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A SURVEY OF THE PERUVIAN PARTICIPANT TRAINING PROGRAM

Prepared for
The Department of State
Agency for International Development

International Research Associates, Inc.

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July 14, 1965

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INTRODUCTION

The report presented in the following pages is based upon the data obtained from 500 personal interviews with Peruvians who had been sent abroad on a training program sponsored by AID or by its predecessor agencies** and who had returned to their home country by January, 1964; in addition, 293 interviews were accomplished with the participants' current supervisors.

All interviews were done during the months of December, 1964 and January, 1965.

An explanation of the sample of respondents used and the manner in which it was selected is presented at the end of this report under the section entitled Methodology.

In interpreting the percentages presented in this report, the base, or number of interviews from which the percentages were calculated, should always be kept in mind. It should be remembered that the larger the base, the more stable are the percentages derived from it; the smaller the base, the greater the plus-or-minus tolerance which must be mentally allowed for the accuracy of the percentages.

Throughout the report, an asterisk (*) appearing in a tabulation indicates less than one-half of one per cent; a dash (-) indicates no responses in that category. Some columns of figures are shown adding to more than 100%; this is because multiple responses were obtained.

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

PRINCIPAL FINDINGS

The largest proportion of Peruvian participants (25 per cent) were in the field of agriculture and natural resources, followed by health and sanitation (16 per cent) and public administration (15 per cent). The smallest number of participants (2 per cent) were specializing in the field of community development and social welfare.

It is worthy of notice that the individuals selected to be sent abroad for training generally had been involved in their field of specialty for a reasonably long time; 54 per cent had been in their specialty for at least five years; of the remaining 36 per cent, only a very few (2 per cent) had had no experience in the field in which they were to receive training.

The majority (81 per cent) of the trainees were employed by the government at the time of selection, 13 per cent were employed by some private business, and the remaining few mentioned other scattered employers.

The median length of all training programs was between four and six months. (Those in health and sanitation enjoyed the longest training programs -- with a median length of between one and two years; the participants in agriculture, transportation and public administration received training for the shortest time -- each field with a median program length of **only two to four months.**) Both the supervisors and the participants, especially the latter, thought that the programs were too short; half (51 per cent) of the trainees felt this way and 31 per cent of their supervisors did so.

Slightly more than three quarters (76 per cent) of the participants received training in one country only; 16 per cent had the opportunity to travel to two and only 8 per cent to three countries. (all transportation specialists went to only one country, whereas labor trainees travelled to more countries than did any other group of participants.)

A total of 61 per cent of the trainees were sent to the United States for at least some of their training; 25 per cent went to Puerto Rico, 12 per cent to Mexico, and 11 per cent to the Canal Zone in Panama. The location of training was unsatisfactory to a substantial number of supervisors (30 per cent); many felt there should be more training, or that all the training should take place in Europe or some Latin American country.

In spite of the fact that more than half (54 per cent) of the trainees sent abroad had already received some academic degree before their departure, 20 per cent received one through their training. This aspect of the program, it might be added, is most favorably looked upon by both those participants who did receive degrees as those who did not, principally because they believe that such academic recognition signifies more prestige and that it enables them to improve their over-all ability in their field.

All but 17 per cent of the trainees were selected, primarily by their supervisors and ministries, to participate in the A.I.D. training project. Approximately a quarter of all of the supervisors interviewed who expressed an opinion regarding the procedures by which participants are selected found them unsatisfactory.

A substantial 70 per cent of the participants were not given the opportunity to become involved in the planning of their program, and the majority of these individuals stated that it would have helped their program if they had been able to participate. Supervisors were even less involved in any pre-departure sessions -- only 18 per cent helped in planning the participants' programs.

Half (51 per cent) of the programs required a knowledge of the English language; the other half (49 per cent) did not. It is interesting to note that approximately six out of every ten participants who were sent on programs requiring English had some difficulty with the language, either in

understanding others, in being understood or in both ways. This naturally accounts for the large number of participants who felt that either some or ~~more~~ English language instruction would have been helpful.

Only slightly more than half (54 per cent) of all the participants attended a general orientation session on arrival in their country of training. (Twenty-seven per cent of these sessions took place at the Washington International Center.) However, the majority of trainees who did take part in orientation meetings rated them as valuable.

