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A SURVEY OF THE TANZANIAN PARTICIPANT TRAINING PROGRAM

Prepared for

The Department of State
Agency for International Development

April, 1967

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INTRODUCTION

The report presented in the following pages is based upon data obtained from 164 personal interviews with Tanzanians who had been sent abroad on a training program sponsored by AID or its predecessor agencies.* Only participants who had returned from their training programs by January, 1966 were eligible for inclusion in the survey. In addition, interviews were conducted with the supervisors of participants; in some instances the same person was the supervisor of more than one of the AID participants and, because of this duplication, a total of 56 persons were interviewed who are currently the supervisors of 86 participants.

All the interviews were conducted during the months from September, 1966 through January, 1967. For the most part the interviewing was done at the participant's or supervisor's place of work. As a result, interviewers travelled throughout Tanzania -- to rural areas as well as to cities and towns -- to interview respondents. On the whole, both participants and supervisors were cooperative in making it possible for the interviews to take place. In some instances respondents arranged their schedules so as to be in a town at the time interviewing teams were to be in the area rather than requiring the interviewer to travel to a remote place; at other times interviewers went to isolated places to conduct interviews. Although some respondents may have been reluctant at the outset to be interviewed, most did enjoy being asked their opinions once the interview started.

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*"AID" will be used throughout the report to refer to AID or its predecessor agencies.

Respondents for the survey were obtained from a list of participants provided by the USAID/Dar es Salaam Training Office. The section entitled "Methodology," in the Appendix to this report, gives details of procedures employed for obtaining respondents. It also describes the group of participants who were eligible for interview but who were not available for inclusion in the survey.

PRINCIPAL FINDINGS

Background of Participants

Agriculture is the field of training for more than half the Tanzanians sent abroad on USAID training programs, and community development is the field of one-fourth. While the remaining one-fourth includes people from a variety of fields, about half of them are in public administration.

More than two-thirds of the Tanzanian participants were under thirty-five years of age at the time of selection.

Nearly all of the trainees had completed nine or more years of formal schooling at selection. One-fifth of the total group (21%) had attended university prior to departure; half (49%) of the participants in fields other than agriculture and community development had done so. Close to half (46%) of all trainees had attended, at some time before their AID training, a special school; most often these were agriculture or community development schools.

At the time of departure, individuals selected to be sent abroad for training had been involved in their fields of specialization for a reasonably long time; half (49%) had been in their specialty for at least five years. More agriculture trainees (66%) had this degree of experience than was true for those in community development (27%) or in all other fields (36%).

The large majority of trainees (89%) were employed by the Government of Tanzania at the time of selection. Of the total group, three-fifths (61%) were working in subordinate management positions, and the remainder were about equally divided between professionals and those at the policy making level. Participants who were working as policy makers were present to a greater extent (34%) among those in fields other than agriculture (8%) and community development (17%).

Selection of Participants and Program Planning

All but three per cent of the trainees were selected, primarily by their supervisors and ministries, to participate in the AID training program. Half the supervisors are of the opinion that selection procedures are satisfactory, but one in every seven thinks selection of participants should be done by supervisors.

Only thirteen per cent of the participants had the opportunity to be involved in the planning of their programs; nearly all those who did not help in such planning believe that to have done so would have improved their programs. In addition, close to half of the participants (45%) believe they were given insufficient information before they left Tanzania about what they were going to be learning.

Background of Training Programs

Half of the participants received training in one country only; two-fifths had the opportunity to travel to two; and, one in ten was trained in three or more countries. Nearly all (93%) of the community development participants received training in two or more countries; a majority (61%) of the agriculture trainees went to one country only.

A large majority (84%) of trainees went to the United States; approximately one-eighth of the trainees went to each of the following countries: Puerto Rico, Greece, India, the Philippines.

The Training Program

Orientation sessions in the country of training were attended by a large majority (85%) of the participants, and about three-fourths of these sessions were at the Washington International Center. The orientation meetings were rated as valuable by most of the attendees.

Funds provided for living costs and travel during the training period were generally considered as adequate, but in the opinion of twenty-nine per cent the amount allowed was too little -- principally because the cost of living was too high in the country of training, and because hotel and travel costs were considered too high. Community development trainees believe the money allowed was insufficient more often than do trainees in other fields.

Visits to private homes in the countries of training were made by the large majority of participants (89%). Essentially all of these Tanzanians enjoyed the opportunities thus afforded for first-hand knowledge of the people and customs of the country, as well as for the chance to relax in an atmosphere of hospitality.

The median length of programs was between six and twelve months. There are differences in length of training by field: a large majority of agriculture trainees (81%) went on programs lasting six months or more, whereas more than half of those in community development and all other fields were gone less than six months. In terms of age at departure, younger people were sent on longer programs than those of older people. Trainees in policy

making positions at selection went on shorter programs than others, and professionals went on longer programs than others; more than half (55%) of the policy makers went on programs lasting less than four months while half the professionals were abroad on their training for one year or more.

Opinions concerning the length of programs indicate that substantial proportions of both participants (60%) and supervisors (41%) believe the programs are too short in duration. Many more of the community development trainees (75%) hold this opinion than is found for trainees in other fields.

Close to two-thirds of the trainees attended a seminar in communications at the end of their training programs. The seminars were well liked, principally because participants were pleased to learn techniques helpful in increasing their communications skills and in improving their relationships with colleagues and others. The large majority of trainees who did attend communications seminars have used some of the materials or ideas from them in their work.

Attitudes Toward Training

Participant evaluations of their programs show nearly all (95%) to be satisfied with them to some degree, and half (49%) to be "very" satisfied with them. Degree of satisfaction with their programs increases as the age of trainees at departure increases; one-third (37%) of those under twenty-five years of age rate their programs as very satisfactory in comparison with two-thirds (69%) of those forty years of age or older who do so. This high degree of satisfaction is expressed less often by community development trainees (37%) than by those in agriculture (55%) or all other fields (49%).

Ratings of the importance of the programs to their lives show that two-thirds of the participants feel their AID training program is one of the most important things they have ever done.

Nearly all participants offered some suggestion for ways by which programs could be improved. The chief suggestions made were that the training period should be longer, and that the training should be more specialized with perhaps fewer subjects and fewer places to visit.

Improvements in the programs suggested by supervisors when they were asked for their general opinions about AID training were primarily that the programs should be tailored to meet more closely the needs of the participant or of his country and that the training programs should be longer. When asked specifically about the countries in which training takes place, one-fourth of the supervisors say either that the training of Tanzanians should take place in countries like Tanzania or in that country itself.

Utilization of Training

A substantial eighty-seven per cent of the trainees say they have been able to use the skills, techniques or knowledge they learned during their training in their current jobs. Community development trainees have been able to use their training more than others.

Slightly more participants (90%) have been able to convey knowledge acquired during their training to others than have used it in their jobs. This transmittal has taken place primarily through means of informal discussions and through formal lectures and teaching.

Even with this high degree of use and transmittal, two-fifths (43%) of the participants have some plans for using their training which they have not as yet been able to carry out.

In the implementation of their training, three-fourths have met with at least one difficulty. The obstacle most often encountered is lack of equipment; next in terms of frequency of mention are lack of money and inadequate preparation on the part of colleagues.

Utilization Index

On the basis of their reports of the degree to which they have used and conveyed their training, thirty per cent of the Tanzanian participants have been classified as high utilizers of their training and twenty per cent as low utilizers; the remainder is comprised of those persons whose utilization of training falls somewhere between these two extremes.

High in comparison with the achievements of others is the extent to which community development trainees have been able to implement their training -- half (49%) of them are classified as high utilizers in contrast to twenty-nine per cent among agriculture trainees and fifteen per cent among those in all other fields.

Utilization is considerably lower among trainees at the policy making level (11%) at time of selection than among those who were in subordinate management jobs (34%) or who were professionals (29%).

BACKGROUND OF PARTICIPANTS

The "typical" participant was, at the time of selection for AID training, a young (usually 35 years of age or younger) married man, with nine or more years of education, and employed by the Government in a subordinate management position.

The text and tables in this chapter attempt to outline briefly the personal and demographic characteristics of the AID training program participants. This background profile has been placed in a primary position in the report in an effort to underline its importance as at least an indirect factor influencing the success and application of the training received by the participants from Tanzania.

In view of the differences which logically exist between training programs in the various fields of endeavor, and therefore in the backgrounds of people who are trained in each, it appears meaningful to describe respondents in this survey not only as a total group of AID participants but also as sub-groups within various fields of training. To provide this frame of reference at the outset, Table 1-A shows the distribution of participants interviewed according to the field in which they received AID training.

Field of Training: Essentially half (52%) of all respondents were trained in the field of agriculture and natural resources; the field of training for one-fourth (25%) was community development; better than one in ten (12%) of the participants were trained in public administration.

Table 1

BACKGROUND PROFILE OF TANZANIAN PARTICIPANTS

	Base = (164) %
A. Field of Training:*	
Agriculture and Natural Resources	52
Community Development	25
Public Administration	12
Education	7
Labor	2
Industry and Mining	1
General and Miscellaneous	1
	100

Age at Departure: More than two-thirds (68%) of all Tanzanian participants were under thirty-five years of age at the time of selection and better than four-fifths (85%) were under thirty-nine years of age. Community development trainees tended to be younger than those in agriculture or in all other fields of training; seventy-eight per cent of the community development trainees were under thirty-five years of age in comparison with sixty-one and sixty-six per cent for the other two groups. (Table 1-B)

Sex and Marital Status: The vast majority (92%) of all participants are men. A deviation from this proportion is to be found among community development trainees of whom more than one-fourth (29%) are women. Most

*All subsequent tables in this report which show findings by field of training include only the following three groups: agriculture, community development, and "all others." The number of people in any one field included in this last category is too small to permit separate analysis.

participants (79%) were married before departure; the proportions married were highest among agriculture trainees and lowest among those sent abroad on community development programs. (Tables 1-C and D)

Area of Residence: At time of selection, participants were as likely to b from one type of residential area as another: a little over one-third (38 were from the capital city of Dar es Salaam and its environs; a little les than one-third (28%) were from provincial cities and environs; and, one-third (34%) were from rural areas and villages. (Table 1-E)

Table 1

BACKGROUND PROFILE OF TANZANIAN PARTICIPANTS (Continued)

	Total	Agriculture	Community Development	All Other
Base =	(164)	(84)	(41)	(39)
	%	%	%	%
B. Age at Departure:				
Under 25 years	17	19	20	8
25 to 29 years	25	20	29	30
30 to 34 years	26	22	29	28
35 to 39 years	17	18	15	18
40 to 44 years	12	16	7	10
45 years or more	3	5	-	6
	100	100	100	100
C. Sex:				
Male	92	100	71	97
Female	8	-	29	3
	100	100	100	100
D. Marital Status at Departure:				
Married	79	82	73	77
Not married	21	18	27	23
	100	100	100	100

E. Residence at Selection:

	Base = (164)
	%
Capital city area	38
Provincial city area	28
Rural area, village	34
	100

Education: More than one-fourth (28%) of all participants had received thirteen or more years of formal schooling before departure on their programs; sixty per cent had between nine and twelve years of formal schooling at departure. Less than one participant in every ten (7%) had completed eight years or less of pre-training education. Trainees in the miscellaneous fields (classified in the tables as "All Other") had received many more years of formal education prior to leaving than had trainees from agriculture or community development; more than half (54%) in the miscellaneous fields had received thirteen or more years of education while the comparable proportion for agriculture trainees is one-fourth (23%) and for those in community development is one-tenth (9%).* This difference is further documented with regard to university training; half (49%) of the participants in the miscellaneous groups of training fields had attended university before leaving on their programs in comparison with about one-tenth of those in agriculture (13%) and community development (10%). Reasonably, more people among the miscellaneous group had received academic degrees prior to departure than had done so in other fields. (Table 1-F and G)

Respondents were asked whether they had attended any special school (not university) prior to their AID training. Nearly half (46%) had done so. The types of special schools most frequently attended are agricultural schools (21%) and those teaching community development (10%). (Table 1-H)

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*With regard to this finding, it should be remembered that the "all other" category is comprised largely of public administration and education trainees.

Table 1

BACKGROUND PROFILE OF TANZANIAN PARTICIPANTS (Continued)

	Total	Agriculture	Community Development	All Other
Base =	(164)	(84)	(41)	(39)
	%	%	%	%
F. Years of Education Before Departure, by Field:				
8 years or less	7	11	7	5
9 to 10 years	31	31	45	15
11 to 12 years	29	31	37	15
13 to 14 years	12	12	7	15
15 to 16 years	9	6	2	24
17 years or more	7	5	-	15
Not ascertained	5	4	2	11
	100	100	100	100
G. University Attendance Before Departure, By Field:				
Attended University	21*	13	10	49
Received degree	10**	8	-	26
Did not receive degree	11	5	10	23
Did not attend university	79	87	90	51
	100	100	100	100
		Base = (164)		

H. Attendance at Special School Prior to Training:

Attended a special school:	46
Agriculture school	21
School teaching community development, social welfare	10
Teacher training	7
Business school	2
School teaching public administration	2
All other special schools	4
Did not attend special school	54
	100

*Close to two-thirds (13%) of those who had attended a university had gone to Makerere University in Uganda.

