia	1	0.2
No 2nd country	554	89.6
	618	

Length of time in secondary country

Under two weeks	11	1.8%
At least two weeks but less than one month	31	5.0
One month to just under two months	14	2.3
Two months to just under four months	8	1.3
No 2nd country	554	89.6
	618	

c. Third country of training

Germany	1	0.2%
France	2	0.3
Switzerland	2	0.3
U.K.	2	0.3
Japan	1	0.2
Philippines	2	0.3
Canada	1	0.2
No 3rd country	607	98.2
	618	

Length of time spent in third country

Under two weeks	7	1.1%
At least two weeks but less than one month	2	0.3
One month to just under two months	1	0.2
Four months to just under six months	1	0.2
No 3rd country	607	98.2
	618	

(The names of fourth and fifth countries of training were not coded.)

Total amount of time spent in training

Less than one month	19	3.1%
One month to just under two months	36	5.8
Two months to just under four months	64	10.3
Four months to just under six months	19	3.1
Six months to just under one year	225	36.4
One year to just under two years	254	41.1
Two years to just under three years	1	0.2
Three years or more	0	0
	618	

(See also C.T. 42, 58, 75, 133 & 168)

If "no" to Q. 40 (b) what information didn't you get about colloquial speech and idioms?

Total number of respondents: 223

More in general - not enough	20	9.0%
Needed more training in language	52	23.3
Phrases, words, idioms used in restaurants, public eating places	31	13.9
Same for traveling - asking directions - taxi, etc.	28	12.6
Kinds of language spoken - patios, dialects, slang, argot	153	68.6
	284	

(The total number of answers is more than 223 because some respondents gave more than one response.)

c. Did you get enough information about religious practices of the country of training?

Yes	524	84.8%
No.	94	15.2
	618	

If "no" to Q. 40 (c) what information didn't you get about the religious practices?

Total number of respondents: 94

Needed more - did not get enough information in general on religion	19	20.2%
Location of places of worship in my own religion	2	2.1
Importance and role of religion in life of country	40	42.6
Number and kinds of religious groups - rituals, practices, holy days	54	57.4
Rules of conduct in places of worship	22	23.4
Other	2	2.1
	139	

(The total number of answers is more than 94 because some respondents gave more than one response.)

Q. 40. In addition to information about the program, did you get enough information about how to get along in (NAME OF COUNTRY)? For instance --

a. Did you get enough information about how to use restaurants and public facilities?

Yes	509	82.4%
No	109	17.6

If "no" to Q. 40 (a) what information didn't you get about restaurants and public facilities?

Total number of respondents: 109

How and when to find and use restaurant - read menus	48	44.0 %
Types of foods - dietary habits - availability of foods I am accustomed to	19	17.4
How much, whom and when to tip	6	5.5
Buses, taxis, trains - fares and reservations	49	45.0
Hotels, motels, etc. - How to locate modest priced accommodation	46	42.2
Etiquette in restaurants, hotels, trains, etc.	4	3.7
Cost of living, money management, prices of food, lodging	7	6.4
Others	20	18.3
	199	

(The total number of answers is more than 109 because some respondents gave more than one response.)

b. Did you get enough information about colloquial speech and idioms?

Yes	395	63.9%
No	223	36.1
	618	

d. Did you get enough information about the use of their money?

Yes	564	91.3%
No	54	8.7
	618	

If "no" to Q. 40 (d) what information didn't you get about the use of their money?

Total number of respondents: 54

Needed more general information	3	5.6%
Names, sizes, value of currency - what it looks like	26	48.1
Exchange rates - equivalence to my currency	26	48.1
Prices, living costs, how to manage money wisely	15	27.8
Other	1	1.9
	71	

(The total number of answers is more than 54 because some respondents gave more than one response.)

e. Did you get enough information about their manners and customs generally?

Yes	497	80.4%
No	121	19.6

If "no" to Q. 40 (e) what information didn't you get about their manners and customs?

Total number of respondents: 121

Not enough information - in general	32	26.4%
Behavior of people generally - what to expect from them, how they react to foreigners	32	26.4
Rules - procedures academic institutions - testing, guidance available or required	2	1.7

Discriminatory attitudes to races, minority groups	4	3.3
What to do when a guest - customs of accepting and returning hospitality	37	30.6
Etiquette and conduct in general	62	51.2
Other	8	6.6
	177	

(The total number of answers is more than 121 because some respondents gave more than one response.)

(Also see C.T. 39, 87 - 91, 167)

Is there anything else you would have liked to know more about before you left?

Total number of respondents: 618

Nothing else	112	18.1%
Content of program subjects level work	139	22.5
Background information - rule and importance of field of training, university requirements, exams, degrees - so I could plan	202	32.7
Future application of training	12	1.9
Scheduling - where, when, how long in each place, complexity	179	29.0
Restaurants and food	26	4.2
Transportation	66	10.7
Housing	57	9.2
Languages	41	6.6
Etiquette	82	13.3
Customs and Conditions	234	37.9
Miscellaneous	26	4.2
Needed information sooner in my country	35	5.7
Other	36	5.8
Don't know or don't remember	4	0.6
	1251	

Maximum of three items were coded

(The total number of answers is more than 618 because some respondents gave more than one response.)

IV. Period Abroad

Q. 42. When you arrived in (NAME OF COUNTRY), did you attend any general orientation sessions that took more than one entire day?

Yes	443	71.7%
No (GO TO Q. 48)	175	28.3
Don't know (GO TO Q. 48)	0	0
	618	

Q. 43 - 44. Name of place where orientation sessions were held.

Washington International Center	342	77.2%
American University	6	1.4
Any school or ...	2	0.5
Any department	27	6.1
Any industrial plant	9	2.0
Outside the US (GO TO Q. 48)	56	12.6
Don't know	1	0.2
	443	

Q. 45. Do you receive their newsletter?

Yes	250	64.5%
No	135	34.9
Don't know	1	0.3
Not ascertained	1	0.3
	387	

Q. 46. Do you consider the time you spent in these orientation sessions valuable, or would you have preferred to spend that time on the rest of your program?

Valuable	351	90.7%
Prefer time for rest of program	34	8.8
Don't know or not ascertained	2	0.5
	387	

(Also see C.T. 92, 142)

PERCENTAGE NEEDING MORE PRE-DEPARTURE INFORMATION ABOUT

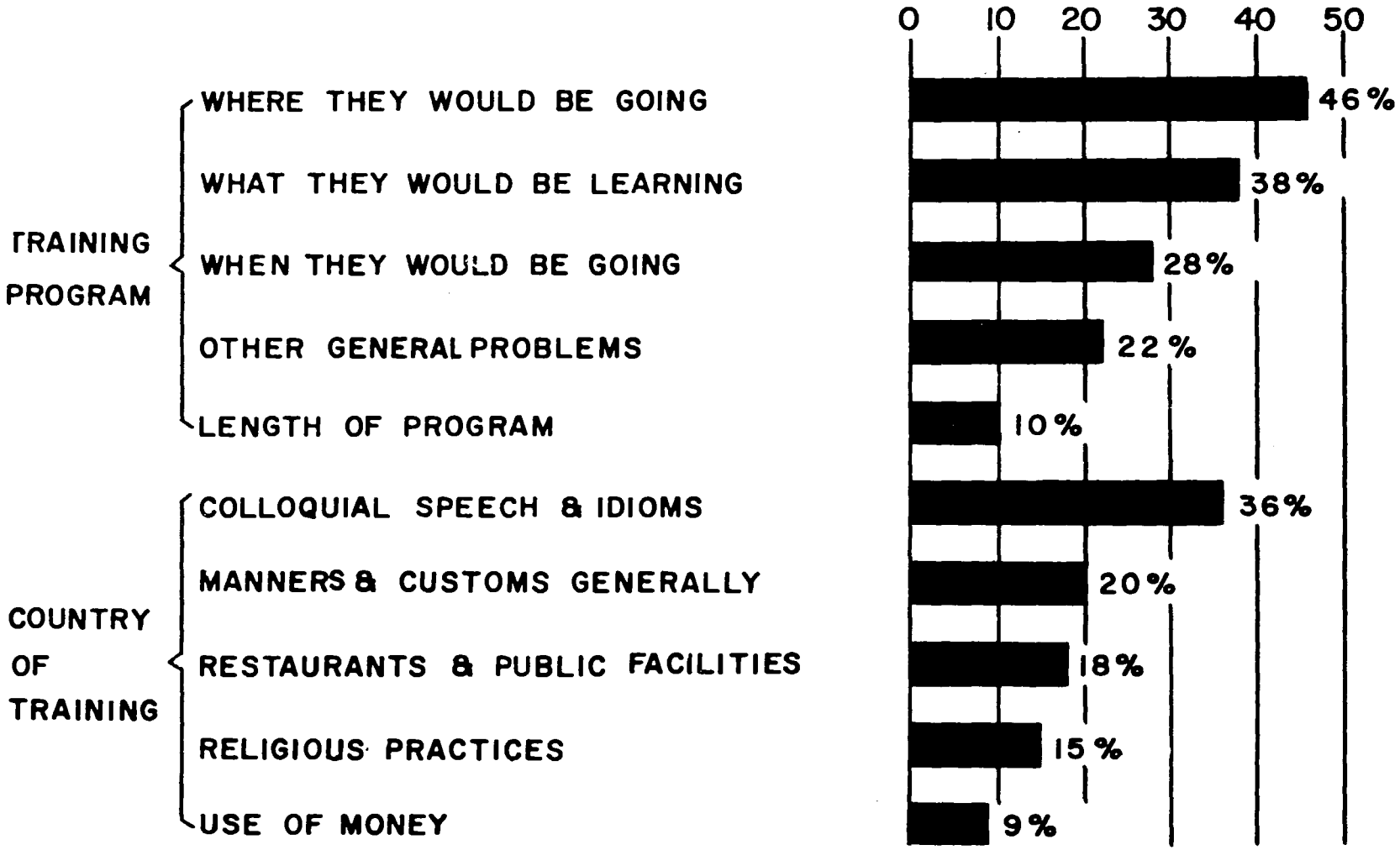


PLATE XII

Q. 47. Can you think of any improvements in the orientation session that would make it more useful to future participants from your country? (What would you suggest?)

Total number of respondents: 387

None	99	25.6%
Not well organized	67	17.3
Time too short	39	10.1
Time too long	43	11.1
Too formal	24	6.2
Too few social activities	61	15.8
Too many lectures	30	7.8
Too little information about training program	26	6.7
Should be groups according to requirements	49	12.7
Should meet people and families	48	12.4
Training too fast	29	7.5
Others	67	17.3
Don't know or don't remember	4	1.0
	586	

(The total number of answers is more than 387 because some respondents gave more than one response.)

Q. 48. When you arrived in (NAME OF COUNTRY), was your program arranged in complete detail, in partial detail, or not set up at all?

Program in complete detail	277	44.8%
Program in partial detail	280	45.3
Program not set up at all	61	9.9
Don't know	0	0
	618	

(Also see C.T. 13, 134 & 169)

Q. 49. When you arrived, did you meet someone who discussed your program with you?

Yes	594	96.1%
No (GO TO Q. 54)	24	3.9
	618	

Q. 50. Was this your project manager, program specialist, or someone else?

Project manager or program specialist	518	87.2%
Someone else (SPECIFY HIS JOB:)	76	12.8
	594	

Q. 51. Do you think he gave enough attention or guidance to you during the course of the program, or not?

Received enough attention	504	84.9%
Did not receive enough attention	87	14.6
Don't know	3	0.5
	594	

(Also see C.T. 93 - 97)

Q. 52. Do you happen to recall where this official worked? Although all training programs are sponsored by ICA, the officials who manage programs do not all work at ICA -- some work at other government agencies, some at universities, and some at private organizations. At what place did the official who managed your program work?

At ICA (GO TO Q. 55)	357	60.1%
At a government agency other than ICA	148	24.9
At a university	10	1.7
At a private organization	18	3.0
Other (SPECIFY:) (GO TO Q. 55)	60	10.1
Don't know (GO TO Q. 55)	1	0.2
	594	

(Also see C.T. 93)

Q. 53. Which one was that? (What was the name of the agency/university/organization?)

Department of Agriculture	50	28.4%
Department of Health, Education and Welfare	63	35.8
All other government agencies	35	19.9
At a university	10	5.7
Others	18	10.2
(GO TO Q. 55)	176	

Q. 54. How did you get information about where to go or what to do next on your program?

Total number of respondents: 24

ICA in Washington, USOM	4	16.7%
Government department in country of training other than ICA	5	20.8
University officials	3	12.5
Printed ICA program	12	50.0
Letter or other written papers	3	12.5
Others	2	8.3
	29	

(The total number of respondents is more than 24 because some respondents gave more than one response.)

Q. 55. Now I'd like to ask you about your actual training program. There are several kinds of things that participants do in their training, and I'd like you to tell me which kinds you did in your program. There are observation tours which usually last between 3 and 8 weeks; there is on-the-job-training where the participant has actual work experience; there is attendance at a university; and there are programs designed especially for groups of participants, not at a university and not observation tours.

Was any of your time spent ....

	YES	IF YES: Weeks in average	NO
On an observation tour?	544	12	74
In on-the-job training?	282	22	336
In attendance at a university as an individual or a member of a group?	281	28	337
In a special group program not at a university	224	7	394

(IF RESPONDENT ATTENDED NO UNIVERSITY, GO TO Q. 64)

(IF RESPONDENT ATTENDED ANY UNIVERSITY, GO TO Q. 56)

(Also see C.T. 14 - 17, 43 - 46, 59 - 62, 94 - 97, 99 - 102, 108 - 111, 135 - 138, 170 - 173)

Q. 56. Now when you attended the university or school, were you enrolled as a regular student, as a special student (an observer, auditor, or on a special program), or were you a member of a group program?

Were you ....

	YES	IF YES: Weeks in average	NO
A regular student?	87	32	194
A special student?	184	26	97
A member of a group program?	28	13	253

Total number of respondents: 281

(The total number of answers is more than 281 because some respondents gave more than one response.)

Q. 57. Which university (universities) did you attend? (ENTER NAME OF UNIVERSITY. FOR EACH ONE MENTIONED, ASK:) About how long did you spend there?

Total number of universities attended:

One university	228	81.1%
Two universities	40	14.2
Three universities	9	3.2
Four universities	3	1.1
Five or more universities	1	0.4
	281	

Time spent at above universities:

Under two weeks	2	0.7%
Two weeks to just under one month	9	3.2

One month to just under two months	25	8.9%
Two months to just under 4 months	44	15.7
4 months to just under 6 months	72	25.6
6 months to just under 1 year	115	40.9
1 year to just under 2 years	14	5.0
	281	

Q. 58. Did you receive a degree? or diploma?

Yes (GO TO Q. 59)	25	9.7%
No (GO TO Q. 62)	232	90.3
	257	

(Those who attended universities as members of group programs only were excluded.)

Q. 59. If yes to Q. 58: Which degree or diploma was that?

Master's level	23	92 %
Doctorate level	1	4
Other	1	4
	25	

(Also see C.T. 139, 174)

Q. 60. Do you think the degree or diploma will help your future career very much, somewhat, or not at all?

Very much	12	48 %
Somewhat	11	44
Not at all	1	4
Don't know (GO TO Q. 64)	1	4

Q. 61. Why is that?

Total number of respondents: 25

Degree or diploma leads to advancement in job	11	24.4%
Degree or diploma will mean more prestige, status, ...	17	37.9
Degree or diploma will enable me to gain more knowledge	12	26.7
Degree or diploma will permit or qualify me to teach others ...	2	4.4
Other positive items	1	2.2
Degree or diploma does not lead to a better job	1	2.2
Degree or diploma does not lead to greater prestige	1	2.2
	45	

(The total number of answers is more than 25 because some respondents gave more than one response.)

Q. 62. If no to Q. 58: Do you think a degree or diploma would have helped your career very much, somewhat, or not at all?

Very much	117	50.4%
Somewhat	70	30.2
Not at all	36	15.5
Don't know (GO TO Q. 64)	9	3.9
	232	

Q. 63. Why is that

Total number of respondents: 223

Degree or diploma would have meant more money	4	1.2%
Degree or diploma would have led to advancement in job ...	105	30.9
Degree or diploma would have meant more prestige	108	31.6
Degree or diploma would have enabled me to gain more knowledge, improved my ability	68	20.0
Degree or diploma would have permitted or qualified me ...	11	3.2

Other positive items	1	0.3%
Degree or diploma would not have led to a better job	22	6.5
Degree or diploma would not have led to greater prestige ...	8	2.4
Degree program was too elementary	4	1.2
Degree or diploma I would have obtained was not relevant	4	1.2
All other comments	4	1.2
Don't know or don't remember	1	0.3
	340	

(The total number of answers is more than 223 because some respondents gave more than one response.)

Q. 64. How was the length of your program -- do you think it was too long, about right, or too short?

Too long	21	3 %
About right (GO TO Q. 66)	229	37
Too short	368	60
	618	

(Also see C.T. 23, 63, 143, 185)

Q. 65. About how long do you think it should have been?

Less than one month	2	0.5%
One month to just under two months	8	2.1
Two months to just under four months	37	9.5
Four months to just under six months	12	3.1
Six months to just under one year	58	14.9
One year to just under two years	176	45.2
Two years to just under three years	87	22.4
Three years or more	9	2.3
	389	

Q. 66. Do you think the planned part of your training required you to do or see too many different things, or would you have preferred more different things?

Too many things	107	17 %
Would have liked more	262	43
All right as it was	249	40
Don't know	0	0
	618	

(Also see C.T. 24, 64, 98 - 103, 144, 186)

Q. 67. And how did you find the level of your program? Judging from your background and experience at the time, do you think the program was generally on too simple a level for you, was it about right, or was it too advanced?

Too simple a level	78	12.6%
About right	522	84.5
Too advanced	15	2.4
Don't know	3	0.5
	618	

(Also see C.T. 25, 65, 104 - 113, 145 & 187)

Q. 68. Had you been told anything about the level of your program before you left home?

Yes (GO TO Q. 70)	200	32 %
No	418	68
	618	

(Also see C.T. 112)

Q. 69. Would it have been helpful or not helpful if you had been told something about that?

Helpful	331	79.2%
Not helpful	13	3.1
Didn't care	74	17.7
	418	

Q. 70. Did you follow your program as it was originally planned, or were important changes made in it after it began? By that I don't mean changes in travel or stopovers, but things like changing your course of study.

LEVEL OF DIFFICULTY OE RROGRAM

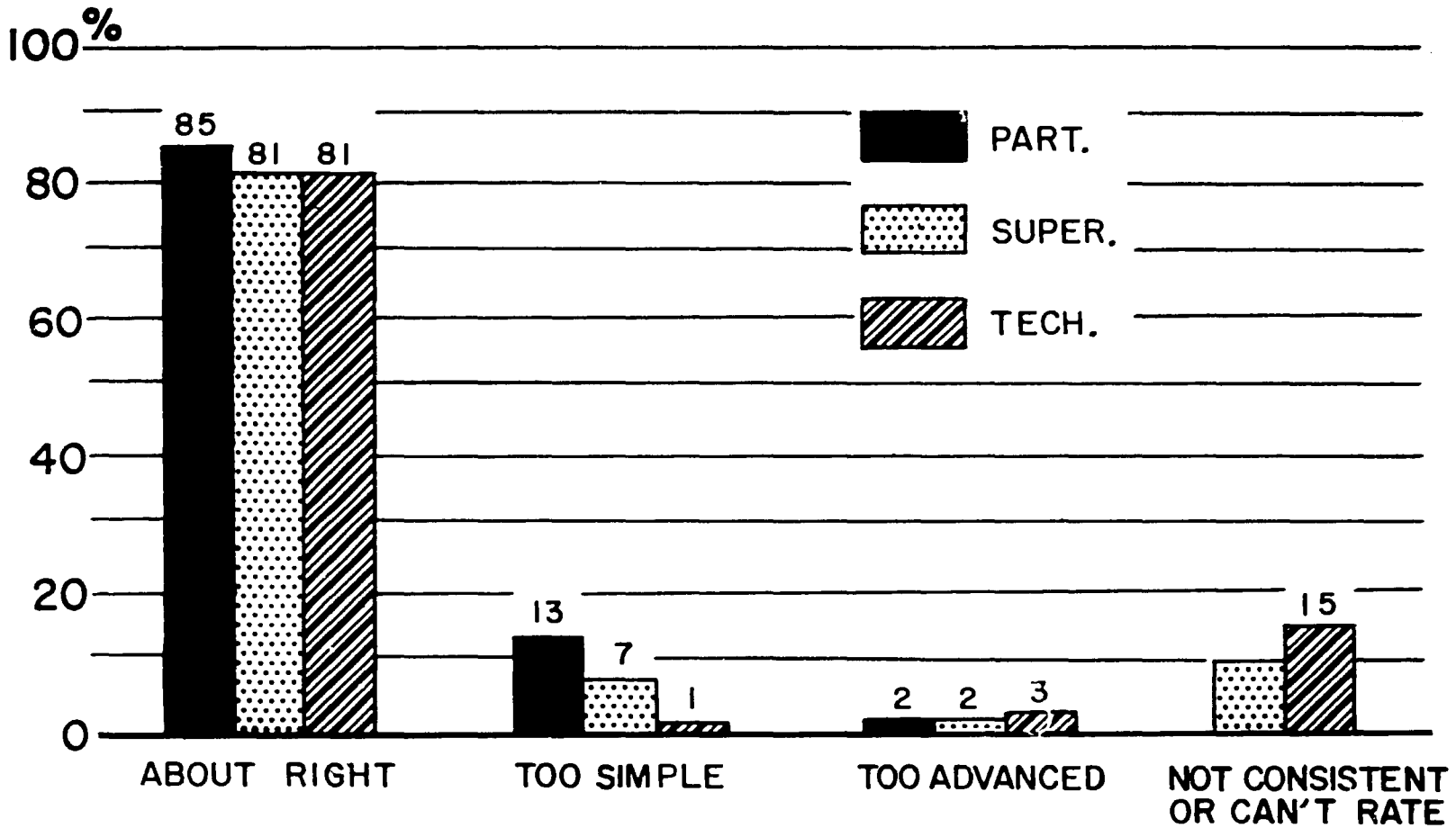


PLATE XIII

Followed program as originally planned, or with small changes only (GO TO Q. 74)	542	87.7%
Important changes made in program	76	12.3
	618	

(Also see C.T. 140, 175)

Q. 71. What kinds of changes were made?

Sources of changes:

Request by participant	39	51.3%
Request by other	37	48.7
	76	

Nature of changes:

Total number of respondents: 76

Changed location - another place - institution	14	12.4%
Changed or added subjects	16	14.2
More observation	19	16.8
More practice, on-the-job training	6	5.3
More academic study (non-degree)	7	6.2
Change to degree program	4	3.5
More advanced program	4	3.5
Less advanced program	2	1.8
Longer - more training	17	15.0
Shorter	22	19.5
Other	2	1.8
	113	

(The total number of answers is more than 76 because some respondents gave more than one response.)

Q. 72. Do you think these changes were necessary or unnecessary?

Necessary	55	72.4%
Unnecessary	19	25.0
Don't know (GO TO Q. 74)	2	2.6
	76	

Q. 73. Why do you feel these changes were necessary or unnecessary?

Changes were necessary:

More suited to job - country needs	24	43.6%	
Learn more	16	29.1	
Obtain degree	3	5.5	
Unavoidable - (no choice)	12	21.8	Q
	55		

Changes were unnecessary:

Not beneficial	13	68.4%
Could have been avoided with better planning	6	31.6
	19	

Q. 74. Did you complete your training program?

Completed	607	98.2%	Q.
Did not complete	11	1.8	
	618		

Q. 75. Why did you leave before completing program?

Business reasons	2	18.2%	
Recalled by my government	2	18.2	
Personal reasons	3	27.3	
Reason connected with content	3	27.3	Q.
Reasons connected with money	1	9.0	
	11		

Q. 76. During your stay in (NAME OF COUNTRY), what stands out as the most useful and valuable part of your experience? (PROBE)

Program-related comments Q.

Everything was useful	5	0.8%
Studies in general	230	37.2
Observation tours	111	18.0

On-the-job training	88	14.2%
University attendance	83	13.4
High quality of instructors	5	0.8
Working with professional counterparts	13	2.1
All other aspects of training	16	2.6

Other comments

Organization of offices, plants, etc.	23	3.7
Good facilities	6	1.0
Advanced procedures	2	0.3
Better understanding of people	14	2.3
Honesty, cooperation, friendliness, etc.	22	3.6

(Also see C.T. 27, 48, 70, 103, 151, 193)

Q. 77. What was the least useful and valuable part of your experience?

Positive comment

Nothing	127	20.6%

Negative program-related comments

Nothing was useful	5	0.8%
Visits	195	31.6
On-the-job training	55	8.9
University attendance	67	10.8
Orientation program	24	3.9
The time spent in Washington	6	1.0
English language study	7	1.1
All other aspects of training	63	10.2

(Also see C.T. 28)

Other negative comments

Racial discrimination	10	1.6
Social activities	7	1.1
Living conditions	7	1.1
Customs, culture, etc.	28	4.5

All other non-program-related comments	14	2.3
Don't know	3	0.5
	618	

Q. 78. What is your opinion of the money ICA made available to you for living costs and travel during the training program: would you say it was too little, about right, or more than needed?

Too little	318	22.3%
About right (GO TO Q. 80)	477	77.2
More than needed (GO TO Q. 80)	3	0.5
	618	

Q. 79. Why do you feel that way?

Not accustomed to life	5	3.6%
Cost of living too high	29	21.0
Hotel, travel expenses too high	77	55.9
Could not take advantage of cultural activities	7	5.1
Couldn't buy books, apparatus, etc.	6	4.3
Not enough money	5	3.6
Amount of money should be adjusted to meet individual needs	6	4.3
Other concepts	2	1.5
Not ascertained	1	0.7
	138	

Q. 80. Do you think that the program left you time for your personal interests, after your official duties were finished? Did you have too much time, enough time, or too little time?

Too much time	11	1.8%
Enough time	333	53.9
Too little time	274	44.3
	618	

(Also see C.T. 66 & 146)

Q. 81. Were you entertained in private homes during the course of your program?

Yes	557	90.1%
No (GO TO Q. 84)	61	9.9
	618	

(Also see C.T. 26 & 141)

Q. 82. How did you feel about visiting private homes? Did you like the visits very much, fairly well, or did you not like them?

Very much	422	75.8%
Fairly well	116	20.8
Did not like	19	3.4
	557	

Q. 83. Why do you feel that way?

Total number of respondents: 557

Learned customs, social, family-living conditions	298	30.0%
Liked comfortable, relaxed, informal atmosphere	74	7.5
People hospitable, polite, kind - feel at home	79	8.0
People eager to know about my country - I enjoyed telling	74	7.5
Exchange ideas re: differences philosophies, etc.	101	10.2
Helped me get along, make contacts, get around	15	1.5
Make lasting friendships	266	26.7
Experience in language	20	2.0
Could not accept all invitations - so many	18	1.8
General positive comments	6	0.6
General negative comments	18	1.8
Qualified comments - liked some disliked some	21	2.1
Other concepts	3	
	993	

(The total number of answers is more than 557 because some respondents gave more than one response.)

84. Speaking now of other social activities, do you think there were too many activities arranged for you, or not enough? (That is, arranged by your program advisors, by organizations, church groups and the like?)

Too many activities	23	3.7%
About enough activities (GO TO Q. 87)	344	55.7
Not enough activities (GO TO Q. 86)	251	40.6
	618	

(Also see C.T. 67 & 147)

85. What kinds of activities would you have liked less of?

Total number of respondents: 23

Social and recreational activities	19	72.6%
Cultural activities	4	17.4
Travel	4	17.5
Invitations to private homes	5	21.7
Others	3	13.0
	35	

(The total number of answers is more than 23 because some respondents gave more than one response.)

(GO TO Q. 87)

86. What kinds of activities would you have liked more of?

Social and recreational activities	142	33.2%
Cultural activities	79	18.5
Travel	58	13.6
Invitations to private homes	64	15.0
More meetings between groups from different countries	22	5.2
Meetings with professional colleagues	50	11.7
More free time	10	2.3
Others	2	0.5
	427	

(The total number of answers is more than 251 because some respondents gave more than one response.

Q. 87. At the end of your training program, did you attend a seminar in communication?

Yes	50	8.1%
No (GO TO Q. 95)	568	91.9
Don't know (GO TO Q. 95)	0	0
	618	

(Also see C.T. 176)

Q. 88. In what country was that?

United States	50	100 %
Other (SPECIFY:)	0	0
	50	

Q. 89. What did you like <u>most</u> about the seminar?

Total number of respondents: 50

Learning how to communicate	29	44.7%
Suggestions for adapting	12	18.5
Exchange of ideas	9	13.8
Other concepts	6	9.2
Liked nothing	9	13.8
	65	

(The total number of answers is more than 50 because some respondents gave more than one response.)

Q. 90. What did you like <u>least</u>?

Total number of respondents: 50

Liked everything	11	19.2%
Waste of time	9	15.8
Too intensive	9	15.8
Other concepts	27	47.4
Don't know	1	1.8
	57	

(The total number of answers is more than 50 because some respondents gave more than one response.)

Q. 91. Who ran the seminar?

Michigan State University	30	60	%
Department of Agriculture	6	12	
Others	14	38	
	50		

Q. 92. Have you used any of the materials or ideas from the seminar in your work?

Yes (GO TO Q. 93)	33	66	%
No (GO TO Q. 94)	17	34	
	50		

IF YES:

Q. 93. What did you use? How did you use it?

Total number of respondents: 33

Used principles in teaching others	19	57.6%
Used ideas in suggesting changes	16	48.5
Other concepts	13	39.4
	48	

IF NO:

Q. 94. Why is that?

Total number of respondents: 17

Could not be applied in my country	8	47.1%
Could not be applied in my job	6	35.3
Other concepts	6	35.3
	20	

(The total number of answers is more than 17 because some respondents gave more than one response.)

Q. 95. Now I have a few questions about English-language training. Did that program require a knowledge of English?

Yes	523	84.6%
No (GO TO Q. 100)	95	15.4
	618	

Q. 96. Did you receive any English-language instruction in preparation for your program?

Yes (GO TO Q. 97)	399	76.3%
No (GO TO Q. 98)	124	23.7
	523	

(Also see C.T. 114)

IF YES:

Q. 97. Would more instruction in English have been helpful to you on your program?

Yes	285	71.4%
No	114	28.6
	399	

Q. 98. Would some instruction in English have been helpful to you on your program?

Yes	72	58.1%
No	52	41.9
	124	

Q. 99. If you had any difficulty at all with your English during the program, was this mainly in making yourself understood, in understanding others, or both?

No difficulty at all	214	40.8%
Difficulty in being understood	85	16.3
Difficulty in understanding others	153	29.3
Both	71	13.6
	523	

(Also see C.T. 68, 113, 114, 148 & 188)

V. Period After Return

Now, in this section, I'd like to find out something about your experience after you returned home from the program we have been discussing.

Q. 100. About how long have you been back from that program?

6 months to just under 1 year	0	0 %
1 year to just under 2 years	45	7.3
2 years to just under 3 years	107	17.3
3 years to just under 4 years	85	13.8
4 years to just under 5 years	91	14.7
5 years to just under 6 years	92	14.9
6 years to just under 7 years	84	13.6
7 years or more	114	
	618	

(Also see C.T. 177)

Q. 101. Since you've been back from that program, have there been any periods when you were not employed?

Yes, never had a job since return (GO TO Q. 102)	0	0 %
Yes, gives periods (GO TO Q. 104)	12	1.9
No (GO TO Q. 108)	606	98.1
	618	

IF NEVER HAD A JOB:

Q. 102. Do you think that your unemployment had any connection with your participation in that training program?

Yes	0
No	0
Don't know	0
	0

(Not applicable: 618)

Q. 103. Why do you feel that way? (GO TO Q. 122)

(Not applicable: 618)

IF UNEMPLOYED FOR PERIODS:

Q. 104. a. How many periods of unemployment were there?

Only one period	12	100 %
Two periods	0	0
Three periods	0	0
	12	

b. For how long was that?