Approximately seven out of every ten participants and their supervisors thought that the level of the programs was satisfactory; the majority of the remaining respondents who were dissatisfied with this aspect of the training were so because they claimed that the training was too elementary or simple.

Nearly three-quarters (73 per cent) of the trainees rated the attention they received from project managers as satisfactory; this is an especially favorable reaction when it is considered that only 80 per cent of the participants even had a project manager to guide them.

Funds provided for living costs and travel during the training were generally adequate, but, as would be expected, more than one-quarter (27 per cent) of the participants felt that they were allowed too little money, principally because the cost of living was too high in the country of training.

A total of 71 per cent of the trainees were entertained in private homes during the course of their programs, and almost all expressed very favorable opinions on this account.

Less than two out of every ten participants (17 per cent) attended a seminar in communications at the end of their training programs. However,

the seminars were well liked, principally because they provided suggestions for adapting the training for conditions or available facilities in the home country. Nearly all trainees who did attend communications seminars have used some of the material or ideas from them in their work.

A substantial 86 per cent of the trainees have been able to use the skills, techniques or knowledge they learned during the projects in their current jobs. (Health participants have been able to use their training most, whereas those specializing in public administration have used it least.)

More participants have been able to convey their acquired knowledge to other people than have actually used it on their jobs -- 96 per cent have passed it along to others, primarily in the form of lectures, formal training and informal discussions.

In spite of the high degree of use and transmittal of training knowledge, six out of every ten participants have some plans for using their training which they have not as yet been able to carry out.

The major types of difficulty in using training reported by participants were the lack of money and lack of equipment to put it into practice. It is interesting to note that public administration specialists, who, as mentioned above, are those who have been able to use their training least, are also those who report having encountered the least difficulty in using the training; education participants have been those who have found the most difficulties on this account.

Half (49 per cent) of the trainees reported post-return contact with USAID, but only 37 per cent stated that a USAID technician was available to them for consultation; however, few (15 per cent) of the participants said that they meet the technician frequently. (Agriculture trainees mentioned frequent contacts with technicians most - 32 per cent; and health participants mentioned them least -- 5 per cent.)

Only two out of every ten returned participants belong to some U.S. professional society. A full half (52 per cent), however, receive U.S. professional publications.

Many factors are correlated with the utilization of the training. The most noteworthy factors affecting utilization are:

1. Field of training -- participants in miscellaneous fields are those who have most been able to use their training, followed by industry and mining, education, and health participants. The smallest number of trainees who have been able to use their training are in the field of transportation.
2. Occupational level -- the variation in the degree of utilization by level are immediately apparent: professionals report the highest degree of utilization; engineers report the lowest.
3. Length of program -- the longer the program, the higher the degree of utilization.
4. Pre-departure university attendance -- those participants who attended university before they left on the program have used their training more than those who did not attend.
5. English language difficulty -- as could be expected, the participants who had some difficulty with English during their program reported using the acquired knowledge less than those who had no difficulty on this account.
6. Overall satisfaction with training program -- the participants who were very satisfied with the project have used their training to a substantially higher degree than those who were only moderately or not satisfied.

7. Membership in U.S. professional societies -- a significant number of the trainees currently members in some U.S. professional societies have been able to use their training.
8. Frequency of contact with USAID technicians -- the more frequent the contact, the higher the utilization.

BACKGROUND OF PARTICIPANTS

The "typical" participant -- that is, one assuming the personal characteristics found in the majority of the Peruvian trainees -- selected for participation in the A.I.D. training program was a young (usually 39 years of age or under) married male (resident in Lima) with at least fifteen years of education, including attendance at a university before selection and employed, at the time of departure on the program, by the government in either a professional capacity or in a subordinate management position.

The text and tables of figures in the following chapter attempt to briefly outline the personal and demographic characteristics of the A.I.D. 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 Peru.

More than half (53 per cent) of all the Peruvian participants were under 34 years of age at the time of selection and nearly three-quarters (72 per cent) were 39 or under; the vast majority (86 per cent) were men and 74 per cent of all participants were married. Approximately three-quarters were, and currently are, residents of Lima or the surrounding suburbs.