**All degrees held prior to departure were at the bachelor's level.

Time in Field of Specialization: Half (49%) of the Tanzanians selected for AID training had been actively engaged in their fields of specialization for five or more years at the time of their selection for such training; forty-one per cent had been active for between one and five years. Four people, two per cent of all respondents, had spent no time working in the fields in which they were to receive training. Agriculture participants had spent much more time in their field than had those in community development or all other fields; two-thirds (66%) of the agriculture trainees had been working in that field for five years or more at departure in comparison with one-fourth (27%) of those in community development and one-third (36%) of those in all other fields. (Table 1-I)

Employer at Selection: Most of the participants (89%) were employed by the Government of Tanzania, or by some agency of the Government, at the time of selection. (Table 1-J)

Occupational Level at Selection: A majority of trainees (61%) were in a subordinate management position at selection; the bulk of the remainder were about equally divided between those at the policy making level (16%) and professionals (15%). A greater proportion (34%) of policy makers were among trainees in the miscellaneous fields than among community development (17%) or agriculture trainees (8%). (Table 1-K)

Table 1

BACKGROUND PROFILE OF TANZANIAN PARTICIPANTS (Continued)

	Total	Agriculture	Community Development	All Other
Base =	(164)	(84)	(41)	(39)
	%	%	%	%
I. Total Time in Field of Specialization at Time of Selection:				
None	2	2	-	5
Less than 1 year	5	1	10	8
1 to just under 2 years	12	10	12	15
2 to just under 5 years	29	19	46	33
5 to just under 10 years	18	19	20	15
10 years or more	31	47	7	21
Not ascertained	3	2	5	3
	100	100	100	100

	Base = (164) %
J. Type of Employer at Time of Selection:	
Government	89
Private business	4
Trade union	1
Student	3
Nationalized industry	1
Other	2
	100

	Total	Agriculture	Community Development	All Other
Base =	(164)	(84)	(41)	(39)
	%	%	%	%
K. Occupational Level at Time of Selection:				
Policy makers, top level	1	-	2	3
Policy makers, second level	15	8	15	31
Subordinate management	61	66	78	32
Professionals	15	17	5	21
Sub-professionals	1	1	-	3
Supervisors, inspectors	1	2	-	-
Other	6	6	-	10
	100	100	100	100

BACKGROUND OF TRAINING PROGRAMS

A. Location of Training

The training of about half (53%) of the Tanzanian participants took place in one country; most of the remainder (38%) travelled to two countries for their training but close to one in ten (9%) went to three or more countries. The programs of nearly all of the community development trainees (93%) took them to two or more countries. Close to three-fifths (61%) of the agriculture participants travelled to one country only, and all of the rest went to two countries. Nearly all of the participants in fields other than community development and agriculture (85%) went to just one country.

Table 2

NUMBER OF COUNTRIES INVOLVED IN TRAINING, BY FIELD

	Total	Agriculture	Community Development	All Other
Base =	(164)	(84)	(41)	(39)
	%	%	%	%
One country only	53	61	7	85
Two countries	38	39	62	13
Three or more countries	9	-	31	2
	100	100	100	100

A total of eighty-four per cent of the participants received training in the United States, and for all but one per cent of these the United States was their primary country of training. The other countries to which sizeable proportions were sent are Puerto Rico (13%), Greece (13%), India (12%), the Philippines (12%), and Jamaica (11%). For eleven per cent of the participants the Philippines was the primary country of training.

Table 3

ACTUAL COUNTRIES OF TRAINING

	Total	Primary Country	Secondary Country	Tertiary Country
Base =	(164) %	(164) %	(164) %	(164) %
United States	84	83	1	-
Puerto Rico	13	1	5	7
Greece	13	-	13	-
India	12	1	11	-
Philippines	12	11	1	-
Jamaica	11	-	10	1
Kenya	5	4	1	-
United Kingdom	2	-	2	-
Mexico	2	-	2	-
Nigeria	1	-	1	-
Norway	1	-	-	1
None	-	-	53	91
	100*	100	100	100

B. Length of Training

The median length of AID training programs for the total group of Tanzanians was between six and twelve months. However, the duration of training differed noticeably by field of training: better than half the trainees in fields other than agriculture finished their programs in less than six months (community development, 58%, and all other fields, 51%), whereas eighty-one per cent of agriculture trainees went on programs lasting six months or more.

*Adds to more than one hundred per cent because of multiple-country training of some participants.

Table 4

LENGTH OF TRAINING, BY FIELD

	Total	Agriculture	Community Development	All Other
Base =	(164)	(84)	(41)	(39)
	%	%	%	%
Less than 2 months	6	1	-	20
2 up to 4 months	12	8	12	21
4 up to 6 months	19	10	46	10
6 up to 12 months	36	52	22	18
1 up to 2 years	18	13	20	26
2 years or more	9	16	-	5
	100	100	100	100

In general, the duration of training was longer among younger than among older participants. Among trainees under twenty-five years of age at time of departure, sixty per cent went on programs lasting one year or longer. The proportions with programs of this duration gradually decrease as age increases until, among those forty years of age or over, it is found that only eight per cent spent one year or more on their AID training.

Table 5

LENGTH OF TRAINING, BY AGE

	Under 25	25 to 29	30 to 34	35 to 39	40 & Over
Base =	(27)	(41)	(42)	(28)	(26)
	%	%	%	%	%
Less than 2 months	-	4	5	7	12
2 up to 4 months	7	17	7	11	19
4 up to 6 months	11	20	29	18	12
6 up to 12 months	22	22	40	53	49
1 up to 2 years	19	32	14	11	8
2 years or more	41	5	5	-	-
	100	100	100	100	100

The length of training varied greatly by occupation level at departure of the trainees. The programs of policy makers were very much shorter than those of professionals or persons at the subordinate management level. The majority of policy makers (77%) were gone for less than six months whereas the majority of professionals (88%) and those at the subordinate management level (66%) were abroad for six months or more.

Table 6

LENGTH OF TRAINING, BY OCCUPATIONAL LEVEL

	Occupational Level at Departure:		
	Policy Makers	Subordinate Management	Professionals
Base =	(27)	(100)	(24)
	%	%	%
Less than 4 months	55	9	4
4 up to 6 months	22	25	8
6 up to 12 months	15	43	38
1 year or more	8	23	50
	100	100	100

C. Type of Training

In all, the training of more than four-fifths (84%) of the Tanzanian participants included an observation tour; close to two-fifths (39%) received some on-the-job training; nearly three-fourths (71%) had some training at a university; and, one-fourth (25%) received some training as members of a special group program. These figures show, of course, that many participants had more than one type of training during the course of their programs. Agriculture participants received some university training and some on-the-job training more often than did those in other fields. Community development

and agriculture trainees participated more often in observation tours than persons in all other fields. With regard to age, older people more frequently participated in observation tours than did younger people.

Table

TYPE OF TRAINING PROGRAMS, BY FIELD AND AGE

		Field of Training:		
	Total	Agriculture	Community Development	All Other
Base =	(164) %	(84) %	(41) %	(39) %
Total Having:				
Observation	84	85	95	69
On-the-job (OJT)	39	55	32	13
University	71	87	56	54
Non-university (special group)	25	22	29	28
	100*	100*	100*	100*

	Base =(164) %
Type Combinations:	
Observation only	13
OJT only	3
University only	5
Observation and OJT	2
Observation and university	27
OJT and university	3
Observation, OJT and university	20
Special group (all combinations)	25**
	100

	Age at Departure:		
	Under 30 Years	30-39 Years	40 Years & More
Base =	(68) %	(70) %	(26) %
Total Having:			
Observation	76	87	92
On-the-job (OJT)	40	40	35
University	72	72	69
Non-university (special group)	25	27	19
	100*	100*	100*

*Adds to more than one hundred per cent because some respondents gave more than one answer.

**Includes some respondents from each basic type of training program.

D. Academic Status During Training

Tanzanians who participated in university training most frequently did so as members of a group program (40%); most of the remainder were enrolled as special students (24%); a small proportion participated as regular university students (9%).

A total of fourteen per cent of the Tanzanian trainees report having received academic degrees or diplomas as a result of their training and most of them believe the degree or diploma will be a help in their future careers. The majority of those who did not receive such recognition of their university training feel that to have done so would have been an aid to their careers.

Table 8

PARTICIPANTS' ACADEMIC STATUS DURING TRAINING, BY FIELD

a. Kind of University Training: "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?"

	Base = (164) %
Regular student	9
Special student	24
Member of group program	40
	71*

b. Degrees Received: "Did you receive a degree or diploma?"

	Base = (164) %
Yes, received academic degree	14**
No, but received special certificate	4
No, received nothing	53
	71

(Continued)

*Adds to more than the seventy-one per cent who had some university training because some respondents participated in more than one type of university program.

**Eleven per cent of the trainees received either diplomas or degrees at the bachelor level and three per cent received master's degrees.

Table 8

PARTICIPANTS' ACADEMIC STATUS DURING TRAINING, BY FIELD (Continued)

c. (If "Yes") "Do you think the degree or diploma will help your future career very much, somewhat, or not at all?"

	Base = (164) %
Very much	12
Somewhat	1
Not at all	-
Don't know	1
	14

d. (If "No") "Do you think a degree or diploma would have helped your career very much, somewhat, or not at all?"

	Base = (164) %
Very much	44
Somewhat	2
Not at all	4
Don't know	7
	57

e. (If "Yes") "Why do you think the degree or diploma will or will not help your future career?"

	Base = (164) %
Positive Answers:	
Enables one to gain more knowledge, improve ability in field	12
Degree or diploma will mean more money	1
Degree means better job, job advancement	2
Means more prestige, status	1
Other positive comments	1
Negative Answers:	
Miscellaneous negative comments	1
Did not receive a degree or don't know help of degree	87
	100*

(Continued)

*Adds to more than one hundred per cent because some respondents gave more than one answer.

Table 8

PARTICIPANTS' ACADEMIC STATUS DURING TRAINING, BY FIELD (Continued)

f. (If "No") "Why do you think a degree or diploma would or would not have helped your career?"

	Base = (164) %
Positive Answers:	
Would enable one to gain more knowledge, improve ability in field	33
Would have led to advancement of job, better job	9
Degree or diploma would have meant more money	3
Would have meant more prestige	8
Would permit one to teach other people	1
Negative Answers:	
Degree program was too elementary	1
Degree would not have been relevant to current work	1
Other negative comments	3
Received a degree or did not attend university or don't know help of a degree	50
	100*

E. Sponsorship

With the exception of two per cent of the trainees, all participated in their programs under regular AID sponsorship.

In keeping with the data on field of training, nearly half (48%) of the participants were sponsored by the Ministry of Agriculture, and one-fourth (26%) participated under the aegis of the ministry administering the work of community development. Extent of sponsorship by various ministries is shown in the following table.

*Adds to more than one hundred per cent because some respondents gave more than one answer.

Table 9

SPONSORING MINISTRY*

	Base = (164) %
Agriculture	48
Community Development	26
Education	8
Interior, Domestic Affairs	7
Commerce and Business	3
Finance, Taxation, Treasury	3
Non-Government Sponsoring Agency	1
All other agencies	2
Not ascertained	1
Had no sponsor	1
	100

*Ministries are listed here according to the standardized nomenclature used by USAID/Washington for evaluation surveys rather than the correct ministry names actually used in Tanzania.

PRE-DEPARTURE PROGRAM PLANNING AND ORIENTATION

A. Selection

Nearly all of the Tanzanian participants (97%) state that they were selected to go on the training programs and only three per cent say they made application themselves. Two-fifths (40%) say they were selected by their supervisors and the same proportion (41%) state their selection was made by their ministries.

Table 10

SELECTION OF PARTICIPANTS

Participants: "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?"

	Base = (164) %
Applied	3
Was selected	97
	100

"Who selected you?"

Supervisor	40
Ministry	41
USAID	2
Labor union or trade organization	2
Special board	1
University official	1
Other sources	2
Don't know, not ascertained	11
Applied, was not selected by others	3
	100*

*Adds to more than one hundred per cent because some respondents gave more than one answer.

A total of forty-six per cent of the supervisors interviewed state that the participants they currently oversee were working for them at the time they were selected for participation in the training program. The majority of these supervisors (33%) report that they had actually recommended that the participant be sent abroad for training.

Table 11

SELECTION OF PARTICIPANTS

Supervisors: "When (participant) left on this training program, was he working for you?" (If "Yes") "Did you recommend that he be sent on a training program?"