Less than one month	0	0 %
1 - 2	1	8.3
2 - 3	1	8.3
3 - 4	0	0
4 - 6	1	8.3
6 - 12	3	25.0
12 - 24	4	33.4
24 - more	2	16.7
	12	

Q. 105. How long ago was that?

1st Per.
2nd Per.
3rd Per.

(Not coded)

Q. 106. Do you think that your unemployment had any connection with your participation in that training program?

Yes	0	0 %
No	12	100
Don't know	0	0
	12	

Q. 107. Why do you feel that way?

(Not coded)

Q. 108. Now I'd like you to think of the first job you had after you returned from the training program we've been speaking of. Was it the same as the job you had before you left for training, or was it different?

Same (GO TO Q. 113)	518	83.8%
Different	100	16.2
	618	

(Also see C.T. 18, 79, 115, 178)

Q. 109. Was it the job you had expected to get on your return?

Yes (GO TO Q. 111)	58	58.0%
No	41	41.0
Don't know (GO TO Q. 111)	1	1.0
	100	

(Also see C.T. 179)

Q. 110. In what respects was it different?

Total number of respondents: 41

More important job	24	58.5%
Changed from one part of government to another	11	26.8
New job was in field I was trained in	12	29.3
Different from field of training	2	4.9
Others	9	22.0
	58	

(The total number of answers is more than 41 because some respondents gave more than one response.)

Q. 111. How many people did you supervise on that job?

None	21	21 %
1 - 49	47	47
50 - 199	21	21
200 - 499	4	4
500 or more	5	5
Don't know	1	1
Not ascertained	1	1
	100	

Q. 112. What type of employment did you have?

Government	28	28 %
Private business	6	6
Profession	22	22
Trade Union	0	0
Student	0	0
Nationalized industry	43	43
Non-local government	1	1
Other	0	0
	100	

Q. 113. Are you employed at present?

Yes	612	99.0%
No (GO TO Q. 124)	6	1.0
	618	

Q. 114. Is your present position the same as the one you had when you first returned, or is it different?

Same (GO TO Q. 118)	257	42.0%
Different	355	58.0
	612	

(Also see C.T. 115)

Q. 115. In what respects is it different?

Total number of respondents: 355

More important job - more salary - respons - status	247	69.6%
Worse than 1st job - lower pay etc.	6	1.7
From one part of government to another	85	23.9
From non-government organization to another	24	6.8
From private business or professional to government	12	3.4
Government to private	42	11.8
Related to training	30	8.5
Not related to training	7	2.0
Same field - different job	31	8.7

Changed to completely different profession	4	1.1
Had no job at first, now have a job	1	0.3
Don't know or don't remember	3	0.8
	492	

(The total number of answers is more than 355 because some respondents gave more than one response.)

(Also see C.T. 21, 49, 71, 152, 189; 205; 212)

Q. 116. How many people do you supervise on this job?

None	67	18.9%
1 - 5	45	12.7
6 - 19	68	19.1
20 - 49	54	15.2
50 - 199	63	17.7
200 - 499	24	6.8
500 - 999	17	4.8
1000 or more	16	4.5
Not ascertained	1	0.3
	355	

Q. 117. What type of employment do you have -- government, private business, profession, trade union, another type of employer, or are you a student?

Government	100	28.2%
Private business	55	15.5
Profession	76	21.4
Trade union	12	3.4
Student	0	0
Nationalized industry	102	28.7
Non-local government	10	2.8
	355	

(Also see C.T. 77)

Q. 118. Suppose that you had <u>not</u> gone on this training program. Do you think that you would now have about the same kind of position as you currently hold, a better position, or one not as good?

About the same	439	71.7%
Better	8	1.3
Not as good	131	21.4
Don't know	34	
	612	

(Also see C.T. 117 - 120, 149, 190)

Q. 119. Thinking now of the skills, techniques or knowledge that participants learn during their training programs -- a good many participants tell us that they are not actually using much of what they learned in their usual work. How about you personally? In your current job, have you ever been able to use any of the skills or knowledge that you learned on the program we have been discussing?

Yes	599	97.9%
No (GO TO Q. 121)	13	2.1
Don't know (GO TO Q. 121)	0	0
	612	

Q. 120. Would you say you have used practically none, only a little, some, quite a bit, or almost everything?

Practically none	0	0 %
Only a little	57	9.5
Some	152	25.4
Quite a bit	263	43.9
Almost everything; everything	127	21.2
	599	

Q. 121. Thinking now of your supervisor on your current job -- does he help you in utilizing that training? Would you say he was very helpful, somewhat helpful, or not helpful?

Very helpful	249	40.7%
Somewhat helpful	226	36.9
Not helpful	51	8.3
Neither helpful nor unhelpful	44	7.2
Has no supervisor	42	6.9
	612	

(Also see C.T. 121 & 182)

Q. 122. Is there anyone with whom you work who has been trained abroad?

Yes	417	68.1%
No (GO TO Q. 124)	195	
	612	

(Also see C.T. 180)

Q. 123. Is that your supervisor?

Yes	226	54.2%
No	191	45.8
	417	

(Also see C.T. 50, 181; 202 - 204, 206; 213)

Q. 124. Now I would like to ask about whether or not you have conveyed to other people the things you learned on that program? Have you ever been able to convey any of what you learned in the program to other people?

Yes	607	98.2%
No (GO TO Q. 127)	11	1.8
Don't know (GO TO Q. 127)	0	0
	618	

(Also see C.T. 207)

Q. 125. About how much of that training have you been able to transmit to other people -- practically none, only a little, some, quite a bit, or almost everything?

Practically none	0	0 %
Only a little	35	5.8
Some	195	32.1
Quite a bit	262	43.2
Almost everything; everything	115	18.9
	607	

Q. 126. How have you gone about doing that? (CHECK ALL THAT APPLY)

Total number of respondents: 607

Gave formal training programs, lectures	474	78.1%
Informal discussions	522	86.0
Wrote articles, other publications	351	57.8
On the job teaching and training	251	41.4
Others	21	3.5
	1619	

(The total number of answers is more than 607 because some respondents gave more than one response.)

Q. 127. Do you have any plans for using that training which you have not as yet been able to carry out?

Yes	405	65.5%
No (GO TO Q. 129)	213	
	618	

Q. 128. Can you tell me something about that?

Total number of respondents: 405

Plan to change procedures, organization, curriculum, laws	135	33.3%
Write book manual, article, pamphlet, report	29	7.2
Teach others, lecture, demonstrate	34	8.4
Research, survey, census	45	11.1
Purchase new equipment	60	14.8
Construct something - dam, bridge, building, etc.	22	5.4
Institute new organization or service	79	19.5
Plans can be carried out if money is available	184	45.4
Plans can be carried out if equipment or facilities are available	34	8.4
Plans can be carried out if trained personnel are available	20	4.9
Plans can be carried out if top government, officials agree	49	12.1
Other	103	25.4
	794	

(The total number of answers is more than 405 because some respondents gave more than one response.)

Q. 129. Since your return from the program we have been discussing, have you had any contact with USOM?

Yes	430	69.6%
No (GO TO Q. 131)	188	30.4
	618	

(Also see C.T. 19, 116, 183)

Q. 130. Since your return from that program have you ever worked for USOM or worked in a joint project of USOM and your government?

Yes	67	15.6%
No	363	84.4
Don't know	0	0
	430	

Q. 131. Is there a USOM technician available to you for consultation or advice?

Yes	310	50.2%
No (GO TO Q. 133)	298	48.2
Don't know (GO TO Q. 133)	10	1.6
	618	

Q. 132. Do you have frequent contact with him, only occasional contact, or have you never met him?

Frequent	184	59.4%
Occasional	111	35.8
Never met	15	4.8
	310	

(Also see C.T. 122, 184)

Q. 133. Have you requested any kind of help from USOM or ICA since you returned from that program?

OPPORTUNITY AND ABILITY TO CONVEY TRAINING TO OTHERS – 98%

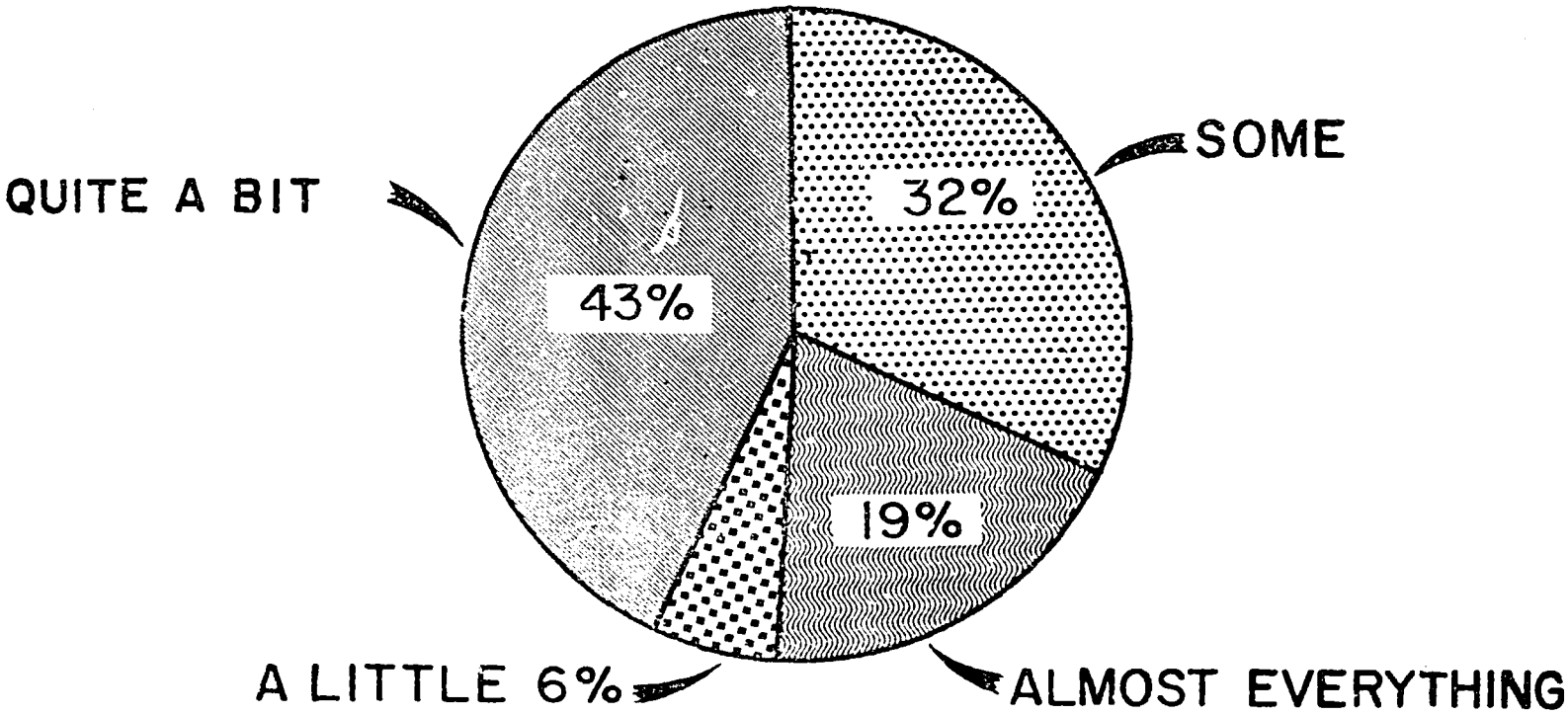


PLATE XIV

OUTSTANDING ACCOMPLISHMENTS USING TRAINING SINCE RETURN – 96%

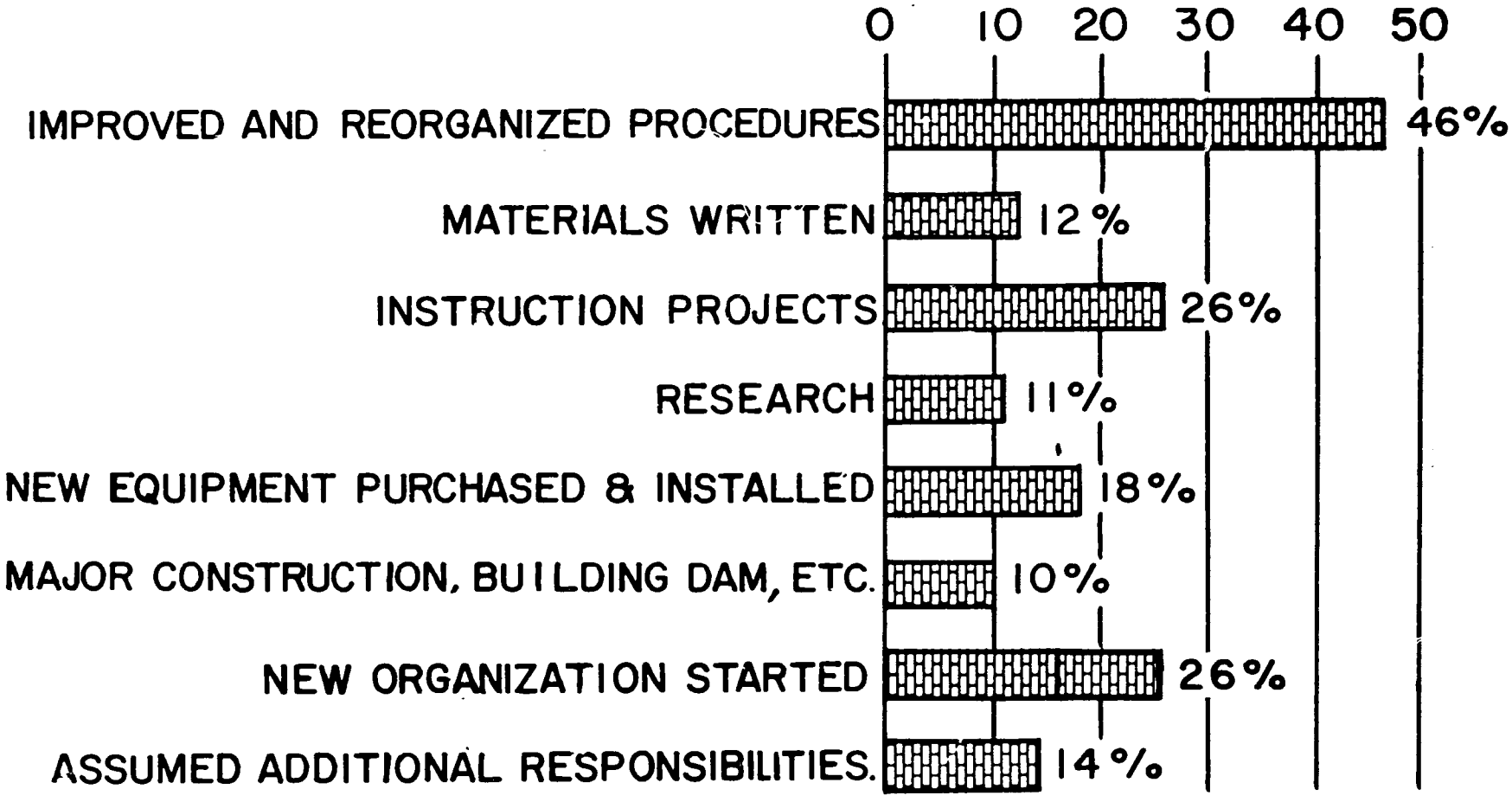


PLATE XV

DEFINITE PLANS NOT YET CARRIED OUT – 66%

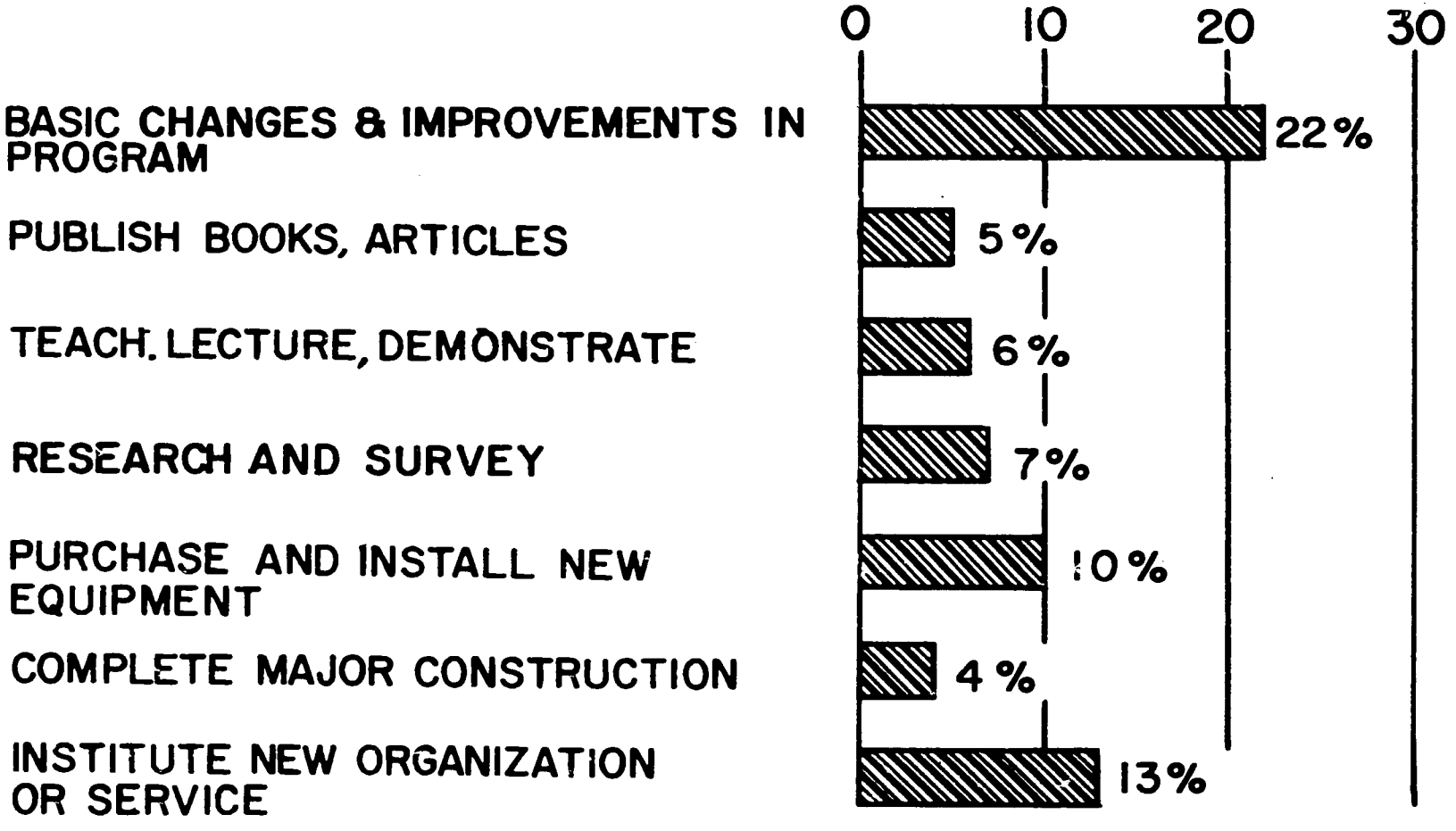


PLATE XVI

Yes	141	22.8%
No (GO TO Q. 135)	477	77.2
	618	

Q. 134. On what kinds of problems did you request help? Did you get the help you asked for?

Total number of responses: 141

a. Type of help requested or received from USOM

Technical advice in general or particular problem, project	28	19.9%
Assistance in training staff	7	5.0
Request training grants for others	5	3.5
Equipment, machinery, material	38	26.9
Books, pamphlets	10	7.1
Obtaining money for a project	149	105.7
All other responses	8	5.7
	245	

(The total number of answers is more than 141 because some respondents gave more than one response.)

b. Was the help received?

Yes	187	132.6%
Part.	41	29.1
No	17	12.1
	245	

(The total number of answers is more than 141 because some respondents gave more than one response.)

Q. 135. During or since that training program, did you join any U.S. professional society?

Yes	152	24.6%
No	466	75.4
	618	

Q. 136. Are you now a member of a U.S. professional society?

Yes	122	19.7%
No	496	80.3
	618	

(Also see C.T. 20)

Q. 137. Do you receive any U.S. professional society?

Yes	223	36.1%
No (GO TO Q. 139)	395	63.9
	618	

(Also see C.T. 47)

Q. 138. How much use are the publications to you?

Very useful	124	20.1%
Somewhat useful	74	12.0
Only a little	21	3.4
Not useful at all	4	0.6
Not applicable	395	63.9
	618	

Q. 139. 140. 141. If you were to go through that program again, what changes would you like to have made in it? Why? Any additional ideas?

Total number of respondents: 618

No change (good response)	19	3 %
More, longer, more general, visit more, etc. training	251	41
Better organized, more guidance, difficult planning personnel etc.	197	32
More advance information about training and conditions in country	184	30
More practical work desired, on the job training, more laboratory	176	29
Participant would like to help plan his own program	160	26
More observation, mor visits	121	20
Program should be more specifically related to my needs, to job and country needs	121	20

More specialized program	108	18%
More academic training	93	15
Other concepts	506	82
	1936	

(The total number of answers is more than 618 because some respondents gave more than one response.)

Q. 142. In general, what do you find to be the major difficulties in using the skills you learned on that training program, or in conveying them to other people?

Total number of respondents: 618

No difficulties	112	18.1%
Lack of money	186	30.1
Lack of equipment	191	30.9
Government not amenable to application of training	119	19.3
"Top" officials do not want to accept new ideas - do not cooperate	41	7.6
New ideas not accepted - by colleagues and public	72	12.7
Lack of educational preparation among people with whom I deal or work	121	20.6
I am not in position of sufficient authority to apply or teach what I learned	40	6.5
Things learned too advanced for application at home	68	11.0
Others	72	11.7
	1099	

(The total number of answers is more than 618 because some respondents gave more than one response.)

Q. 143. What would you consider one or two interesting or outstanding things you have done since your return from that training program? (Can you tell me something about that?)

(FOR EACH ACTIVITY MENTIONED, ASK:) Have you used

anything from your training program on that?

First Dimension: Degree of Initiative Displayed

	1st Act	2nd Act	Total	
Initiated by himself	517	397	914	148%
Initiated by others	73	74	147	24
Does not permit a determination	0	0	0	0
No activity reported	28	147		
	618	618	1061	

Second Dimension: Nature of Activity

	1st Act	2nd Act	Total	
Improved procedures, re-organized, new procedures	173	113	286	46%
Wrote a book, manual, article, report	44	26	70	12
Taught others, lectured, demonstrated	79	83	162	26
Conducted research	48	22	70	11
New equipment purchased, installed	54	57	111	18
Constructed dam, bridge, etc.	42	21	63	10
Instituted new organization	81	75	156	26
Took on additional responsibilities	42	46	88	14
All other types of activity	27	28	55	1
No activity reported	28	147		
	618	618	1061	

Third Dimension: Field of Economic Endeavor

TECHNIQUES USED

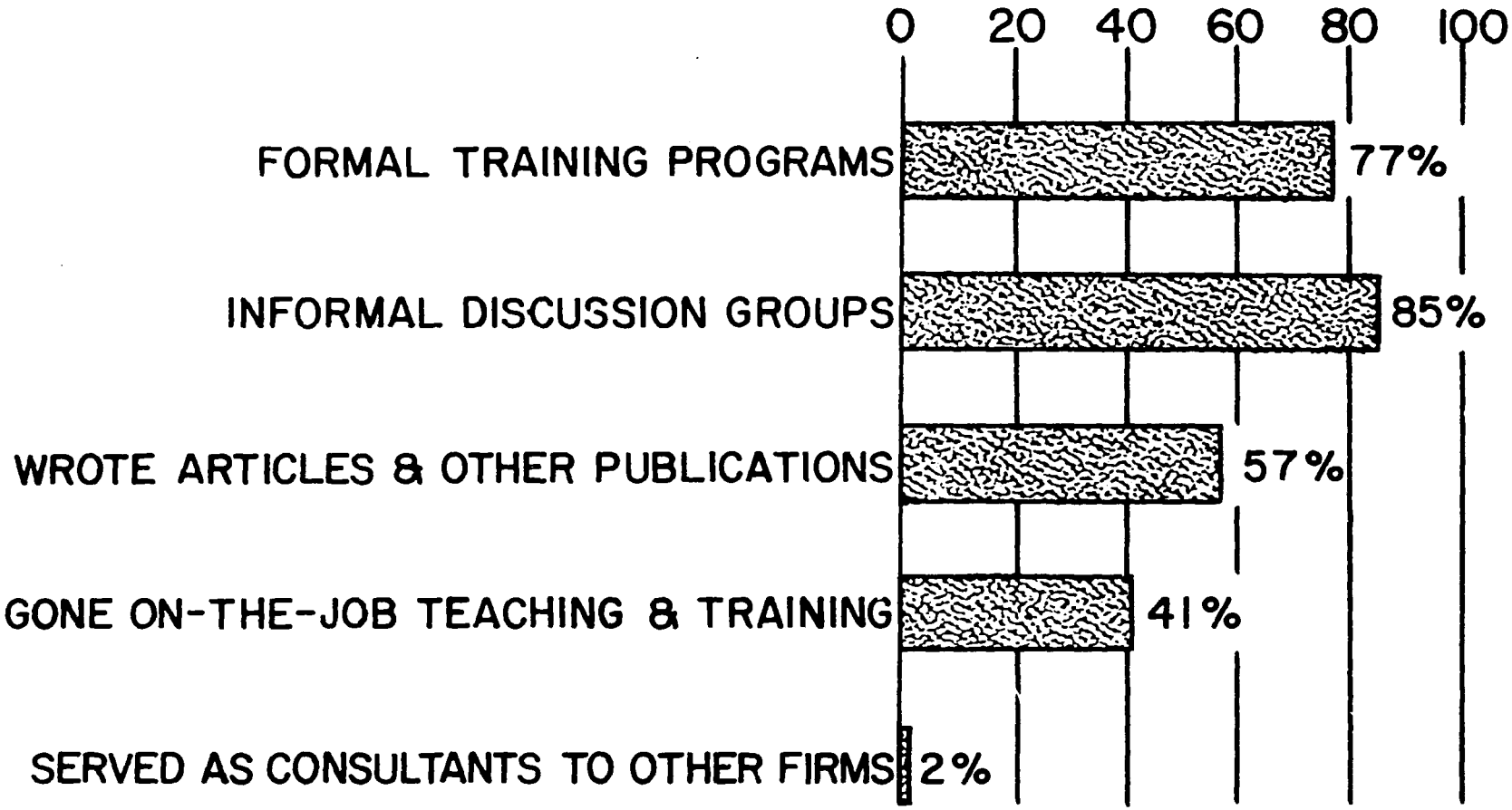


PLATE XVII

	1st Act	2nd Act	Total	
Agriculture	173	141	314	51%
Industry and mining	155	116	271	44
Transportation	39	31	70	11
Labor	0	1	1	0
Health and sanitation	48	43	91	15
Education	108	87	195	32
Public safety	49	37	86	14
Community development	5	3	8	1
All other	13	12	25	4
No activity reported	28	147		
	618	618	1061	

Fourth Dimension: Use of Training

	1st Act	2nd Act	Total	
Training used	587	467	1054	171%
Training not used	3	4	7	1
No activity reported	28	147		
	618	618	1061	

Q. 144. From an over-all viewpoint, how satisfactory was that training program? Was it very satisfactory, moderately satisfactory, not too satisfactory, or not satisfactory at all?

Very satisfactory	217	35.1%
Moderately satisfactory	355	57.4
Not too satisfactory	45	7.3
Not satisfactory at all	1	0.2
	618	

(Also see C.T. 123 - 152, 191; 153; 154)

Q. 145. Some participants, after they return, think their program was one of the most important things they ever did, some think it was a waste of time, and others rate it somewhere in between. How would you rate your program?

Most important thing	583	94.3%
Waste of time	1	0.2
In between (END INTERVIEW)	34	5.5
	618	

(Also see C.T. 69, 118, 150 & 192)

Q. 146. a. Why do you feel the training was the most important thing you ever did?

Total number of respondents: 583

Able to work more effectively, make greater contribution through use of acquired knowledge	224	36 %
Acquired knowledge and observed methods new & applicable to solving problems in my country	211	34
Educational, gave me experience	166	27
Chance to know a country and people with highly developed technology, developed mutual understanding, international viewpoint	142	23
Broader insight - see tters from different angle	124	20
Chance to compare home situations with situations abroad	78	13
Gave self-confidence, courage, confirmed by convictions	47	8
Useful to my employer or country	47	8
Other concepts not included above	59	10
	1098	

(The total number of answers is more than 583 because some respondents gave more than one response.)

b. Why do you feel the training was a waste of time?

Total number of respondents: 1

TRAINING WAS ONE OF THE MOST IMPORTANT CAREER EVENTS FOR 94% BECAUSE

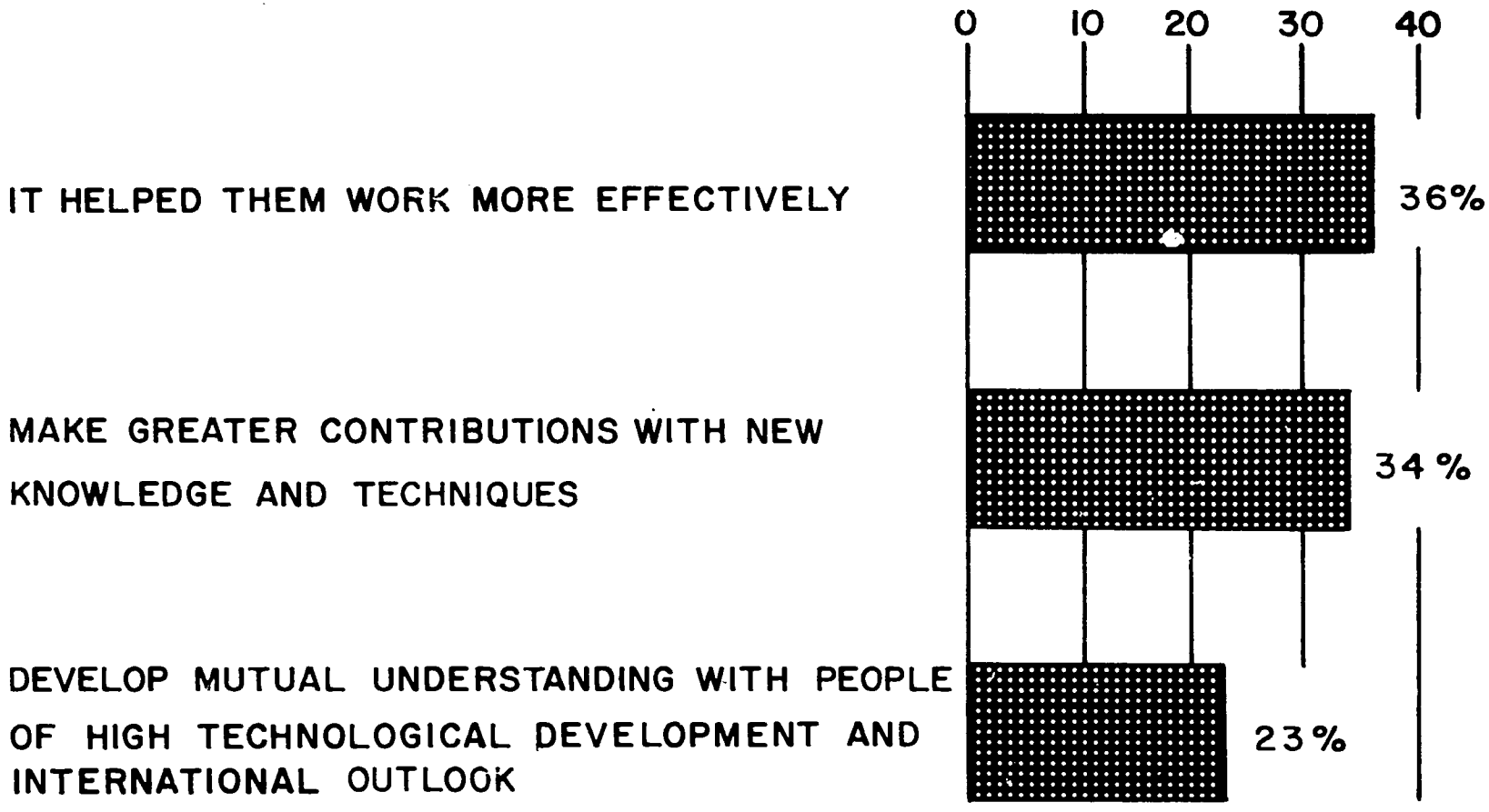


PLATE XVIII

Program lacked organization	1	50
Program too short	1	50
	2	

(The total number of answers is more than 1 because the respondent gave two answers.)