About 6 out of every 10 participants had received 15 years or more of formal schooling before their departure on the program; only 37 per cent had had less than 15 years of pre-training education. As an additional indication of the amount of trainee education, it is worthy of mention that 65 per cent had attended a university and a total of 54 per cent had received a university degree before they were selected for A.I.D. participation. (Of the degrees received, 30 per cent

were of the Bachelor's level or below, 5 per cent Master's degrees, 9 per cent Doctorate, and Law and Medicine degrees were received by 2 per cent and 9 per cent of the participants respectively.) Further, 44 per cent of the respondents attended some special school prior to training; for example, 6 per cent had attended a teacher training school, 5 per cent a military or defense institution and 4 per cent a public safety school.

A total of 64 per cent of the Peruvians selected for training had been actively participating in some manner in their field of specialization for five years or more; 32 per cent had been participating for less than five years and only 2 per cent had spent absolutely no time in their field of specialization.

The majority of the participants (81 per cent) were employed by the Peruvian government, or some government agency, at the time of selection; the only other employer mentioned to any significant degree was private business (13 per cent) -- only 3 per cent were employed by a trade union; 1 per cent of the respondents were students and even less were self-employed as professionals.

A third (34 per cent) of the respondents were in a subordinate management position at selection (a total of 39 per cent were in what might be called management -- top level and second level policy makers plus subordinate management); 38 per cent of all respondents were engineers or some other professionals and 22 per cent were in other positions or self-supporting fields of endeavor.

(It is interesting to note at this early stage that the first sign of the success of the training program emerges; on comparing the job positions of the respondents at the time of selection with the positions reported at the time of interview. It is immediately apparent that there exists a significant increase in the superior job levels between the first and the second period -- a 10 per cent increase is noticed in the "management" level, whereas there is a proportionate decrease in the professional and lower positions.)

The largest number of participants (25 per cent) named the field of agriculture and natural resources as their specialization, followed by 16 per cent naming health and sanitation, 15 per cent public administration, 13 per cent labor, 12 per cent education; and industry and mining, transportation, and direct military support were each named by 5 per cent.

Table 1, following, shows the details of the personal and demographic characteristic breakdowns of the Peruvian participants.

Table 1

BACKGROUND PROFILE OF PERUVIAN PARTICIPANTS

Base = (500)

A. <u>Age at Departure:</u>	%
Under 34 years	53
35 to 39 years	19
40 to 49 years	20
50 years and over	7
Not Ascertained	<u>1</u>
	100
B. <u>Sex:</u>	%
Male	86
Female	13
Not Ascertained	<u>1</u>
	100
C. <u>Marital Status at Departure:</u>	%
Married	74
Not married	24
Not Ascertained	<u>2</u>
	100

BACKGROUND PROFILE OF PERUVIAN PARTICIPANTS (Continued)

Base = (500)

D. Residence at Selection and at Time of Interview:

	<u>At Selection</u>	<u>At Interview</u>
	%	%
Capital city area	77	73
Provincial city area	19	22
Rural area, village	4	3
Not Ascertained	*	2
	<u>100</u>	<u>100</u>

E. Years of Education Before Departure:

	%
12 years or less	14
13 to 14 years	15
15 years	28
16 years	11
17 years	7
18 years or more	25
	<u>100</u>

F. University Attendance Before Departure:

	%
Attended university	65
Received degree	54
Did not receive degree	11
Did not attend university	35
	<u>100</u>

G. College Degree Received:

	%
Bachelor's level or below	30
Master's	5
Doctorate	8
Law	2
Medicine, dentistry	9
No degree	11
No college	35
	<u>100</u>

BACKGROUND PROFILE OF PERUVIAN PARTICIPANTS (Continued)

Base = (500)

H. <u>Attendance at Special School Prior to Training:</u>	%
Yes, attended a special school:	
Military school, defense school	5
Agriculture school	3
Engineering	2
Industrial, trade, technical school	2
School in public health, sanitation	2
Nursing school	2
Teacher training	6
Public safety school	4
Business school	2
School teaching public administration	1
Secretarial school	1
Mass communication (journalism, radio, television, etc.) school	*
School teaching community development	4
Special language school	1
All other special schools	5
Not Ascertained	6
Did not attend a special school	53
Not Ascertained	4
	<u>105</u> **

* Less than 0.5 per. cent.