	Base = (86) %
Yes, was working for me:	46
Did recommend him	33
Did not	13
No, wasn't working for me	46
Wasn't here then	8
	100

When queried regarding the importance of several factors to their decisions to participate in the AID training programs, nearly all of the trainees agree that the following were very important: the needs of their job (94%), their personal ability (88%), their professional and educational qualifications (88%), and their language ability (88%). The personal contacts of participants were lower on the scale of importance,for only seventy per cent regard these as having been very important to their decisions to participate in training.

Table 12

FACTORS IN SELECTION

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

		Base = (164) %
"Your personal ability":	Very important	88
	Not very important, don't know	12
		100
"The needs of your job":	Very important	94
	Not very important, don't know	6
		100
"Your personal contacts":	Very important	70
	Not very important, don't know	30
		100
"Your language ability":	Very important	88
	Not very important, don't know	12
		100
"Your professional and educational qualifications":	Very important	88
	Not very important, don't know	12
		100

Considering only those supervisors who feel themselves qualified to rate the selection process involved in AID training programs, about twice as many are satisfied as are dissatisfied with the procedures. The major reason for dissatisfaction stems from a belief that the supervisors of potential participants should do the selection.

Table 13

SUPERVISORS' ATTITUDES ON SELECTION

"Now I'd like to ask your comments on some aspects of AID 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."

	Base = (56) %
Procedures by which participants are selected:	
Satisfactory	50
Unsatisfactory	27
Cannot rate	23
	100
"Why unsatisfactory?"	
A participant should be selected by his supervisor	14
Participant's knowledge or experience in his field should be an important criterion of selection	5
Selection should be appropriate to requirements of participant's job, needs of country	2
Other comments	4
Not ascertained	2
	27

B. Language Preparation

With the exception of two per cent, all of the Tanzanian trainees participated in training programs which required a knowledge of the English language. A small minority, seven per cent, report that they did receive some English-language instruction in preparation for their programs. A need for more or some such instruction is indicated by about one-fourth of all participants: among those who did receive pre-departure language training, half (4%) say that even more would have been helpful; among those who did not have any

language instruction before leaving, a sizable minority (21%) believe such training would have been useful to them while on their programs. A majority (72%) report they had no difficulty at all with English during their training; where problems were encountered it was more often in understanding others (23%) than in being understood themselves (16%).

Table 14

ENGLISH LANGUAGE TRAINING AND ABILITY

a. English Requirement: "Now I have a few questions about English-language training. Did that program require a knowledge of English?"

	Base = (164)
	%
Yes, English required	98
No, English not required	2
	100

b. English Instruction for Program: "Did you receive any English-language instruction specifically in preparation for your program?"

Yes, received instruction	7
No, received no instruction	91
	98

(If "Yes") "Would more instruction in English have been helpful to you on your program?"

Yes, helpful	4
No, not helpful	3
	7

(If "No") "Would some instruction in English have been helpful to you on your program?"

Yes, helpful	21
No, not helpful	70
	91

c. Difficulty Encountered: "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	72
Difficulty in being understood	2
Difficulty in understanding others	9
Both	14
Don't remember, not ascertained	1
English not required	2
	100

C. Orientation

A majority of participants appear to have been satisfied with the pre-departure information they received about their programs and the countries to which they would be going. Between seventy-three and ninety-one per cent of all respondents are of this opinion with regard to all aspects about which they were questioned with the exception of one vital area -- what they would be learning; close to half (45%) report they received insufficient information beforehand about what they were going to learn. The following table shows participants' evaluations of the pre-departure information they received regarding various aspects of their programs and countries of training.

Table 15

PRE-DEPARTURE INFORMATION ON PROGRAM AND COUNTRY OF TRAINING

a) Advance Information on Training Program: "Before you left home to go on your program, did you get enough information about the program that was being arranged for you? In particular, did you find out all you needed to know about:

	Base = (164) %
What you would be learning:	
Enough	55
Not enough	45
	100
Where you would be going:	
Enough	77
Not enough	23
	100
When you would be going:	
Enough	80
Not enough	20
	100
The length of the program:	
Enough	90
Not enough	10
	100
Any other aspects:	
Enough	79
Not enough	20
Not ascertained	1
	100

(Continued)

Table 15

PRE-DEPARTURE INFORMATION ON PROGRAM AND COUNTRY OF TRAINING (Continued)

b) Advance Information on Country of Training: "In addition to information about the program, did you get enough information about how to get along in (country of training)? For instance, did you get enough information about:"

	Base = (164) %
How to use restaurant and public facilities:	
Enough	83
Not enough	17
	100
Colloquial speech and idioms:	
Enough	80
Not enough	20
	100
Religious practices of that country:	
Enough	83
Not enough	17
	100
Use of their money:	
Enough	91
Not enough	9
	100
Their manners and customs generally:	
Enough	73
Not enough	27
	100

Over-All Satisfaction: (Base = 164)	Program (5 Items) %	Country (5 Items) %
"Enough" on all items	44	58
"Not enough" on one item	24	15
"Not enough" on two items	16	12
"Not enough" on three or more items	16	15
	100	100

(Continued)

Table 15

PRE-DEPARTURE INFORMATION ON PROGRAM AND COUNTRY OF TRAINING (Continued)

c) Additional Information Desired: "Is there anything else you would have liked to know more about before you left? What?"

	Base = (164) %
Program factors:	
Content	12
Scheduling	7
Background information	3
Cultural factors:	
Customs and conditions	24
Etiquette	3
Transportation	2
Housing	2
Restaurants and food	1
Earlier information	2
Other comments	4
No additional information wanted	88
Not ascertained	2
	100*

Participants received pre-training information from their employers and from their sponsoring ministries, as evidenced by the data in Table 16. This information was most often concerned with the subject matter to be included in the program.

*Adds to more than one hundred per cent because some respondents gave more than one answer.

Table 16

PRE-DEPARTURE INFORMATION OBTAINED FROM EMPLOYER AND MINISTRY

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

"Did the Ministry that sponsored you give you any information about the program being planned for you?"

"What kinds of things did you learn about your program from this person?"

	Employer	Ministr
Base =	(164) %	(164) %
Information received	23	18
Subject-matter of program	13	12
Administrative aspects of program	-	5
Program in general	5	4
Post-training job plans	1	4
Role of Tanzanian government	-	1
Background on country of training	3	1
Other information	1	-
Not specified	1	-
No information received	77	18
Don't know, not ascertained	-	2
Ministry was employer	-	62
	100	100

A majority (85%) of the participants report receiving general orientation of more than one day after arrival in their country of training. Close to two-thirds (63%) attended an orientation session at the Washington International Center and six per cent did so at other places in the United States. A total of twelve per cent attended such sessions in countries other than the United States.

Table 17

PLACE OF ORIENTATION IN COUNTRY OF TRAINING

"When you arrived in (country of training), did you attend any general orientation sessions that took more than one entire day? What was the name of the place where the orientation sessions were held?"

	Base = (164) %
Place of Orientation:	
Washington International Center	63
Elsewhere in United States*	6
Outside United States	12
Don't know, no answer	4
Did not receive general orientation	15
	100

Almost all of the participants who did receive general orientation feel that the time they spent at the sessions was valuable, and many of them have no suggestions for improvements in the sessions to offer. Notwithstanding, many participants do offer a variety of suggestions which are detailed in the following table.

Table 18

PARTICIPANT ATTITUDES TOWARD ORIENTATION

a) Overall Value: "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?"

	Base = (164) %
Valuable	68
Prefer time for rest of program	5
Did not attend orientation session in the United States	27
	100

(Continued)

*This category includes any school except the Washington International Center in the United States or any of its possessions.

Table 18

PARTICIPANT ATTITUDES TOWARD ORIENTATION (Continued)

b) Suggestions for improvement: "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?"

	Base = (164) %
No, no improvements needed	32
Orientation should be longer	9
Should include more information about country of training	9
Orientation should be conducted by a native of participant's own country	5
Participants should have a chance to meet people of country of training	4
Orientation should be shorter	3
Should give more information about training program	3
Needs better organization	2
Participants should be grouped by nationality, age, etc.	2
Should be conducted in participant's own country, before departure	2
Should be less formal	1
Should include more social activities	1
Orientation schedule is too fast	1
Should be more lectures	1
Lectures should be longer	1
Lectures should be shorter	1
Other suggestions	4
Don't know	1
Did not attend orientation sessions in the United States	27
	100*

*Adds to more than one hundred per cent because some respondents gave more than one answer.

D. Advance Program Planning

Few (13%) of the trainees had the opportunity to participate in the planning of their individual programs, and only ten per cent state that they assisted in the planning to the extent they desired. In addition, a majority (71%) of the participants feel it would have been helpful if they could have had a part in the planning of their programs. Among supervisors, the proportion who helped in the planning of participants' programs is one-fifth (20%). (In considering this the reader is reminded that 46% of the supervisors, at the time of departure for training, were not supervising the work of the participants about whose programs they were interviewed.)

Table 19

LOCAL PARTICIPATION IN PROGRAM PLANNING

a) Participants: "Did you have the opportunity to take part in the planning of your program? Did you take part to the extent you wanted to?"

	Base = (164) %
Yes, participated to extent desired	10
Yes, participated to lesser extent	3
No, did not participate	87
	100

(If "Yes"): "Was your program based mainly on your ideas or the ideas of others?"

My ideas	1
Those of others	5
Both equally (voluntary)	7
	13

(If "No"): "Do you think it would have helped your program if you had participated in the planning?"

Yes, would have helped	71
No, would not	9
Don't care, don't know	7
	87

(Continued)

Table 19

LOCAL PARTICIPATION IN PROGRAM PLANNING (Continued)

b) Supervisors: "Did you help in planning (Participant's) training program?"

	Base = (86) %
Yes, helped plan program	20
No, did not	34
Not aware of program before participant left	46
	100

Despite the low degree of local participation in program planning, a little over half (55%) of the participants were "well satisfied" with their programs before departure, and nearly all (93%) found that at least some details of their training program had been set up on arrival in their country of training.

Table 20

PRE-TRAINING SATISFACTION AND DEGREE OF PLANNING DETAIL

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

	Base = (164) %
Well satisfied	55
Not very well satisfied	10
Didn't know enough about it	35
	100

(Continued)

Table 20

PRE-TRAINING SATISFACTION AND DEGREE OF PLANNING DETAIL (Continued)

"When you arrived in (country of training), was your program arranged in complete detail, in partial detail, or not set up at all?"

	Base = (164) %
Complete detail	75
Partial detail	18
Not set up at all	6
Don't know, no answer	1
	100

"When you arrived, did you meet someone who discussed your program with you? (If "Yes"): "Was this your project manager, program specialist, or someone else?"

Yes, met someone:	
Project manager	92
AID official	1
Government official rather than AID	2
University official	1
Someone else	2
No, did not meet anyone	2
	100

TRAINING PERIOD ABROAD

This chapter discusses the attitudes of both the participants and supervisors regarding the technical and non-technical aspects of the actual training on the program. While the attitudes of both groups of respondents are generally favorable to most aspects, there are some weak points which might possibly be improved upon by the careful study of the following data and comments.

A. Technical Aspects

The subject matter covered in training programs is rated as satisfactory by about three-fifths (59%) of the supervisors, and as unsatisfactory by close to one-fourth (23%). About half of this latter group attribute their dissatisfaction to a belief that the subject matter studied by trainees is not in line with the needs of the participants' jobs or the needs of Tanzania. Since nearly all trainees are employed by the Government, the needs of the participant's job in this statement can usually be equated directly with the needs of his country.

Table 21

SATISFACTION WITH SUBJECT MATTER COVERAGE

Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so."

	Base = (56) %
"Subject matter covered in training programs":	
Satisfactory	59
Unsatisfactory	23
Cannot rate	18
	100
"Why unsatisfactory?"	
Subject matter not appropriate to needs of participant's job, country	11
Subject matter too broad	7
Subject matter too narrow	1
Other comments	5
Not ascertained	1
	23*

*Adds to more than twenty-three per cent because some respondents gave more than one answer.

As regards the practical experience provided for the participants while on their programs, supervisors express satisfaction to about the same degree as they do regarding subject matter: fifty-nine per cent are satisfied and twelve per cent indicate dissatisfaction. Reasons given for dissatisfaction are that there is not enough practical experience provided by the program or that such practical experience as is given is unrelated to the needs of the participants' jobs or the needs of Tanzania.

Table 22

SATISFACTION WITH PRACTICAL EXPERIENCE

Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so."