-- END OF PARTICIPANT QUESTIONNAIRE --

VI. Supplement For Participants who have had more than one AID Training Program

Q. 147. Number of Training Programs, excluding last one:

One	12
Two	1
Three	1
	14

Q. 148. Subject matter of First Program:

Agriculture and Natural Resources	11
Industry and Mining	2
Health and Sanitation	1
	14

Q. 149. When you came back did you get the same job or a different one?

Same	13
Different	1
	14

Q. 150. (If different) In what respects was it different?

Better job, more salary, responsibility and prestige	1
Not applicable	13
	14

Q. 151. (If different) How many people did you supervise?

None to nineteen	0
Twenty to forty-nine	1
Not applicable	13
	14

Q. 152. Were you able to use any of your training?

Yes	13
No	1
	14

Q. 153. How much training did you use? (If YES)

Practically none	0
Only a little	0
Some	1
Quite a bit	10
Almost everything, everything	2
	13

Q. 154. How did it happen that you went on a second program?

I was selected or invited to go on a second Training Program	2
Not applicable (One additional program only)	12
	14

Q. 155. Subject matter of Second Program:

Agriculture and Natural Resources	2
N.A. (One additional program only)	12
	14

Q. 156. When you came back from your Second Program, did you get the same job or a different one?

Same	2
Different	0
N.A. (One additional program only)	12
	14

Q. 157. Were you able to use any of your training after you returned from that program?

Yes	2
No	0
N.A. (One additional program only)	12
	14

Q. 158. How much training did you use?

Practically none	0
Only a little	0
Some	1
Quite a bit	1
Almost everything	0
N.A. (One additional program only)	12
	14

Q. 159. How did it happen that you went on a Third Program?

I was selected or invited to go on a third training program	1
N.A. (Two additional programs only)	13
	14

Q. 160. Subject matter of Third Program:

Agriculture and Natural Resources	1
N.A. (Two additional programs only)	13
	14

Q. 161. When you came back from your Third Program, did you get the same job you had before, or a different one?

Same	1
Different	0
N.A. (Two additional programs only)	13
	14

Q. 162. Were you able to use any of your training after you returned from that program?

Yes	1
No	0
N.A. (Two additional programs only)	13
	14

Q. 163. How much training did you use?

Practically none	0
Only a little	0
Some	0
Quite a bit	1
Almost everything, everything	0
N.A. (Two additional programs only)	13
	14

Q. 164. Can you single out one program as being generally more interesting than the other(s)?

Yes	14
No	0
	14

Q. 165. Why do you feel one program was more interesting than the other(s)?

Total number of respondents: 14

It was the most interesting program because it led to a degree	1
It was the most interesting program because it included attendance at a University	2
It was the most interesting program because it included practical work, on-the-job training	3
It was the most interesting program because it included observation, observation tours	5
It was the most interesting because it was the most useful, because I learned the most on that program	7
It was the most interesting because the places or countries visited were more interesting than those visited on the other program(s)	3
It was the most interesting because of the particular subject-matter I studied on that program: the methods I saw or techniques I learned were more interesting than on the other program(s)	5
Other	1
	27

(The total number of answers is more than 14 because some respondents gave more than one response.)

Q. 166. Can you single out one program which you feel was more useful to a person in your field?

Yes	14
No	0
	14

Q. 167. Why do you feel that one program was more useful than the others?

Total number of respondents: 14

It was the most useful program because the particular subject-matter I studied was more important, more related to my needs	9
It was the most useful program because I learned the most	7
It was the most useful program because it led to a degree	0
It was the most useful program because it included attendance at a university	4
It was the most useful program because it included practical work, one-the-job training	3
It was the most useful program because it included observation, observation tours	[illegible]
Other	[illegible]
	25

(The total number of answers is more than 14 because some respondents gave more than one response.)

Q. 168. Do you think that having been on previous program(s) made your last program more useful to you, or less useful?

More useful	14
Less useful	0
	14

Q. 169. Why do you think having been on previous programs made your last program more or less useful?

Total number of respondents: 14

The last program built on knowledge gained in the previous one(s)	11
One program was practice, one theory. They supplemented each other	7
Other "more useful" comments not included in the above categories	7
	25

(The total number of answers is more than 14 because some respondents gave more than one response.)

Q. 170. Was there one of your programs you could have done without?

Yes	0
No	14
	14

Q. 171. Which do you think would be more useful to your country - Sending a few people on several programs or a large number on one program each?

Few people on two or more programs	4
Large number on one program	10
	14

Q. 172. Why is it better to send a few people on two or more training programs?

They will keep up to date on latest developments, brush up on their knowledge	3
Other reasons why it is better to send a few people on two or more programs	4

Or a large number on one program each?

Our country or our organization needs

many trained people	8
As many people as possible should have the opportunity of participating in one of these programs	8
Other reasons (not included in the above categories) why it is better to send a large number of people on one program each	3
	26

VII. Supervisor Questionnaire - Part I (Regarding Participant)

Q. 173. When (participant) left on this training program, was he working for you?

Yes	196	60.9%
No (GO TO Q. 3)	107	33.2
No, I wasn't here (GO TO Q. 3)	18	5.6
Don't know (GO TO Q. 3)	1	0.3
	322	

Q. 174. If "yes" to Q. 1 - Did you recommend that (Partic.) be sent on a training program?

Yes (GO TO Q. 4)	143	73 %
No (GO TO Q. 4)	53	27
	196	

(Also see C.T. 10, 194, 202, 208, 209)

Q. 175. Before he left, were you familiar with any aspects of his training program?

Yes	44	34.9%
No (GO TO Q. 8)	82	65.1
	126	

Q. 176. Who actually initiated (Partic.) training program?

Participant	5	2.0%
Someone in this organization	120	50.0
Ministry or other home government	50	21.0
USOM or ICA	60	25.0
University	2	0.8
Other	2	0.8
Don't know	1	0.4
	240	

(Also see C.T. 80, 210)

Q. 177. Did you help in planning (Partic.) training program?

Yes	150	62.5%
No (GO TO Q. 7)	90	37.5
	240	

(See also C.T. 208)

Q. 178. What kinds of things did you do?

Total number of respondents: 150

Planned entire program	18	12.0%
Suggestions - decisions on subjects for study, observation	125	83.3
Place - country - university - organization or company	43	28.7
Level of program	1	0.7
Length of program	12	8.0
Non-specific help and discussion	31	20.7
Others	34	22.7
	264	

(The total number of answers is more than 150 because some respondents gave more than one response.)

Q. 179. Before (Partic.) left on his program, did this organization have plans as to how his training would be utilized?

Yes	216	90.0%
No	18	7.5
Don't know	6	2.5
	240	

(Also see C.T. 11, 40, 195, 203 & 211)

Q. 180. Since (participant) has been back from his training program, have you discussed with him the things he studied on his program?

Yes	286	88.8%
No	36	11.2
Don't know	0	
	322	

Q. 181. Have you discussed any of his experiences that were not connected with his training -- things like his social activities, encounters with strange customs, or experiences with people in other countries?

Yes	229	71.1%
No	93	28.9
Don't know	0	
	322	

Q. 182. About how long have you known (participant)?

Less than one year	3	0.9%
One to five years	67	20.8
Six to ten years	110	34.2
Eleven to twenty years	124	38.5
More than twenty years	18	5.6
	322	

Q. 183. During a working week, about how many hours do you spend together with (participant)?

16 hours or more	115	35.7%
8 - 15 hours	62	19.3
4 - 7 hours	46	14.3
Less than 4 hours	98	30.4
Not ascertained	1	0.3
	322	

Q. 184. Has any of the information (participant) acquired on his program been conveyed to others?

Yes	311	97 %
No	7	2
Don't know	4	
	322	

(Also see C.T. 207)

Q. 185. How has this been done?

Total number of respondents: 311

Formal teaching, lectures, seminars, training sessions - radio, television - films - slides	151	48.6%
Informal discussions on job, conversations	75	24.1
Wrote articles, books, manuals, other publications; translated publications	78	25.1
Reports given in meetings	100	32.2
Demonstrations of equipment, techniques	43	13.8
Revisions or improvements in methods, equipment techniques; introduced new methods, equipment, techniques	15	4.8
Supervision, guidance, or direction of other workers, subordinates, employees	142	45.7
Other	1	0.3
Don't know	0	0
	605	

(The total number of answers is more than 311 because some respondents gave more than one response.)

Q. 186. Do you think this program was worth the cost and difficulty?

Worth cost and difficulty	303	94.1%
Not worth cost and difficulty	5	1.6
Don't know	14	4.3
	322	

(Also see C.T. 196)

Q. 187. How suitable was (Participant's) training for his usefulness to your organization?

Total number of respondents: 322

Positive

Strong general comments - Excellent, fine, very suitable, etc.	13	4.0%
Weak positive comments - good, fair, suitable, etc.	8	2.5

SUPERVISORS CLAIMED THE TRAINING WELL WORTH THE COST AND DIFFICULTY FOR 94%, BECAUSE FOR

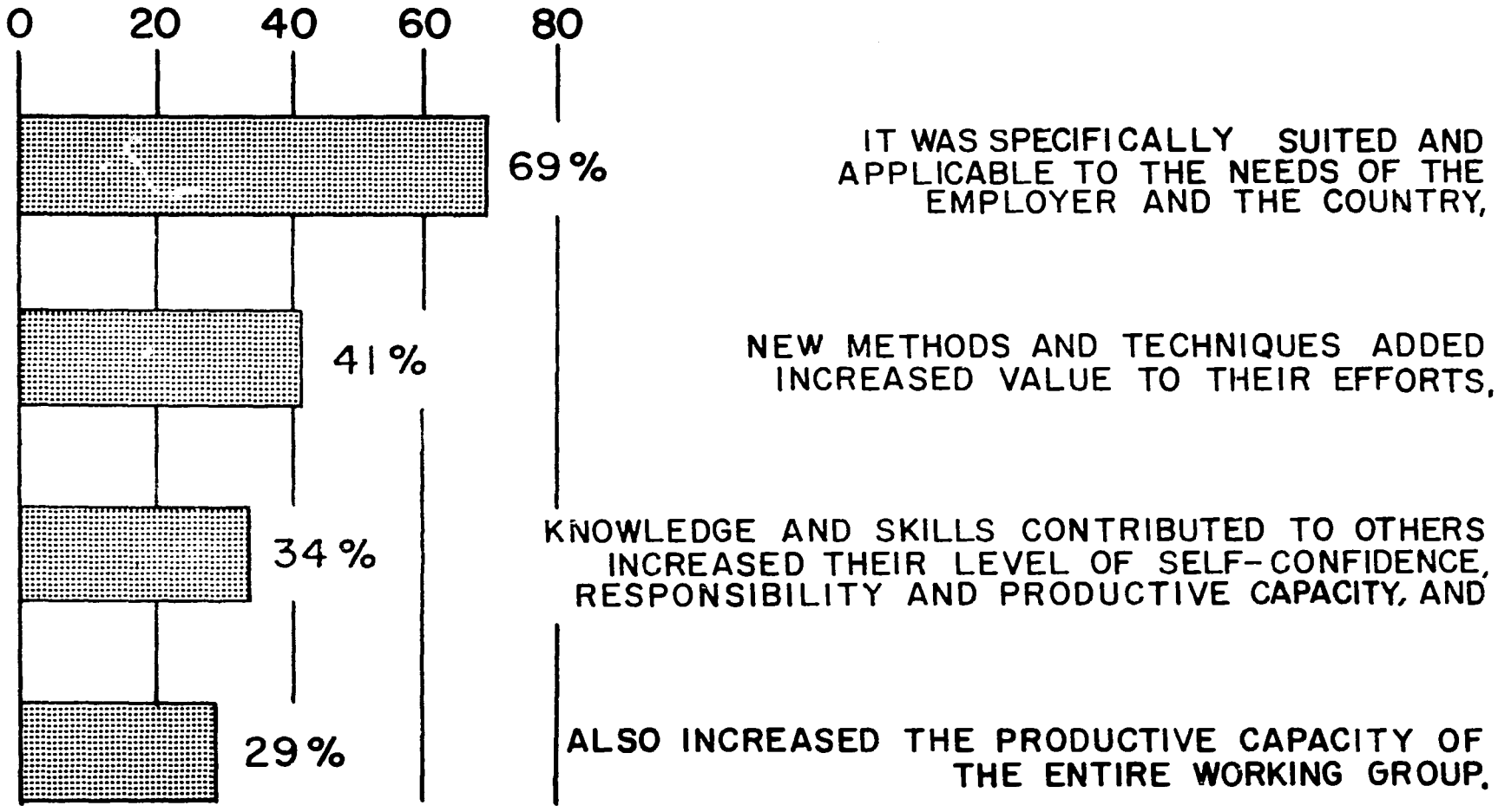


PLATE XIX

Specific suitable - applicable - value to employer, country - better work	221	68.6
Participant introduced new methods, techniques, equipment	133	41.3
Participant conveys training to others	109	33.9
Participant received promotion, better job, salary, prestige	38	11.8
Participant has more confidence, responsibility	54	16.8
Other positive	6	1.9
Neutral		
Training made no difference - neither suitable nor unsuitable, didn't matter	4	1.2
Negative		
Training not suitable - bad, inadequate, inappropriate - not specified further	0	0
Inappropriate for job, cannot be applied, not right for participant's background, training, and ability	6	1.9
Participant not using - not applying - not teaching	4	1.2
Because too narrow, too specific	1	0.3
Because too general, too broad	0	0
Because too advanced, too difficult	0	0
Because too elementary, too simple	0	0
Because too theoretical, not enough practical experience	1	0.3
Because not long enough	1	0.3
Other negative comments	1	0.3
Don't know	2	0.6
	602	

(The total number of answers is more than 322 because some respondents gave more than one response.)

Q. 188. If you had to send another person on a training program like (Participant's), would you like to see any changes made in it?

Total number of respondents: 322

No change suggested - no comment	64	19.9%
No change because program was good as it was	11	3.4
Would not send another participant on training program	1	0.3

Planning

Supervisor should have important role select participants	24	7.5
Supervisor should select subjects, country, school, place, time	32	9.9
More time needed to prepare program	10	3.1
Program should be prepared in participant's home country	7	2.2
Program should be planned for needs, job employer, country	42	13.0
Program should be followed - fewer changes	1	0.3
Other - on planning program	19	5.9

Content

Should be more general - more subjects	12	3.7
Should be more specific - fewer subjects	57	17.7
More practical - on job experience	68	21.1
More theoretical, academic work	11	3.4
More advanced	5	1.6
More elementary	1	0.3
Different aspects field of specialization	17	5.3
Should be different (not specified above)	13	4.1
Other - re: content	9	2.8

Length

Training should be longer	76	23.6
Training should be shorter	13	4.0
Permit participant get a degree	14	4.4
Other - re: length	1	0.3

SUPERVISORS CONFIRMED 97% HAD CONVEYED TRAINING TO OTHERS

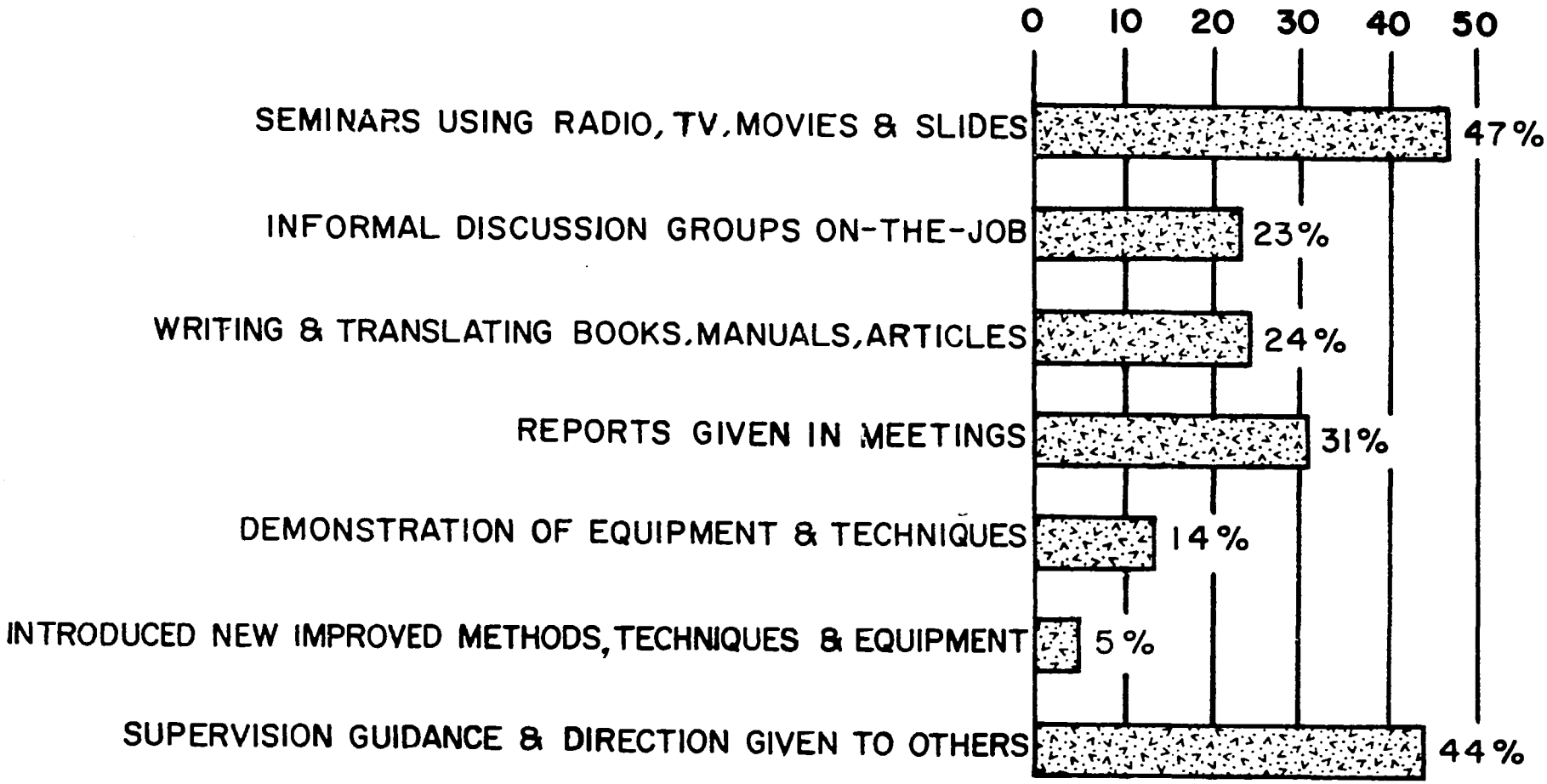


PLATE XX

Other - any	9	2.8%
Don't know	4	
	521	

(The total number of answers is more than 322 because some respondents gave more than one response.)

Q. 189. How important was (Participant's training?

Essential	87	27.0%
Very important	126	39.1
Helpful but not very important	72	22.4
Not useful	34	10.6
Better off without it	1	0.3
Don't know	2	0.6
	322	

(Also see C.T. 119, 197, 204, 237)

VIII. Supervisor Questionnaire - Part II (Regarding Program)

(These questions are to be asked only once of each supervisor)

Q. 190. Now I'd like to ask your comments on some aspects of ICA training programs in general. I am going to read off a list of items relevant to training programs and I'd like you to tell me whether you think these are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so.

a. Procedures by which participants are selected

Satisfactory	95	46.8%
Unsatisfactory	94	46.3
Can't rate	14	6.9
	203	

Why unsatisfactory?

Total number of respondents: 94

Who should select

Should be selected by supervisor, or other at place of employment	42	44.7%
Should be selected by his own government	2	2.1
Should be selected by USOM	3	3.2
Should be selected by competitions, exams, etc.	23	24.5

Criteria

Appropriate to job, supervisor, employer, country	14	14.9
Participant's knowledge, experience important criterion	28	29.8

Participant's knowledge of English important criterion	7	7.5%
Participant's knowledge of English should not be a criterion	9	9.6
Selection too restrictive - should take more from organization, company, agency	7	7.5
Selection too long, complicated, slow	12	12.8
Others	8	8.5
	155	

(The total number of answers is more than 94 because some respondents gave more than one response.)

b. Subject-matter covered in training programs

Satisfactory	116	57.1%
Unsatisfactory	74	36.5
Can't rate	13	6.4
	203	

Why unsatisfactory?

Total number of respondents: 74

Inappropriate to participant's background, knowledge, past experience	4	5.4%
Inappropriate to needs of participant's job, employer, country	42	56.8
Too broad - should cover fewer subjects	9	12.2
Too narrow - should cover more subjects, details	29	39.2
Too much theory - not enough practical work, experience	8	10.8
Too much practical work, - experience - not enough theory	1	1.3
Should include more academic work	4	5.4
Should include less or no academic work	1	1.3

Should lead to get a degree	1	1.3%
Not enough observation	1	1.3
Other	4	5.4
	104	

(The total number of answers is more than 74 because some respondents gave more than one response.)

c. Level of program (simple, advanced)

Satisfactory	165	81.3%
Unsatisfactory	21	10.3
Can't rate	17	8.4
	203	

Why unsatisfactory? (Level of program)

Total number of respondents: 21

Too elementary	14	66.7%
Too advanced	4	19.0
Level OK in some fields - not in others	3	14.3
Level OK for participants in low and middle level jobs, not high level jobs	2	9.5
Other comments relating to level	3	14.3
	26	

(The total number of answers is more than 21 because some respondents gave more than one response.)

d. Length of program

Satisfactory	66	32.5%
Unsatisfactory	131	64.5
Can't rate	6	3.0
	203	

Why unsatisfactory? (Length of program)

Total number of respondents: 131

Too short - could not get degrees	14	10.7%
Too short - other reasons	91	69.5
Programs too long	15	11.5
Other comments relating to length	29	22.1
	149	

(The total number of answers is more than 131 because some respondents gave more than one response.)

e. Country or countries of training

Satisfactory	113	55.7%
Unsatisfactory	84	41.4
Can't rate	6	2.9
	203	

Why unsatisfactory? (Country/countries of training)

Total number of respondents: 84

Some or all training should be in Asian countries (including Japan and Philippines)	20	23.8%
Some or all training should be in African countries	1	1.2
Some or all training should be in Europe (including England)	56	66.7
Some or all training should be in the United States (not including Puerto Rico)	20	23.8
Some or all training should be in small countries	4	4.8
Training should include visits to more countries	11	13.1
Training should be in countries more like participant's home country in all respects	14	16.7
Other	3	3.6
	129	

(The total number of answers is more than 84 because some respondents gave more than one response.)

f. Practical experience provided in the program

Satisfactory	136	67.0%
Unsatisfactory	56	27.6
Can't rate	11	5.4
	203	

Why unsatisfactory? (Practical experience)

Total number of respondents: 56

More practical experience needed	41	73.2%
Practical experience not related to other training	11	19.6
Practical experience not appropriate to job, country, employer	25	44.6
Practical experience too limited - too few types of work	9	16.1
Other	8	14.3
	94	

(The total number of answers is more than 94 because some respondents gave more than one response.)

Q. 191. Are there any other aspects of training programs on which you would like to comment?

Total number of respondents: 203

Favorable comment only	4	2.0%
Selection procedures should be improved	20	9.8
Participants should have considerable experience in their fields	25	12.3
More from my country & employment should go on training program	58	28.6
More in given field specialization should go on training	39	19.2
More supervisors & high rank should go on training	19	9.4
More low ranking should go on training	10	4.9

Political & family influence should not effect selection	3	1.5
Language should be more important factor in selection	12	5.9
Language should be less important factor in selection	6	3.0
Training programs should be improved - general	11	5.4
Training should fit needs of participant, country, employer	50	24.6
Should visit more countries, universities, factories in training	12	5.9
Should visit fewer countries, universities, factories in training	3	1.5
Schedule different - More or less time as appropriate	15	7.4
Programs should have different subject matter	5	2.5
Programs should have more social & informal contacts	4	2.0
More or all should get academic degrees	11	5.4
Programs should be longer	30	14.8
Programs should be shorter	6	3.0
Programs should be more theoretical	4	2.0
Programs should include more practical training	12	5.9
More money - per diem on training	2	1.0
More information to supervisors relating to content of training program	13	6.4
Employ for use of training should work in field of training	34	16.7
Participants should train others, transmit training	9	4.4
Inform participants on new development in field	11	5.4
Better jobs, pay, opportunities for participants	2	1.0
Others	34	16.7
Don't know	7	3.4
	471	

Q. 192. Have you yourself ever been an ICA participant?

Yes	96	47.3%
No	107	52.7
	203	

- END OF SUPERVISOR QUESTIONNAIRE -

IX. Technician Questionnaire - Part I (Regarding Participant)

Q. 193. Completion of answer record form. (Not coded)

Q. 194. Interference with contact?(Total number of respondents: 200)

	Number Checked	Percent
Workload, Number	15	7.5%
Location of Job	57	28.5
P's lack of initiative	5	2.5
P has no time	2	1.0
Attitude of Supervisor, Employer	5	2.5
Political problems	2	1.0
Language barrier	6	3.0
Personality	2	1.0
Other	19	9.5
Nothing interfered	109	54.5
	222	

(The total number of answers is more than 200 because some respondents gave more than one response.)

(See also C.T. 199)

Q. 195. How much contact since return?

Never met	8	4.0%
Once or twice	14	7.0
Occasionally	82	41.0
Frequently	49	24.5
Regularly	46	23.0
Only social	1	0.5
	200	

(See also C.T. 22, 122, 200 & 214)

Q. 196. Where does participant work?

(Not coded)

Q. 197. Contribution of training to job performance:

Major	95	47.5%
Minor	64	32.0
No importance	21	10.5
Reduced usefulness	4	2.0
Don't know	16	8.0
	200	

(See also C.T. 120 & 237)

Q. 198. Rating

A. Educational qualifications

Adequate	186	93.0%
Inadequate	5	2.5
Can't rate	9	4.5
	200	

(See also C.T. 215)

B. Intelligence

Adequate	194	97.0%
Inadequate	6	3.0
Can't rate	0	0.0
	200	

(See also C.T. 216)

C. Language knowledge

Adequate	179	89.5%
Inadequate	20	10.0
Can't rate	1	0.5
	200	

(See also C.T. 217)

D. Attitude toward training

Adequate	178	89.0%
Inadequate	19	9.5
Can't rate	3	1.5
	200	

(See also C.T. 218)

E. Attitude toward job

Adequate	179	89.5%
Inadequate	20	10.0
Can't rate	1	0.5
	200	

(See also C.T. 219)

Q. 199. Rating

A. Pre-departure preparation

Satisfactory	32	16.0%
Unsatisfactory	3	1.5
Can't rate	165	82.5
	200	

(See also C.T. 220, 231)

Why unsatisfactory?

Total number of respondents: 3

Participant did not have sufficient education, experience, background in his field before he left for training	1	33.3%
Participant did not have sufficient knowledge of the language of the country of training before he left for training	3	100.0
	4	

TECHNICIANS RATED CONTRIBUTION OF TRAINING TO JOB PERFORMANCE

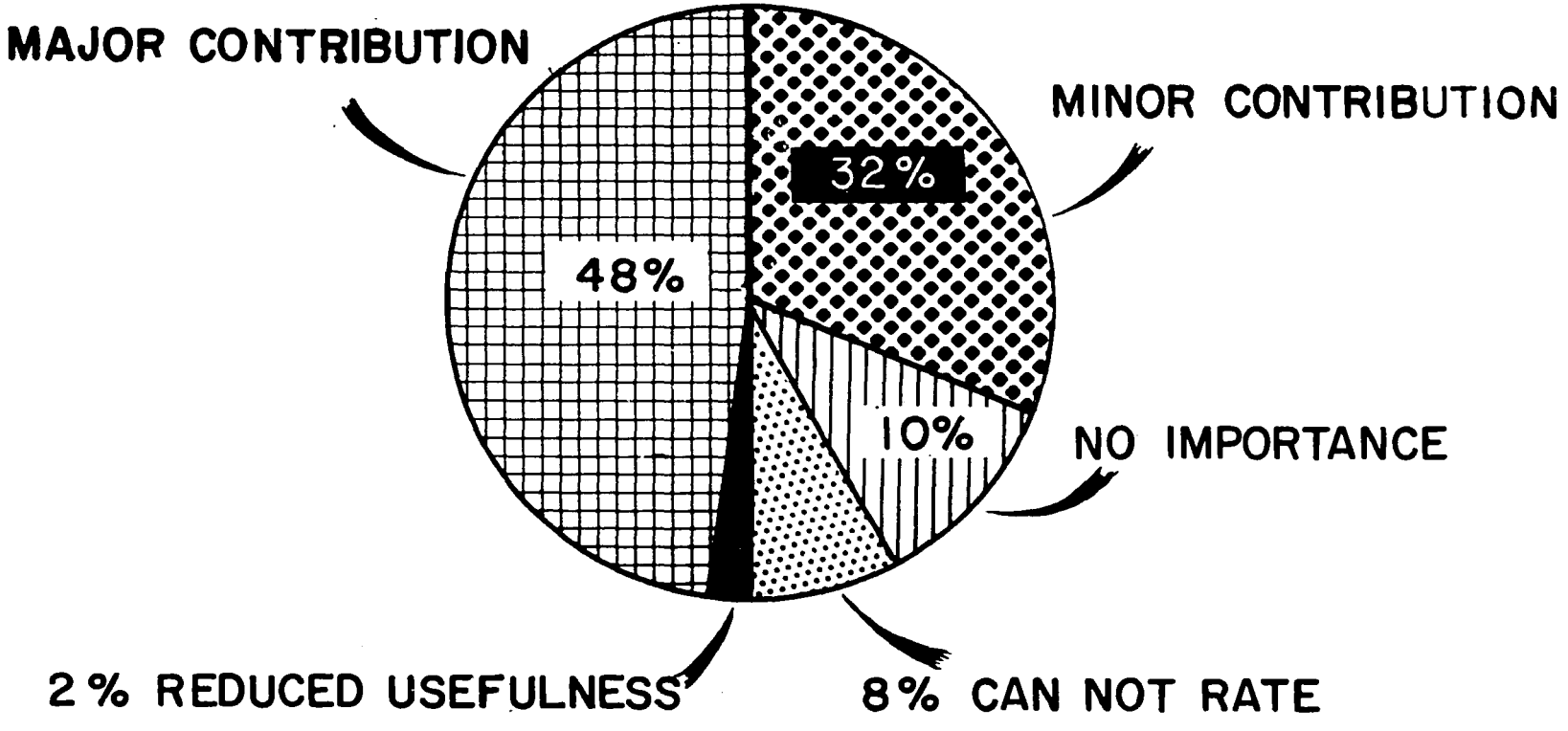


PLATE XXI

(The total number of answers is more than 3 because some respondents gave more than one response.)

B. Type of program

Satisfactory	168	84 %
Unsatisfactory	8	4
Can't rate	24	12
	200	

(See also C.T. 221, 232)

Why unsatisfactory?

Total number of respondents: 8

Should be more practical	5	62.5%
Should have more observation	3	37.5
Too much practical	2	25.0
Too much observation	4	50.0
	14	

(The total number of answers is more than 8 because some respondents gave more than one response.)