** Some participants mentioned attending more than one special school.

BACKGROUND PROFILE OF PERUVIAN PARTICIPANTS (Continued)

Base = (500)

I. Total Time in Field of Specialization at Time of Selection: %

None	2
Less than 1 year	3
1 to just under 2 years	8
2 to just under 5 years	21
5 to just under 10 years	25
10 years or more	39
Not Ascertained	<u>2</u>
	100

J. Occupation or Type of Employer at Time of Selection: %

Government	81
Private business	13
Trade union	3
Student	1
Profession	*
Nationalized industry	*
Other	1
Not Ascertained	<u>1</u>
	100

K. Occupation Level at Selection and Interview:

	<u>Position at Selection</u>	<u>Position at Interview</u>
	%	%
Policy makers, top level	2	3
Policy makers, second level	3	9
Subordinate management	34	37
Engineers	9	8
Professionals	29	23
Sub-professionals	15	14
Supervisors, inspectors	3	3
Artisans, craftsmen	1	*
Other	3	3
None, Not Ascertained	<u>1</u>	*
	100	100

BACKGROUND PROFILE OF PERUVIAN PARTICIPANTS (Continued)

Base = (500)

L. <u>Cartography for Direct Military Support:</u>	%
Agriculture and natural resources	25
Health and sanitation	16
Public administration	15
Labor	13
Education	12
Industry and mining	5
Transportation	5
Direct military support	5
Community development and social welfare	2
General and miscellaneous	2
	<hr/>
	100

BACKGROUND OF TRAINING PROGRAMS

A. Location of Training

The training given to Peruvians was largely done in only one country -- 76 per cent of all participants went to only one country for training; 16 per cent went to two countries and 8 per cent received training in three countries or more. Those participants in the field of labor went to more countries for training than did those in any other speciality (48 per cent of the labor trainees went to at least two countries or more, followed by 39 per cent and 31 per cent of the health and education trainees respectively.) On the other hand, training programs in the fields of transportation and industry and mining were more likely to take place in only one country. Details of the number of countries involved in the Peruvian training are shown in Table 2.

Table 2

NUMBER OF COUNTRIES INVOLVED IN PERUVIAN TRAINING, BY FIELD

	<u>Total</u>	<u>Agri- culture</u>	<u>Industry, Mining</u>	<u>Trans- portation</u>	<u>Labor</u>	<u>Health</u>	<u>Edu- cation</u>	<u>Public Ad- ministration</u>	<u>Miscel- laneous</u>
	(500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%	%
One country only	76	80	92	100	52	61	69	88	93
Two countries	16	13	8	-	21	29	29	9	7
Three or more countries	$\frac{8}{100}$	$\frac{7}{100}$	$\frac{-}{100}$	$\frac{-}{100}$	$\frac{27}{100}$	$\frac{10}{100}$	$\frac{2}{100}$	$\frac{3}{100}$	$\frac{-}{100}$

A total of 61 per cent of the participants received training in the United States (47 per cent stated that the U.S. was their primary country of training); a quarter (25 per cent) were sent to Puerto Rico (23 per cent named it as the primary country of training and 2 per cent as the secondary country); Mexico was mentioned by 12 per cent, the Canal Zone in Panama by 11 per cent, and there were scattered mentions of other countries of training. Table 3 shows the actual distribution of training by country. (On looking at this table, it is worthy of notice that 68 per cent of the participants received at least some of their training in culturally similar countries in Latin America and that 62 per cent were sent to Spanish-speaking areas -- Brazil being the only Latin American exception.)

Table 3

ACTUAL COUNTRIES OF TRAINING

	<u>Total</u>	<u>Primary</u>	<u>Secondary</u>	<u>Tertiary</u>
	%	Country	Country	Country
		%	%	%
United States	61	47	13	1
Puerto Rico	25	23	2	-
Panama (Canal Zone)	11	11	-	-
Brazil	6	3	2	1
Chile	5	5	*	*
Colombia	2	2	*	*
Costa Rica	6	4	1	1
Mexico	12	4	4	4
Uruguay	1	1	*	*
Others	4	*	2	2
	<u>100</u>	<u>100</u>	<u>24</u>	<u>9</u>

B. Length of Training

The median length of A.I.D. training programs for the total group of Peruvians was between four and six months. However, the duration of training differed noticeably by field of training; the median length of those participants specializing in health and sanitation was the highest, between one and two years, followed by those in industry and mining or education who received a median of six to twelve months of training. Participants in the fields of public administration, transportation and agriculture were sent on the shortest training programs.