	Base = (56) %
"Practical experience provided in the program":	
Satisfactory	59
Unsatisfactory	12
Can't rate	27
Not ascertained	2
	100
"Why unsatisfactory?"	
Practical experience insufficient	7
It was not related to needs of participant's work or country	4
Other comments	1
	12

While participants were not actually queried about their reactions to either the subject matter content or the practical experience provided, they were asked their opinion on the variety of activities in their programs. It is interesting to note that only about one-third (31%) are satisfied with this aspect of their training; close to half (46%) state that they would have liked more variety and the remaining dissatisfied group feel that they had been required to do or see too many things. Participants in the field of community development are more inclined that the others toward a feeling they were required to do or see too many different things.

Table 23

PARTICIPANTS' ATTITUDES ON VARIETY OF PROGRAM, BY FIELD

"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?"

		Field of Training:		
	Total	Agriculture	Community Development	All Other
Base =	(164)	(84)	(41)	(39)
	%	%	%	%
Too many things	21	20	29	15
Would have liked more	46	44	46	46
All right as was (voluntary)	31	35	23	34
Don't know	2	1	2	5
	100	100	100	100

Supervisor satisfaction with country or countries of training is lower than with subject matter of the programs or the practical experience participants receive; close to half (46%) express such satisfaction, and close to one-third (30%) state that the country or countries in which training takes place is not satisfactory. The major reason for dissatisfaction stems from a belief that the training should take place in countries similar to Tanzania; some supervisors state that it should be conducted within Tanzania.

Table 24

SATISFACTION WITH COUNTRY OF TRAINING

Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so."

	Base = (56) %
"Country or countries of training":	
Satisfactory	46
Unsatisfactory	30
Can't rate	22
Not ascertained	2
	100
"Why unsatisfactory?"	
Training should be given in countries like home country	18
Training should be given in home country	8
Some or all training should be in tropical countries	2
Training should include visits to more countries	2
Other comments	8
	30*

*Adds to more than thirty per cent because some respondents gave more than one answer.

With regard to length of training, both participants and supervisors were asked their opinions. Satisfaction with this aspect of the training is found to about the same extent among both the participants (38%) and the supervisors (41%). The major opinion of participants, however, is that the training period is too short -- a belief held by three-fifths (60%). The chief cause of dissatisfaction among supervisors is also a belief that the programs are too short in duration -- an opinion expressed by forty-one per cent of them. Only a bare minimum (2%) of the participants think the programs are too long.

Table 25

ATTITUDES ON LENGTH OF TRAINING

a) Participants: "How was the length of your program -- do you think it was too long, about right, or too short?"

	Base = (164) %
About right	38
Too short	60
Too long	2
	100

b) Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so."

	Base = (56) %
"Length of programs"	
Satisfactory	41
Unsatisfactory	43
Can't rate	16
	100
"Why unsatisfactory?"	
Too short	41
Other reasons	4
	43*

*Adds to more than forty-three per cent because some respondents gave more than one reason.

The belief that duration of training was insufficient is most frequently expressed by community development trainees of whom a majority of seventy-five per cent hold this opinion. Interestingly, those whose programs were of the shortest duration much more often believe the length of their training was about right than do any others: close to two-thirds (63%) of those whose training lasted less than four months express this belief while only twenty-three to forty-three per cent of those with longer periods of training do so.

Table 26

FACTORS INFLUENCING PARTICIPANT ATTITUDES ON TRAINING DURATION

	Field of Training:		
	Agriculture	Community Development	All Other
Base =	(84)	(41)	(39)
	%	%	%
Program Was:			
About right	41	20	51
Too short	58	75	46
Too long	1	5	3
	100	100	100

	Length of Training:			
	Under 4 Months	4 Months to Under 6 Months	6 Months to Under 1 Year	1 Year or More
Base =	(29)	(31)	(60)	(44)
	%	%	%	%
Program Was:				
About right	63	23	30	43
Too short	34	67	70	57
Too long	3	10	-	-
	100	100	100	100

Participant preferences with regard to length of program are shown in the following table.

Table 27

PREFERRED LENGTH OF PROGRAM

(If "Too short" or "Too long"): "How long should it have been?"

		Actual Program Length:			
	Total	Less Than 4 Months	4 Months to Under 6 Months	6 Months to Under 1 Year	1 Year or More
Base =	(164)	(29)	(31)	(60)	(44)
	%	%	%	%	%
Preferred Length:					
2 up to 4 months	5	14	13	-	-
4 up to 6 months	1	-	6	-	-
6 up to 12 months	15	10	39	17	-
1 up to 2 years	18	7	13	37	7
2 up to 3 years	15	3	6	13	30
3 years or more	7	-	-	3	20
Not ascertained	1	3	-	-	-
Length of training was about right	38	63	23	30	43
	100	100	100	100	100

	Field of Training:		
	Agriculture	Community Development	All Other
Base =	(84)	(41)	(39)
	%	%	%
Preferred Length:			
2 up to 4 months	1	7	10
4 up to 6 months	-	5	-
6 up to 12 months	12	29	8
1 up to 2 years	23	17	13
2 up to 3 years	14	17	13
3 years or more	8	5	5
Not ascertained	1	-	-
Length of training was about right	41	20	51
	100	100	100

Dissatisfaction with the level of training is expressed only by minorities among both participants and supervisors: nine per cent of the participants report the level of training as too simple and four per cent believe the programs are too advanced; among supervisors eleven per cent state the level is unsatisfactory and most often this opinion is based on a belief the programs are too elementary.

Table 28

ATTITUDES ON LEVEL OF TRAINING

a) Participants: "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?"

	Base = (164) %
About right	86
Too simple	9
Too advanced	4
Don't know	1
	100

b) Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so."

	Base = (56) %
"Level of Programs"	
Satisfactory	64
Unsatisfactory	11
Can't rate	25
	100
"Why unsatisfactory?"	
Program too elementary	5
Program too advanced	2
Level good only for some fields	2
Other comments	2
	11

In view of the high proportion with favorable opinions of the level of their programs, it is interesting to find that only about one-fourth (27%) had been told anything about program level before departure. The largest share of those participants who were not told anything about this state that it would have been helpful to them if such information had been received.

Table 29

PRE-TRAINING KNOWLEDGE OF LEVEL OF PROGRAM

"Had you been told anything about the level of your program before you left home?" (If "No"): "Would it have been helpful or not helpful if you had been told something about that?"

	Base = (164) %
Yes, was told about level	27
No, was not:	73
Would have been helpful	61
No, not helpful	6
Didn't care, don't know	6
	100

Essentially all (98%) of the participants were met by someone who discussed their programs with them upon arrival in the country of training. Nearly half (47%) of the trainees were met by an AID official and just under one-third (30%) had their initial contact with an official from some other U.S. government agency.

Table 30

CONTACT WITH PROJECT MANAGERS

"When you arrived, did you meet someone who discussed your program with you?"

(If "Yes"): "Do you happen to recall where this official worked? Although all training programs are sponsored by AID, the officials who manage programs do not all work at AID -- 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?"

	Base = (164) %
Met someone who discussed program from:	
AID	47
Other government agency	30
Department of Agriculture	18
Department of Health	3
Department of Labor	4
Other	5
University	16
Other	1
Don't know, no answer	4
Did not discuss program with anyone	2
	100

By and large, participants who had project managers (98%) report having received sufficient attention from them during the course of their training; a small proportion (4%) feel they received inadequate attention or guidance.

Table 31

ATTITUDES ON GUIDANCE RECEIVED FROM PROJECT MANAGERS

"Do you think he (the project manager) gave enough attention or guidance to you during the course of the program, or not?"

	Base = (164) %
Had a project manager:	98
Received enough attention	94
Not enough attention	4
Had no project manager	2
	100

B. Non-Technical Aspects

A fair-sized majority (71%) of all participants think the amount of money made available to them during their training programs was about right; the remainder (29%) think they were provided with too little money. Those who feel the money was insufficient do so, generally, for one of two reasons: they feel the cost of living in the country of training was too high (12%) or that hotel and/or travel expenses within the country were too high (12%). Community development trainees more often than others feel the amount of money was inadequate. (See Tables 32 and 33)

Table 32

OPINION OF MONEY MADE AVAILABLE BY AID

"What is your opinion of the money AID 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?"

	Base = (164) %
About right	71
Too little	29
	100

(If "Too little"): "Why do you feel that way?"

Cost of living was too high in country of training	12
Hotel and/or travel expenses were too high	12
Extra expenses due to nature of training	2
Not enough money -- general statements	1
Other reasons	2
	29

Table 33

OPINION OF MONEY MADE AVAILABLE BY AID, BY FIELD

	Agriculture	Community Development	All Other
Base =	(84) %	(41) %	(39) %
Too little	23	41	31
About right	77	59	69
	100	100	100

Tables 34 and 35, following, show the degree of participant satisfaction concerning the amount of time allowed for personal interests, their visits to private homes, and the number of social activities arranged for them while on their training programs. Included in these tables is a list of desired activities mentioned by those participants who feel that not enough social activities had been planned for them, and the activities to be excluded mentioned by participants who feel too many such activities had been planned for them.

Table 34

SOCIAL LIFE AND OUTSIDE ACTIVITIES

		Field of Training:		
Base =	Total (164) %	Agriculture (84) %	Community Development (41) %	All Other (39) %

a) Time for personal Interests: "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?"

Enough time	59	59	59	56
Too little time	40	41	39	41
Too much time	1	-	2	3
	100	100	100	100

b) Visits to Private Homes: "Were you entertained in private homes during the course of your program? 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	51	52	51	48
Fairly well	37	38	29	44
Did not like	1	2	-	-
Did not visit private homes during training	11	8	20	8
	100	100	100	100

c) Other Social Activities: "Speaking 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?)"

	Base = (164) %
Too many	4
About enough (voluntary)	75
Not enough	21
	100

(Continued)

Table 34

SOCIAL LIFE AND OUTSIDE ACTIVITIES (Continued)

d) Additional Activities Desired: "What kinds of activities would you have like more of?"

	Base = (164) %
More social and recreational activities	15
More cultural activities	3
More meetings with professional colleagues	3
More travel, sight-seeing	2
More free time	1
Other activities	4
Not ascertained	1
	21*

e) Activities to be De-emphasized: "What kinds of activities would you have liked less of?"

	Base = (164) %
Fewer social and recreational activities	2
Fewer cultural activities	1
Fewer invitations to private homes	1
Don't know	1
	4**

*Adds to more than the twenty-one per cent who say they had "not enough" social activities because some respondents gave more than one answer.

**Adds to more than the four per cent who say they had "too many" social activities because some respondents gave more than one answer.

Table 35

REACTION TO VISITS TO PRIVATE HOMES

"How did you feel about visiting private homes? Did you like the visits very much, fairly well, or did you not like them? Why do you feel that way?"

	Base = (164) %
Home visits gave an opportunity to see local customs, people, culture	35
Liked the hospitality and welcome received; people made me feel at home	23
Home visit provided an opportunity to exchange ideas	16
People were interested in my country and culture	4
Home visits provided an opportunity to make friends	4
Liked the atmosphere of the home visit	3
Could not accept all the invitations extended	2
Home visits helped learning to get along in the country of training	1
General positive comments	3
General negative comments	.7
Qualified comments	.0
Other concepts	1
Not ascertained	1
Did not visit private homes during training	11
	100*

*Adds to more than one hundred per cent because some respondents gave more than one answer.

The visits to private homes were liked because they gave trainees the opportunity for a first-hand view of local customs and the people, and because they liked the hospitality they received as well as the opportunity to exchange ideas with others. However, not all trainees liked the visits. The previous table shows that close to one-fifth (17%) expressed generally negative opinions and one-tenth (10%) qualified their answers. The following are a few of the statements made by participants.

> "Because I could learn a lot on how Americans live in their private homes with their families. I had a lot of discussions with the families and I was able to exchange views and ideas. I also learned that in America, wives and husbands do most of home work together -- a thing which is contrary to African way of living between wife and husband. I learned the way they used their efforts and energies in improving their homes with the amount of things they had without depending on the use of money. For example, making kitchen shelves out of orange crates."

> "Because first of all it creates friendship, understanding and also it helped to eliminate loneliness. Also, we had good time discussing and exchanging ideas on different problems of the countries in the world."

> "It helped me know how people in U.S.A. live in their private homes. In every home that I was entertained I found that they were hospitable and cheerful. I found that they felt proud of receiving guests, and I was able to discuss so many things concerning the problems facing our country and theirs, they were able to answer for me every question I asked them. Also they were very keen to know more about Africa."

> "The American people were very friendly in their homes and their continual remembering me, writing letters and sending several cards, is manifest of this."

> "I was very much interested to visit the Negro homes rather than the homes of whites. The reason is that the children in the white families were a bit of a nuisance -- they would make me uncomfortable with their questions."

"It depended on the places I visited. In some places I was feeling happy but in others I wasn't happy. In some of the places where I was unhappy were those places where I found myself being hounded to go to churches while I had very little knowledge of church practices and customs of United States. So it was very difficult to mix up with others freely."