C. Subject matter

Satisfactory	166	83 %
Unsatisfactory	9	5
Can't rate	25	12
	200	

(See also C.T. 222)

Why unsatisfactory?

Total number of respondents: 9

Not appropriate to participant's background	3	33.3%
Not appropriate to needs of job, employer, country	7	77.8

Too broad	2	22.2%
Too narrow	3	33.3
	15	

(The total number of answers is more than 9 because some respondents gave more than one response.)

D. Level

Satisfactory	161	80.5%
Unsatisfactory	7	3.5
Can't rate	32	16.0
	200	

(See also C.T. 223, 233)

Why unsatisfactory?

Too elementary	2	28.6%
Too advanced	5	71.4
	7	

E. Length

Satisfactory	158	79.0%
Unsatisfactory	18	9.0
Can't rate	24	12.0
	200	

(See also C.T. 224, 234)

Why unsatisfactory?

Program too short	13	6.5%
Program too long	5	2.5
Not applicable	182	91.0
	200	

F. Country/countries of training

Satisfactory	177	88.5%
Unsatisfactory	1	0.5
Can't rate	22	11.0
	200	

(See also C.T. 225, 235)

Why unsatisfactory?

Total number of respondents: 1

Training should have been in Asia	1	100.0%
Training should have been given in countries more like participant's home country	1	
	2	

(The total number of answers is more than 1 because respondent gave more than one response.)

G. Rating - Appropriate materials, Techniques

Satisfactory	158	79.0%
Unsatisfactory	15	7.5
Can't rate	27	13.5
	200	

(See also C.T. 226, 236)

Why unsatisfactory?

Total number of respondents: 15

Not appropriate to participants needs	12	80.0%
Techniques too advanced	1	6.7
Techniques too elementary	1	6.7
Not broad enough	11	73.3
Too broad coverage	2	13.3
	27	

(The total number of answers is more than 15 because some respondents gave more than one response.)

Q. 200. Utilization of Training

A. By supervisor

Satisfied	163	81 %
Dissatisfied	34	17
Can't rate	3	2
	200	

(See also C.T. 121)

B. By Dept./Ministry

Satisfied	162	81 %
Dissatisfied	34	17
Can't rate	4	2
	200	

C. By participant

Satisfied	177	89 %
Dissatisfied	20	10
Can't rate	3	1
	200	

Q. 201. Compare this participant with others:

A. Importance of his job to over-all economic development.

High	52	26 %
Fairly high	72	36
Average	63	32
Low	13	6
Don't know	0	0
	200	

(See also C.T. 227)

B. His ability to do his job without outside help.

High	63	32
Fairly high	66	33
Average	59	29
Low	10	5
Don't know	2	
	200	

(See also C.T. 231 - 236)

Q. 202. Previous acquaintance

Yes, had heard (ASK Q. 11)	23	11.5%
No, never heard (END PART I)		
Don't remember (END PART I)		
Not applicable	177	88.5
	200	

Q. 203. Contacts before training?

A. Helped select him for training

Yes	10	43.5%
No	13	56.5
	23	

(See also C.T. 228)

B. Helped plan his program

Yes	12	52.2%
No	11	47.8
	23	

(See also C.T. 229)

C. Had work contacts with him

Yes	15	65.2%
No	8	34.8
	23	

(See also C.T. 230)

D. Gave him information or advice about his program

Yes	12	52.2%
No	11	47.8
	23	

E. Coordinated his program with host government

Yes	11	47.8%
No	12	52.2
	23	

F. Coordinated his program with employer

Yes	12	52.2%
No	11	47.8
	23	

G. Corresponded with him while he was away

Yes	6	26.1%
No	17	73.9
	23	

H. Other concepts not covered in 11. A thru 11. G

Mentioned other concepts	2	8.7%
Did not mention other concepts	21	91.3
	23	

X. Technician Questionnaire - Part II (Regarding Program)

Q. 204. Do you have some strong feelings about either the strong or weak points of the participant training program in your field?

Total number of respondents: 36

Overall program good, effective, adequate	10	28	%
Strong point - cooperation, interest, participation by the host government	2	5	
Selecting participants - particularly good	6	17	
Subjects appropriate to needs of country, participants	9	25	
Training of high quality	6	17	
Other strong points	4	11	
Overall program poor, ineffective, inadequate	1	3	
Lack of cooperation, interest, participation by the host government	6	17	
Selection not appropriate	13	36	
Program not appropriate to needs of country	6	17	
Program not appropriate to needs of participants	8	22	
Not enough theoretical or academic training	2	5	
Not enough practical on-the-job training	10	28	
Need training in circumstances more like own country	5	14	
Inadequate training & experience in field before training	1	3	
Predeparture orientation inadequate	4	11	
Not placed in jobs to use training best	2	5	
Other weak points	4	11	
	99		

(The total number of answers is more than 36 because some respondents gave more than one response.)

Q. 205. In what ways are you satisfied with what USOM has done in this country to make for good utilization of the participant's training?

Total number of respondents: 36

USOM helps get jobs to use training, insists training be well used	26	72 %
USOM provides money support for participants program	9	25
USOM technicians help participants in utilization of training	6	17
Host government does everything for good utilization - USOM not need to	6	17
Other positive comments	11	30
Don't know	3	8
	61	

(The total number of answers is more than 36 because some respondents gave more than one response.)

Q. 206. In what ways are you dissatisfied with what USOM has done in this country to make for good utilization of the participant's training?

Total number of respondents: 36

USOM not enough insist training used unable control job placement	13	36.1%
USOM should support program participants work on	2	5.6
USOM not enough technicians to assist participants utilization training	7	19.4
Selection of participants not appropriate for good utilization of training	8	22.2
Trouble, red tape, clearance, etc. keep technicians busy	8	22.2
Other negative	15	41.7
Don't know	7	19.4
	60	

(The total number of answers is more than 36 because some respondents gave more than one response.)

Q. 207. Are there any techniques or methods of follow-up that you think are particularly good to use?

Total number of respondents: 36

Personal contact, technician and returned participant	19	52.8%
Alumni (SATCA) - general, social, professional	8	22.2
Written material to pertinent their field	2	5.6
Annual formal evaluation, periodic follow-up check on utilization needs	19	52.8
Conferences, seminars, workshops	10	27.7
Newsletter	2	5.6
Membership in professional society	3	8.3
Other	26	72.2
Don't know	1	2.8
	90	

(The total number of answers is more than 36 because some respondents gave more than one response.)

Q. 208. In what ways could the host government and the U.S. derive greater benefits from the training program?

Total number of respondents: 36

Basis - experience, proved ability, knowledge	13	36.1%
More emphasis - language	5	13.9
More & varied people should be trained	1	2.8
Eliminate political factors	5	13.9
Eliminate family influence	3	8.3
Improve selection	6	16.7
Training should meet needs of country	13	36.1
Training should be improved	11	30.5

Host government & USOM maximize training by proper placement	9	25.0%
Eliminate jealousy, resentment, orient supervisors	10	27.8
More promotion, money, opportunities	4	11.1
System to keep up with new developments	2	5.5
Regular system - participants train others	9	25.0
Other	5	13.9
	96	

(The total number of answers is more than 36 because some respondents gave more than one response.)

- END OF TECHNICIAN QUESTIONNAIRE -

Cross-Tabulation Tables

Explanatory Notes

Each of the following tables shows how the answers to two different questions are related, one in column headings, the other in line headings. The actual number and percent of responses is shown for both the column and line headings, but for entries within the table only percentages of column headings are shown. These percentages reveal what relation or effect, if any, the responses shown in column headings have on the responses shown in line headings. Thus in table 1, it is shown that 53% of all participants came from the Taipei area, but reading across the line of percentages of participants in each field of training who came from Taipei reveals a much higher than average percentage in Transportation and Public Administration, and lower in Military Support and Education.

The reader is cautioned, however, to take note that the significance or importance to be attached to the percentages is determined by the actual number of participants involved in the computation. In the above example, for instance, the 81% in Transportation and 86% in Public Administration have practically equal significance or influence on the overall average, since they involve 43 and 44 participants respectively. On the other hand, the overall average is affected much more by the 37% of 105 participants in Education than by the 32% of 22 participants in Military Support, since they constitute 17% versus only 3% of the total population, respectively. Occasionally, relatively high percentages, even 100%, may appear which represent only one or two participants in the column heading. Obviously any such percentage entries should be disregarded and the actual number of participants involved should be considered in comparing results. The significance of differences between percentages noted in the text was computed from the standard error of each percentage and corrected for the size and stratified sampling of the population interviewed.

Responses from supervisor and technician questionnaires are so labelled. All others are participant responses. Cross-references to questions in the questionnaire appear with each table.

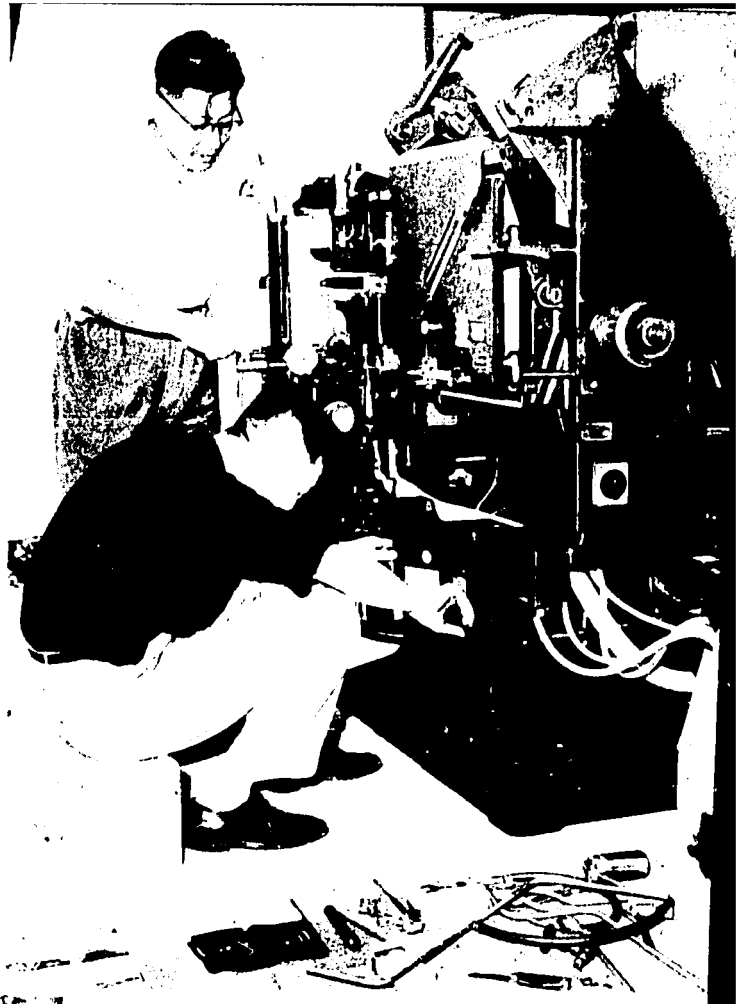
The coding categories used to classify responses to many of the questions have been abbreviated in the column and line headings of these tables in order to present the data in a more compact and readable form. Reference is made to the source of the data for each of the two questions where the complete entries may be found.

CH-59-34 .

Miss Chiu Chui-chen, one of Taiwan's foremost entomologists, is also a participant, who has spent a year in the United States, studying, observing, and conducting research in plant pest control, taxomony, and insect classification.

CH-60-1093

Annual meeting of the Sino-American Technical Cooperation Association, organized by returned participants for promoting understanding, exchange of information, and joint effort in the nation's economic development. SATCA now has a membership of more than 1000, with headquarters in Taipei and branches in Taichung, Tainan, and Kaohsiung.



CH-59-567

Mr. Wang Kuang-yu of the China Productivity and Trade Center was trained in the United States in 1957-58 in the field of industrial engineering. He is seen here applying his new knowledge to the installation of new equipment at a Taipei printing plant.

CH-59-1678

Returned participant Yao Shih-ju, seen here supervising construction work at the Wushe Dam Project, is one of Free China's engineers trained in the United States for the development of hydroelectric resources on Taiwan.

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	Number -	(618)		(22)	(177)	(144)	(43)	(59)	(105)	(44)	(24)
	Percent -		100%	3%	29%	23%	7%	10%	17%	7%	4%
1.	Current Residence at time of interview (Q.C)										
	Capital City		(330)	53%	32%	46%	56%	81%	54%	37%	86%	67%
	Provincial City		(167)	27	55	27	21	14	37	40	7	21
			(121)	20	13	27	23	5	9	23	7	12
			(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%
2.	Economic Activity in which Participant was employed at time of interview (Q.5)										
	Agri. Forest. & Fish.		(107)	17%	-	54%	3%	2%	-	2%	-	12%
	Mining & Quarrying		(8)	2	-	-	4	2	-	-	-	4
	Mfg. Maint. & Repair		(100)	16	95	5	39	7	-	6	5	13
	Engr. & Construction		(38)	6	-	1	18	23	-	1	2	-
	Elect. Water, Gas & San.		(41)	7	-	-	20	3	17	-	-	4
	Transp. Storage & Com.		(26)	4	-	-	4	47	-	-	-	-
	Bank, Insur. & Commerce		(31)	5	-	9	1	-	-	2	16	17
	Education Services		(126)	20	-	11	2	-	24	82	-	17
	Medical Services		(36)	6	-	1	-	-	57	-	-	4
	Com. Devel. Welfare		(2)	0**	-	1	-	-	-	-	-	4
	Other (Gov. & Non-gov.)		(97)	16	5	17	8	16	2	5	75	25
	Inactive		(6)	1	-	1	1	-	-	2	2	-
			(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Training Fields of Activity in Agriculture (Q.L) Educ Ext.	Land Water	Crop L. S.	Agri. Econ.	Mark-eting	Home ec	For-estry	Fish-ery	All Oth.
Number -	(177)		(24)	(20)	(42)	(16)	5	(19)	(12)	(11)	(3)
Percent -		100%	13%	11%	24%	9%	2%	11%	7%	6%	17%

* Includes Mass Media Commun., Invest. & Trade Prom., Atomic Energy Res. & Labor.

** Percentages below 0.5% are reported as zero percent (0%) throughout all tables.

3. Economic Activity in which Participant was employed at time of interview (Q.5)

Crop	(20)	11%	-	5%	28%	-	-	11%	-	-	17%
Livestock Prod.	(11)	6	-	-	24	-	-	-	-	-	3
Land & Water	(17)	10	-	85	-	-	-	-	-	-	-
Agr. & Home Ec.	(25)	14	25	-	-	6	-	58	-	-	24
Forestry	(10)	6	-	5	-	-	-	-	67	-	3
Fisheries	(9)	5	-	-	-	-	-	-	-	82	-
Other Agr. Act.	(4)	2	-	-	10	-	-	-	-	-	-
Other Econ. Act.	(79)	45	75	5	38	94	100	21	33	18	53
Inactive	(2)	1	-	-	-	-		10	-	-	-
	(177)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Prior to Training

	TOTAL		Field of Training							
	No.	%	Mil Sup't	Agr.	Ind. Min.	Tran.	H'lth	Educ.	Pub. Adm.	Oth.
Number -	(618)		(22)	(177)	(144)	(43)	(59)	(105)	(44)	(24)
Percent -		100%	3%	29%	23%	7%	10%	17%	7%	4%

4. Year Participant left for Training Program (Q. 1)

1960	(16)	3%	-	2%	4%	9%	-	-	7%	-
1959	(89)	14	-	16	17	14	5	19	9	12
1958	(79)	13	-	15	13	5	10	20	5	17
1957	(79)	13	-	15	16	14	10	6	14	21
1956	(89)	14	5	15	11	24	25	9	11	25
1955	(105)	17	85	12	13	16	9	20	18	17
1954	(60)	10	5	8	11	9	10	13	11	4
1953	(73)	12	5	13	11	9	17	9	18	-
1952	(21)	3	-	2	3	-	14	2	7	-
1951	(7)	1	-	2	1	-	-	2	-	4
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL		Field of Training							
	No.	%	Mil. Sup't	Agr.	Ind. Min.	Tran.	H'lth	Educ.	Pub. Adm.	Oth.
Number -	(618)		(22)	(177)	(144)	(43)	(59)	(105)	(44)	(24)
Percent -		100%	3%	29%	23%	7%	10%	17%	7%	4%

5. Level of Position at time of Selection

Pol. Makers - 2nd Level and/or Non-National Impact	(29)	5%	9%	2%	7%	7%	-	4%	16%	-
Subord. Mgmt. - Line or Staff	(220)	35	54	27	38	35	39	28	68	37
Engineers	(114)	18	18	10	45	44	12	1	-	4
Professional Occupations	(184)	30	-	43	3	2	29	64	14	50
Sub-Profes. Occupations	(47)	8	5	13	4	5	17	3	-	9

Supervisors, Inspectors, Foremen	(14)	2	14	2	1	7	3	-	2	-
Artisans, Craftsmen	(4)	1	-	-	2	-	-	-	-	-
Occupations not elsewhere classified	(6)	1	-	3	-	-	-	-	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

6. Age in years at time of departure for Training

Under 25 years	(19)	3%	-	6%	2%	-	3%	3%	2%	-
25 - 29 years	(100)	16	-	21	17	5	12	20	7	21
30 - 34 years	(146)	24	9	21	22	35	32	26	16	29
35 - 39 years	(141)	23	41	20	26	14	31	17	25	25
40 - 44 years	(119)	19	27	18	20	32	12	13	30	21
45 - 49 years	(55)	9	9	8	6	12	8	11	14	4
50 - 55 years	(31)	5	14	4	6	2	2	9	4	-
55 years and older	(7)	1	-	2	1	-	-	1	2	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

7. Sex

Male	(581)	94%	100%	93%	100%	100%	71%	92%	100%	100%
Female	(37)	6	-	7	-	-	29	8	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

8. Before you left to go abroad, how satisfied were you with your Training Program?

Well satisfied	(419)	68%	59%	68%	66%	67%	66%	72%	68%	67%
Not very well satisfied	(73)	12	14	14	14	7	12	11	7	4
Didn't know enough, don't know, don't remember	(126)	20	27	18	20	26	22	17	25	29
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL		Field of Training							
	No.	%	Mil. Sup't	Agr.	Ind. Min.	Tran.	H'lth	Educ.	Pub. Adm.	Oth.
Number -	(618)		(22)	(177)	(144)	(43)	(59)	(105)	(44)	(24)
Percent -		100%	3%	29%	23%	7%	10%	17%	7%	7%

9. Occupation or type of employer at time of selection

Government	(182)	29%	5%	38%	9%	42%	41%	12%	73%	54%
Private Business	(40)	7	-	3	22	-	-	-	-	13
Profession	(180)	29	-	25	3	-	56	87	4	17
Trade Union	(34)	6	-	9	-	2	-	-	-	-
Student	(2)	0	-	1	-	-	-	-	-	4
Nationalized Industry	(179)	29	95	13	66	56	3	1	23	13
Other - Not included above	(1)	0	-	1	-	-	-	-	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Field of Training: Mil. Sup't	Agr.	Ind. Min.	Tran.	H'lth	Educ.	Pub. Adm.	Oth.
Number -	(618)		(22)	(177)	(144)	(43)	(59)	(105)	(44)	(24)
Percent -		100%	3%	29%	23%	7%	10%	17%	7%	4%

Supervisor:

10. Did you recommend that (Participant) be sent on a Training Program?

Yes	(143)	41%	43%	50%	49%	52%	65%	26%	33%	12%
No	(53)	17	-	18	16	7	16	20	17	26
Not applicable	(126)	32	57	32	35	41	19	54	50	62
	(322)	100%	100%	100%	100%	100%	100%	100%	100%	100%

Supervisor:

11. Before (Participant) left on his Program, did this Organization have plans as to how his training would be utilized?

Yes	(216)	67%	86%	68%	77%	59%	87%	52%	50%	43%
No	(18)	6	-	7	4	15	3	4	8	-
Don't know or don't remember	(6)	2	-	-	3	-	-	7	-	-
Not applicable	(82)	25	14	25	16	26	10	37	42	57
	(322)	100%	100%	100%	100%	100%	100%	100%	100%	100%

12. Primary Country of Training

United States	(451)	73%	100%	55%	83%	88%	76%	66%	91%	83%
Netherlands	(1)	0	-	-	1	-	-	-	-	-
Vietnam	(1)	0	-	0	-	-	-	-	-	-
Hong Kong	(2)	0	-	-	-	-	-	1	-	4
Japan	(133)	22	-	40	12	12	22	19	9	13
Philippines & Thailand	(30)	5	-	5	4	-	2	14	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

13. When you arrived in the Country of Training, was your Program arranged in detail?

Program in complete detail	(277)	45%	68%	46%	42%	37%	41%	53%	36%	37%
Program in partial detail	(280)	45	32	43	52	51	44	35	57	50
Program not set up at all	(61)	10	-	11	6	12	15	12	7	13
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

14. Participant went on an observation tour during his Program

Yes	(544)	88%	64%	90%	90%	84%	92%	88%	86%	87%
No	(74)	12	36	10	10	16	8	12	14	13
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

15. Participant had on-the-job training during his Program

Yes	(282)	46%	68%	47%	60%	60%	51%	16%	27%	50%
No	(336)	54	32	53	40	40	49	84	73	50
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	

16. Participant attended a University during his Program

Yes	(281)	45%	5%	43%	24%	16%	78%	68%	64%	71%
No	(337)	55	95	57	76	84	22	32	36	29
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

17. Participant attended a special program not at a University during his Program

Yes	(224)	36%	18%	42%	40%	44%	34%	23%	34%	37%
No	(394)	64	82	58	60	56	66	77	66	63
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL		Field of Training							
			Mil.	Ind.					Pub.	
	No.	%	Sup't	Agr.	Min.	Tran.	H'lth	Educ.	Adm.	Oth.
Number -	(618)		(22)	(177)	(144)	(43)	(59)	(105)	(44)	(24)
Percent -		100%	3%	29%	23%	7%	10%	17%	7%	4%

18. Was the first job you had after you returned the same as the job you had before you left?

Same	(518)	84%	64%	91%	79%	79%	86%	84%	84%	79%
Different	(100)	16	36	9	21	21	14	16	16	21
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

19. Since your return, have you had any contact with USOM?

Yes	(430)	70%	36%	81%	69%	60%	66%	67%	64%	63%
No	(188)	30	64	19	31	40	34	33	36	37
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

20. Are you now a member of a U.S. Professional Society?

Yes	(122)	20%	5%	21%	16%	7%	17%	29%	32%	17%
No	(496)	80	95	79	84	93	83	71	68	83
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

21. Your present position and the one you had when you first returned, in what respects is it different?

My present job is better than the first job after return	(205)	33%	36%	30%	45%	33%	34%	22%	39%	21%
My present job is worse than the first job after return	(4)	1	-	1	-	-	-	2	-	-
I changed from private business, Industry, or profession to a Gov. position	(8)	1	-	1	-	-	-	5	-	4
I changed from a Gov. position to private business, industry or professional practice	(33)	5	5	4	8	7	5	2	7	4
My present job is not in the field I was trained in	(3)	1	-	1	-	-	-	1	-	-
I changed to a completely different profession, trade or skill from the one I was in	(1)	0	-	1	-	-	-	-	-	-
Changes within Gov't Non-Gov't or occupational fields	(101)	16	45	12	11	23	12	19	20	29
Remain on same jobs	(263)	43	14	50	36	37	49	49	34	41
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL		Field of Training							
	No.	%	Mil. Sup't	Agr.	Ind. Min.	Tran.	H'lth	Educ.	Pub. Adm.	Oth.
Number -	(618)		(22)	(177)	(144)	(43)	(59)	(105)	(44)	(24)
Percent -		100%	3%	29%	23%	7%	10%	17%	7%	4%

22. Technician:

How much contact with Participant since his return?

Never met	(8)	4%	-	8%	2%	-	8%	-	-	13%
Once or twice	(14)	7	-	11	2	-	31	2	6	13
Occasionally	(82)	41	-	47	42	21	31	47	41	31
Frequently	(49)	24	-	13	39	29	15	31	12	13
Regularly	(46)	23	-	21	15	50	8	20	41	30
Only social	(1)	1	-	-	-	-	7	-	-	-
	(200)	100%	-	100%	100%	100%	100%	100%	100%	100%

23. How was the length of your Program?

Too long	(21)	3%	-	3%	2%	9%	7%	2%	5%	-
About right	(229)	37	27	23	41	51	27	37	36	54
Too short	(368)	60	73	64	57	40	66	61	59	46
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

24. Did your training require you to do or see too many different things?

Too many things	(107)	17%	5%	21%	12%	28%	10%	18%	23%	17%
Would have liked more	(262)	42	54	37	50	26	51	44	41	33
All right as it was	(249)	40	41	42	38	46	39	38	36	50
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

25. How did you find the level of your program?

Too simple a level	(78)	13%	14%	13%	12%	17%	5%	17%	2%	21%
About right	(522)	85	86	84	85	79	90	81	98	75
Too advanced	(15)	2	-	3	2	2	5	2	-	4
Don't know or don't remember	(3)	1	-	0	1	2	-	-	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

26. Were you entertained in private homes?

Yes	(557)	90%	95%	86%	92%	95%	97%	89%	86%	96%
No	(61)	10	5	14	8	5	3	11	14	4
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

27. What was the most useful and valuable part of your experience?

Everything was useful and valuable	(5)	1%	-	2%	1%	-	-	1%	-	-
Studies in general, specific subjects studied spec. techniques or procedures observed	(230)	37	73	35	38	40	27	25	62	37
Observation tours, visits to ind. firms	(111)	18	-	24	17	9	5	24	11	25
On-the-job training, practical work	(88)	14	9	17	19	28	12	5	2	17
University attendance	(83)	13	-	9	4	7	38	25	14	13
High quality instructors & University - meeting professional counterparts -	(18)	3	-	3	3	3	5	4	-	-
All other genl. & misc. aspects of training received	(16)	3	9	2	3	2	3	1	2	4
Orgn., discipline, teamwork - good facilities for work & study - modern procedures & equipment	(31)	5	-	4	10	4	2	5	4	-
Understanding people & customs - characteristics of honesty, cooperation, friendliness, respect for labor, hard work, punctuality	(36)	6	9	4	5	7	8	10	2	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Field of Training: Mil. Sup't	Agr.	Ind. Min.	Tran.	H'lth	Educ.	Pub. Adm.	Oth.
Number -	(618)		(22)	(177)	(144)	(43)	(59)	(105)	(44)	(24)
Percent -		100%	3%	29%	23%	7%	10%	17%	7%	7%

28. What Participant found least valuable -

Nothing, the entire program was useful or valuable	(127)	20%	41%	21%	13%	21%	22%	20%	27%	29%
The entire program was not useful, not valuable	(5)	1	-	1	2	-	-	1	-	4
Visits to specific places	(195)	31	27	33	30	32	26	39	25	25
My on-the-job training	(55)	9	5	8	13	7	15	1	11	13
The University or school that I attended the specific courses	(67)	11	-	15	6	7	15	16	7	-
My orientation program	(24)	4	5	6	2	5	-	5	5	4
Misc. parts of program	(56)	9	18	6	13	9	7	9	7	4
The discriminatory attitudes towards various races or Nationality groups that I experienced, observed or read about	(10)	2	-	2	2	-	3	2	-	-
Social, recreational & living conditions, strange attitudes, customs & practices	(76)	12	5	8	18	19	12	6	18	21
Don't know or don't remember	(3)	1	-	-	2	-	-	1	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

Supervisor:

29. Utilization Score

81 or higher	(205)	64%	50%	62%	78%	78%	65%	48%	58%	56%
20 - 80	(99)	30	43	35	20	22	32	37	34	25
19 or lower	(3)	1	7	1	2	-	-	-	-	-
No total score	(15)	5	-	2	-	-	3	15	8	19
	(322)	100%	100%	100%	100%	100%	100%	100%	100%	100%

Technician:

30. Utilization Score

75 or higher	(94)	47%	-	49%	46%	14%	62%	42%	65%	57%
18 - 74	(76)	38	-	43	42	36	-	44	35	31
17 or lower	(10)	5	-	6	6	-	-	7	-	6
No total score	(20)	10	-	2	6	50	38	7	-	6
	(200)	100%	-	100%	100%	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Year Participant left for Training Program 51	52	53	54	55	56	57	58	59	60
Number -	(618)		(7)	(21)	(73)	(60)	(105)	(89)	(79)	(79)	(89)	(16)
Percent -		100%	1%	3%	12%	10%	17%	14%	13%	13%	14%	3%

31. Area of Residence at time of selection

Capital City area	(330)	53%	43%	90%	52%	52%	43%	66%	48%	42%	60%	63%
Prov. City area	(165)	27	43	10	37	27	35	19	24	36	15	12
Rural place, Village, Town	(123)	20	14	-	11	21	22	15	28	22	25	25
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

32. Occupation or type of employer at time of selection

Government	(182)	29%	-	24%	30%	25%	28%	32%	28%	26%	34%	50%
Private business	(40)	7	-	-	3	-	4	10	9	7	9	38
Profession	(180)	29	29	38	32	40	23	34	20	36	30	6
Trade Union	(34)	6	-	-	1	2	2	4	17	9	5	6
Student	(2)	0	-	-	1	-	-	-	-	1	-	-
Nationalized ind.	(179)	29	71	38	33	33	43	20	25	21	22	-
Other - not included above	(1)	0	-	-	-	-	-	-	1	-	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

33. Level of position at time of selection

Policy matters - 2nd level and/or Non-National impact	(29)	5%	-	10%	7%	5%	4%	6%	3%	4%	2%	19%
Subordin. Mgmt. - Line or Staff	(220)	36	29	38	43	42	35	31	28	26	40	69
Engineers	(114)	18	14	10	12	23	19	17	30	15	20	-
Professional Occupations	(184)	30	43	28	29	23	27	30	28	40	33	12
Sub-Profes. Occup.	(47)	7	14	14	7	5	6	10	7	13	3	-
Supervisors, inspectors, foremen	(14)	2	-	-	-	2	8	3	1	-	1	-
Artisans, Craftsmen	(4)	1	-	-	1	-	-	-	1	2	1	-
Occup. not elsewhere classified	(6)	1	-	-	1	-	1	3	2	-	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Year Participant left for Training Program 51	52	53	54	55	56	57	58	59	60
Number -	(618)		(7)	(21)	(73)	(60)	(105)	(89)	(79)	(79)	(89)	(16)
Percent -		100%	1%	3%	12%	10%	17%	14%	13%	13%	14%	3%

34. Age in years at time of departure for training

55 years and older	(7)	1%	-	-	1%	-	-	-	-	-	4%	13%
50 - 54 years	(31)	5	-	10	4	2	6	6	1	4	8	19
45 - 49 years	(55)	9	-	5	6	7	7	14	5	13	8	31
40 - 44 years	(119)	19	-	19	17	20	25	18	27	9	21	12
35 - 39 years	(141)	23	14	33	23	31	19	21	19	30	20	13
30 - 34 years	(146)	24	14	14	26	25	20	22	33	27	22	-
25 - 29 years	(100)	16	43	14	15	15	22	16	11	15	16	12
Under 25 years	(19)	3	29	5	8	-	1	3	4	2	1	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

35. Sex

Male	(581)	94%	100%	86%	96%	90%	99%	98%	95%	90%	92%	81%
Female	(37)	6	-	14	4	10	1	2	5	10	8	19
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

36. Total years of education at time of selection

17 or more years	(122)	20%	-	43%	14%	8%	21%	29%	11%	19%	24%	31%
13 - 16 years	(427)	69	100	52	78	78	69	56	73	71	66	63
9 - 12 years	(65)	10	-	5	7	12	10	15	14	10	9	6
5 - 8 years	(4)	1	-	-	1	2	-	-	2	-	1	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

37. Who selected you?

Supervisor	(505)	82%	14%	71%	74%	83%	85%	89%	86%	89%	79%	56%
Other	(113)	18	86	29	26	17	15	11	14	11	21	44
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

38. Before you left home, did you get enough information about the Program? (a) WHAT you would be learning? (b) WHERE you would be going? (c) WHEN you would be going? (d) LENGTH of the Program? (e) OTHER aspects of the Program?