Table 4

LENGTH OF PERUVIAN TRAINING PROGRAMS, BY FIELD

	<u>Total</u>	<u>Agri- culture</u>	<u>Industry, Mining</u>	<u>Trans- portation</u>	<u>Labor</u>	<u>Health</u>	<u>Edu- cation</u>	<u>Public Ad- ministration</u>	<u>Other</u>
BASE = (500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)	
	%	%	%	%	%	%	%	%	
Less than 2 months	10	16	4	38	5	2	3	8	6
2 up to 4 months	28	39(M)	28	27(M)	30	15	2	43(M)	27
4 up to 6 months	19(M)	13	8	12	55(M)	10	5	14	40(M)
6 up to 12 months	19	13	12(M)	19	8	15	47(M)	29	9
1 up to 2 years	22	17	36	4	2	56(M)	41	3	16
2 years or more	2	2	12	-	-	2	2	-	2
Not Ascertained	*	-	-	-	-	-	-	3	-
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

(M = Median)

It is of interest to note that more older people were sent on short programs (this is especially noteworthy of the participants of fifty years or older; only 30 per cent of this age group were sent on programs lasting six months or more) and more

younger people were sent for long periods. Close to half (48 per cent) of those participants under thirty-four years of age received six months or more of training.

Table 5

LENGTH OF TRAINING BY AGE

	<u>Total</u>	<u>Under 34</u>	<u>35 to 39</u>	<u>40 to 49</u>	<u>50 & Over</u>
BASE =	(500)	(88)	(140)	(175)	(92)
	%	%	%	%	%
Less than 2 months	10	2	7	10	21
2 up to 4 months	38	27	25	27	36(M)
4 up to 6 months	19(M)	23(M)	21(M)	19(M)	13
6 up to 12 months	19	22	18	22	12
1 up to 2 years	22	24	26	21	16
2 years or more	2	2	3	-	2
Not Ascertained	*	-	-	1	-
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

(M = Median)

The length of training programs varied considerably by occupational level of the trainees: Professionals were sent on the longest programs -- 61 per cent of this group enjoyed training for six months or more, whereas training programs of similar length were received by 46 per cent of the sub-professionals, 43 per cent of the engineers, 30 per cent of the participants in management and by only 28 per cent of those in other occupational levels.

Table 6

LENGTH OF TRAINING BY OCCUPATIONAL LEVEL

	<u>Total</u>	<u>Occupational Level at Departure:</u>				
		<u>Policy Makers & Sub-management</u>	<u>Engi- neers</u>	<u>Profes- sionals</u>	<u>Sub- profes- sionals</u>	<u>Other</u>
BASE = (500)	(195)	(44)	(146)	(75)	(35)	
	%	%	%	%	%	
Less than 2 months	10	10	32	6	2	6
2 up to 4 months	28	36	23(M)	24	17	34
4 up to 6 months	19(M)	24(M)	2	9	35(M)	29(M)
6 up to 12 months	19	13	11	27(M)	23	17
1 up to 2 years	22	17	27	32	20	8
2 years or more	2	-	5	2	3	3
Not Ascertained	*	-	-	-	-	3
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

(M = Median)

C. Type of Training

A total of 48 per cent of all the Peruvian participants received at least some of their training by observation; 33 per cent were given on-the-job training; 47 per cent were sent to a university and 22 per cent were members of a special group. This, of course, shows that many participants had more than one type of training during the course of their program. The following table shows both the proportion in each field who reported having each kind of training and the various kinds of training combinations.

Table 7

TYPE OF TRAINING PROGRAMS, BY FIELD AND AGE

	<u>Total</u>	<u>Field of Training:</u>							
		<u>Agri- culture</u>	<u>Industry, Mining</u>	<u>Trans- portation</u>	<u>Labor</u>	<u>Health</u>	<u>Edu- cation</u>	<u>Public Ad- ministration</u>	<u>Miscel- laneous</u>
BASE = (500)	(500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%	%
<u>Total Having:</u>									
Observation	48	47	64	54	76	54	56	25	18
On-the-job (OJT)	33	27	56	38	14	33	25	50	47
University	47	33	52	27	62	71	86	25	11
Non-univer- sity (spec- ial group)	22	23	-	12	29	8	14	34	42
	<u>150</u>	<u>130</u>	<u>172</u>	<u>131</u>	<u>181</u>	<u>166</u>	<u>181</u>	<u>134</u>	<u>118</u>