"Sometimes, you see, because of the difference of culture one feels uncomfortable and strange."

"As far as the customs are not as ours, I don't think that I could feel at home in the houses. Taking an example of food, they eat different foods."

"It was planned that we should visit some homes and it was very difficult to get the right home to the right man. Participants should be asked if they should like to visit private homes or not, and this preference be adhered to whenever possible."

"I just felt fairly well, because there was some suspicion behind it, because some families invited people for the sake of curiosity or to fulfill an obligation and the visits were in most cases artificial. For example, some of the employees of the University invited students as part of an obligation arising from leadership."

"Because some of them were quite artificial that I could usually notice. They just wanted to see us and interview us so that they can find out what they want to know from an African."

"Some of the questions they ask, such as, 'Where do you have your skin cloth that the Masai wear?' bothered me. Questions of that sort did not keep me happy. In general, it was my feeling that Americans brag too much about their country but like to despise other people and the countries they come from. I have also noticed that the Americans do not know how to talk in a gentle way, they joke more than what joking should be, so I did not like to talk to them for I was not enjoying the talks."

Nearly two-thirds (63%) of all participants attended the communications seminars that have been established to help trainees to implement their training and to convey what they have learned to others when they return to their homes. A favorable reaction to the seminars is prevalent among the participants who attended. They most frequently express their approval of the seminars by reporting that they liked learning the techniques for effective or more effective communiation. When asked what they liked least about the seminar forty-eight per cent (about three-fourths of those who attended) could think of nothing they disliked about it. Details are given in Tables 36 and 37.

Table 36

ATTENDANCE AT COMMUNICATIONS SEMINAR

"At the end of your training program, did you attend a seminar in communications?"

	Base = (164)
	%
Yes, attended seminar	63
No, did not attend	35
Don't know, don't remember	1
Not ascertained	1
	100

Table 37

ATTITUDES ABOUT COMMUNICATIONS SEMINARS

"What did you like most about the seminar?"

	Base = (164) %
Learning how to communicate	35
Suggestions for adapting training	4
Contact with teachers	5
Exchange of ideas, meeting people	8
Non-specific (good, helpful, etc.)	2
Other aspects	4
Liked everything	3
Don't know	2
	63

"What did you like least about the seminar?"

Nothing, liked everything	48
Seminar was too short	1
Too superficial	1
Didn't like the location in which the seminar was held	2
Other aspects	12
Don't know	2
	63*

*Adds to more than the sixty-three per cent who attended the seminars because some respondents gave more than one answer.

The statements of the participants indicate the quality of the positive feelings they have about the communications seminar.

> "How to express oneself and transmit ideas to others. As it was my first time to have this kind of seminar I liked it very much. It was a seminar whereby all the participants in various groups, agriculture and teachers and all were told how to cooperate with one another as well as cooperating with other departments. It has helped me very much to be in such a group and seminar. This seminar has explained that while you are in one area and another person is in another department, if you have the same goal you can easily succeed by using the methods we were taught."

> "First of all I know that I am writing for semi-literates and such being the case I am supposed to write a simple and direct language. I received all that from the seminars."

> "Well, here we dealt with how to communicate. First of all here we dealt with different aspects of communication and the seminar was conducted in such a way that we were feeling at home when we started to practice what we had learned. We also reviewed the problems we might get back home and some solutions were discussed. And I felt that this was good because after staying for a while in well-developed country, it's good that one is reminded of the problems back home before he returns. That keeps one to be alert."

> "For example at the seminar we discussed about how people distort information. I have to be very careful when preparing radio broadcasts that I use words which convey the meaning I have to the listeners."

> "The exchange of ideas with those specialists gave me time to know whether what I observed or studied was valuable or not through being asked and asking many questions during the seminar."

The usefulness of the communications seminar is attested by the fact that most of those who attended say they have used the materials or ideas from it in their work. They have primarily applied the principles and ideas learned to improving their relationships with colleagues and

in dealing with people, and also have utilized these principles in teaching others. The ways in which seminar materials have been employed are detailed in Table 38, where reasons for non-use are also shown.

Table 38

USE OF MATERIALS FROM THE COMMUNICATIONS SEMINARS

"Have you used any of the materials or ideas from the seminar in your work?" (If "Yes"): "What did you use? How did you use it?" (If "No"): "Why is that?"

	Base =	(164)
		%
Yes, have used seminar materials:		54
In improving relations with colleagues, in dealing with people		30
Used principles in teaching others		21
Used materials in teaching others		9
Used ideas in suggesting changes		1
Have written articles, reports, etc.		3
Used material in non-specific ways		5
Other uses		2
No, have not used seminar materials:		9
Ideas not useful in own country		1
Ideas not useful in work now doing		3
Administrative problems, lack of supervisor, government help		1
Seminar added to new ideas		2
Other reasons		1
Don't know		1
		63

The majority of participants followed their programs as they were originally planned; only nine per cent report important changes having been made. The most frequent type of change (reported by 7%) was with regard to subject studied. In almost all instances those trainees who experienced program changes feel that they had been necessary.

Table 39

CHANGES MADE IN TRAINING PROGRAM

"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 routes or stopovers, but things like changing your course of study." (If "Changes made"): "What kinds of changes were made?"

	Base = (164) %	
Followed program as originally planned	91	
Important changes made:*	9	
Changed or added to the subjects studied		7
Changed location of training		2
Included more practice, on-the-job training		1
Included more academic study (non-degree)		1
Made it a longer program		1
Made it a shorter program		1
	100	

(Continued)

*Five per cent of the changes were made at the request of the participant, two per cent were requested by others or required by circumstances.

Table 39

CHANGES MADE IN THE TRAINING PROGRAM (Continued)

"Do you think these changes were necessary or unnecessary? Why do you feel these changes were necessary or unnecessary?"

	Base = (164) %	
Changes were necessary:	7	
To make the program more suited to my work		5
To learn more, make the program more interesting		2
The change was unavoidable		1
Changes were unnecessary:		
The change was not beneficial to me		1
Don't know	1	
No changes, followed original program	91	
	100	

Almost all (95%) of the participants were able to complete their training programs. Two per cent were recalled by the Tanzanian Government prior to finishing their programs; no other reason for failure to complete their training was mentioned by more than one per cent.

Table 40

COMPLETION OF TRAINING PROGRAM

"Did you complete your training program or did you leave before you completed it?" (If "No"): "Why was that?"

	Base = (164) %	
Yes, completed program	95	
No, did not complete program:	4	
Recalled by government		2
Personal reasons		1
Reasons connected with content or arrangement of training program		1
Not ascertained	1	
	100	

In summary, general satisfaction is found with regard to most aspects of the training program itself. Attendance at the communications seminar emerges as a valuable experience and one which has proved to have continuing usefulness to nearly all of those who participated in it. Weak points concerning the period abroad or the training are rather scattered, but a study of the data presented in this chapter may well offer suggestions for improvements and the ways in which they may be put into effect.

GENERAL ATTITUDES ON TRAINING

Nearly all (95%) of the participants are at least "moderately" satisfied with their training programs, and half (49%) say their programs were "very" satisfactory.

Table 41

PARTICIPANTS' SATISFACTION WITH TRAINING

"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?"

	Base = (164)
	%
Very satisfactory	49
Moderately satisfactory	46
Not too satisfactory	4
Not satisfactory at all	1
	100

As Table 42, which follows, indicates, the degree of overall satisfaction with their training programs varies within the sub-groups studied in this survey. There is a tendency for satisfaction to increase with age; more than two-thirds (69%) of those trainees who were forty years of age or over at the time of departure rate their programs as having been "very satisfactory" while only a little over one-third (37%) of those under twenty-five years at departure express this degree of satisfaction. Program evaluations by field of training show community development trainees to be considerably less satisfied with their programs than those in agriculture or all other fields. With regard to length of training, satisfaction

is generally greater among those whose training lasted six months or more than among those who were abroad for less than six months. A rating of "very satisfactory" was given the programs most often by the trainees who were gone for six months up to one year (60%).

Table 42

FACTORS RELATED TO PARTICIPANTS' SATISFACTION WITH TRAINING

	Age at Departure:				
	Under 25 Years	25 to 29 Years	30-34 Years	35-39 Years	40 Years And More
Base =	(27) %	(41) %	(42) %	(28) %	(26) %
Very satisfactory	37	41	55	43	69
Moderately satisfactory	56	46	43	54	31
Not too satisfactory	7	10	2	-	-
Not satisfactory at all	-	2	-	4	-
	100	100	100	100	100

	Field of Training:		
	Agriculture	Community Development	All Other
Base =	(84) %	(41) %	(39) %
Very satisfactory	55	37	49
Moderately satisfactory	42	56	44
Not too satisfactory	3	5	5
Not satisfactory at all	-	2	2
	100	100	100

	Length of Training:			
	Under 4 Mos.	4 up to 6 Mos.	6 up to 12 Mos.	1 Year Or More
Base =	(29) %	(31) %	(60) %	(44) %
Very satisfactory	38	42	60	45
Moderately satisfactory	55	55	35	48
Not too satisfactory	7	-	5	5
Not satisfactory at all	-	3	-	2
	100	100	100	100

In addition to being asked for their ratings of satisfaction with their training programs, participants were questioned about the degree of importance they place on their programs. For two-thirds (66%) of all trainees, participation in the program is viewed as one of the most important things they have ever done; it is considered as having been a waste of time by two per cent; and a rating somewhere in between these two extremes is given by one-third (32%). A variety of reasons are given for considering the program as one of the most important things in their lives, and most frequently expressed among these are that: the program was educational (26%); it has contributed to more effective work performance in field of endeavor (20%); it has broadened insight (11%); it has helped participants to obtain better jobs (8%); and it has provided the opportunity to acquire knowledge applicable to the problems of Tanzania (8%).

Table 43

PARTICIPANTS' RATING OF IMPORTANCE OF TRAINING

"Some participants after their 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?"

	Base = (164)
	%
Most important	66
Waste of time	2
In between	32
	100

(Continued)

Table 43

PARTICIPANTS' RATING OF IMPORTANCE OF TRAINING (Continued)

(If "Most Important") "Why do you feel that way?"

	Base = (164) %
It was educational	26
Now able to work more effectively in field	20
Training gave broader insight	11
Improved position, have better job	8
Acquired new knowledge, ideas applicable to own country's problems	8
Offered opportunity to know a highly developed country	6
Useful to respondent's employer or country	4
Gave self-confidence, courage	4
Learned how to treat others	3
Change to compare home situation with situation abroad	2
Met people, made friends	1
Other comments	1
	66*

*Adds to more than the sixty-six per cent who rate programs as "most important" because some respondents gave more than one answer.

The generally favorable attitude of Tanzanian trainees toward their training is further documented by their descriptions of what was most and least useful in their programs. When queried as to what they considered the most useful and valuable part of their training experience, sixty per cent responded in terms directly related to the program -- that is, to the actual training they received; nine per cent mentioned some aspect of conditions seen in the country of training -- they primarily valued the opportunity to see a modern society in action; twenty-three per cent made comments related to the people or customs of the country of training -- generally, they attributed benefit to the enlightenment that comes from learning how other people live and think; and two per cent simply said that everything was useful and valuable without pointing to any aspect as exceeding others in these characteristics. It is of interest to note that only one per cent of the trainees say that absolutely nothing in their training has been of use or value.

When asked what they considered least valuable in their programs, half (50%) could not name anything they would categorize in this manner. In general, program-related comments are scattered and most have meaning only in terms of the individual who mentioned them; that is, he found unrewarding specific courses taken, places visited, and so forth. Facets considered as least valuable which were not related to the training itself were the racial situation in the United States (9%) and certain aspects of the culture in country of training which the participant found irrelevant to himself or his country. It is not clear on what basis trainees who mention racial discrimination classify it as the least useful or valuable part of their training, but their comments do indicate that this is what they disliked most about the United States. A few report that they themselves experienced unpleasantness or inconvenience because of their color; most however, simply named "racial discrimination," "the colour bar," "civil right problems," and so forth, as the least valuable part of their programs and could not or would not pand upon the subject.

Table 44

USEFUL ASPECTS OF TRAINING

a) Most Useful: "During your stay in (country of training), what stands out as the most useful and valuable part of your experience?"

	Base =	(164) %
General comments:	3	
Everything was useful and valuable		2
Nothing was useful or valuable		1
Program-Related Comments:	60	
Studies in general, specific subjects studied		44
Observation tours, visits to industrial firms		6
On-the-job training		2
University attendance		2
High quality of instructors, university		2
Meeting and working with professional counterparts		4
Comments on Conditions Seen:	9	
Ways in which offices, plants, government agencies, etc., are organized		5
Good facilities for work or study		1
Procedures and equipment are modern		3
Comments on People, Customs:	23	
Characteristics of people in country of training		12
Obtained better understanding of other people		9
Meeting participants, students from other countries		2
Other comments	4	
Not ascertained	1	
	100	

(Continued)

Table 44

USEFUL ASPECTS OF TRAINING (Continued)

b) Least Useful: "What was the least useful and valuable part of your experience?"