All 5 questions - "yes"	(178)	29%	43%	29%	22%	20%	29%	28%	29%	28%	37%	50%
4 Questions - "yes"	(160)	26	29	33	15	33	25	24	34	26	22	31
3 Questions - "yes"	(150)	24	-	14	30	35	27	25	24	19	20	6
2 Questions - "yes"	(92)	16	14	19	27	8	10	20	10	18	10	13
1 Question - "yes"	(32)	5	14	-	6	2	7	3	3	8	10	-
No questions - "yes" all 5 ques. - "no"	(6)	1	-	5	-	2	2	-	-	1	1	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

39. Did you get enough information about how to get along in the Country of training? (a) How to use restaurant and public facilities? (b) Colloquial speech and

idioms? (c) Religious practices? (d) Use of their money? (e) Manners and customs generally?

All 5 Questions - "yes"	(307)	50%	14%	48%	44%	58%	50%	51%	52%	50%	47%	50%
4 Questions - "yes"	(129)	21	57	19	26	15	18	23	24	19	20	12
3 Questions - "yes"	(107)	17	-	28	15	13	18	19	14	18	20	19
2 Questions - "yes"	(47)	7	29	5	10	12	8	3	6	8	8	6
1 Question - "yes"	(23)	4	-	-	4	2	6	3	4	1	5	13
No Questions - "yes" all 5 Ques. - "no"	(5)	1	-	-	1	-	-	1	-	4	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

40. Supervisor:

Before (Participant) left on his Program, did this Organization have plans as to how his training would be utilized?

Yes	(216)	67%	100%	100%	55%	70%	62%	72%	64%	71%	68%	75%
No	(18)	6	-	-	10	11	2	4	4	2	13	-
Don't know or don't remember	(6)	2	-	-	3	-	5	2	-	-	2	-
Not applicable - supervisor was not familiar with any aspects of participant's Training Program before he left	(82)	25	-	-	32	19	31	22	32	27	17	25
	(322)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

41. Primary Country of training

United States	(451)	73%	100%	100%	89%	83%	72%	79%	68%	61%	54%	75%
Netherlands	(1)	0	-	-	-	-	-	-	2	-	-	-
Vietnam	(1)	0	-	-	-	-	-	-	-	2	-	-
Hong Kong	(2)	0	-	-	-	-	-	-	-	-	2	-
Japan	(133)	22	-	-	11	17	23	18	21	35	33	6
Philippines	(26)	4	-	-	-	-	5	3	5	2	10	19
Thailand	(4)	1	-	-	-	-	-	-	4	-	1	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

42. Total amount of time spent in training

2 yrs. to just under 3 yrs.	(1)	0%	-	-	-	-	-	-	-	2%	-	-
1 yr. to just under 2 yrs.	(254)	41	71%	71%	55%	65%	38%	51%	37%	40	11%	-
6 mnths. to just under 1 year	(225)	37	-	19	30	33	44	36	42	32	50	-
4 mnths. to just 6 months	(19)	3	-	-	5	-	2	1	5	2	7	-

2 months to just under 4 months	(64)	10%	29%	10%	5%	2%	10%	9%	7%	14%	10%	62%
1 month to just under 2 months	(36)	6	-	-	5	-	6	-	5	8	13	19
Less than one month	(19)	3	-	-	-	-	-	3	4	2	9	19
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL		Year participant left for Training Program									
	No.	%	51	52	53	54	55	56	57	58	59	60
Number -	(618)		(7)	(21)	(73)	(60)	(105)	(89)	(79)	(79)	(89)	(16)
Percent -		100%	1%	3%	12%	10%	17%	14%	13%	13%	14%	3%

43. Participant went on an observation tour during his program

	(544)	88%	86%	81%	93%	92%	86%	87%	85%	91%	88%	88%
	(74)	12	14	19	7	8	14	13	15	9	12	12
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

44. Participant had on-the-job training during his Program

Yes	(282)	46%	29%	43%	27%	63%	51%	55%	52%	42%	40%	-
No	(336)	54	71	57	73	37	49	45	48	58	60	100%
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

45. Participant attended a University during his Program

Yes	(281)	46%	43%	57%	67%	60%	44%	49%	44%	46%	22%	-
No	(337)	54	57	43	33	40	56	51	56	54	78	100%
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

46. Participant attended a special Program not at a University

Yes	(224)	36%	14%	38%	32%	30%	40%	40%	34%	38%	42%	12%
No	(394)	64	86	62	68	70	60	60	66	62	58	88
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

47. Do you receive any U.S. professional publications?

Yes	(122)	20%	29%	14%	21%	18%	20%	17%	14%	22%	28%	12%
No	(496)	80	71	86	79	82	80	83	86	78	72	88
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL		Year Participant left for Training Program									
	No.	%	51	52	53	54	55	56	57	58	59	60
Number -	(618)		(7)	(21)	(73)	(60)	(105)	(89)	(79)	(79)	(89)	(16)
Percent -		100%	1%	3%	12%	10%	17%	14%	13%	13%	14%	3%

48. What was the most useful and valuable part of your experience?

Everything was useful and valuable	(5)	1%	-	-	-	-	1	3	-	1	-	-
Studies in genl., specific subjects studied specific techniques or procedures observed	(230)	37	-	38	40	35	35	37	43	34	31	31
Observation tours, visits to ind. firms	(111)	18	14	5	11	18	15	17	21	23	22	25
On-the-job training, practical work	(88)	14	14	10	7	20	21	16	14	11	14	-
Univ. attendance	(83)	13	43	47	25	10	6	12	11	18	7	-
High qual. instructors & univ. - meeting profes. counterparts	(18)	3	14	-	4	5	2	2	1	3	4	-
All other genl. & misc. aspects of training received	(16)	3	-	-	1	-	7	5	3	-	-	6
Organ., discipline, teamwork - good facilities for work & study - modern procedures & equip.	(31)	5	14	-	5	3	7	2	4	4	9	6
Understanding people & customs - characteristics of honesty, cooperation, friendliness, respect for labor, hard work, punctuality	(36)	6	-	-	7	9	6	6	3	6	3	31
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL		Year Participant left for Training Program									
	No.	%	51	52	53	54	55	56	57	58	59	60
Number -	(618)		(7)	(21)	(73)	(60)	(105)	(89)	(79)	(79)	(89)	(16)
Percent -		100%	1%	3%	12%	10%	17%	14%	13%	13%	14%	3%

49. Your present position and the one you had when you first returned, in what respects is it different?

My present job is better than the first job after return	(205)	33%	29%	47%	45%	38%	39%	36%	38%	24%	17%	6%
My present job is worse than the first job after return	(4)	1	-	-	-	-	2	-	-	-	-	6
I changed from private business, ind., or profession to a Gov't position	(8)	1	-	-	1	2	1	1	2	1	1	-

I changed from a Gov't position to private business, ind., or profes. practice	(33)	5%	42%	14%	7%	5%	8%	6%	2%	1%	1%	6%
My present job is not in the field I was trained in	(3)	1	-	-	-	-	1	2	-	-	-	-
I changed to a completely different profes., trade or skill from the one I was in when I first returned from training	(1)	0	-	-	-	-	-	1	-	-	-	-
Change within Gov't, non-gov't or occupational field	(101)	16	-	10	25	22	27	13	15	14	6	-
Remain on same job	(263)	43	29	29	22	33	22	41	42	59	75	82
	618	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

50. Is there anyone with whom you work who has been trained abroad? Is that your supervisor?

Yes - Supervisor	(226)	37%	14%	24%	26%	30%	40%	37%	39%	48%	42%	13%
Not supervisor, but someone else	(191)	31	29	48	37	45	26	33	25	25	27	31
No co-workers trained abroad	(201)	32	57	28	37	25	34	30	36	27	31	56
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

51. Supervisor:

Utilization Score

81 or higher	(205)	64%	66%	84%	51%	74%	72%	65%	66%	55%	55%	100%
20 - 80	(99)	31	34	16	35	19	20	30	30	43	41	-
19 or lower	(3)	1	-	-	-	-	2	2	2	1	1	1
No total score	(15)	4	-	-	14	7	6	3	2	2	4	-
	(322)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

52. Technician:

Utilization Score

75 or higher	(94)	47%	100%	25%	41%	67%	52%	44%	41%	45%	45%	67%
18 - 74	(76)	38	-	63	47	28	28	34	41	35	46	33
17 or lower	(10)	5	-	-	6	-	8	6	4	10	3	-
No total score	(20)	10	-	12	6	5	12	16	14	10	6	-
	(200)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Age in years at time of departure: Under 25	25-29	30-34	35-39	40-44	45-49	50-54	55 & Older
Number -	(618)		(19)	(100)	(146)	(141)	(119)	(55)	(31)	(7)
		100%	3%	16%	24%	23%	19%	9%	5%	1%

53. Total time in field of specialization at time of selection

10 years or more	(196)	32%	5%	4%	30%	41%	43%	35%	55%	58%
5 to just under 10 years	(263)	42	10	42	50	40	42	51	26	14
2 to just under 5 years	(137)	22	54	48	18	16	13	14	16	14
1 to just under 2 years	(17)	3	21	6	1	1	2	-	3	14
Less than 1 year	(3)	1	5	-	-	2	-	-	-	-
None	(2)	0	5	-	1	-	-	-	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

54. Level of Position at time of selection

Policy makers - 2nd level and/or non-national impact	(29)	5%	-	-	-	1%	8%	16%	26%	14%
Subordin. Mgmt. - line or staff	(220)	36	5	10	18	48	53	53	61	57
Engineers	(114)	18	10	23	32	18	12	4	-	-
Sub-profes. occupations	(47)	7	37	21	8	4	1	2	-	-
Supervisors, inspectors, foremen	(14)	2	5	4	2	2	3	-	-	-
Artisans, craftsmen	(4)	1	-	1	-	1	-	2	3	-
Occupations not elsewhere classified	(6)	1	16	3	-	-	-	-	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

55. Sex

Male	(581)	94%	77%	93%	91%	94%	98%	94%	100%	86%
Female	(37)	6	23	7	9	6	2	6	-	14
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

56. Total years of education at time of selection

17 or more years	(122)	20%	-	4%	12%	19%	23%	46%	59%	43%
13 - 16 years	(427)	69	55	79	79	73	66	46	35	43
9 - 12 years	(65)	10	40	17	8	7	10	8	6	14
5 - 8 years	(4)	1	5	-	1	1	1	-	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Age in years at time of departure: Under 25	25-29	30-34	35-39	40-44	45-49	50-54	Older
Number -	(618)		(19)	(100)	(146)	(141)	(119)	(55)	(31)	(7)
Percent -		100%	3%	16%	24%	23%	19%	9%	5%	1%

57. Marital Status at time of selection

Married	(528)	85%	23%	61%	86%	92%	97%	96%	97%	100%
Not married	(90)	15	77	39	14	8	3	4	3	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

58. Total amount of time spent in training

2 yrs. to just under 3 yrs.	(1)	0%	-	-	0%	-	-	-	-	-
1 yr. to just under 2 yrs.	(254)	41	53	45	44	48	35	41	13	-
6 months to just under 1 yr.	(225)	37	22	36	44	34	49	22	20	-
4 months to just under 6 months	(19)	3	-	-	2	3	2	6	13	29
2 months to just under 4 months	(64)	10	-	14	5	8	6	15	35	57
1 month to just under 2 months	(36)	6	15	4	3	5	5	9	16	-
Less than 1 month	(19)	3	10	1	2	2	3	7	3	14
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

59. Participant went on an observation tour during his program

Yes	(544)	88%	79%	82%	82%	91%	89%	93%	90%	100%
No	(74)	12	21	18	18	9	11	7	10	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

60. Participant had on-the-job training during his program

Yes	(282)	46%	37%	53%	53%	48%	49%	27%	23%	29%
No	(336)	54	63	47	47	52	51	73	77	71
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

61. Participant attended a University during his Program

Yes	(281)	46%	47%	53%	51%	50%	38%	53%	19%	14%
No	(337)	54	53	47	49	50	62	47	81	86
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL		Age in years at time of departure							
	No.	%	Under 25	25-29	30-34	35-39	40-44	45-49	50-54	55 & Older
Number -	(618)		(19)	(100)	(146)	(141)	(119)	(55)	(31)	(7)
Percent -		100%	3%	16%	24%	23%	19%	9%	5%	1%

62. Participant attended a special program not at a University.

Yes	(224)	36%	42%	35%	42%	31%	40%	31%	32%	29%
No	(394)	64	58	65	58	69	60	69	68	71
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

63. How was the length of your Program?

Too long.	(21)	3%	-	4%	3%	4%	4%	-	3%	-
About right	(229)	37	25	27	38	38	45	42	39	29
Too short	(368)	60	75	69	59	58	51	58	58	71
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

64. Did your training require you to do or see too many different things?

Too many things	(107)	17%	5%	22%	20%	16%	13%	14%	20%	57%
Would have liked more	(262)	43	70	40	44	46	31	52	35	43
All right as it was	(249)	40	25	38	36	38	56	34	45	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

65. How did you find the level of your Program?

Too simple a level	(78)	13%	10%	11%	16%	11%	11%	20%	6%	-
About right	(522)	84	80	84	81	85	88	80	94	100
Too advanced	(15)	2	5	5	3	4	-	-	-	-
Don't know or don't remember	(3)	1	5	-	0	-	1	-	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL		Age in years at time of departure							
	No.	%	Under 25	25-29	30-34	35-39	40-44	45-49	50-54	55 & Older
Number -	(618)		(19)	(100)	(146)	(141)	(118)	(55)	(31)	(7)
Percent -		100%	3%	16%	24%	23%	19%	9%	5%	1%

66. Do you think that the program left you time for your personal interests?

Too much time	(11)	2%	-	1%	0%	3%	3%	2%	-	-
Enough time	(333)	54	53	58	58	56	51	40	48	29
Too little time	(274)	44	47	41	42	39	46	58	52	71
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

67. Were there enough social activities arranged for you?

Too many activities	(23)	4%	-	4%	3%	3%	2%	7%	0%	14%
About enough activities	(344)	56	50	59	54	65	55	51	50	86
Not enough activities	(251)	40	50	37	43	32	43	42	50	-
	(618)	100	100%	100%	100%	100%	100%	100%	100%	100%

68. **Any difficulty with English?**

No difficulty at all	(214)	35%	10%	23%	25%	36%	37%	56%	65%	72%
Difficulty in being understood	(85)	14	21	16	19	13	8	12	4	-
Difficulty in understanding others	(153)	25	21	25	27	25	33	20	4	-
Both	(71)	11	16	16	10	13	9	5	17	14
Not applicable	(95)	15	32	20	19	13	13	7	10	14
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

69. How important was your Program?

Most important thing	(583)	94%	95%	94%	96%	96%	92%	89%	97%	100%
Waste of time	(1)	0	-	-	1	-	-	-	-	-
In between	(34)	6	5	6	3	4	8	11	3	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL		Age in years at time of departure							
	No.	%	Under 25	25-29	30-34	35-39	40-44	45-49	50-54	55 & Older
Number -	(618)		(19)	(100)	(146)	(141)	(119)	(55)	(31)	(7)
Percent -		100%	3%	16%	24%	23%	19%	9%	5%	1%

70. What was the most useful and valuable part of your experience?

Everything was useful and valuable	(5)	1%	-	1%	1%	1%	1%	2%	-	-
Studies in genl., specific subjects studied specific techniques or procedures observed	(230)	37	26	31	36	40	44	35	36	29
Observation tours, visits to industrial firms	(111)	18	32	17	13	18	17	26	19	43
On-the-job training, practical work	(88)	14	11	15	23	11	12	11	10	-
University attendance	(83)	13	26	18	15	11	7	16	13	14
High qual. instructors & univ. - meeting profes. counterparts - obtaining Degree	(18)	3	-	4	3	3	3	3	3	-
All other genl. & misc. aspects of training received	(16)	3	-	2	1	3	3	2	7	14
Organization, discipline, teamwork - good facilities for work & study - modern procedures & equipment	(31)	5	-	3	5	4	7	5	6	-
Understanding people & customs - characteristics of honesty, cooperation, friendliness, respect for labor, hard work, punctuality	(36)	6	5	9	3	9	6	-	6	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Age in years at time of departure: Under 25	25-29	30-34	35-39	40-44	45-49	50-54	55 & Older
Number -	(618)		(19)	(100)	(146)	(141)	(119)	(55)	(31)	(7)
Percent -		100%	3%	16%	24%	23%	19%	9%	5%	1%

71. Your present position and the one you had when you first returned, in what respects is it different?

My present job is better than the first job after return	(205)	33%	32%	47%	36%	36%	30%	9%	23%	-
My present job is worse than the first job after return	(4)	1	-	1	-	-	3	-	-	-
I changed from private business, ind., or profession to a Gov't position	(8)	[illegible]	-	2	2	2	-	-	-	-
I changed from a Gov't position to private business, ind., or profes. practice	(33)	5	5	10	5	4	6	4	3	-
My present job is not in the field I was trained in	(3)	1	5	-	1	1	-	-	-	-
I changed to a completely different profession, trade or skill from the one I was in when I first returned from training	(1)	0	-	1	-	-	-	-	-	-
Changes within Gov't non-gov't or occupational fields	(101)	16	26	10	22	17	15	11	16	14
Remain on same jobs	(263)	43	32	29	34	40	46	76	58	86
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

72. Supervisor:

Utilization Score

81 or higher	(205)	64%	80%	70%	64%	48%	72%	75%	33%	67%
20 - 80	(99)	31	20	28	30	49	19	14	50	33
19 or lower	(3)	1	0	0	0	0	4	4	0	0
No total score	(15)	4	0	2	6	3	5	7	17	0
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

73. Technician:

Utilization Score

75 or higher	(94)	47%	-	73%	40%	62%	36%	30%	17%	-
18 - 74	(76)	38	100	21	41	22	55	52	49	100
17 or lower	(10)	5	-	-	8	4	3	6	17	-
No total score	(20)	10	-	6	11	12	6	12	17	-
	(200)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL No.	%	Policy makers, Exec., & Administrators - Second Level	Subordinate Mgmt., Program and Administrative	Engineers	Professional Occupations	Sub-professional Occup.	Supervisors, Inspectors, Foremen	Artisans, Craftsmen	Occupations not elsewhere Classified
			Level of Position at time of selection (Q.5)							
Number -	(618)		(29)	(220)	(114)	(184)	(47)	(14)	(4)	(6)
Percent -		100%	5%	36%	18%	30%	7%	2%	1%	1%

74. Level of Position at time of interview (Q. E)

Policy makers, Exec., & Administrators - 2nd level	(36)	6%	83%	4%	1%	2%	-	-	-	-
Subordinate Mgmt., Program & Administrative	(267)	43	11	88	30	13	10	22	50	17
Engineers	(85)	14	-	2	65	1	9	7	-	-
Professional Occupations	(165)	27	3	4	3	80	9	-	-	-
Sub-professional Occup.	(34)	5	-	-	-	2	61	7	-	-
Supervisors, Inspectors, Foremen	(19)	3	-	1	-	2	9	64	25	-
Artisans, Craftsmen	(1)	0	-	-	-	-	-	-	25	-
Occupations not elsewhere classified	(5)	1	-	-	-	-	-	-	-	83
Inactive	(6)	1	3	1	1	0	2	-	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

75. Total amount of time spent in training (Q. 39)

2 years to just under 3 yrs.	(1)	0%	-	-	-	0	-	-	-	-
1 year to just under 2 yrs.	(254)	41	7	36	45	56	30	14	-	50
6 months to just under 1 yr.	(225)	37	27	34	49	28	41	72	75	33
4 months to just under 6 months	(19)	3	14	6	3	-	-	-	-	-
2 months to just under 4 months	(64)	10	38	12	3	6	21	14	-	-
1 month to just under 2 months	(36)	6	7	9	-	6	6	-	25	-
Less than 1 month	(19)	3	7	3	-	4	2	-	-	17
	(618)	100%	100%	100%	100%	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Sex Male	Sex Female
Number -	(618)		(581)	(37)
Percent -		100%	94%	6%

76. Level of Position at time of interview

Policy makers, Executives & Administrators - Second level	(36)	6%	6%	-
Subordinate Mgmt., Program & Administrative Officials	(267)	43	44	22
Engineers	(85)	14	15	-
Professional Occupations	(165)	27	26	38
Sub-professional Occupations	(34)	5	4	32
Supervisors, Inspectors, Foremen	(19)	3	3	3
Artisans, Craftsmen	(1)	0	0	-
Occupations not elsewhere classified	(5)	1	1	-
Inactive	(6)	1	1	5
	(618)	100%	100%	100%

What Type of Employment do you have ?

	TOTAL No.	TOTAL %	Government	Private Business	Profession	Trade Union	Nationalized Industry	Non-local Government	Same job since training
Number -	(618)		(100)	(55)	(76)	(12)	(101)	(10)	(264)
Percent		100%	16%	9%	12%	2%	16%	2%	43%

77. Occupation or type of employer at time of selection

Government	(182)	29%	75%	16%	8%	-	9%	40%	30%
Private Business	(40)	7	1	25	1	8	1	10	8
Profession	(180)	29	11	13	86	17	4	10	34
Trade Union	(34)	6	1	4	1	75	-	20	7
Student	(2)	0	-	-	1	-	-	-	1
Nationalized Industry	(180)	29	12	42	3	-	86	20	20
	(618)	100%	100%	100%	100%	100%	100%	100%	100%

EMPLOYMENT

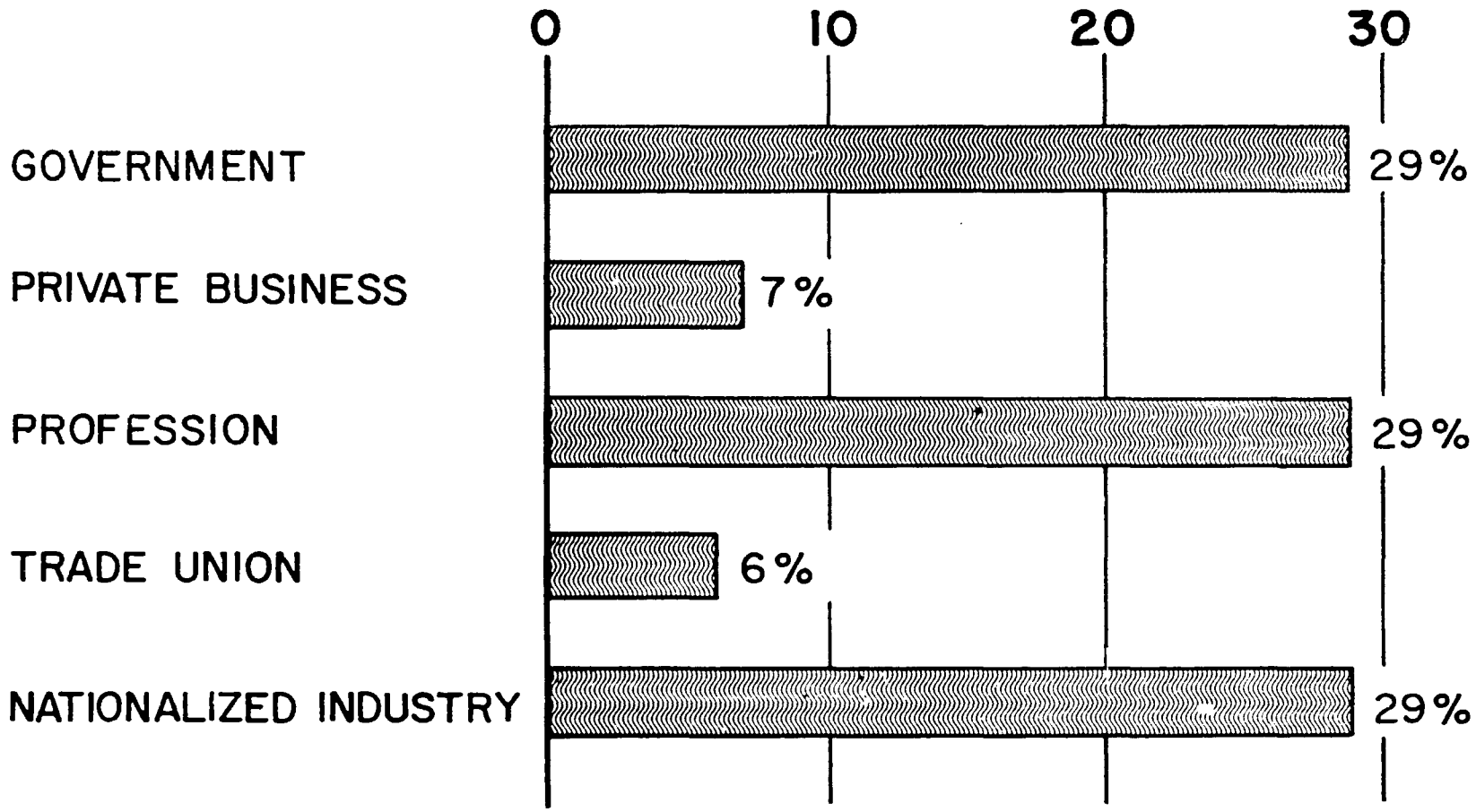

PLATE XXII

	TOTAL No.	TOTAL %	Attendance at a University Prior to ICA Training: Did Not Attend University	Attended University
No. of Cases	(618)		(106)	(512)
		100%	17%	83%

78. Attendance at a Special School Prior to Training

Attended a Special School	(108)	18%	90%	3%
Did Not Attend a Special School	(510)	82	10	97
	(618)	100%	100%	100%

	TOTAL No.	TOTAL %	What Was the First Step in That Training Program: Made Application	Selected or Invited by Others
No. of Cases	(618)		(72)	(546)
		100%	88%	12%

79. Was the First Job You Had after You Returned from the Training Program the same as the Job You Had before You Left?

Same	(518)	84%	75%	85%
Different	(100)	16	25	15
	(618)	100%	100%	100%

SUPERVISOR QUESTIONNAIRE

No. of Cases	(322)		(28)	(294)
		100%	9%	91%

80. Who Actually Initiated (Participant's) Training Program ....?

Participant	(5)	2%	-	2%
Someone in This Organiz.	(120)	37	21	39
Ministry of Other Home Government Official	(50)	15	18	15
USOM or ICA personnel	(60)	19	21	18
Univ. Official, Professor, Dept. Head, Student Adviser, etc.	(3)	1	-	1
Other	(2)	1	-	1
Don't know or Don't Remember	(1)	0	-	0
Not Applicable	(82)	25	40	24
	(322)	100%	100%	100%

	TOTAL No.	%	Yes	No	Ministry Was Employer	Don't Know; Don't Remember
			Did the Ministry That Sponsored You Give You Any Information about the Program Being Planned for You?			
No. of Cases	(618)	100%	(261) 42%	(168) 27%	(188) 31%	(1) 0%
81. When Your Program Was Being Planned, Did Anyone at Your Place of Employment or School Give You Any Information about It?						
Yes	(450)	73%	52%	79%	97%	-
No	(168)	27	48	21	3	100
	(618)	100%	100%	100%	100%	100%

	TOTAL No.	%	Yes	No	Don't Know; Don't Remember
			At the Time You Were Selected to Go Abroad, Where you Employed by USOM or in a Project Run jointly by USOM and Your Government?		
No. of Cases	(618)	100%	(32) 5%	(585) 95%	(1) 0%
82. When Your Program Was Being Planned, Did Anyone at Your Place of Employment or School Give You Any Information About It?					
Yes	(450)	73%	84%	72%	100%
No	(168)	27	16	28	-
	(618)	100%	100%	100%	100%

Before You Left Home, Did You Get Enough Information about the Program? (a) What you would be learning? (b) Where you would be going? (c) When you would be going? (d) Length of the program? (e) Other aspects of the program?

	TOTAL No.	TOTAL %	No questions "Yes" All 5 "No"	One question "Yes"	Two questions "Yes"	Three questions "Yes"	Four questions "Yes"	All 5 questions "Yes"
No. of Cases	(618)		(6)	(32)	(92)	(150)	(160)	(178)
		100%	1%	5%	15%	24%	26%	29%
83. Total Years of Education at Time of Selection								
17 or More Years	(122)	20%	-	9%	25%	13%	16%	29%
13-16 Years	(427)	69	100	69	59	74	76	63
9-12 Years	(65)	10	-	22	15	13	7	8
5-8 Years	(4)	1	-	-	1	-	1	0
	(618)	100%	100%	100%	100%	100%	100%	100%
84. When Your Program Was Being Planned, Did Anyone at Your Place of Employment or School Give You Any Information about It?								
Yes	(450)	73%	83%	69%	73%	76%	76%	67%
No	(168)	27	17	31	27	24	24	33
	(618)	100%	100%	100%	100%	100%	100%	100%
85. Did the Ministry That Sponsored You Give You Any Information about the Program Being Planned for You?								
Yes	(261)	42%	17%	50%	46%	41%	37%	46%
No	(168)	27	50	25	20	30	32	22
Ministry Was Employer	(188)	31	33	25	34	28	31	32
Don't Know or Don't Remember	(1)	0	-	-	-	1	-	-
	(618)	100%	100%	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Before You Left Home, Did You Get Enough Information about the Program? (a) What you would be learning? (b) Where you would be going? (c) When you would be going? (d) Length of the program? (e) Other aspects of the program? No questions "Yes" All 5 "No"	One question "Yes"	Two questions "Yes"	Three questions "Yes"	Four questions "Yes"	All 5 questions "Yes"
No. of Cases	(618)	100%	(6) 1%	(32) 5%	(92) 15%	(150) 24%	(160) 26%	(178) 29%
86. Primary Country of Training								
United States	(451)	73%	83%	66%	72%	73%	73%	74%
Netherlands	(1)	0	-	-	-	-	-	1
Vietnam	(1)	0	-	-	-	-	-	1
Hongkong	(2)	0	-	-	-	1	-	1
Japan	(133)	22	17	25	23	21	23	19
Philippines	(26)	4	-	9	4	5	4	2
Thailand	(4)	1	-	-	1	-	-	2
	(618)	100%	100%	100%	100%	100%	100%	100%

In Addition to Information about the Program, Did You Get Enough Information about How to Get Along in the Country of Training? (a) How to use restaurants & public facilities? (b) Colloquial speech & idioms? (c) Religious practices? (d) Use of their money? (e) Manner & customs generally?

	TOTAL No.	%	No questions "Yes" All 5 "No"	One question "Yes"	Two questions "Yes"	Three questions "Yes"	Four questions "Yes"	All 5 questions "Yes"
No. of Cases	(618)		(5)	(23)	(47)	(107)	(129)	(307)
		100%	1%	4%	7%	17%	21%	50%
87. Total Years of Education at Time of Selection								
17 or More Years	(122)	20%	40%	4%	6%	19%	18%	24%
13-16 Years	(427)	69	60	65	72	78	71	65
9-12 Years	(65)	10	-	31	22	2	10	11
5-8 Years	(4)	1	-	-	-	1	1	0
	(618)	100%	100%	100%	100%	100%	100%	100%
88. When Your Program Was Being Planned, Did Anyone at Your Place of Employment or School Give You Any Information about it?								
Yes	(450)	73%	80%	78%	70%	77%	69%	73%
No	(168)	27	20	22	30	23	31	27
	(618)	100%	100%	100%	100%	100%	100%	100%
89. Did the Ministry That Sponsored You Give You Any Information about the Program Being Planned for You?								
Yes	(261)	42%	40%	61%	38%	36%	51%	40%
No	(168)	27	40	17	32	28	21	29
Ministry was employer	(188)	31	20	22	30	36	28	31
Don't Know or Don't Remember	(1)	0	-	-	-	-	-	0
	(618)	100%	100%	100%	100%	100%	100%	100%

In Addition to Information about the Program, Did You Get Enough Information about How to Get Along in the Country of Training? (a) How to use restaurants & public facilities? (b) Colloquial speech & idioms? (c) Religious practices? (d) Use of their money? (e) Manner & customs generally?