	Base =	(164) %
Positive Comment:		
Nothing, the entire program was useful or valuable	50	
Negative Program-Related Comments:	22	
Visits to specific places		6
The university or school attended, or specific courses		5
The orientation program		2
The entire program was not useful, not valuable		1
All other miscellaneous and general parts of the program		8
Negative Comments -- Not Program-Related:	23	
Discriminatory attitudes toward various races experienced, observed or read about		9
Customs, culture, practices which have no relevance to respondent or home country		7
Social and recreational activities		2
Living conditions		1
All other non-program-related comments		4
Don't know, not ascertained	5	
	100	

As a further measure of their attitudes toward the training, participants were asked to offer suggestions as to ways in which the programs might be improved. Nearly all responded with suggestions of which the ones most frequently mentioned are: a generalized appeal for more or longer training (39%); more specialized training (38%); suggestions

that the programs be more specifically related to participants' needs (16%); calls for more practical work and training (15%); and calls also for some or more observation opportunities (15%). Table 45 presents the suggestions in detail.

Table 45

PARTICIPANTS' SUGGESTIONS FOR CHANGES

"Now I have a few questions on that training program in general. If you were to go through that program again, what changes would you like to have made in it? What do you think would make it more useful to you? Why would you have these changes made? Do you have any additional ideas or comments about that training program that you would like to mention?"

	Base = (164) %
No changes	6
Like more training, longer, more general, broader training; like to visit more places, study additional subjects	39
More specialized training program	38
Program should be more specifically related to participants' needs, needs of country	16
Should have more practical work; program was too theoretical	15
Would like some observation, more observation	15
Like to have received training elsewhere: different country, state, university; like to receive training in several places	11
Like to obtain academic degree	9
Would like less observation	7
Should like to have chance to plan own program	7
Should have more advance information about training program and/or country	6
Would like some, more academic training, more theoretical training	5

(Continued)

Table 45

PARTICIPANTS' SUGGESTIONS FOR CHANGES (Continued)

	Base = (164) %
Study teams or groups should be selected so they have same background or interests	4
More leisurely, less intensive program	3
More planning should be done in regard to job on return	3
Program should be better planned and organized	2
Should have more help in daily living expenses	2
Program is too elementary	2
Should have been shorter, program was repetitious	1
Would like less academic training	1
Should be more emphasis on or knowledge of the language of training country	1
Program is too difficult; should be better suited to background, abilities of participants	1
Other suggestions or comments	16
Don't know, not ascertained	1

Although supervisors had not always been aware of participants' programs to the extent they might have wished when serving as respondents in this survey, the majority evaluated the training programs as having been worth the cost and difficulties entailed for their organizations.

Table 46

SUPERVISORS' SATISFACTION WITH TRAINING GIVEN

"Do you think that this training program was worth the cost and difficulty it caused your organization, or was it not worth it?"

	Base = (86) %
Worth cost and difficulty	82
Not worth cost and difficulty	10
Don't know, not ascertained	8
	100

About three-fifths of the supervisors have suggestions for modifications in the programs. The specific suggestions center around planning the programs so that they are more in line with the needs of the participant, his job, or his home country (19%) or lengthening the period of training (12%).

Table 47

SUPERVISORS' SUGGESTIONS FOR CHANGES

a) Suggestions for Changes in Specific Programs: "If you had to send another person on a training program like (participant's), would you like to see any changes made in it?"

	Base = (86) %
No changes suggested; no further comments	17
Changes Related to Program Planning:	
Program should be planned to meet needs of participant or home country	19
Supervisor should have more important role in planning program	2
More time needed to prepare program	1
Other comments relating to planning of program	5

(Continued)

Table 47

SUPERVISORS' SUGGESTIONS FOR CHANGES (Continued)

	Base = (86) %
Changes Related to Content of Program:	
Program should include different aspects of field	9
Content of program should be more specific	7
Program should include more practical training	3
Program should include more theoretical work	3
Other comments relating to program content	2
Training should be longer	12
Other comments	13
Don't know, can't evaluate program, not ascertained	23

b) Suggestions for Changes in General: "Are there any other aspects of training programs on which you would like to comment?"

	Base = (56) %
Favorable comments only, with no suggestions or criticisms	4
Programs should include different subject matter	12
Programs should be planned to fit specific needs of participant or his country	11
Selection procedures should be improved	2
Programs should include more practical training	2
Programs should be more theoretical	2
Programs should be better scheduled; scheduled differently	2
More people in low-ranking jobs should go on training program	2

(Continued)

Table 47

SUPERVISORS' SUGGESTIONS FOR CHANGES (Continued)

	Base = (56) %
Participants should receive academic degrees	4
Returned participants should have means for keeping informed of developments in their fields	5
Supervisors should receive more information on the training programs available	2
Other concepts	11
No suggestions for changes	50
Don't know, not ascertained	2

UTILIZATION OF TRAINING AFTER RETURN

Quite apart from the participants' and supervisors' attitudes toward the training programs, the success of the training may be measured by the amount of participant post-return utilization. The intent of this chapter is to evaluate the programs from this point of view.

Naturally, any measurement of utilization of training must involve a close look at the participants' jobs before their departure and after their return. The following table compares the job level of participants at departure as presented in Chapter I with job level at time of interview.

Table 48

OCCUPATIONAL LEVEL AT SELECTION AND AT TIME OF INTERVIEW

	Position at Selection	Position at Interview
ase =	(164)	(164)
	%	%
Policy makers, top level	1	4
Policy makers, second level	15	21
Subordinate management	61	67
Professionals	15	7
Sub-professionals	1	-
Supervisors, inspectors	1	-
Other	6	1
	100	100

As may be seen from the preceding table, the distribution of the participants according to occupation level changes somewhat between the time of departure on the program and the time of interview. An increase of nine per cent from the first to the second period occurred in the policy making levels. Table 49, following, presents the detailed data pertaining to shifts in occupational level from selection to interview. The underlined figures represent the proportion of participants who remained within the same occupational stratum between the two periods.

Table 49

SHIFTS IN OCCUPATIONAL LEVEL BETWEEN SELECTION AND INTERVIEW

	Position at Selection:		
	Policy Makers	Subordinate Management	Others
Base =	(27)	(100)	(37)
	%	%	%
Policy makers	100	12	5
Subordinate management	-	86	65
Others	-	2	30
	100	100	100

All but one per cent of the participants interviewed have been employed continuously since their return from the training program; at the time of interview none was unemployed.

Table 50

UNEMPLOYMENT SINCE RETURN

"Since you've been back from that program, have there been any periods when you were not employed? If so, when were they and how long did they last?"

Base =	(164)
	%
No, employed continuously since return	99
Yes, have been unemployed	1
	100

Close to two-thirds (63%) of the trainees returned from their programs to the same jobs they had at the time of departure; of those who returned to different jobs, the majority came back to jobs they expected to have on return. At the time of interview half the trainees were employed at jobs different from the ones held immediately upon their return; almost all of these participants report the change was to a "better" job.

Table 51

JOB HISTORY

"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?" (If "Different"): "Was it the job you had expected to get on your return?"

	Base = (164) %
Same job on return as before departure	63
Different job on return	36
Job expected	27
Job not expected	7
Not ascertained	2
Never had a job since return	1
	100

"Are you employed at present?" (If "Yes"): "Is your present position the same as the one you had when you first returned, or is it different?" (If "Different"): "In what respects is it different?"

Yes, presently employed	100
Same job as on return	49
Different job	51
Better job	48
Different part of government	2
Changed from government to private business	1
Job in field of training	1
Different job in same general field	1
Different trade or profession	1
No, not presently employed	-
	100

More than two-fifths (44%) of the trainees feel their participation in the training program did not affect their present career status one way or the other: they feel they would have had about the same kind of position as they currently hold even if they had not gone on the training program. Better than one-fourth (29%) of the participants do believe, however, that they would not currently have as good a job as they do without the training program. This opinion is expressed much more often by agriculture trainees than by others. The majority of supervisors (75%) feel that, as a qualification for participants' present jobs, the AID training was very important or essential.

Table 52

EFFECT OF TRAINING PROGRAM ON CURRENT JOB POSITION

a) Participants: "Suppose that you had not 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?"

		Field of Training:		
	Total	Agriculture	Community Development	All Other
Base =	(164)	(84)	(41)	(39)
	%	%	%	%
About the same	44	35	46	62
Better	2	2	-	5
Not as good	29	39	15	21
Don't know	25	24	39	12
	100	100	100	100

(Continued)

Table 52

EFFECT OF TRAINING PROGRAM ON CURRENT JOB POSITION (Continued)

b) Supervisors: "As a qualification for his present job, how important was (participant's) training program -- essential, very important, helpful but not very important, not useful, or would he have been better off without it?"

	Base = (86) %
Essential	41
Very important	34
Helpful but not very important	16
Not useful	3
Better off without it	1
Don't know, no answer	5
	100

"How suitable was (participant's) training for his usefulness to your organization?"

Positive Answers:	
Strong positive comments not further specified (training was excellent, fine, etc.)	27
Weak positive comments not further specified (training was good, fair, suitable, etc.)	29
Suitable because participant is applying training to job	16
Participant is conveying his training to others	5
Participant has received a promotion, better job, etc.	3
Positive comments on participant's personal characteristics	5
Other positive comments	1
Neutral Answers:	
Training made no difference; neither suitable nor unsuitable	1
Negative Answers:	
Training not appropriate to current work of participant	9
Participant is not using training	2
Training was too narrow	2
Training too theoretical	2
Negative comments on participant's personal characteristics	6
Don't know, can't evaluate suitability of program, not ascertained	6
	100*

*Adds to more than one hundred per cent because some respondents gave more than one answer.

At least three-quarters, and usually many more, of the participants in each field of specialization report that they have been able to use at least some of their training on their current jobs. Nearly all of the community development trainees (95%) report having used their training and almost as many (87%) of the agriculture trainees do so. On-the-job use of training is lowest (77%) among those in fields other than community development and agriculture.

Table 53

PARTICIPANTS' USE OF TRAINING ON PRESENT JOB, BY FIELD

"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?" (If "Yes"): "Would you say you have used practically none, only a little, some, quite a bit, or almost everything?"

	Total	Agriculture	Community Development	All Other
Base =	(164)	(84)	(41)	(39)
	%	%	%	%
Yes, used training on job	87	87	95	77
Almost everything	18	18	17	18
Quite a bit	29	29	37	23
Some	32	28	39	31
Only a little	7	11	2	5
Practically none	1	1	-	-
No, have not used training or not employed at present	13	13	5	23
	100	100	100	100

The following table presents the most outstanding things the trainees feel they have accomplished since their return.

Table 54

OUTSTANDING THINGS DONE BY PARTICIPANTS SINCE RETURN FROM TRAINING PROGRAM

"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?)"

	Base = (164)
a) The Nature or Character of the Activity:*	%
Changed or improved procedures, reorganized an organization, introduced new procedures, curriculum, etc.	35
Taught others, lectured	30
Performed regular occupation in a superior way	18
Instituted a new organization or service	11
Wrote a book, manual	4
Conducted research survey	1
Made formal plans for future development	2
Introduced, purchased new equipment	1
Constructed something (dam, bridge, building, etc.)	1
Continued own studies	1
Obtained a better job	1
Not ascertained	2
No activity reported	24
	100**
b) The Field of Economic Endeavor to Which the Reported Activity Belongs:	
Agriculture and natural resources	40
Community development	21
Industry and mining	4
Labor	1
Education	5
Public safety and public administration	2
All other fields	1
Not ascertained	2
No activity reported	24
	100
c) The Use of AID Training in Reported Activity:	
Training used in activity	69
Training not used	1
Use of training not ascertained	6
No activity reported	24
	100

*Seventy-four per cent of the respondents imply that the activity was initiated by themselves; two per cent imply that it was initiated by others, and, twenty-four per cent did not report any outstanding achievements.

**Adds to more than one hundred per cent because some respondents gave more than one answer.

Post-return activities which participants consider as outstanding range from those which affect only a few people to those involving large numbers. On the whole, however, the activities participants describe as outstanding do touch the lives of at least a segment of their own local communities. Examples of these activities, in the words of the participants themselves, are reported below.