	TOTAL		No questions "Yes" All 5 "No"	One question "Yes"	Two questions "Yes"	Three questions "Yes"	Four questions "Yes"	All 5 questions "Yes"
No. of Cases	(618)	100%	(5) 1%	(23) 4%	(47) 7%	(107) 17%	(129) 21%	(307) 50%

90. Before You Left Home Did You Get Enough Information about the Program? In Particular: (a) What you would be learning? (b) Where you would be going? (c) When you would be going? (d) Length of the program (e) Other aspects of the program?

All five questions "Yes"	(178)	29%	20%	-	17%	21%	26%	37%
Four questions "Yes"	(160)	26	20	26	11	21	30	28
Three questions "Yes"	(150)	24	40	26	32	30	19	24
Two questions "Yes"	(92)	15	20	35	17	20	19	9
One question "Yes"	(32)	5	-	13	21	4	6	2
No questions "Yes," all five questions "No"	(6)	1	-	-	2	4	-	0
	(618)	100%	100%	100%	100%	100%	100%	100%

91. Primary Country of Training

United States	(451)	73%	40%	74%	72%	84%	77%	68%
Netherlands	(1)	0	-	-	-	-	-	0
Vietnam	(1)	0	20	-	-	-	-	-
Hongkong	(2)	0	-	-	-	1	-	0
Japan	(133)	22	20	-	11	7	19	32
Philippines	(26)	4	20	22	15	7	3	0
Thailand	(4)	1	-	4	2	1	1	-
	(618)	100%	100%	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Do You Consider The Time Spent In These Orientation Sessions Valuable? Valuable	Prefer time for rest of program	Don't Know; don't remember	Not ascertained	Not applicable
No. of Cases	(618)		(351)	(34)	(1)	(1)	(231)
		100%	57%	6%	0%	0%	37%
92. Total Years of Education At time of Selection							
17 or More Years	(123)	20%	20%	26%	100%	-	18%
13 - 16 Years	(426)	69	76	71	-	100	59
9 - 12 Years	(65)	10	4	3	-	-	21
5 - 8 Years	(4)	1	-	-	-	-	2
	(618)	100%	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Do You Think He (The Person Who Discussed Your Program with You) Gave Enough Attention or Guidance to You During the Course of the Program, or Not? Received Enough Attention	Did Not Receive Enough Attention	Don't Know or Don't Remember	Not Applicable
No. of Cases	(618)		(504)	(87)	(3)	(24)
		100%	81%	14%	1%	4%
93. Where Did the Official Who Managed Your Program Work?						
At ICA	(357)	58%	59%	68%	33%	-
At a Government Agency Other Than ICA	(148)	24	25	25	33	-
At a University	(10)	2	2	-	34	-
At a Private Organization	(18)	3	3	2	-	-
All Other Organization Not Included in the Above Categories	(60)	10	11	5	-	-
Don't Know or Don't Remember	(1)	0	0	-	-	-
Not Applicable	(24)	3	-	-	-	100
	(618)	100%	100%	100%	100%	100%

94. Participant Went on an Observation Tour During His Program

Yes	(544)	88%	89%	85%	100%	79%
No	(74)	12	11	15	-	21
	(618)	100%	100%	100%	100%	100%

95. Participant Had On-the-Job Training During His Program

Yes	(282)	46%	47%	43%	-	25%
No	(336)	54	53	57	100	75
	(618)	100%	100%	100%	100%	100%

96. Participant Attended a University During His Program

Yes	(281)	45%	45%	51%	67%	42%
No	(337)	55	55	49	33	58
	(618)	100%	100%	100%	100%	100%

97. Participant Attended a Special Group Program Not at a University During His Program

Yes	(224)	36%	36%	37%	-	42%
No	(394)	64	64	63	100	58
	(618)	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Did Your Training Require You To Do or See too Many Different Things? Too Many Things	Would Have Liked More	All Right As It Was
No. of Cases	(618)		(107)	(262)	(269)
		100%	17%	43%	40%

98. Primary Country of Training

United States	(451)	73%	68%	75%	73%
Netherlands	(1)	0	-	-	0
Vietnam	(1)	0	-	0	-
Hongkong	(2)	0	-	0	0
Japan	(133)	22	22	20	23
Philippines	(26)	4	9	4	4
Thailand	(4)	1	1	1	-
	(618)	100%	100%	100%	100%

99. Participant Went on an Observation Tour During His Program

Yes	(544)	[illegible]	88%	87%	88%
No	(74)	12	12	13	12
	(618)	100%	100%	100%	100%

100. Participant Had On-the-job Training During His Program

Yes	[illegible]	[illegible]	37%	46%	50%
No	(336)	54	63	54	50
	(618)	100%	100%	100%	100%

101. Participant Attended a University During His Program

Yes	(281)	46%	44%	49%	42%
No	(337)	54	56	51	58
	(618)	100%	100%	100%	100%

102. Participant Attended a Special Group Program Not at a University During His Program

Yes	(224)	36%	36%	31%	40%
No	(314)	64	64	69	60
	(618)	100%	100%	100%	100%

	TOTAL		Did Your Training Require You To Do or See too Many Different Things?		
	No.	%	Too Many Things	Would Have Liked More	All Right As It Was
No. of Cases	(618)		(107)	(262)	(269)
		100%	17%	43%	40%

103. What Was the Most Useful and Valuable Part of Your Experience?

Everything Was Useful and Valuable	(5)	1%	1%	1%	0%
Studies in General Specific Subjects Studied Specific Techniques or Procedures Observed	(230)	37	41	40	32
Observation Tours, Visits to Industrial Firms	(111)	18	19	17	19
On-the-job Training, Practical Work	(88)	14	15	12	16
University Attendance	(83)	13	10	13	16
High Quality Instructors & University-Meeting Professional Counterparts-Obtaining Degree	(18)	3	4	3	2
All Other General & Miscellaneous Aspects of Training Received	(16)	3	2	3	2
Organization, Discipline, Teamwork - Good Facilities for Work & Study - Modern Procedures & Equipment	(31)	5	2	5	7
Understanding People & Customs - Characteristics of Honesty, Cooperation, Friendliness, Respect for Labor, Hard Work, Punctuality	(36)	6	6	6	6
	(618)	100%	100%	100%	100%

	TOTAL No.	TOTAL %	How Did You Find the Level of Your Program? Too Simple A Level	About Right	Too Advanced	Don't Know or Don't Remember
No. of Cases	(618)		(73)	(522)	(15)	(3)
		100%	13%	84%	2%	1%
104. Total Time in Field of Specialization at Time of Selection						
None	(2)	0%	-	0%	7%	-
Less than 1 Year	(3)	0	-	1	-	-
1 to Just under 2 Years	(17)	3	3	3	7	-
2 to Just under 5 Years	(137)	22	25	22	13	33
5 to Just under 10 Years	(263)	43	45	42	40	34
10 Years or More	(196)	32	27	32	33	33
	(618)	100%	100%	100%	100%	100%
105. Attendance at University Prior to ICA Training						
Attended University	(512)	83%	90%	82%	75%	67%
Did Not Attend University	(106)	17	10	18	25	33
	(618)	100%	100%	100%	100%	100%
106. Did You Have the Opportunity to Take Part in the Planning of Your Program?						
Yes	(378)	61%	51%	62%	67%	67%
No	(238)	39	48	38	33	33
Don't Know or Don't Remember	(2)	0	1	0	-	-
	(618)	100%	100%	100%	100%	100%
107. Primary Country of Training						
United States	(451)	73%	78%	72%	67%	67%
Netherlands	(1)	0	-	0	-	-
Vietnam	(1)	0	-	0	-	-
Hongkong	(2)	0	2	-	-	-
Japan	(133)	22	14	22	33	33
Philippines	(26)	4	5	4	-	-
Thailand	(4)	1	1	1	-	-
	(618)	100%	100%	100%	100%	100%
108. Participant Went on an Observation Tour During His Program						
Yes	(544)	88%	82%	89%	93%	100%
No	(74)	12	18	11	7	-
	(618)	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	How Did You Find the Level of Your Program? Too Simple A Level	About Right	Too Advanced	Don't Know or Don't Remember
No. of Cases	(618)		(78)	(522)	(15)	(3)
		100%	13%	84%	2%	1%
109. Participant Had On-the-job Training During His Program						
Yes	(282)	46%	50%	45%	33%	67%
No	(336)	54	50	55	67	33
	(618)	100%	100%	100%	100%	100%
110. Participant Attended a University During His Program						
Yes	(281)	46%	47%	45%	67%	67%
No	(337)	54	53	55	33	33
	(618)	100%	100%	100%	100%	100%
111. Participant Attended a Special Program Not at a University						
Yes	(224)	36%	40%	36%	33%	33%
No	(394)	64	60	64	67	67
	(618)	100%	100%	100%	100%	100%
112. Had You Been Told Anything about the Level of Your Program before You Left Home?						
Yes	(200)	32%	22%	35%	13%	-
No	(418)	68	78	65	87	100
	(618)	100%	100%	100%	100%	100%
113. If You Had Any Difficulty at All with Your English During Your Program, What Was It?						
No Difficulty At All	(214)	35%	35%	35%	27%	-
Difficulty in Being Understand	(85)	14	17	13	13	-
Difficulty in Understanding Others	(153)	25	27	24	20	67
Both	(71)	11	10	12	13	-
Not Applicable	(95)	15	11	16	27	33
	(618)	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Did You Receive Any English Language Instruction in Preparation for Your Program? Yes	No	Not Applicable
No. of Cases	(618)		(399)	(124)	(95)
		100%	65%	20%	15%

114. If You Had Any Difficulty with Your English During Your Program, What Was It?

No Difficulty at All	(214)	35%	36%	58%	-
Difficulty in Being Understand	(85)	14	17	13	-
Difficulty in Understanding Others	(153)	25	37	6	-
Both	(71)	11	10	23	-
Not Applicable - Program Did Not Require English	(95)	15	-	-	100%
	(618)	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Is Your Present Position the Same As the One You Had When You First Returned? Same	Different	Not Applicable
No. of Cases	(618)		(257)	(355)	(6)
		100%	42%	57%	1%

115. Was the First Job You Had after You Returned from the Training Program the same as the Job You Had before You Left?

Same	(518)	84%	86%	82%	100%
Different	(100)	16	14	18	-
	(618)	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Since You Return, Have You Had Any Contact with USOM? Yes	No
No. of Cases	(618)		(430)	(188)
		100%	70%	30%

116. Current Residence at Time of Interview

Capital City Area	(330)	53%	54%	52%
Provincial City Area	(167)	27	25	31
Rural Place, Village, Town	(121)	20	21	17
	(618)	100%	100%	100%

	TOTAL No.	TOTAL %	Suppose You Had Not Gone on This Training Program. What Kind of Job Do You Think You Would Now Have? About the Same	Better	Not As Good	Don't Know	Not Applicable-Not Employed
No. of Cases	(618)		(439)	(8)	(121)	(34)	(6)
		100%	71%	1%	21%	6%	1%
117. Who Selected You?							
Supervisor	(505)	82%	82%	75%	80%	85%	83%
Other	(113)	18	18	25	20	15	17
	(618)	100%	100%	100%	100%	100%	100%
118. How Important Was Your Program?							
Most Important Thing	(583)	94%	93%	100%	98%	91%	100%
Waste of Time	(1)	0	-	-	1	-	-
In Between	(34)	6	7	-	1	9	-
	(618)	100%	100%	100%	100%	100%	100%
SUPERVISOR QUESTIONNAIRE:							
No. of Cases	(322)		(235)	(5)	(69)	(13)	-
		100%	73%	2%	21%	4%	-
119. As a Qualification for His Present Job, How Important Was Training Program?							
Better off without It	(1)	0%	0%	-	-	-	-
Not Useful	(34)	11%	12%	20%	4%	8%	-
Helpful but Not Very Important	(72)	22	22	20	23	31	-
Very Important	(126)	39	40	20	41	23	-
Essential	(87)	27	25	40	32	38	-
Don't Know, Don't Remember	(2)	1	1	-	-	-	-
	(322)	100%	100%	100%	100%	100%	-

PARTICIPANT QUESTIONNAIRE

Suppose You Had Not Gone on This Training Program. What Kind of Job Do You Think You Would Now Have?

	TOTAL No.	TOTAL %	About the Same	Better	Not As Good	Don't Know	Not Applicable-Not Employed
TECHNICIAN QUESTIONNAIRE							
No. of Cases	(200)		(130)	(3)	(55)	(11)	(1)
		100%	65%	2%	27%	5%	1%
120. Contribution of Training to Participant's Job Performance							
Major	(95)	48%	43%	67%	60%	36%	100%
Minor	(64)	32	32	33	28	55	-
No Importance	(21)	10	13	-	5	9	-
Reduced Usefulness	(4)	2	2	-	2	-	-
Don't Know or Don't Remember	(16)	8	10	-	5	-	-
	(200)	100%	100%	100%	100%	100%	100%

PARTICIPANT QUESTIONNAIRE:

Your Supervisor on Your Current Job - Does He Help You in Utilizing That Training?

	TOTAL No.	TOTAL %	Has No Supervisor	Neither Helpful Nor Unhelpful	Not Helpful	Somewhat Helpful	Very Helpful	Not Applicable
No. of Cases	(200)		(5)	(16)	(14)	(73)	(91)	(1)
		100%	3%	8%	7%	36%	45%	1%
TECHNICIAN QUESTIONNAIRE:								
121. Utilization of Training by: Supervisor								
Satisfied	(163)	81%	80%	87%	64%	74%	89%	100%
Dissatisfied	(34)	17	20	13	36	25	9	-
Can't Rate	(3)	2	-	-	-	1	2	-
	(200)	100%	100%	100%	100%	100%	100%	100%

TECHNICIAN QUESTIONNAIRE	TOTAL No.	TOTAL %	PARTICIPANT QUESTIONNAIRE: Do You Have Frequent Contact with Him (USOM Technician)? Never Met	Occasional	Frequent	Not Applicable
No. of Cases	(200)		(2)	(35)	(93)	(70)
		100%	1%	18%	46%	35%
122. How Much Contact with Participant Since His Return?						
Regularly	(46)	23%	-	14%	35%	13%
Frequently	(49)	24	50	29	29	16
Occasionally	(82)	41	-	48	30	53
Once or Twice	(14)	7	50	9	3	10
Never Met	(8)	4	-	-	2	8
Only Social	(1)	1	-	-	1	-
	(200)	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	How Satisfactory Was That Training Program? Very Satisfactory	Moderately Satisfactory	Not too Satisfactory	Not At All Satisfactory
No. of Cases	(618)		(217)	(355)	(45)	(1)
		100%	35%	58%	7%	0%
123. Major Field of Activity in Which Training Was Given						
Direct Military Support	(22)	4%	5%	3%	7%	-
Agri. & Natural Resources	(177)	29	31	27	31	100%
Industry & Mining	(144)	23	22	25	20	-
Transportation	(43)	7	6	6	13	-
Labor	(2)	0	0	0	5	-
Health & Sanitation	(59)	9	9	11	18	-
Education	(105)	17	16	17	4	-
Public Administration	(44)	7	8	7	-	-
General & Miscellaneous	(22)	4	3	4	2	-
	(618)	100%	100%	100%	100%	100%

124. Level of Position at Time of Selection

Policy Makers - Second Level and/or Non-National Impact	(29)	5%	6%	4%	7%	-
Subordinate Mgmt. - Line or Staff	(22)	36	38	35	27	-
Engineers	(114)	18	15	21	18	-
Professional Occupations	(184)	30	28	30	33	100
Sub-Professional Occup.	(47)	7	7	8	7	-
Supervisors, Inspectors, Foremen	(14)	2	3	2	2	-
Artisans, Craftsmen	(4)	1	1	0	2	-
Occupations Not Elsewhere Classified	(6)	1	2	0	4	-
	(618)	100%	100%	100%	100%	100%

	TOTAL		How Satisfactory Was That Training Program?			
	No.	%	Very Satisfactory	Moderately Satisfactory	Not too Satisfactory	Not At All Satisfactory
No. of Cases	(618)		(217)	(355)	(45)	(1)
		100%	35%	58%	7%	0%

125. Age in Years at Time of Departure for Training

55 Years and Older	(7)	1%	2%	1%	-	-
50-54 Years	(31)	5	5	5	4%	-
45-49 Years	(55)	9	7	9	13	-
40-44 Years	(119)	19	22	19	7	-
35-39 Years	(141)	23	27	22	13	-
30-34 Years	(146)	24	19	25	36	-
25-29 Years	(100)	16	15	16	22	100
Under 25 Years	(19)	3	3	3	5	-
	(618)	100%	100%	100%	100%	100%

126. Sex

Male	(581)	94%	97%	91%	93%	100%
Female	(37)	6	3	9	7	-
	(618)	100%	100%	100%	100%	100%

127. Total Years of Education at Time of Selection

17 or More Years	(122)	20%	23%	17%	20%	-
13-16 Years	(427)	69	65	72	67	100
9-12 Years	(65)	10	11	10	11	-
5-8 Years	(4)	1	1	1	2	-
	(618)	100%	100%	100%	100%	100%

128. Marital Status at Time of Selection

Married	(528)	85%	89%	85%	68%	-
Not Married	(90)	15	11	15	32	100
	(618)	100%	100%	100%	100%	100%

129. Did You Have the Opportunity to Take Part in the Planning of Your Program?

Yes	(378)	61%	68%	59%	47%	-
No	(238)	39	32	41	53	-
Don't Know or Don't Remember	(2)	0	0	-	0	100%
	(618)	100%	100%	100%	100%	100%

130. Before You Left to Go Abroad, How Satisfied Were You With Your Training Program?

Well satisfied	(419)	68%	85%	62%	33%	-
Not Very Well Satisfied	(73)	12	5	14	29	-
Didn't know enough, don't know, don't remember how satisfied I was	(126)	20	10	24	38	100
	(618)	100%	100%	100%	100%	100%

	TOTAL		How Satisfactory Was That Training Program?			
	No.	%	Very Satisfactory	Moderately Satisfactory	Not too Satisfactory	Not At All Satisfactory
Number	(618)		(217)	(355)	(45)	(1)
Per cent		100%	35%	58%	7%	0%

131. Year Participant Left for Training Program

1960	(16)	3%	3%	3%	2%	-
1959	(89)	14	13	14	18	100
1958	(79)	13	11	13	20	-
1957	(79)	13	11	14	11	-
1956	(89)	14	14	14	20	-
1955	(105)	17	18	17	11	-
1954	(60)	10	14	8	5	-
1953	(73)	12	10	13	11	-
1952	(21)	3	5	3	-	-
1951	(7)	1	1	1	2	-
	(618)	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	How Satisfactory Was That Training Program? Very Satisfactory	Moderately Satisfactory	Not too Satisfactory	Not At All Satisfactory
Number	(618)		(217)	(355)	(45)	(1)
Per cent		100%	35%	58%	7%	0%
132. Primary Country of Training						
United States	(451)	73%	75%	72%	73%	100%
Netherlands	(1)	0	0	-	-	-
Vietnam	(1)	0	-	0	-	-
Hongkong	(2)	0	-	0	2	-
Japan	(133)	22	21	22	20	-
Philippines	(26)	4	3	5	5	-
Thailand	(4)	1	1	1	-	-
	(618)	100%	100%	100%	100%	100%
133. Total Amount of Time Spent in Training						
Two Years to Just under 3 Years	(1)	0%	-	0%	-	-
1 Year to Just under 2 Years	(254)	41	44	41	27	100
Six Months to Just under One Year	(225)	37	37	36	38	-
Four Months to Just under 6 Months	(19)	3	1	4	7	-
Two Months to Just under 4 Months	(64)	10	11	9	15	-
One Months to Just under 2 Months	(36)	6	5	6	11	-
Less than One Month	(19)	3	2	4	2	-
	(618)	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	How Satisfactory Was That Training Program? Very Satisfactory	Moderately Satisfactory	Not too Satisfactory	Not At All Satisfactory
Number	(618)		(217)	(355)	(45)	(1)
Per cent		100%	35%	58%	7%	0%
134. When You Arrived in Country of Training, Was Your Program Arranged in Detail?						
Program in Complete Detail	(277)	45%	51%	40%	50%	100%
Program in Partial Detail	(280)	45	43	48	35	-
Program Not Set up at all	(61)	10	6	12	15	-
	(618)	100%	100%	100%	100%	100%
135. Participant Went on an Observation Tour During His Program						
Yes	(544)	88%	89%	89%	73%	100%
No	(74)	12	11	11	27	-
	(618)	100%	100%	100%	100%	100%
136. Participant Had On-the-Job Training During His Program						
Yes	(282)	46%	48%	44%	47%	100%
No	(336)	54	52	56	53	-
	(618)	100%	100%	100%	100%	100%
137. Participant Attended a University During His Program						
Yes	(281)	45%	45%	46%	44%	100%
No	(337)	55	55	54	56	-
	(618)	100%	100%	100%	100%	100%
138. Participant Attended a Special Program Not at a University During His Program						
Yes	(224)	36%	42%	33%	33%	100%
No	(394)	64	58	67	67	-
	(618)	100%	100%	100%	100%	100%

139. Did You Receive a Degree or Diploma? Which Degree Was That?

Master's Level: Master of Arts, Science, or any Special Field	(23)	4%	5%	3%	-	-
Doctorate Level: Doctor of Philosophy, Science, or any Special Field	(1)	0	1	-	-	-
All Other Academic Degree Not Included in the Above Categories	(1)	0	-	0	-	-
Not Applicable	(593)	96	94	97	100	100
	(618)	100%	100%	100%	100%	100%

	TOTAL		How Satisfactory Was That Training Program?			
	No.	%	Very Satisfactory	Moderately Satisfactory	Not too Satisfactory	Not At All Satisfactory
Number	(618)		(217)	(355)	(45)	(1)
Per cent		100%	35%	58%	7%	0%

140. Did You Follow Your Program As It Was Originally Planned?

Followed Program As Originally Planned	(542)	88%	89%	86%	93%	100%
Important Changes Made	(76)	12	11	14	7	-
	(618)	100%	100%	100%	100%	100%

141. Were You Entertained in Private Homes?

Yes	(557)	90%	90%	91%	84%	100%
No	(61)	10	10	9	16	-
	(618)	100%	100%	100%	100%	100%

142. Do You Consider the Time Spent in Orientation Valuable?

Valuable	(351)	57%	60%	56%	42%	100%
Prefer Time for Rest of Program	(34)	6	5	6	9	-
Don't Know or Don't Remember	(1)	0	0	0	-	-
Not Applicable	(231)	37	35	38	49	-
Not Ascertained	(1)	0	-	0	-	-
	(618)	100%	100%	100%	100%	100%

143. How Was the Length of Your Program?

Too Long	(21)	3%	2%	4%	9%	-
About Right	(229)	37	45	33	27	100
Too Short	(368)	60	53	63	64	-
	(618)	100%	100%	100%	100%	100%

144. Did Your Training Require You to Do or See Too Many Different Things?

Too Many Things	(107)	17%	18%	16%	24%	-
Would Have Liked More	(262)	43	29	48	58	100
All Right As It Was	(249)	40	53	36	18	-
	(618)	100%	100%	100%	100%	100%

145. How Did You Find the Level of Your Program?

Too Simple a Level	(78)	13%	8%	13%	36%	-
About Right	(522)	84	91	84	56	100
Too Advanced	(15)	2	1	3	4	-
Don't Know or Don't Remember	(3)	1	-	0	4	-
	(618)	100%	100%	100%	100%	100%

146. Do You Think That the Program Left You Time for Your Personal Interests?

Too Much Time	(11)	2%	1%	2%	-	-
Enough Time	(333)	54	58	53	42	100
Too Little Time	(274)	44	41	45	58	-
	(618)	100%	100%	100%	100%	100%

	TOTAL		How Satisfactory Was That Training Program?			
	No.	%	Very Satisfactory	Moderately Satisfactory	Not too Satisfactory	Not At All Satisfactory
Number	(618)		(217)	(355)	(45)	(1)
Per cent		100%	35%	58%	7%	0%

147. Were There Enough Social Activities Arranged for You?

Too Many Activities	(23)	4%	2%	5%	4%	-
About Enough Activities	(344)	56	66	51	38	100
Not Enough Activities	(251)	40	32	44	58	-
	(618)	100%	100%	100%	100%	100%

148. If You Had Any Difficulty At All with Your English During Your Program, What Was It?

No Difficulty At All	(214)	35%	41%	32%	27%	-
Difficulty in Being Understood	(85)	14	14	14	13	-
Difficulty in Understanding Others	(153)	25	21	27	22	100
Both	(71)	11	9	12	22	-
Not Applicable - Program Did Not Require Knowledge of English, or Don't Know or Don't Remember Whether Program Required English	(95)	15	15	15	16	-
	(618)	100%	100%	100%	100%	100%

149. Suppose You Had Not Gone on This Training Program. What Kind of Job Do You Think You Would Now Have?

About the Same	(439)	71%	73%	69%	76%	100%
Better	(8)	1	1	1	2	-
Not As Good	(131)	21	22	21	18	-
Don't Know	(34)	6	4	7	4	-
Not Applicable - Not Employed At Time of Interview	(6)	1	-	2	-	-
	(618)	100%	100%	100%	100%	100%

150. How Important Was Your Program?

Most Important Thing	(583)	94%	100%	95%	62%	100%
Waste of Time	(1)	0	-	-	2	-
In Between	(34)	6	0	5	36	-
	(618)	100%	100%	100%	100%	100%

LENGTH OF PROGRAM

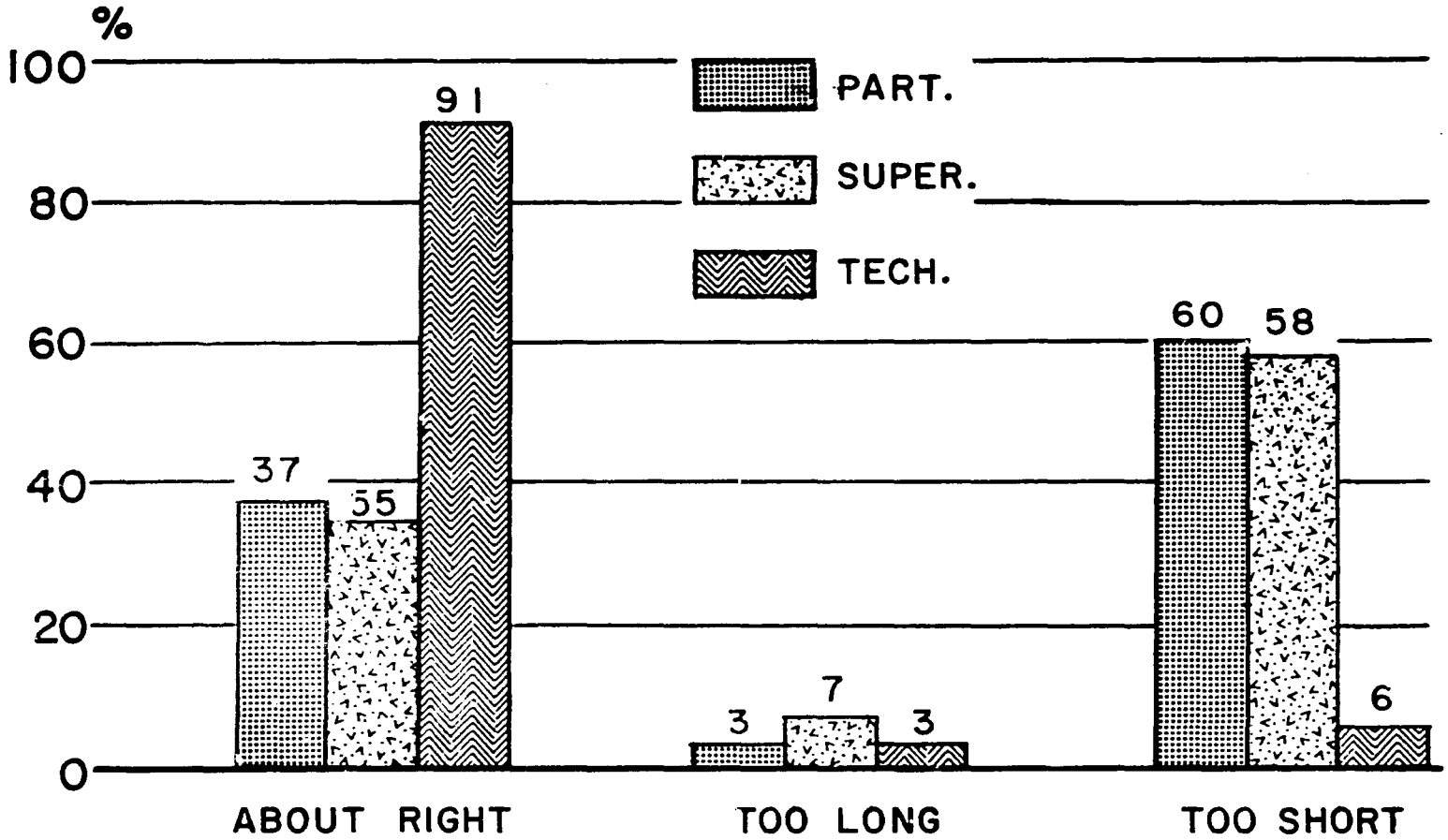

PLATE XXIII

	TOTAL No.	TOTAL %	How Satisfactory Was That Training Program? Very Satisfactory	Moderately Satisfactory	Not Too Satisfactory	Not At All Satisfactory
Number	(618)		(217)	(355)	(45)	(1)
Per cent		100%	35%	58%	7%	0%

151. What Was The Most Useful And Valuable Part Of Your Experience?

Everything Was Useful and Valuable	(5)	1%	1%	1%	-	-
Studies Specific Techniques or Procedures Observed	(230)	37	36	38	38	-
Observation Tours, Visits to Industrial Firms	(111)	18	19	18	13	-
On-the-job Training, Practical Work	(88)	14	16	13	18	-
University Attendance	(83)	13	12	14	9	100
High Quality Instructors & University-Meeting Professional Counterparts-Obtaining Degree	(18)	3	3	3	2	-
All Other General & Miscellaneous Aspects of Training Received	(16)	3	3	2	5	-
Organization, Discipline, Teamwork - Good Facilities for Work & Study - Modern Procedures & Equipment	(31)	5	4	5	13	-
Understanding People & Customs - Characteristics of Honesty, Cooperation, Friendliness, Respect for Labor, Hard Work, Punctuality	(36)	6	6	6	2	-
	(618)	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	How Satisfactory Was That Training Program? Very	Moderately	Not too	Not At All
Number	(618)		(217)	(355)	(45)	(1)
Per cent		100%	35%	58%	7%	0%

152. Your Present Position and the One You Had When You First Returned, In What Respects Is It Different?

My Present Job Is Better Than 1st Job After Return	(205)	33%	35%	33%	29%	-
Present Job Is Worse Than 1st Job After Return	(4)	1	0	1	-	-
I Changed from One Part of Gov't to Another	(58)	9	10	9	7	-
I Changed from One Non-Gov't Organization to Another	(15)	2	1	3	5	-
I Changed from Private Business, Industry, or Profession to Gov't Position	(8)	1	1	1	-	-
I Changed from Gov't Position to Private Business, Industry, or Professional Practice	(33)	5	3	6	9	-
Present Job Is in Field I Was Trained in, More Related to My Training	(11)	2	3	1	2	-
Present Job Is Not in the Field I Was Trained in	(3)	1	1	-	2	-
I Changed to a Different Job in the Same General Field	(16)	3	2	3	2	-
I Changed to a Completely Different Profession, Trade, or Skill from the One I Was in When I First Returned	(1)	0	-	-	2	-
Other Differences Not Included in the Above	(1)	0	-	1	-	-
Not Applicable	(263)	43	44	42	42	100
	(618)	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	How Satisfactory Was That Training Program? Very	Moderately	Not too	Not At All
153. Supervisor:						
Utilization Score						
81 or Higher	(205)	64%	72%	58%	65%	100%
20-80	(99)	31	25	35	31	-
19 or Lower	(3)	1	-	2	-	-
No Total Score	(15)	4	3	5	4	-
	(322)	100%	100%	100%	100%	100%
154. Technician:						
Utilization Score						
75 or Higher	(94)	47%	52%	46%	23%	100%
18-74	(76)	38	39	37	47	-
17 or Lower	(10)	5	2	6	15	-
No Total Score	(20)	10	7	11	15	-
	(200)	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Utilization Score 50-74	75 or Higher	No Total Score
Number	(618)		(160)	(430)	(28)
Per cent		100%	26%	70%	4%
155. Current Residence at Time of Interview					
Capital City Area	(330)	53%	56%	53%	39%
Provincial City Area	(167)	27	26	27	39
Rural Place, Village, Town	(121)	20	18	20	22
	(618)	100%	100%	100%	100%
156. Major Field of Activity in Which Training Was Given					
Direct Military Support	(22)	4%	4%	3%	11%
Agri. and Natural Resources	(177)	29	28	29	29
Industry and Mining	(144)	23	26	23	14
Transportation	(43)	7	9	6	3
Labor	(2)	0	1	0	-
Health and Sanitation	(59)	9	4	12	-
Education	(105)	17	15	17	32
Public Administration	(44)	7	10	6	8
General & Miscellaneous	(22)	4	3	4	3
	(618)	100%	100%	100%	100%

157. Year Participant left for training program

1960	(16)	3%	5%	2%	-
1959	(89)	14	14	15	11
1958	(79)	13	6	15	18
1957	(79)	13	12	13	3
1956	(89)	14	11	16	11
1955	(105)	17	19	14	43
1954	(60)	10	9	11	-
1953	(73)	12	17	10	14
1952	(21)	3	4	3	-
1951	(7)	1	2	1	-
	(618)	100%	100%	100%	100%

158. Total time in field of specialization at time of selection

10 years or more	(196)	32%	27%	34%	22%
5 to just under 10 years	(263)	43	48	42	22
2 to just under 5 years	(137)	22	23	20	50
1 to just under 2 years	(17)	3	2	3	3
Less than 1 year	(3)	0	-	1	3
None	(2)	0	-	0	-
	(618)	100%	100%	100%	100%

	TOTAL		Utilization Score		
	No.	%	50-74	75 or Higher	No Total Score
Number	(618)		(160)	(430)	(28)
Percent		100%	26%	70%	4%

159. Level of position at time of selection

Policy makers - Second level and/or Non-National Impact	(29)	5%	6%	4%	8%
Subordinate Mgmt. - Line or Staff	(220)	35	38	35	25
Engineers	(114)	18	21	18	18
Professional Occupations	(184)	30	24	32	35
Sub-Professional Occupations	(47)	8	7	8	8
Supervisors, Inspectors, Foremen	(14)	2	2	2	3
Artisans, Craftsmen	(4)	1	-	1	-
Occupations not elsewhere classified	(6)	1	2	0	3
	(618)	100%	100%	100%	100%

160. Age in years at time of departure for training

55 years and older	(7)	1%	2%	1%	-
50 - 54 years	(31)	5	6	5	3
45 - 49 years	(55)	9	7	9	11
40 - 44 years	(119)	19	22	18	14
35 - 39 years	(141)	23	21	25	8
30 - 34 years	(146)	24	18	25	25
25 - 29 years	(100)	16	18	15	28
Under 25 years	(19)	3	6	2	11
	(618)	100%	100%	100%	100%

161. Total years of education at time of selection

17 or more years	(122)	20%	19%	20%	14%
13 - 16 years	(427)	69	68	70	72
9 - 12 years	(65)	10	12	10	14
5 - 8 years	(4)	1	1	0	-
	(618)	100%	100%	100%	100%

162. Who selected you?

Supervisor	(505)	82%	81%	83%	75%
Other	(113)	18	19	17	25
	(618)	100%	100%	100%	100%

	TOTAL		Utilization Score		
	No.	%	50-74	75 or Higher	No Total Score
Number	(618)		(160)	(430)	(28)
Percent		100%	26%	70%	4%

163. Before you left to go abroad, how satisfied were you with your Training Program? (Q. 31)

Well satisfied	(419)	68%	61%	72%	39%
Not very well satisfied	(73)	12	12	11	25
Didn't know enough, don't know, don't remember how satisfied I was	(126)	20	27	17	36
	(618)	100%	100%	100%	100%

164. Did you have the opportunity to take part in the planning of your Program? (Q. 32)

Yes	(378)	61%	55%	65%	32%
No	(238)	39	45	35	65
Don't know or don't remember	(2)	0	-	0	3
	(618)	100%	100%	100%	100%

165. Before you left home, did you get enough information about the Program? (a) What you would be learning? (b) Where you would be going? (c) When you would be going? (d) Length of the Program? (e) Other aspects of the Program? (Q. 37)

All 5 questions - "Yes"	(178)	29%	31%	28%	29%
Four questions - "Yes"	(160)	26	31	25	21
Three questions - "Yes"	(150)	24	22	25	32
Two questions - "Yes"	(92)	15	12	16	11
One question - "Yes"	(32)	5	4	5	7
No questions - "Yes" All five questions - "No"	(6)	1	-	1	-
	(618)	100%	100%	100%	100%

166. Primary Country of training (Q. 39)

United States	(451)	73%	76%	73%	57%
Netherlands	(1)	0	1	-	-
Vietnam	(1)	0	-	0	-
Hongkong	(2)	0	1	0	-
Japan	(133)	22	14	24	32
Philippines	(26)	4	7	3	11
Thailand	(4)	1	1	0	-
	(618)	100%	100%	100%	100%

167. In addition to information about the Program, did you get enough information about how to get along in the Country of training? For instance: (a) How to use restaurant and public facilities? (b) Colloquial speech and idioms? (c) Religious practices? (d) Use of their money? (e) Manners and customs generally? (Q. 40 (a) - (e)

All 5 questions - "Yes"	(307)	50%	48%	51%	43%
Four questions - "Yes"	(129)	21	26	19	14
Three questions - "Yes"	(107)	17	15	18	21
Two questions - "Yes"	(47)	7	7	7	18
One question - "Yes"	(23)	4	3	4	4
No questions - "Yes" All five questions - "No"	(5)	1	1	1	-
	(618)	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Utilization Score 50-74	75 or Higher	No Total Score
Number	(618)		(160)	(430)	(28)
Percent		100%	26%	70%	4%

168. Total amount of time spent in training

Two years to just under 3 years	(1)	0%	-	0	-
One year to just under 2 years	(254)	41	38	43	25
Six months to just under 1 year	(225)	36	31	39	36
Four months to just under 6 months	(19)	3	4	3	-
Two months to just under 4 months	(64)	11	16	8	18
One month to just under 2 months	(36)	6	7	4	18
Less than one month	(19)	3	4	3	3
	(618)	100%	100%	100%	100%

169. When you arrived in the country of training was your Program arranged in detail?

Program in complete detail	(277)	45%	54%	40%	58%
Program in partial detail	(280)	45	37	50	28
Program not set up at all	(61)	10	9	10	14
	(618)	100%	100%	100%	100%

170. Participant went on an observation tour during his Program

Yes	(544)	88%	86%	89%	78%
No	(74)	12	14	11	22
	(618)	100%	100%	100%	100%

171. Participant had on-the-job training during his Program

Yes	(282)	46%	39%	49%	28%
No	(336)	54	61	51	72
	(618)	100%	100%	100%	100%

172. Participant attended a University during his Program

Yes	(281)	46%	40%	49%	28%
No	(337)	54	60	51	72
	(618)	100%	100%	100%	100%

173. Participant attended a Special Program not at a University during his Program

Yes	(224)	36%	35%	38%	18%
No	(394)	64	65	62	82
	(618)	100%	100%	100%	100%

	TOTAL		Utilization Score		
	No.	%	50-74	75 or Higher	No Total Score
Number	(618)		(160)	(430)	(28)
Percent		100%	26%	70%	4%

174. Did you receive a Degree or Diploma? Which Degree was that?

Master's level: Master of Arts, Science, or any special field	(23)	4%	3%	4%	3%
Doctorate level: Doctor of Philosophy, Science, or any special field	(1)	0	1	-	-
All other Academic Degrees not included in the above categories	(1)	0	1	-	-
Not applicable	(593)	96	95	96	97
	(618)	100%	100%	100%	100%

175. Did you follow your program as it was originally planned?

Followed Program as originally planned	(542)	88%	91%	87%	86%
Important changes made	(76)	12	9	13	14
	(618)	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Utilization Score 50-74	75 or Higher	No Total Score
Number	(618)		(160)	(430)	(28)
Percent		100%	26%	70%	4%

176. At the end of your training program did you attend a seminar in communications?

Yes	(50)	8%	7%	9%	3%
No	(568)	92	93	91	97
	(618)	100%	100%	100%	100%

177. About how long have you been back from that Program?

Seven years or more	(113)	18%	26%	16%	14%
Six years to just under seven years	[illegible]	14	13	13	21
Five years to just under six years	[illegible]	15	15	14	29
Four years to just under five years	[illegible]	15	12	16	8
Three years to just under four years	[illegible]	14	12	15	11
Two years to just under three years	(107)	17	11	20	14
One year to just under two years	(45)	7	11	6	3
	(618)	100%	100%	100%	100%

178. Was the first job you had after you returned the same as the job you had before you left?

Same	(518)	84%	85%	83%	82%
Different	(100)	16	15	17	18
	(618)	100%	100%	100%	100%

179. Was it (first job after return) the job you had expected to get on your return?

Yes	(58)	9%	11%	9%	3%
No	(41)	7	4	7	14
Don't know or don't remember	(1)	0	-	0	-
Not applicable	(518)	84	85	84	83
	(618)	100%	100%	100%	100%

180. Is there anyone with whom you work who has been trained abroad?

Yes	(417)	68%	61%	73%	25%
No	(195)	31	39	27	53
Not applicable - not employed at time of interview	(6)	1	-	-	22
	(618)	100%	100%	100%	100%

181. Is there anyone with whom you work who has been trained abroad? Is that your Supervisor?

Yes - Supervisor	(226)	37%	29%	41%	18%
Co-worker, not supervisor, trained abroad	(191)	31	31	32	7
No one else trained abroad	(201)	32	40	27	75
	(618)	100%	100%	100%	100%

182. Your Supervisor on your current job - Does he help you in utilizing that training?

Very helpful	(249)	40%	31%	47%	-
Somewhat helpful	(226)	37	40	37	3
Not helpful	(51)	8	9	5	50
Neither helpful or unhelpful	(44)	7	10	6	11
Has no supervisor	(42)	7	10	5	14
Not applicable - not employed at time of interview	(6)	1	-	-	22
	(618)	100%	100%	100%	100%

183. Since your return have you had any contact with USOM?

Yes	(430)	70%	63%	73%	57%
No	(188)	30	37	27	43
	(618)	100%	100%	100%	100%

184. Do you have frequent contact with him? (USOM Technician)

Frequent	(184)	30%	26%	32%	18%
Occasional	(111)	18	15	20	8
Never met	(14)	2	2	2	8
Not applicable - no USOM Technician is available, or Participant does not know or does not remember if one is available	(309)	50	57	46	66
	(618)	100%	100%	100%	100%

185. How was the length of your Program?

Too long	(21)	3%	2%	3%	18%
About right	(229)	37	45	35	18
Too short	(368)	60	53	62	64
	(618)	100%	100%	100%	100%

186. Did your training require you to do or see too many different things?

Too many things	(107)	17%	21%	15%	21%
Would have liked more	(202)	43	40	43	54
All right as it was	(249)	40	39	42	25
	(618)	100%	100%	100%	100%

187. How did you find the level of your Program?

Too simple a level	(78)	13%	13%	11%	39%
About right	(522)	84	85	86	61
Too advanced	(15)	2	1	3	-
Don't know or don't remember	(3)	1	1	0	-
	(618)	100%	100%	100%	100%

	TOTAL		Utilization Score		
	No.	%	50-74	75 or Higher	No. Total Score
Number	(618)		(160)	(430)	(28)
Percent		100%	26%	70%	4%

188. If you had any difficulty at all with your English during your Program, what was it?

No difficulty at all	(214)	35%	39%	33%	36%
Difficulty in being understood	(85)	14	12	15	-
Difficulty in understanding others	(153)	25	22	25	25
Both	(71)	11	16	10	18
Not applicable - Program did not require knowledge of English, or don't know or don't remember whether Program required English	(95)	15	11	17	21
	(618)	100%	100%	100%	100%

189. Your present position and the one you had when you first returned, in what respects is it different?

My present job is better than the first job after return	(205)	33%	33%	34%	18%
My present job is worse than the first job after return	(4)	1	2	-	-
I changed from private business, industry, or profession to a Gov't position	(8)	1	2	1	-

I changed from a Gov't position to private business, industry, or professional practice	(33)	5%	7%	5%	7%
My present job is not in the field I was trained in	(3)	1	1	0	-
I changed to a completely different profession, trade, or skill from the one I was in when I first returned from training	(1)	0	-	-	4
Changes within Gov't, Non-Gov't or occupational fields	(101)	16	19	16	14
Remain on same jobs	(263)	43	36	44	57
	(618)	100%	100%	100%	100%

190. Suppose you had not gone on this Program, what kind of job do you think you would now have?

About the same	(439)	71%	74%	71%	62%
Better	(8)	1	2	1	-
Not as good	(131)	21	18	23	3
Don't know	(34)	6	6	5	14
Not applicable - not employed at time of interview	(6)	1	-	-	21
	(618)	100%	100%	100%	100%

	TOTAL No.	TOTAL %	Utilization Score 50-74	75 or Higher	No Total Score
Number	(618)		(160)	(430)	(28)
Percent		100%	26%	70%	4%

191. How satisfactory was your Training Program?

Very satisfactory	(217)	35%	24%	41%	8%
Moderately satisfactory	(355)	58	69	53	64
Not too satisfactory	(45)	7	7	6	28
Not satisfactory at all	(1)	0	-	0	-
	(618)	100%	100%	100%	100%

192. How important was your Program?

Most important thing	(583)	94%	90%	97%	75%
Waste of time	(1)	0	-	0	-
In between	(34)	6	10	3	25
	(618)	100%	100%	100%	100%

193. What was the most useful and valuable part of your experience?

Everything was useful and valuable	(5)	1%		1%	3%
Studies in general specific subjects studied specific techniques or procedures observed	(230)	37	37	37	47
Observation tours, visits to Ind. firms	(111)	18	15	19	25
On-the-job training, practical work	(88)	14	12	15	7
University attendance	(83)	13	14	14	3
High quality instructors & University - meeting professional counterparts - obtaining Degree	(18)	3	4	2	3
All other general & miscellaneous aspects of training received	(16)	3	3	3	-
Organization, discipline, teamwork - good facilities for work & study - modern procedures & equipment	(31)	5	7	4	9
Understanding people & customs - characteristics of honesty, cooperation, friendliness, respect for labor, hard work, punctuality	(36)	6	8	5	3
	(618)	100%	100%	100%	100%

SUPERVISOR QUESTIONNAIRE:	TOTAL No.	TOTAL %	Utilization Score 50-74	75 or Higher	No Total Score
Number	(322)		(83)	(232)	(7)
Percent		100%	26%	72%	2%

194. Did you recommend that (Participant) be sent on a Training Program?

Yes	(143)	44%	47%	44%	28%
No	(53)	17	18	15	28
Not applicable - Participant did not work for this supervisor before he left, or supervisor doesn't know or doesn't remember whether participant worked for him before he left	(126)	39	35	41	44
	(322)	100%	100%	100%	100%

195. Before (Participant) left on his program did this Organization have plans as to how his training would be utilized?

Yes	(216)	67%	68%	68%	43%
No	(18)	6	7	5	14
Don't know or don't remember	(6)	2	1	2	-
Not applicable - Supervisor was not familiar with any aspects of participant's training Program before he left	(82)	25	24	25	43
	(322)	100%	100%	100%	100%

196. Do you think this Program was worth the cost and difficulty ....?

Worth cost and difficulty	(303)	94%	92%	95%	100%
Not worth cost and difficulty	(5)	2	1	2	-
Don't know or don't remember	(14)	4	7	3	-
	(322)	100%	100%	100%	100%

197. How important was (Participant's) training?

Essential	(87)	27%	23%	29%	14%
Very important	(126)	39	35	40	58
Helpful but not very important	(72)	22	23	23	14
Not useful	(34)	11	18	8	-
Better off without it	(1)	0	-	-	14
Don't know or don't remember	(2)	1	1	0	-
	(322)	100%	100%	100%	100%

198. Utilization Score

81 or higher	(205)	63%	54%	67%	72%
20 -80	(99)	31	37	29	14
19 or Lower	(3)	1	-	1	14
No total score	(15)	5	9	3	-
	(322)	100%	100%	100%	100%

TECHNICIAN QUESTIONNAIRE:	TOTAL No.	TOTAL %	Utilization Score 50-74	75 or Higher	No Total Score
Number	(618)		(160)	(430)	(28)
Percent		100%	26%	70%	4%

199. Interference with Contact: Nothing interfered.

Checked	(109)	18%	18%	18%	11%
Not checked	(509)	82	82	82	89
	(618)	100%	100%	100%	100%
Number	(200)		(47)	(149)	(4)
Percent		100%	24%	74%	2%

200. How much contact with Participant since his return?

Regularly	(46)	23%	38%	19%	-
Frequently	(49)	24	26	24	25
Occasionally	(82)	41	28	44	75
Once or twice	(14)	7	6	7	-
Never met	(8)	4	2	5	-
Only social contact	(1)	1	-	1	-
	(200)	100%	100%	100%	100%

201. **Utilization Score**

75 or higher	(94)	47%	36%	51%	50%
18 - 74	(76)	38	51	34	25
17 or lower	(10)	5	2	5	25
No total score	(20)	10	11	10	-
	(200)	100%	100%	100%	100%

	TOTAL		Did you recommend that (Participant) be sent on a Training Program?		
	No.	%	Yes	No	Not Applicable
Number	(322)		(143)	(53)	(126)
Percent		100%	44%	9%	47%

202. Is there anyone with whom you work who has been trained abroad? Is that your Supervisor?

Yes, my Supervisor	(145)	45%	51%	36%	42%
No, not my Supervisor, but someone else	(94)	29	25	40	29
No one trained abroad	(83)	26	24	24	29
	(322)	100%	100%	100%	100%

	TOTAL		Before (Participant) left on his Program, did this Organization have plans as to how his Training would be utilized .....?			
	No.	%	Yes	No	Don't know or don't remember	Not Applicable
Number	(322)		(216)	(18)	(6)	(82)
Percent		100%	67%	6%	2%	25%

203. Is there anyone with whom you work who has been trained abroad? Is that your Supervisor?

Yes, Supervisor trained abroad	(145)	45%	48%	39%	17%	40%
No, someone else but not the Supervisor	(94)	29	30	5	50	32
No one trained abroad	(83)	26	22	56	33	28
	(322)	100%	100%	100%	100%	100%

How important was (Participant's) Training..?

	TOTAL No.	%	Essential	Very important	Helpful but not very important	Not useful	Better off without it	Don't know or don't remember
Number	(322)		(87)	(126)	(72)	(34)	(1)	(2)
Percent		100%	27%	39%	22%	11%	0%	1%

204. Is there any with whom you work who has been trained abroad? Is that your Supervisor?

Yes, Supervisor	(145)	45%	62%	36%	44%	41%	-	-
Not Supervisor, but someone else	(94)	29	28	32	24	35	-	-
No one trained abroad	(83)	26	10	32	32	24	100	100
	(322)	100%	100%	100%	100%	100%	100%	100%

	TOTAL No	%	SUPERVISOR QUESTIONNAIRE Utilization Score: 19 or Lower	20-80	81 or Higher	No Total Score
Number	(322)		(3)	9)	(205)	(15)
Percent		100%	1%	30%	64%	5%

205. Your present position and the one you had when you first returned, in what respects is it different?

My present job is better than the first job after return	(114)	35%	33%	28%	40%	20%
My present job is worse than the first job after return	(1)	0	-	-	0	-
I changed from private business, industry, or profession to a Gov't position	(2)	1	-	1	-	7
I changed from a Gov't position to private business, Industry, or professional practice	(8)	3	33	2	2	7
Other changes	(53)	16	33	15	15	46
No change	(144)	45	33	54	43	20
	(322)	100%	100%	100%	100%	100%

206. Is there anyone with whom you work who has been trained abroad? Is that your Supervisor?

Yes, Supervisor	(145)	45%	33%	45%	47%	20%
Someone, other than Supervisor, trained abroad	(94)	29	33	24	31	33
No one trained abroad	(83)	26	33	31	22	47
	(322)	100%	100%	100%	100%	100%

	TOTAL		SUPERVISOR QUESTIONNAIRE: Has any of the information (Participant) acquired on his Program been conveyed to Others?		
	No.	%	Yes	No	Don't know or don't remember
Number	(322)		(311)	(7)	(4)
Percent		100%	97%	2%	1%

207. PARTICIPANT QUESTIONNAIRE:

Have you been able to convey any of what you learned in the Program to other people?

Yes	(320)	99%	99%	100%	100%
No	(2)	1	1	-	-
	(322)	100%	100%	100%	100%

	TOTAL		SUPERVISOR QUESTIONNAIRE: Did you help in planning (Participant's) training Program?		
	No.	%	Yes	No	Not Applicable
Number	(322)		(150)	(90)	(82)
Percent		100%	47%	28%	25%

208. SUPERVISOR QUESTIONNAIRE:

Did you recommend that (Participant) be sent on a Training Program?

Yes	(143)	44%	82%	23%	-
No	(53)	17	11	40	-
Not applicable	(126)	39	7	37	100%
	(322)	100%	100%	100%	100%

	TOTAL No.	TOTAL %	SUPERVISOR QUESTIONNAIRE Utilization Score: 19 or Lower	20-80	81 or Higher	No Total Score
Number	(322)		(3)	(99)	(205)	(15)
Percent		100%	1%	30%	64%	5%

209. SUPERVISOR QUESTIONNAIRE:

Did you recommend that (Participant) be sent on a Training Program?

Yes	(143)	44%	33%	46%	47%	-
No	(53)	17	-	17	17	7
Not applicable	(126)	39	67	37	36	93
	(322)	100%	100%	100%	100%	100%

210. Who actually initiated (Participant's) Training Program?

Participant	(5)	2%	-	2%	1%	-
Someone in this Organization	(120)	37	-	37	41	-
Ministry or other Home Gov't Official	(50)	15	-	16	17	-
USOM or ICA Personnel	(60)	19	33	19	19	10
Univ. Official, Professor, Dept. Head, Student Adviser, etc.	(2)	1	-	1	0	-
Other (Not included in the above categories)	(2)	1	-	1	0	-
Don't know or don't remember	(1)	0	-	1	-	-
Not applicable	(82)	25	67	23	22	90
	(322)	100%	100%	100%	100%	100%

211. Before (Participant) left on his Program, did this Organization have plans as to how his Training would be utilized?

Yes	(216)	67%	33%	70%	71%	7%
No	(18)	6	-	5	5	7
Don't know or don't remember	(6)	2	-	1	2	-
Not applicable	(82)	25	67	23	22	86
	(322)	100%	100%	100%	100%	100%

212. Your present position and the one you had when you first returned, in what respects is it different?

My present job is better than the first job after return	(73)	36%	50%	29%	40%	40%
My present job is worse than the first job after return	(1)	1	-	1	-	-
I changed from private business, industry, or profession to a Gov't posi	(4)	2	-	1	3	-

I changed from a Gov't position to private business, industry, or professional practice	(7)	4	10	3	4	-
Changes within Gov't, Non-Gov't or occup. fields	(26)	13	10	15	12	15
Remain on same jobs	(89)	44	30	51	41	45
	(200)	100%	100%	100%	100%	100%

213. Is there anyone with whom you work who has been trained abroad? Is that your Supervisor?

Yes	(89)	44%	30%	45%	45%	50%
No	(70)	35	30	39	33	30
No one trained abroad	(41)	21	40	16	22	20
	(200)	100%	100%	100%	100%	100%

TECHNICIAN QUESTIONNAIRE:

Number	(200)		(10)	(76)	(94)	(20)
Percent		100%	5%	38%	47%	10%

214. How much contact with Participant since his return?

Regularly	(46)	4%	-	20%	39%	20%
Frequently	(49)	7	20	21	30	15
Occasionally	(82)	41	40	50	21	55
Once or twice	(14)	24	20	5	7	5
Never met	(8)	23	20	4	3	-
Only social	(1)	1	-	-	-	5
	(200)	100%	100%	100%	100%	100%

215. Rating: Educational qualifications (of Participant)

Adequate	(186)	93%	90%	96%	98%	60%
Inadequate	(5)	3	10	3	2	-
Can't rate	(9)	4	-	1	-	40
	(200)	100%	100%	100%	100%	100%

216. Rating: Intelligence (of Participant)

Adequate	(194)	97%	90%	95%	100%	95%
Inadequate	(6)	3	10	5	-	5
	(200)	100%	100%	100%	100%	100%

217. Rating: Language knowledge (of Participant)

Adequate	(179)	89%	100%	84%	91%	95%
Inadequate	(20)	10	-	15	9	5
Can't rate	(1)	1	-	1	-	-
	(200)	100%	100%	100%	100%	100%

TECHNICIAN QUESTIONNAIRE	TOTAL No.	TOTAL %	TECHNICIAN QUESTIONNAIRE Utilization Score: 17 or Lower	18-74	75 or Higher	No Total Score
Number	(200)		(10)	(76)	(94)	(20)
Percent		100%	5%	38%	47%	10%

218. Rating: Attitude (of Participant) toward training

Adequate	(178)	89%	20%	87%	98%	90%
Inadequate	(19)	9	80	10	2	5
Can't rate	(3)	2	-	3	-	5
	(200)	100%	100%	100%	100%	100%

219. Rating: Attitude (of Participant) toward job

Adequate	(179)	89%	30%	84%	100%	90%
Inadequate	(20)	10	70	15	-	10
Can't rate	(1)	1	-	1	-	-
	(200)	100%	100%	100%	100%	100%

220. Rating: Pre-departure preparation

Satisfactory	(32)	16%	20%	12%	21%	5%
Unsatisfactory	(3)	2	-	-	3	-
Can't rate	(165)	82	80	88	76	95
	(200)	100%	100%	100%	100%	100%

221. Rating: Type of Program

Satisfactory	(168)	84%	70%	91%	93%	25%
Unsatisfactory	(8)	4	10	4	4	-
Can't rate	(24)	12	20	5	3	75
	(200)	100%	100%	100%	100%	100%

222. Rating subject-matter coverage

Satisfactory	(166)	83%	60%	85%	96%	25%
Unsatisfactory	(9)	5	30	7	1	-
Can't rate	(25)	12	10	8	3	75
	(200)	100%	100%	100%	100%	100%

223. Rating: Level (of Program)

Satisfactory	(161)	80%	70%	84%	91%	25%
Unsatisfactory	(7)	4	10	4	3	-
Can't rate	(32)	16	20	12	6	75
	(200)	100%	100%	100%	100%	100%

TECHNICIAN QUESTIONNAIRE:	TOTAL No.	TOTAL %	TECHNICIAN QUESTIONNAIRE Utilization Score: 17 or Lower	18-74	75 or Higher	No Total Score
Number	(200)		(10)	(76)	(94)	(20)
Percent		100%	5%	38%	47%	10%

224. Rating: Length (of Program)

Satisfactory	(158)	79%	70%	84%	88%	20%
Unsatisfactory	(18)	9	10	11	9	5
Can't rate.	(24)	12	20	5	3	75
	(200)	100%	100%	100%	100%	100%

225. Rating: Country/Countries (of training)

Satisfactory	(177)	88%	80%	96%	97%	25%
Unsatisfactory	(1)	1	-	1	-	-
Can't rate	(22)	11	20	3	3	75
	(200)	100%	100%	100%	100%	100%

226. Rating: Appropriate Materials, Techniques (used in Training Program)

Satisfactory	(158)	79%	70%	82%	89%	25%
Unsatisfactory	(15)	8	10	9	8	-
Can't rate	(27)	13	20	9	3	75
	(200)	100%	100%	100%	100%	100%

227. Compare this participant with others: With respect to importance of his job to over-all Economic development of this Country

High	(52)	26%	10%	16%	37%	20%
Fairly High	(72)	36	20	38	36	35
Average	(63)	32	30	39	25	35
Low	(13)	6	40	7	2	10
	(200)	100%	100%	100%	100%	100%

228. Contacts before Training: Helped select him for training

Yes	(10)	5%	-	4%	8%	-
No	(13)	7	10	8	6	-
Not applicable	(177)	88	90	88	86	100
	(200)	100%	100%	100%	100%	100%

229. Contacts before training: Helped plan his Program

Yes	(12)	6%	-	5%	9%	-
No	(11)	6	10	7	5	-
Not applicable	(177)	88	90	88	86	100
	(200)	100%	100%	100%	100%	100%

230. Coordinated his Program with employer

Yes	(12)	6%	-	5	9	-
No	(11)	6	10	7	5	-
Not applicable	(177)	88	90	88	86	100
	(200)	100%	100%	100%	100%	100%

	TOTAL No.	%	TECHNICIAN QUESTIONNAIRE Compare this Participant with others: With respect to his ability to do his job without outside help (Q. 201) High	Fairly High	Average	Low	Don't know or don't remember
TECHNICIAN QUESTIONNAIRE							
Number	(200)		(63)	(66)	(59)	(10)	(2)
Percent		100%	31%	33%	30%	5%	1%

231. Rating: Pre-departure preparation (Q. 199)

Satisfactory	(32)	16%	16%	20%	14%	10%	
Unsatisfactory	(3)	1	3	2	-	-	-
Can't rate	(165)	83	81	78	86	90	100
	(200)	100%	100%	100%	100%	100%	100%

232. Rating: Type of Program (Q.199)

Satisfactory	(168)	84%	75%	88%	95%	50%	100%
Unsatisfactory	(8)	4	8	1	2	10	-
Can't rate	(24)	12	17	11	3	40	-
	(200)	100%	100%	100%	100%	100%	100%

233. Rating: Level of Program (Q. 199)

Satisfactory	(161)	80%	76%	78%	92%	50%	100%
Unsatisfactory	(7)	4	5	2	3	10	-
Can't rate	(32)	16	19	20	5	40	-
	(200)	100%	100%	100%	100%	100%	100%

234. Rating: Length (of Program)

Satisfactory	(158)	79%	76%	82%	87%	40%	50%
Unsatisfactory	(18)	9	5	9	10	20	50
Can't rate	(24)	12	19	9	3	40	-
	(200)	100%	100%	100%	100%	100%	100%

TECHNICIAN QUESTIONNAIRE
Compare this Participant with Others: With respect to his ability to do his job without outside help

	TOTAL No.	TOTAL %	High	Fairly High	Average	Low	Don't know or don't remember
TECHNICIAN QUESTIONNAIRE							
Number	(200)		(63)	(66)	(59)	(10)	(2)
Percent		100%	31%	33%	30%	5%	1%

235. Rating: Country/Countries of Training

Satisfactory	(177)	88%	84%	91%	95%	60%	100%
Unsatisfactory	(1)	1	-	-	2	-	-
Can't rate	(22)	11	16	9	3	40	-
	(200)	100%	100%	100%	100%	100%	100%

236. Rating: Appropriate Materials, Techniques used in Training Program

Satisfactory	(158)	79%	73%	82%	86%	50%	100%
Unsatisfactory	(15)	8	8	4	10	10	-
Can't rate	(27)	13	19	14	4	40	-
	(200)	100%	100%	100%	100%	100%	100%

	TOTAL No.	TOTAL %	TECHNICIAN QUESTIONNAIRE: Contribution of training to participant's job performance (Q. 197) Major	Minor	Importance	Usefulness	Don't know or don't remember
Number	(109)*		(57)	(31)	(10)	(3)	(8)
Percent		100%	52%	29%	9%	3%	7%

SUPERVISOR QUESTIONNAIRE:

237. As a qualification for his present job, how important was (Participant's) Training Program (Q. 189)?

Essential	(30)	28%	26%	36%	10%	33%	25%
Very important	(46)	42	46	39	50	33	25
Helpful but not very important	(20)	18	18	19	20	34	12
Not useful	(12)	11	10	3	20	-	38
Don't know or don't remember	(1)	1	-	3	-	-	-
	(109)	100%	100%	100%	100%	100%	100%

* Note: CT-237 & 238 show supervisor & technician data on 109 participants.