> "I have been able to make the people work harder than they used to."
>
> "I have endeavored to go to farmers personally and solve problems on the spot rather than on paper in the office."
>
> "Encouraging women to eat eggs and chicken. According to our tribal tradition women naturally don't eat chicken as they call a chicken a bird and believe that a woman who eats eggs will have a child without hair."
>
> "I have opened small shambas to the students in the form of societies, so as to give them a picture that farming should not be despised by people with high education. This is doing very well."
>
> "I have been able to motivate people to build village training centers in the local areas."
>
> "Construction of water wells, latrines, modern houses -- cheaper ones but nice ones -- bridge making and home beautification and personal hygiene. Adult education. I remember the area where I was assigned during my program in the Philippines where I learned and observed these techniques."
>
> "I have organized a block farming system with respect to rice production."
>
> "I have been holding seminars in which I give lectures on fertilizer applications to the junior members of the staff. I use the communication techniques and the method of demonstrations and the staff training knowledge and techniques I learned on my program."
>
> "Arranged a pilot project in a literacy campaign which is working successfully."
>
> "By my use of training in communication I was able to organize a Masai program. You know the Masai are primarily cattle rearing people and very backward. I organized a group of 100 Masai and taught them how to read and also how to start farming. They now own their own farms."

"I have raised the cotton crop in this year 1966. In 1965 we had 3003 bales of cotton, and this year we anticipate getting about 4000 bales."

"One is that I have very good relationship with my staff and as such I have been able to relate any information I want with a good response. In 1964 the district produced 188 pounds (sic) of tobacco, which is the main cash crop of this area, while in 1965 we produced 1030 tons and this year we are anticipating a record of 1500 tons. This achievement came about through my good relationships with both political and technical officers who are responsible for this achievement."

As a group, the supervisors were not too closely involved with the participants or their programs before the training program; less than half (46%) of the supervisors interviewed state that the participant was working for them before departure, and of the remainder, six per cent were familiar with some aspects of the training. One-fifth of the supervisors were involved in the planning of the participants' programs, but close to two-fifths (38%) state that their organizations had plans for how the training would be utilized after return.

Table 55

SUPERVISORS' AWARENESS OF PROGRAMS AND UTILIZATION PLANS

"When (participant) left on this training program, was he working for you?" (If "No"): "Before he left, were you familiar with any aspects of his training program?"

	Base = (86) %
Yes, participant worked for me before departure	46
No, participant didn't work for me	46
No, wasn't here then	8
	100
Not familiar with program	45
Familiar with some aspects of program	6
Not ascertained	3
Participant worked for me before departure	46
	100

(Continued)

Table 55

SUPERVISORS' AWARENESS OF PROGRAMS AND UTILIZATION PLANS (Continued)

(If "Familiar With Program"): "Who actually initiated (participant's) training program -- was it (participant) himself, someone in this organization, or someone in another organization?"

	Base = (86) %
Someone in this organization	41
Ministry or other home government official	2
AID personnel	6
University official, professor, etc.	3
	52

"Did you help in planning (participant's) training program?"

Yes, helped plan program	20
No, did not help plan program	32
	52

"Before (participant) left on his program, did this organization have plans as to how his training would be utilized after he came back?"

Yes, organization had plans for utilization	38
No, did not have plans	7
Don't know, not ascertained	7
	52

Approximately half (47%) of the participants consider that their current supervisors are "very helpful" to them in utilizing the training received

Table 56

HELPFULNESS OF SUPERVISOR IN USING TRAINING

"Thinking now of your supervisor in your current job -- does he help you in utilizing that training? Would you say he was very helpful, somewhat helpful, or not helpful?"

	Base = (164) %
Very helpful	47
Somewhat helpful	15
Not helpful	5
Neither helpful nor unhelpful	10
Has no supervisor, or presently not employed	23
	100

One factor which may influence the extent to which a participant is able to utilize his training on his job is the experience of the supervisor himself with training abroad. One-third (34%) of the participants work with supervisors who have themselves been trained abroad; an equal proportion (34%) have non-supervisory co-workers who have been trained abroad.

Table 57

INCIDENCE OF WORKING UNDER SUPERVISORS TRAINED ABROAD

"Is there anyone with whom you work who has been trained abroad?" (If "Yes"): "Is that your supervisor?"

	Base = (164) %
Yes, work with somebody trained abroad	68
Supervisor	34
Not supervisor	34
Do not work with somebody trained abroad or not currently employed	32
	100

More than two-fifths of the participants (43%) state they have plans for using their training which they have not yet been able to carry out. In terms of fields of training, persons in community development most often have such future projects in mind. A variety of activities are included among these unfulfilled plans; hopes of teaching others things learned on the training program exceed other plans in frequency of mention.

Table 58

UNFULFILLED PLANS, BY FIELD

"Do you have any plans for using this training which you have not as yet been able to carry out?"

	Total	Agriculture	Community Development	All Other
Base =	(164) %	(84) %	(41) %	(39) %
Yes, have unfulfilled plans	43	39	51	41
No, do not	57	61	49	59
	100	100	100	100

(If "Yes"): "Can you tell me something about that?"

	Base = (164) %
Plan to teach others	18
Plan to institute a new organization or service	11
Plan to change procedures, reorganize an organization or section	10
Plan to write a book, manual, etc.	5
Plan to introduce, purchase or install new equipment	1
Plan to use training in job (not further specified)	1
My plans can be carried out if the equipment or facilities are available	4
My plans can be carried out if money is available	1
Other plans	2
	43*

*Adds to more than forty-three per cent because some respondents gave more than one answer.

When asked about difficulties they have encountered in utilizing their training, approximately three-fourths of the participants cited at least one problem they have met. The difficulties most often mentioned are lack of equipment, inadequate preparation on the part of colleagues, and lack of money.

Table 59

MAJOR DIFFICULTIES ENCOUNTERED IN USING TRAINING

"In general, what do you find to be the major difficulties in using the skills you learned in the training program, or in conveying them to other people?"

	Base = (164) %
No difficulties	25
Lack of equipment, machinery	25
Lack of educational preparation of job colleagues	14
Lack of money	13
Training too advanced for home country	9
Not in a position of authority	7
Present job not related to field of training	6
Lack of time	5
Lack of transportation	4
Lack of trained staff	4
Colleagues, employees will not accept new ideas	4
Government, country structure are not amenable	2
No opportunity in job to apply training	2
Government, "bosses" will not accept new ideas, will not cooperate	2
Lack of help to ex-participants on the part of AID	1
Did not learn anything to transmit	1
Other reasons	1
	100*

*Adds to more than one hundred per cent because some respondent gave more than one answer.

Most participants (90%) say they have transmitted at least some of their training to others since their return from abroad. Informal discussions (80%) and formal teaching (69%) are the chief means of such transmittal, but one fourth say they have conveyed their training to others through their writing and an equal proportion have done so through on-the-job training. Nearly all supervisors, among those with an opinion, support the statements of participants for they, too, say that participants have conveyed their training to others. Supervisors report that such transmittal has been done by means of on-the-job training, formal teaching and through informal discussions.

Table 60

TRANSMITTAL OF TRAINING KNOWLEDGE TO OTHERS, BY FIELD

a) Participants' Reports: "Now I'd like to ask about whether or not you have conveyed to other people the things you learned in that program. Have you been able to convey any of what you learned in the program to others?" (If "Yes") "About how much of this training have you been able to transmit to other people -- practically none, only a little, some, quite a bit, or almost everything?"

		Field of Training:		
	Total	Agriculture	Community Development	All Other
Base =	(164)	(84)	(41)	(39)
	%	%	%	%
Yes, conveyed training to others	90	93	93	79
Almost everything	9	8	12	5
Quite a bit	31	30	41	23
Some	42	46	37	41
Only a little	7	8	2	8
Practically none	-	-	-	-
Not ascertained	1	1	1	2
No, have not conveyed it	10	7	7	21
	100	100	100	100

(Continued)

Table 60

TRANSMITTAL OF TRAINING KNOWLEDGE TO OTHERS, BY FIELD (Continued)

(If "Yes") "How have you gone about doing that?"

	Base = (164) %
Informal discussions	80
Lectures, formal training	69
Articles, other publications	26
On-the-job training	24
As a consultant to businesses, organizations	1
Organized, re-organized businesses, industry, organizations	2
Other means	1
	90*

b) Supervisors' Reports: "Has any of the information (participant) acquired on his program been conveyed to other people in this organization?"

	Base = (86) %
Yes, has been conveyed to others	72
No, has not	13
Don't know, no answer	15
	100

(If "Yes") "How has this been done?"

Supervision, guidance of other workers	28
Formal teaching lectures, seminars	26
Informal discussions	22
Reports at meetings	3
Demonstrations	8
Revisions, improvements in techniques, equipment	6
Other methods	7
	72**

*Adds to more than ninety per cent because some respondents gave more than one answer.

**Adds to more than seventy-two per cent because some respondents gave more than one answer.

Two-thirds of the supervisors have discussed with participants the content of their training programs; the remainder have not. Not quite as many, one-half, have discussed participants' experiences in the country of training that were not connected with program content.

Table 61

SUPERVISOR-PARTICIPANT EXCHANGES

a) Discussion of Training: "Since (participant) has been back from his training program, have you discussed with him the things he studied in his program?"

	Base = (86) %
Yes, have discussed training	66
No, have not	34
	100

b) Discussion of Other Experiences: "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, have discussed other experiences	50
No, have not	50
	100

Before departure, only five per cent of the participants had had some contact with USAID -- one per cent had been employed full-time on an AID project. Since returning, however, more than one-third (36%) have been in contact with the organization. Persons in the miscellaneous fields of endeavor and those in community development have been much more frequently

in touch with AID since their return than have those in agriculture. Approximately one participant in seven reports he has an AID technician available for consultation or advice.

Table 62

USAID-PARTICIPANT CONTACTS, BY FIELD

a) Pre-Selection Work or Contact with USAID Project: "At the time you were selected to go abroad, were you employed by USAID or in a project run jointly by USAID and your government?" (If "Yes") "Was that full-time, part-time or occasionally?" (If "No") "Before you were selected, had your work ever brought you into contact with any USAID project?"

	Base = (164) %
Yes, employed in USAID project:	1
Full-time	1
Part-time	-
Occasionally	-
No, not employed in USAID project:	98
Had contact with USAID	4
Had no previous contacts	93
Don't know, not ascertained	1
Not ascertained	1
	100

b) Post-Return Work or Contact with USAID Project: "Since your return from the program we have been discussing, have you had any contact with USAID?" (If "Yes") "Since your return from that program, have you ever worked for USAID or worked in a joint project of USAID and your government?"

	Total	Agriculture	Community Development	All Other
Base =	(164) %	(84) %	(41) %	(39) %
Yes, have had contact with USAID	36	23	44	56
Worked in USAID project	8	6	5	15
Have not worked on USAID project	28	17	39	41
No, have had no USAID contact	64	77	56	44
	100	100	100	100

Table 63

FREQUENCY OF PARTICIPANT CONTACTS WITH TECHNICIANS, BY FIELD

"Is there a USAID technician available to you for consultation or advice?"

	Total	Agriculture	Community Development	All Other
Base =	(164)	(84)	(41)	(39)
	%	%	%	%
Yes, technician available	14	6	20	26
No technician available	82	92	78	64
Don't know	4	2	2	10
	100	100	100	100

Table 64 summarizes participant reports on the help they have requested and received f ›m USAID since their return. One-fifth of the participants have asked for some kind of help from USAID since their return, and may of them feel they have received the help requested.

Table 64

HELP REQUESTED FROM USAID BY RETURNED PARTICIPANTS

"Have you requested any kind of help from USAID since you returned from that program?"

Base =	(164)
	%
Yes, requested help	20
No, did not	80
	100

(Continued)

Table 64

HELP REQUESTED FROM USAID BY RETURNED PARTICIPANTS (Continued)

(If "Yes") "On what kinds of problems did you request help? (Can you tell me something about that?)"

	Base = (164) %
Technical advice	7
Printed materials	7
Additional training grant for self	4
Assistance in training staff members	1
Training grants for others	1
Equipment, machinery	1
Audio-visual aids	1
Financial assistance	2
Other kinds of help	2
	20*

(If "Yes") "Did you get the help you asked for?"

Yes	14
Partially	2
No	4
	20

Approximately one-third (35%) of the participants joined, during or since their training programs, some U.S. professional society; about the same proportion (32%) are presently members. Agricultural trainees more often joined professional societies than did others. Two-fifths (41%) of the participants currently receive U.S. professional publications and most of those who do so find them useful.

*Adds to more than twenty per cent because some respondents gave more than one answer.

Table 65

PROFESSIONAL AND PERSONAL CONTACTS WITH U.S., BY FIELD

a) Membership in U.S. Professional Societies: "During or since that training program, did you join any U.S. professional society?"

	Total	Agriculture	Community Development	All Other
Base =	(164)	(84)	(41)	(39)
	%	%	%	%
Yes	35	42	27	31
No	64	58	71	67
Not ascertained	1	-	2	2
	100	100	100	100

Now Member?: "Are you now a member of a U.S. professional society?"

	Base = (164)
	%
Yes, now member	32
No, not now	51
Not ascertained	17
	100

b) Receipt of U.S. Professional Publications: "Do you receive any U.S. professional publications?" (If "Yes") "How much use are the publications to you -- very useful, somewhat useful, only a little use, or not useful at all?"

	Total	Agriculture	Community Development	All Other
Base =	(164)	(84)	(41)	(39)
	%	%	%	%
Yes, receive U.S. publications:	41	40	39	44
Very useful	23	25	20	23
Somewhat useful	14	13	17	13
Only a little useful	3	1	2	8
Not useful at all	1	1	-	-
No, do not receive publications	40	36	46	48
Not ascertained	19	24	15	8
	100	100	100	100

Table 66

RECEIPT OF NEWSLETTER FROM ORIENTATION CENTER

"Do you receive their newsletter?"

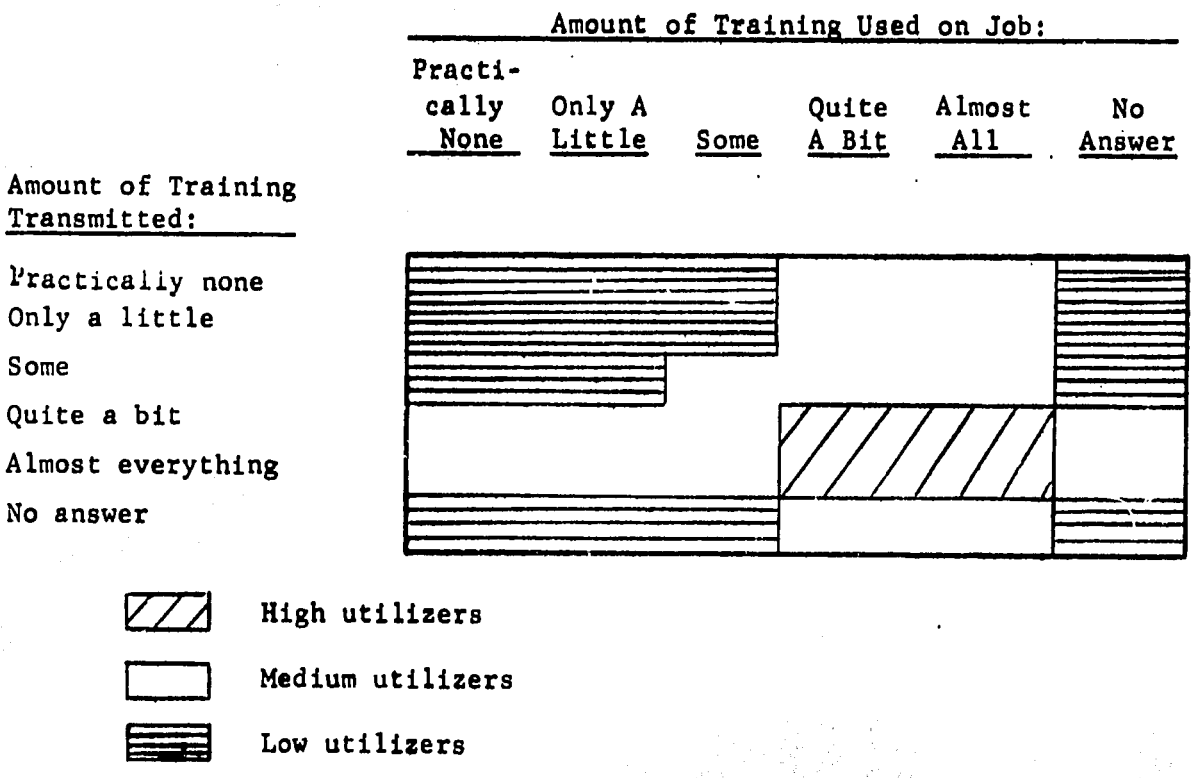
Base =	164)
	%
Yes, receive their newsletter	48
No, do not	24
Not ascertained	1
Did not attend any orientation session in United States	27
	100

THE UTILIZATION INDEX

A special index with the purpose of establishing a constant indicator of training utilization was developed. This was done by cross-tabulating the two parallel questions on use of training on the job and transmittal of training knowledge to others. Three different groups of participants were thus developed:

	No. of Cases
1. Those who rated high on both questions	50
2. Those who rated in the middle	82
3. Those who rated low	32
	164

The above groups were actually selected as shown in the following chart:



Using this index as a guide, three-tenths of the participants from Tanzania may be classified as high utilizers; one-fifth fall in the low utilizer group; and half are classifiable between these two extremes.

Table 67

UTILIZATION OF TRAINING

	Base = (164) %
High utilizer group	30
Medium utilizer group	50
Low utilizer group	20
	100

Since it is reasonable to assume that the extent to which participants will have utilized their training is related to the length of time they have had for such post-return implementation, it may be useful to look at results according to the length of time since return. The data in the following table do, in fact, show that utilization increases with length of time since return from programs.

Table 68

UTILIZATION OF TRAINING, BY LENGTH OF TIME SINCE RETURN

	Length of Time Since Return from Program:		
	6 Months Up to 2 Years	2 Years Up to 3 Years	3 Years Or More
Base =	(63) %	(46) %	(55) %
High utilizers	22	26	44
Medium utilizers	56	54	40
Low utilizers	22	20	16
	100	100	100

In terms of characteristics of participants prior to departure, Table 69 shows that utilization of training is higher among community development trainees than among those in agriculture or all other fields of endeavor; community development trainees have both the highest proportion of high utilizers and the lowest proportion of low utilizers. Persons at the subordinate management and professional levels of occupation at selection have made more use of their AID training than have those who were policy makers. No pattern from which conclusions may be drawn emerges when utilization is looked at by age at departure. Considering high utilizers, there are more among those twenty-five to twenty-nine years of age and fewer among those thirty-five to thirty-nine years of age than there are within any other age group.

Table 69

UTILIZATION OF TRAINING, BY BACKGROUND CHARACTERISTICS

	Field of Training:		
	Agriculture	Community Development	All Other
Base =	(84)	(41)	(39)
	%	%	%
High utilizers	29	49	15
Medium utilizers	51	41	57
Low utilizers	20	10	28
	100	100	100

	Occupational Level at Departure:		
	Policy Makers	Subordinate Management	Professionals
Base =	(27)	(100)	(24)
	%	%	%
High utilizers	11	34	29
Medium utilizers	59	45	63
Low utilizers	30	21	8
	100	100	100

(Continued)

Table 69

UTILIZATION OF TRAINING, BY BACKGROUND CHARACTERISTICS (Continued)

	Age at Departure:				
	Under 25	25-29	30-34	35-39	40 and Over
Base =	(27) %	(41) %	(42) %	(28) %	(26) %
High utilizers	30	39	31	18	31
Medium utilizers	51	44	52	50	54
Low utilizers	19	17	17	32	15
	100	100	100	100	100

There is a tendency for utilization to increase with the length of the training program. In terms of the experiences of Tanzanian trainees, greater implementation of training results when programs last four months or more than when the duration is less than four months.

Table 70

UTILIZATION OF TRAINING, BY LENGTH OF PROGRAM

	Length of Training Program:			
	Less than 4 Months	4 Up to 6 Months	6 Up to 12 Months	1 Year Or More
Base =	(29) %	(31) %	(60) %	(44) %
High utilizers	21	32	32	34
Medium utilizers	38	55	50	55
Low utilizers	41	13	18	11
	100	100	100	100

Analysis of utilization by information items in the survey regarding behavior since return indicates a tendency toward higher utilization of training among those who have taken certain actions than among those who have not. This is demonstrated in the data given in Table 71. Of interest is the greater proportion of high utilizers found among those who changed their jobs between the time they arrived back in Tanzania from training and the time of interview, than among those who have continued in the same position.

Table 71

UTILIZATION OF TRAINING, BY POST-RETURN JOB CHANGING AND CONTACTS WITH AID

	Present Position Relative to Position on Return From Training:	
	Different	Same
Base =	(34)	(30)
	%	%
High utilizers	41	20
Medium utilizers	45	55
Low utilizers	14	25
	100	100

	Contacts with AID:	
	Yes	No
Base =	(59)	(105)
	%	%
High utilizers	37	27
Medium utilizers	48	51
Low utilizers	15	22
	100	100

	Request of Help From AID:	
	Have Requested Help	Have Not Requested Help
Base =	(32)	(132)
	%	%
High utilizers	41	28
Medium utilizers	50	50
Low utilizers	9	22
	100	100

In general, analysis of utilization of training by attitudes toward that training does not consistently show the expected correlation between high implementation and favorable attitudes. For example, as shown in the table below, there is no difference between the proportions of high utilizers among those who are very satisfied with their training as compared with those who are only moderately satisfied. However, considering opinions regarding the effect of the AID training on their careers, it is found that utilization is higher among those who believe their training has been a help than among those who do not hold this opinion. That is, there are more high utilizers and considerably fewer low utilizers among those who think that, without the AID training, they would not have as good a job as they have at present, than there are among those who believe that with or without the training they would have the same job.

Table 72

UTILIZATION OF TRAINING, BY ATTITUDES TOWARD THE TRAINING

	Overall Satisfaction With Training Program:	
	Very Satisfied	Moderately Satisfied
Base =	(80)	(75)
	%	%
High utilizers	29	29
Medium utilizers	56	47
Low utilizers	15	24
	100	100

(Continued)

Table 72

UTILIZATION OF TRAINING, BY ATTITUDES TOWARD THE TRAINING (Continued)

	Compared with Present Job, Opinions of Kind of Job Would Have Without AID Training:	
	Not as Good	Same
Base =	(47)	(72)
	%	%
High utilizers	34	25
Medium utilizers	60	49
Low utilizers	6	26
	100	100

METHODOLOGY

All Tanzanians who had been trained abroad on an AID program, and who had returned from these programs by January, 1966, were eligible for inclusion in the survey. The Participant Register maintained by the Training Office of USAID/Dar es Salaam listed 333 participants; of this number, seventy-eight were ineligible for the evaluation survey for a variety of reasons: they had not completed their programs or had not returned to Tanzania before January, 1966; or they had not left the country for their training; or had not gone on a training program;* or (as in the case of one participant) had been a participant more than once and therefore had a multiple listing in the Register. Of the remaining 255 eligible participants, sixty-four per cent (164 participants) were interviewed. Reasons for non-interview among eligible participants are given in the following table.

*Included in this category are persons who went abroad only to attend short conferences.

REASONS FOR NON-INTERVIEW

	NUMBER		
		#	
Whereabouts Unknown	28		
Not traceable from previous address*		20	
No address information available from AID		8	
Abroad at Time of Survey	15		
Working/studying abroad:		14	
United Kingdom			4
United States			3
Kenya			2
U.S.S.R.			2
Canada			1
Malawi			1
U.A.R.			1
Has left Tanzania permanently		1	
Whereabouts in Tanzania Known	48		
Refused to participate in survey		6	
Participants address available only after departure of interviewing team from area		10	
On leave		7	
Away on field trips during interviewing period		24	
No response to efforts to contact		1	
TOTAL	91		

*Includes eleven persons who have resigned or retired, and two who were dismissed from their jobs.

Comparisons of the two groups of eligible participants -- those interviewed and those who were not -- shows an under-representation of agriculture trainees among those interviewed and an over-representation of community development trainees. There are fourteen per cent fewer from the field of agriculture and fourteen per cent more from community development among the interviewees than among those not interviewed.

	Interviewed	Not Interviewed
Base =	(164)	(91)
	%	%
Field of Training:		
Agriculture	52	66
Community Development	25	11
Public Administration	12	14
Education	7	6
Miscellaneous	4	3
	100	100

Current job and address information, obtained in the course of searching out participants for inclusion in this survey, has been forwarded to the USAID Training Office in Dar es Salaam.

The eligibility of supervisors for interview was dependent upon the completion of a participant questionnaire. Participants were asked at the end of their interviews for the names of their immediate supervisors who were then approached for interview. Of the 164 participants interviewed, forty-three reported having no supervisors. Some individuals are the supervisors of two or more participants. In all, fifty-six individuals who supervise the work of eighty-six of the participant respondents were interviewed.

The questionnaires used for interviewing both the participants and the supervisors were provided by AID.

All interviews were conducted during the months from September, 1966, through January, 1967, by especially trained Tanzanian interviewers. The interviewers were trained by key personnel of Market Research (Tanzania), Dar es Salaam. A minimum of ten per cent of all interviews were personally checked with the respondent in order to ensure not only that the interview had been accomplished, but had been conducted in strict accordance with specifications.

The editing and coding of the participant and supervisor questionnaires was done in INRA's New York office; the fully-developed codes used were, again, provided by AID. All the coded data were punched onto IBM cards and verified on the installation of IBM machines maintained by the Data Computing Corporation of Hempstead, New York.

The percentaging of the data, the analysis of it, and the actual production of this report were done in the New York office of International Research Associates.