	TOTAL No.	TOTAL %	TECHNICIAN QUESTIONNAIRE Utilization Score 17 or Lower	18-74	75 or Higher	No Total Score
Number	(109)		(7)	(37)	(55)	(10)
Percent		100%	6%	34%	51%	9%

238. SUPERVISOR QUESTIONNAIRE:

Utilization Score

81 or higher	(70)	64%	57%	62%	69%	50%
20 - 80	(33)	30	29	30	27	50
No total score	(6)	6	14	8	4	-
	(109)	100%	100%	100%	100%	100%

3. METHODOLOGICAL APPENDIX: Detailed descriptions of procedures used in:

a. SAMPLING

Sources of Information

Personal background and current job information on all 1529 participants returned from overseas technical assistance training programs before June 30, 1960 was taken from factual data sheets in the AID training office. Current whereabouts and employment were verified on all but one percent (1%) by direct mailing and personal inquiry among former employers and associates. This was done by the survey staff during the period of interviewing from November 1961 to April 1962. The main body of data was derived from an extensive interview, using a pre-tested questionnaire of 146 items, conducted by professionally trained interviewers for a random sample of 618 participants which comprised 40% of the total population. Two hundred and three immediate supervisors and 36 AID technicians were also interviewed regarding sub-samples of 332 and 200 of these participants, respectively.

Sampling Procedure

A stratified, random sample was drawn from the file of all 1529 participants who had returned from training abroad during the period of the training program from 1951 through June 30, 1960. This arbitrary cut-off date was set in order to evaluate employment following the training period. It is also the cut-off date recommended by AID-Washington to provide uniformity of data collection from various countries participating in the world-wide survey. Factual data sheets, with information regarding each participant at time of selection for training, were first grouped by the ten major areas of training, then sub-grouped by fiscal year in which participants returned from training. Within each sub-group, names were arranged alphabetically according to romanized spelling. Starting at a purely chance point, 714 names were drawn from the entire file by a consistent skip pattern so as to derive approximately 600 names of participants who would be available for interview (Table A). After extensive searching it was determined that over 12% of those whose names were drawn were either permanently or temporarily out of the country on

private or government affairs and so were unavailable for interview. All others were interviewed except one percent (1%) who were deceased, infirm, in detention or difficult to contact.

Sample Accurately Represents Total Population

Reference to the following Tables reveals the same, or nearly the same, percentage distribution in the total population and in the interview sample for all the following population characteristics:

Table 2. Area of Residence

A. Availability for interviews
C. Residence when interviewed
D. Age when interviewed
E. Level of position at time of interview
G. Participant sponsorship
H. Number of training programs
I. Calendar year left
K. Training fields of activity
L. Functional fields of training
M. Primary country of training
Q. Patterns of change
5. Position Level when selected
8. Sex

It may be assumed from the close similarity of these findings, that the extensive interview data obtained from the sample truly characterizes the entire population of 1529 participants. To the extent that selection, training and follow-up procedures were not markedly altered following June 30, 1960, most of the findings from this sample may be extrapolated with reasonable caution to describe the utilization of training for participants returned from training a year or two later.

Reference to Questions U, V, and W shows the comparative distributions of field of training, year returned, and age of the study sample and the two sub-samples, of 332 and 200 participants each, about whom the supervisors and AID technicians reported. The sub-samples are sufficiently

large and proportionately distributed to provide representative data.

Out-of-country Participants

The 141 participants reported out-of-country in 1961 are known to include some who were away temporarily on business for their firms or on government missions. Nevertheless, they could not be included among those available for interview. Since they account for 12% of the random sample of names drawn for the study, it is well to know what bias, if any, is shown in the distribution of the group. Question K shows no significant bias in the distribution of the out-of-country group by the ten major areas of training. Question J, distribution by time period returned from training, shows that 32% of the out-of-country group returned from training before July 1954, whereas only 13% of the sample returned in that period of time. This is a highly significant difference and indicates a slight decrement in representation for this group from those who might otherwise have been available for interview. There is an even more marked difference, in the opposite direction, for the most recent year covered in the study (1959-60), thereby leaving a somewhat larger proportion of participants available for interview from this group. The extent of this bias can be demonstrated by pointing out that if 25 more participants had been out-of-country for the 1959-60 period and 25 less for the period before July 1954, then the distribution would have been the same as that of the total population and the 40% drawn for the sample studied would have been altered by adding 10 to the early period and subtracting 10 from the recent period. Question M shows the distribution of the total population, the sample and the out-of-country groups by country of training. There is a significantly greater proportion of the out-of-country group from those who had training in the U.S. Had these been proportionally distributed there would have been eight more participants interviewed from the U.S. trained group and eight less from the non-U.S. trained group. Conclusions drawn relative to annual trends or country of training should take into account any possible effect of this sampling bias.

b. TRANSLATING - INTERVIEWING - CODING

The questionnaire was first translated into Mandarin by the Taiwan Translation Service, then back-translated into

English by Mr. K.P. Yen a translation specialist of AID/C. Finally, these translations were examined in detail by the interviewers and research consultant to insure that each concept preserved the intended objective of the inquiry when rendered in a verbal interview. Since about 15% of the interviews contained a large mixture of Japanese and about 30% a mixture of Taiwanese, these idioms were carefully weighed in determining the final form of Mandarin most suitable to serve as a base. A few concepts, such as a five point rating scale, for instance, were found difficult to render in Mandarin with labels similar to those used in English. Agreement was reached after repeated trials and back-translations achieved optimal results.

Interviewing and coding was done by a local staff of eight, four from the Mainland and four from Taiwan, selected for their training and experience in social science, their proficiency in at least two idioms of Mandarin, Taiwanese and Japanese plus English, and their freedom to concentrate their time and attention on the demands of the survey. They were employed by the Joint Technical Assistance Committee of CUSA, JCRR and AID/C and worked under the immediate instruction and supervision of the research consultant made available by AID/Washington.

Participants were invited for interviews away from their places of employment to specially prepared rooms with informal lounging furniture and pleasant surroundings where a relaxed and friendly atmosphere was encouraged. Interviews usually required from $1\frac{1}{2}$ to $2\frac{1}{2}$ hours. All participants had been well informed about the nature and purpose of the interviews and so were very cooperative. This was accomplished through news releases, articles published in the participant association (SATCA) newsletter, talks to regional association meetings, letters from the Division Chief of CUSA and from the research director.

c. MACHINE PROCESSING

The Data Processing Center, Council for U.S. Aid, Taipei, Taiwan, punched, verified and processed the data on 5111 IBM cards with IBM Card Punch Machine Number 024 Card Verifier 056, Sorter 082-083, Tabulator 421 and 407, and Collator 077. A complete recheck was made of all coding and card punching, thus achieving a degree of reliability very close to 100%.

4. A Occupational Categories - List I

Category 1 Top Policy Makers, Executives and Administrators, National level and/or National impact.

Category 2 Policy Makers, Executives and Administrators, second level and/or non-national impact.

Category 3 Subordinate Management, Program and Administrative Officials, Line or Staff.

Category 4 Engineers, Professional - Operating and Research and and Development other than program and administrative officials.

Category 5 Professional Occupations - Operating and Research and Development other than program and administrative officials and engineers.

Category 6 Sub-professional Occupations - Operating and Research and Development.

Category 7 Supervisors, Inspectors, Foremen - Operations or Shop Occupations.

Category 8 Artisans, Craftsmen.

Category 9 Occupations not elsewhere classified.

4. A Classification of Economic Activities - List II

Division	
A	Agriculture, Forestry and Fisheries
B	Mining and Quarrying
C	Manufacturing, Maintenance and Repair
D	Engineering and Construction
E	Electricity, Water, Gas and Sanitary Services
F	Transport, Storage and Communication Services
G	Commerce, Banking and Insurance
H	Services, Other - (Government and non-government, including educational, public safety, medical, legal and specialized government services)

4. B Question 16. **Major Field of University Study Prior to Training**

AGRICULTURE

10. Agricultural Chemistry
11. Agricultural Economics
12. Agricultural Engineering
13. Agronomy
14. Horticulture
15. Forestry
16. Veterinary & Animal Husbandry
17. Home Economics
18. Agricultural Science
19. Agricultural Miscellaneous

ENGINEERING

21. Chemical Engineering
22. Mechanical Engineering
23. Electrical Engineering
24. Civil Engineering
25. Aeronautical Engineering
26. Mining Engineering
27. Railway Administration
28. Architecture
29. Engineering Miscellaneous

BUSINESS ADMINISTRATION

31. Accounting & Financing
32. Currency and Banking
33. Administration of Business & Industry
34. Foreign Trade

MEDICAL

41. Medicine
42. Dentistry
43. Pharmacy
44. Nursing
45. Public Health

LAW

51. Law
52. Politics & Public Administration

LIBERAL ART

61. Education
62. Foreign Literature and Language
63. History
64. Chinese Literature
65. Liberal Art Miscellaneous

SCIENCE

71. Physics
72. Chemistry
73. Zoology

SOCIAL SCIENCE

81. Economics
82. Sociology & Penology
83. Social Work
84. Geography

OTHER

90. Miscellaneous Technical Courses
YY. Did not attend University

4. C Extracts of Technicians' responses in Evaluation of General Training Program

Following are extracts of replies made by 36 USOM technicians in response to five questions regarding the over-all participant training program. The five questions were:

1. Now I have a few questions on the program in general. For this question I would like to have your opinions about the effectiveness of the participant training program in your field. Do you have some strong feelings about either its strong or weak points that you would care to talk about?

2. In what ways are you satisfied with what USOM has done in this country to make for good utilization of the participant's training?

3. In what ways are you dissatisfied with what USOM has done in this country to make for good utilization of the participant's training?

4. Are there any techniques or methods of follow-up that you think are particularly good to use?

5. In what ways could the host government and the U.S. derive greater benefits from the training program?

In order to preserve anonymity of respondents, most identifying information has been avoided, but an effort has been made to present extracts of all or nearly all of the comments relevant to the evaluation. No effort is made here to indicate how many times a given comment or similar comment has been made. That may be found by reference to the tabular analysis of coded comments in the final report of the evaluation.

The classification of extracts under headings is arbitrary and not always entirely fitting. It is hoped the breakdown may help the reader.

SELECTION

- Not sending any participants this year - sent several good men - that's enough - difficulty finding others qualified

for training.

- Due to large number already trained, little need for additional training. Previous participants well qualified, well trained and well utilized.

- We have trained so many - should be less need for additional training and more use of those already trained. We are using them in training programs - could be used more.

- Selection should be based on required technical development of China regardless of popularity of suggested candidate.

- More careful selection needed - still room for improvement.

- Technicians should get acquainted with organization, supervisor and prospective candidates for training before selection is made - Pre-selection process would circumvent the favoritism.

- USOM should engage more actively in initial selection of candidates. Advisor should be allowed to contribute to initial selection. Technician can assist in utilization if more involved in selection.

- Easier to train younger person than older. Older men need to be "de-trained" in some old concepts. Training young men would be simpler and more effective. On the other hand, some leaders have to be used in immediate present - hence training would have to be longer for these men.

- Selection should be on basis of desire to contribute - thus rewarding right attitudes and behavior - instead of nepotism and political service.

- Initially we sent well selected men for training in ..... More recently we have sent too many. One top management man would be better than several young men who fail to get what they need and cannot be adequately used.

- Since so many people have been trained for ....., I now disapprove additional training - except for new fields of training.

- We are urged to try to fill quota-arbitrarily-quantity is

emphasized. USOM has little to say about placement and utilization. Local officials can be threatened but not very effectively - participants often selected as "reward" for services - Technicians often tend to "ride along" just to get work off their desks.

- Extremely difficult to get new slots assigned for training - too long lead time required to get committment for slot from USOM - too much politics in selection of participants. Technicians confronted with "take it or leave it" on small number of candidates. Too many persons involved in selection decisions.

- Sometimes we yield to pressures and send participants for training who in final analysis may not be utilized - Sometimes technician is to blame - sometimes technician is not supported in his judgment on selection.

- Need better selection for projects as well as better definition of areas of training - Spending budget takes precedence over good selection - Many Americans are intimidated by political power - Feel they better be sure to spend money than make proper assignments.

- Mainlanders often favored over local Taiwanese, regardless of capabilities.

- Training in U.S. used as political plum to favor friends because per diem is so high they can demand "pay-offs" and still the participant can save enough money to pay for return trip to U.S. after 2 years obligation. We should pay only actual expenses.

- Require that previously trained participant be used before sending new participant in their place.

- China should insure selection of suitable participant and on return encourage them to train others - thus reducing need for training others in U.S.

- One way program could be benefitted greatly would be elimination of favoritism - but since U.S. is guest in a host country, in some instances host country forces us to take participants who are not well qualified.

- Observe specific jobs where well trained man could be placed and evaluate entire list of past trainees for possible placement.

ENGLISH LANGUAGE

- Frequently best technical selectee is eliminated due to poor English - Often those sent are handicapped in language capabilities.

- Perhaps longer English language training is needed.

- English examination and training should be more related to field of technical training. FAA Academy for international training at Oklahoma City would provide glossary of terms and ideas. Even if participant's basic English is not so good - his knowledge of technical terms should be of unquestioned value.

- Inadequate preliminary method of evaluating language qualification for broad field of competition, where both language and specialized technical skill are required.

- Should administer language exam periodically and draw candidates from these exams.

- Language School and Training Office are satisfactory.

- Local culture demands that "top man" be sent - often he cannot pass English test - difficult to send best man because of this.

- Need longer time for preparing selectees for training - in language - Sometimes alternates, with language ability, may not be the best.

- English language requirement is a handicap in ..... field. If Japanese is fluent, send to Japan.

- Strengthen English training program.

PLANNING AND COORDINATION TRAINING

- Make training more appropriate to local needs.

- Technician, with knowledge of unique demands of local situation, should contribute to planning of training and later utilization. Training supervisors in America should know something about local needs and training to follow suggestions of USOM technicians.

- Greater planning of and mutual understanding and agreement of just what participant is expected to do on his return - that his training should be used for economic development - should be clearly and formally stated to participant by host government officials before selection is completed.

- Planning of training program should encompass government officials, company managers and supervisors and USOM technicians - to insure better understanding of value of training and agreement to allow participant to contribute benefits of training on his return.

- In ..... although utilization is often satisfactory, there are many capable returned participant not permitted to practice what they learned because supervisors have not had training - Also, well qualified returned participants are by-passed and top positions are filled by men who have not had training.

- Should use qualified returned participant in higher echelon jobs and pay them better for assuming responsibility - now they get only status and not salary.

- More recognition should be given to importance of training as critical aspect of overall assistance program.

- Consult and advise with leaders regarding specifications of jobs before selecting men to train. May require moving present encumbents out of positions - this will necessitate careful position analysis to meet project demands. Set up priorities of job requirements and then fit selection and training priorities to this requirement.

- Choice of candidate should be preceded by observation of man's work in his shop to know what man is needing to know and can utilize.

- USOM has done well in tying training program to actual needs - selecting proper men and training them - Chinese

Ministry of Personnel also has cooperated well.

- Host government should exercise greater integrity in nomination and use of candidates, and U.S. should constantly remind them of potential long range benefits to be derived by adhering to objectives of program.

- We should exercise greater coordination in follow up and use of trained people between Participant Training Program - Fullbright and Leadership Specialization of U.S. Embassy.

- USOM has planned programs and then trained participants for these programs. In ..... all training was project related.

- Present trend toward academic and theoretic training is not project related.

- Training in general is fairly effective. Selection of trainees and training subjects could be improved by better coordination as training in land and water resources has in some cases over past years been sponsored by numerous government agencies involved in varying degrees of land and water resource development through different channels of application and through several branches of U.S. and U.N. aid.

- Host government could submit all requests of various government agencies at different levels for training from UN, A.I.D. and others in various activities through one high level responsible government authority for purpose of review, screening and coordination with national needs.

- Overall training should be planned in long range terms for ..... area. Training is good but more is needed.

- We feel that Washington arranged less than fully effective program in U.S. for ..... - We sometimes write directly to U.S. companies regarding training, but Washington likes to do all planning which often was less than what we considered best.

- We were getting into a rut of placing trainees in the same government, ... projects (TVA, etc.) causing too much inbreeding. We need to get private industry in U.S. to participate more in training.

- We would like for Washington to give more attention to recommendations for training in specific American institutions made by American technician on the local post.

- Washington, D.C. has been lax in scheduling training for too short period - in too many places - Cooks tour too fast.

- Washington training office is understaffed to accomplish planning needed to make training most appropriate. There should be wider contacts.

- In the ..... industry Washington should require visits to trade schools at vocational and university levels to get training with demonstration equipment.

- Too few people in Washington to judge what ought to be most effective training program in ..... for participant from China. A strong U.S. agency is less likely to expose participant to his clients - only weakest agency would engage participant - School training too theoretical - what they need is practical common sense training in this field.

- We give advice regarding training - but they are turned over to the Bureau of ..... in the U.S. and often they do not get the kind of training we advise. Problem is to get good instructors. Should show participant methods comparable to their own country - Private organizations often better than public for suitable training.

- In general, I think training program should be longer. I'm against "Cooks Travel Tour" - cover too much in too short time - see too many things - can not appreciate fundamentals. (Important thing noted by one very competent participant on such a hurried tour was a sign which be copied and used on his return - "Keep Door Closed" on refrigerator).

- Three-fourths of training time should be in concentrated area.

- Discontinue sending participant on visiting tours and insist on study programs. Many sent on year's trip to see different plants. They end up seeing so many they can make little use of what they see.

- I know of a participant sent to study elementary principles he had already learned 12 years earlier. Class schedules available in America should determine timing for sending participant instead of having him take whatever is given when he arrives whether of benefit or not. Technician in field should set training requirements and have them followed.

- Place more emphasis on academic degree training in future.

- In ..... there should be one or two persons intensively trained with complete university training. Country needs foundation for long range planning for local training in this field rather than sending large number of people to U.S. for too short time. I have been training one man here for this job but he should have more university training.

- Orientation should stress use to be made of training.

- In medicine training a man for full qualification requires 3 or more years to meet U.S. and international standards. Men from here who have had complete training of 3 years or more (financed otherwise than U.S.) are far superior in knowledge, experience, judgment and teaching ability.

- Should have more practical on-the-job field work training. First hand contact with American operations, particularly where these are such as can be satisfactorily used in local situations.

- So many sent for training they get only a visitor's tour of observation -- don't get a chance to work with jobs and see how things are coordinated from one phase of construction to another.

- I think construction training can now be given better right here under the American contractors.

- On-the-job training with full participation is best.

- Training should include some orientation in proper application of skills to local needs.

- Men are sent to too many different places - too short a time - travelling all over - back and forth-week here and a week there - entirely unnecessary - often unrelated to job.

- Entire T.A. program could be strengthened if U.S. government could allow the participant to "get his hands dirty" by doing rather than merely looking.

- Training is often idealistic - not specific to needs in host country. In ..... processing they should know actual machinery. Training programs have been good except for opportunity to learn ordinary housekeeping and sanitation with practical demonstrations - should attend ..... conventions where equipment is demonstrated.

- Should be greater use of third country training for technical skills.

- Participant often frustrated by not having available materials and equipment with which they were trained in U.S. Thus 3rd country training may be more appropriate to local potential.

- University training often too advanced - not fundamental-serious planning in relating training to actual needs would be more valuable - training in ..... should be in Japan.

- We should send locals to 3rd country training in many cases where they can get the practical training. The highly technical equipment in the U.S. is impossible for them to have here - so one person brought in on contract to train in local needs is far better.

- Need for US way of thinking not needed as much as before-need for US training will diminish and 3rd country training increase.

FOLLOW-UP RECORDS AND PROCEDURES

- Returned participant should give 3 to 5 lectures at National Taiwan University or Taichung University - Take pictures of training tour to use as audio-visual aides in teaching.

- Even prior guarantees tend to be less than effective - Some returned participants are unable to get into job immediately.

- As participants return and prove their ability to work unassisted, the American technician should be transferred. This is not being done in all instances.

- Information on past participants in file not sufficiently identified - similarity of names, etc.

- Through SATCA a periodic survey of returned participant to make note of increased earnings, responsibilities and promotions.

- SATCA is a good idea.

- USOM fails to hold sufficient seminars to explain to key men, foremen and supervisors the use of returned participants.

- No trade journals in some fields - Should have information in areas of training published in bulletins for specific users.

- USOM has done OK, but could do more on follow up by some system for participants to make annual report encouraging them to present ideas and plans about use of their training.

- Periodic check of sponsor to see use made of returned participant.

- Participants with lots of good ideas which seem to threaten supervisor could be helped by periodic contact permitting him to speak of his ideas.

- No matter how hard we work at it we lose track of some participant - after 2 years obligation period we fail to maintain incentive for continued service.

- Inadequate information channeled from technician to his successor regarding background of participant.

- Organize local professional group to provide research and service. Chinese Institute of Mining and Metallurgical Engineers is organized for this purpose to assist all participants and others.

- SATCA organization activities and publications are good way to maintain identification of participants with their training.

- Local project management should be responsible to see that participant's ability is used regardless of boss' suspicion of threat.

- There are numerous examples of trainees doing outstanding job due to technical encouragement and intervention in placement.

- More benefit if they keep participant in slot for which trained - period of 2 years with institution or agency should be extended.

- Make frequent contacts with participants - observe what they are doing - learn how appropriate their training was - determine if more beneficial use could be made of their training.

- Training office should be staffed with responsible local employees to follow-up all returned participants as full time job. We protect our major investments in other fields, why not in training.

- Call several participants together in same field for group meeting.

- Audio-visual center sends publications at regular intervals to all deans of extension and instruction and others.

- There is inadequate information on background of participant from technician to his successor.

- Some technicians too involved in current activities to keep up with participants trained earlier.

- Technician's time too limited for adequate follow up.

- Personal contact by technician in field is most desirable - with adequate and easily accessible records on earlier participants from former American technician - should go on as long as American technicians are here to follow-up.

- Should maintain file of current information on all returned participants.

- As positions are available - or new projects are developed - USOM should have a roster of manpower resources already trained and available.

- Participant and supervisor should be required to report on job progress every 6 months for a minimum of 2 years, or for whatever time they are working on the job or a related job.

- The initial report of returned participant should give a detailed description of products, raw materials, processes and equipment studied - especially in processing surplus products from America.

- USOM should encourage associations in special fields - seminars and conventions to keep abreast of modern developments - coordinate with American associations - this is being done in ..... field.

- Semi-annual meetings of SATCA should be continued and encouraged.

- Technician should require participant to come to his office periodically to discuss his job - away from his boss.

- Having lunch together and going on field trips with participant occasionally is best way to exchange information.

- I like the way USOM interviews returned participant to get reports and plans - such as in CPTC.

- Have complete list of past trainees to give technicians when they visit projects - ask to check on them.

- Participant training program not considered to be primary objective of technician in field.

- JTAC follow up evaluation is questionable, probably inadequate - paper reports from sponsors probably "white washed."

- I'm dissatisfied with our inability to check into use of participant without offending sponsor.

- Technician should not confine himself only to those participants he has chosen and sent but also to those who have gone before.

- Recommend continuing Newsletter issued by JTAC - send to each returned participant as reminder to them of their training and purpose to improve functions in their nation and sponsoring agency. This could be done through SATCA.

- Technician must make effort to meet and maintain contact by both individual and group meetings - keep listing of current locator file for reference.

- Technician's time is often a big problem.

- Bach section in JCRR keeps close touch with those trained - insist on 2 year contract agreement.

- We can not dictate who will be used where - merely urge and encourage and puch for whom shall be used for what.

- Periodic reports should be called for from sponsors rather than participants.

- Add more strings on project to force host government to use participants. This would make them unhappy but is only way I know.

- Good for technician to interview returned participant carefully - evaluate U.S. training, then follow through with supervisor and heads of agencies to insure trainee is utilized in appropriate position.

- No continuity in USOM-Director and technicians do not care to follow-up what former incumbents did.

- Discontinuance of programs and projects withdraws follow-up support.

UTILIZATION OF TRAINING - "MULTIPLIER EFFECT"

- Host government sometimes not able to use participant as well as should have been, but USOM has done best it could under circumstances.

- Tragedy is that host government has not made better use of returned participant - A few have been able to practice what they learned - Many have not.

- Participants are well utilized in ..... field without pressure from USOM.

- Country not capitalizing on all trained participants but I don't know what USOM can do about it.

- I know of many instances where men are in work they were trained for - many more are in related work and doing well. This is consistent with USOM policy.

- Quite a number are not in related work - don't know if USOM could exert influence on host government to do better

- I have feeling only about 40% are properly utilized - another 20% partly. Lack of adequate follow up - attitude of business man not sympathetic to using returned participant in accordance with training potentials - participant has no opportunity for advancement.

- USOM has done OK in utilization effort, but sponsoring agency has not in some instances - SATCA is useful - publicity and meetings tie in with USOM.

- Chinese government could gain more from training of participant by accepting their ideas and leadership.

- Utilization has been good - SATCA is a fine means of stimulating utilization. Most sponsors do try to profit from participant training in a cooperative manner.

- SATCA should have building to use for meetings of special interest groups.

- In ..... participants do stay in field of training without any particular effort from USOM - partly due to professional organization and proper initial selection.

- Use of training should not be encumbered by too strict interpretation of 2 year contract, if opportunity for better use in some other company opens.

- U.S. should continually emphasize "multiplier effect" in sharing knowledge.

- Add one month additional training in methods of training others for "multiplier effect."

- Participant should be used in seminar training of others as we do. Provide audio-visual aids to keep training methods and materials current. We have found this very effective.

- China now in position to train others from other countries. We have done well in training them for multiplier effect.

- USOM has not emphasized "multiplier effect" in getting participant to spread his knowledge to others who couldn't take training.

- Technician have not hunted out returned participant and given them encouragement to teach.

- Should encourage more local refresher training using returned participant as teachers.

- Maintain contacts via meetings - returned participants share their training experiences and develop fraternal relations in areas of special interest and skills.

- Encourage Chinese government to establish basic training courses and use participant as instructors - as ....., has done - also to train 3rd country participant.

- Should have scheduled tours for group meetings and demonstrations in factories in fields of special training - Arrange such meetings so participants will be able to come and present ideas from their training - Avoid traditional hoarding of information.

- All returned participants should be used to teach others - as we have done with all our participants.

- Returned participants should train others. I can bring in an expert teacher to train many people here for the price of sending one man away for training.

- Each American technician is here to work himself out of a job. Participant should be helped to assume responsibility for training others.

- Progress in utilization has been quite satisfactory - particularly in past 5 years. Earlier some sponsors proposed participants be sent as training - but JCRR has changed that very much.

CULTURAL FUSION OF "OLD" AND "NEW" - INTANGIBLE BENEFITS

- Many benefits are intangible and invisible - one participant said his main benefit was learning the concept of freedom - what living in a free country is like.

- Latent benefits we have not discovered.

- Participants are well utilized in ..... - some are now on leave of absence as instructers to Congo, making advanced and significant use of training. USOM provided equipment, spare parts, and training aids, so they could make best use of training received.

- Satisfied with many things USOM is doing - best is way they handle trainees in creating goodwill and respect for America and American industry.

- Excellent training program - it does as much as any program to cement good relations.

- Mission has provided many opportunities for use of training. Goodly portion of training has benefitted island. U.S. training funds have greatly benefitted the economy in amazing manner in short time.

- Benefits far outweigh shortcomings.

- Taiwan power has benefitted immensely from training program - not only technical and administrative details of training but even more the incentives and motivations to contribute to project is a very important result of training.

- We ought to emphasize U.S. rather than 3rd country training because trainees gain an appreciation and understanding of American ideas and bring back friendship for U.S. and turn out to be good boosters for the American way of life, as contrasted to 3rd country training where U.S. does not receive this extra bonus.

- In principle we are committed to the idea that the modernization of underdeveloped countries should leap-frog over centuries of exploratery effort already covered by advanced countries, but this can not be effectively accomplished without a clear understanding of the peoples' deeply rooted habits of thought and work. Ingenuity and diplomacy must be carefully exercised to initiate modern equipment along with the continued extensive use of labor resources so that new devices may be recognized as beneficial tools rather than as intruding monsters.

- USOM unable to interfere in utilization of returned participant who are treated with suspicion for some years so they do not upset social and economic patterns.

- Training should make men capable of changing things, but local Chinese, especially "old timers," usually do not want change.

- Many participants are dissatisfied because of what they have seen in the U.S. and cannot have here. Difficult for American technician to tell a local man that a practical program is better for him than the research work he sees in the U.S.

- Many participants intrigued by "gadgets" they see in the U.S. - They want to get all these gadgets - the very best and latest - without regard to their utility in the local situation.

- Horizons have been broadened by this training - Someday it should pay off when the total economy is able to support modern technology.

- At present it would be best not to frustrate participant by training them to expect to use equipment and techniques for which no budget is available. Or, if such training is needed now then be sure to place returned participant where he will be adequately supported by budget.

- Try to relate training to current problems in work - stress relation of initiative and imagination in using training to solve local problems - do this before departure and on return -

- "Special interest" pressures (local politics, etc.) often prevail due to annual administrative demands to "fill up" the year's quota. This consumes so much time for routine operations that little incentive remains to perform the tactful, diplomatic functions of coordinating careful selection and screening with local individuals and agencies.

- Overcome tendency to hoard knowledge. Recognize benefits of sharing.

- Best for China and USOM to keep attention focused on major goals of training and economic progress and not permit narrow prejudicial, legalistic interpretations to block the way of progress.

- Lack of good faith in host government agencies regarding use to be made of training opportunities is partly due to lack of understanding of local situation by technician. Takes time for technician to know these things.

- Care must be shown to avoid too much encroachment on local scene - They have lost some sense of sovereignty in many ways already and cannot face any more from overcontrol in training program.

CONTINUING EVALUATION

- Need continued scientific evaluation of all mission programs - not just participant training.

- Make survey to see if all training originally authorized is still needed for current purposes.

- AID has responsibility to set up periodic checks - Mailing questionnaires is useless - Interviews, private and confidential, by USOM is best - by a specialist rather than the area technician.

- We need a periodic sampling of the entire trained group like this survey. Analyze educational needs in terms of industrial development by competent group of analysts. We tend to get ingrown.

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E P I L O G U E

There are voices, many voices, speaking between the lines and columns of numbers presented here. Most of them are plaintive, patient and polite expressions of sincere desire to understand and be understood. Occasionally frustration is built up from being told what to do and denied an adequate explanation of how and why in relation to local country circumstances. Voices then burst forth in bitter criticism or constructive suggestion. All of these voices must be heard, not alone through columns of coded numbers, but directly and in the native language that carries more of the meaning required for understanding. For we achieve peace with freedom by understanding not only the tools with which our neighbor molds natural resources to his liking, but also through knowledge of his tools of self expression whereby he reveals his search for truth and beauty.

Never before has so much depended on a spirit of neighborly understanding and cooperation between peoples of varied background. The fusion of many "old-country" peoples from Europe, Africa and Asia into the American community is but one example of this ever growing experiment in sharing freedom of opportunity among people of diverse cultural backgrounds. If we are interested in contributing to the kind of world in which our grandchildren shall live, we must assess our long range goals and the means of attaining them in the same spirit which prompted the early American leaders. The most encouraging findings from this study are the many recorded instances in which American and local country technicians have patiently worked through the trial and error process of adapting technical knowledge to local resources in such a manner that the major impact of lasting value was the new courage borne of accomplishment and the realistic aspiration inspired toward continued achievements.

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