<u>Type Combinations:</u>	BASE = (500)	%
Observation only		14
OJT only		12
University only		16
Observation and OJT		7
Observation and university		17
OJT and university		7
Observation, OJT and university		5
Special group (all combinations)	22	<u>100</u>

	<u>Age at Departure:</u>			
	<u>Under 34</u>	<u>35 to 39</u>	<u>40 to 49</u>	<u>50 & Over</u>
BASE = (88)	(88)	(140)	(175)	(92)
	%	%	%	%
<u>Total Having:</u>				
Observation	37	44	47	71
On-the-job (OJT)	39	35	35	23
University	50	56	42	38
Non-university (special group)	31	22	24	10
	<u>157</u>	<u>157</u>	<u>148</u>	<u>142</u>

Table 8

LENGTH OF TRAINING BY TYPE

	Type of Training								
	<u>Total</u>	<u>Obs. Only</u>	<u>OJT Only</u>	<u>Univ. Only</u>	<u>Obs. & OJT</u>	<u>Obs. & Univ.</u>	<u>OJT & Univ.</u>	<u>Obs., OJT & Univ.</u>	<u>Special Group & Others</u>
BASE = (500)	(71)	(62)	(79)	(33)	(83)	(34)	(27)	(111)	
Less than 2 months	10	27	5	2	3	-	3	-	13
2 to 4 months	28	55	34	19	33	13	9	11	7
4 to 6 months	19	14	26	11	33	27	12	11	33
6 to 12 months	19	3	16	26	18	23	41	27	20
1 up to 2 years	22	1	19	34	13	37	35	44	15
2 years or more	2	-	-	8	-	-	-	7	11
Not ascertained	*	-	-	-	-	-	-	-	1
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

D. Academic Status During Training

Exactly half of all the Peruvian participants received university training during their training programs, 29 per cent received the schooling as regular students; 14 per cent were special students and 7 per cent were members of special group programs.

The attendance at a university while on the training program fluctuates considerably by field of specialization. All but 8 per cent of the trainees in education received university schooling, and more than half (54%) of this group were enrolled as regular students. A total of 78 per cent of the health participants went to university (with 58 per cent as regular students), followed by 62 per cent of those in the field of labor and 52 per cent in industry and mining. Just over a third (35%) of the agriculture participants received academic training and only 27 per cent of the participants in both the fields of transportation and public administration did so.

Academic degrees were earned by 20 per cent of all the participants. Once again, it is interesting to note that the receipt of academic degrees varies according to field of training. Even more interesting, however, is the fact that the incidence of academic degrees received by field apparently has no relation to the incidence of university attendance in each field. Although only slightly more than half (52%) of the **Industry and mining** trainees attended university, 44 per cent of them received academic degrees (and the remaining 8 per cent received a special certificate). Conversely, in the field of **education**, where a solid 92 per cent attended university, only 31 per cent acquired degrees, 37 per cent earned academic recognition by a special certificate and 19 per cent received no degrees of any kind. Labor participants, although receiving a moderate amount of academic training, received very few degrees: only 5 per cent received a degree, 27 per cent a certificate and 30 per cent received nothing.

Table 9

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?"

	<u>Total</u>	<u>Agri- culture</u>	<u>Industry, Mining</u>	<u>Trans- portation</u>	<u>Labor</u>	<u>Health</u>	<u>Edu- cation</u>	<u>Public Ad- ministration</u>	<u>Miscel- laneous</u>
BASE =	(500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%	%
Regular student	29	21	44	23	18	57	54	13	4
Special student	14	12	-	4	17	18	34	7	7
Member of group program	$\frac{7}{50}$	$\frac{2}{35}$	$\frac{8}{52}$	$\frac{-}{27}$	$\frac{27}{62}$	$\frac{3}{78}$	$\frac{8}{92}$	$\frac{7}{27}$	$\frac{-}{11}$

Table 9 (Continued)

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

	<u>Total</u>	<u>Agri- culture</u>	<u>Industry, Mining</u>	<u>Trans- portation</u>	<u>Labor</u>	<u>Health</u>	<u>Edu- cation</u>	<u>Public Ad- ministration</u>	<u>Miscel- laneous</u>
BASE =	(500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%	%
Yes, received academic degree	20	16	44	19	5	44	31	7	2
No, but received special certificate	16	8	8	8	27	18	37	12	7
No, received nothing	$\frac{11}{47}$	$\frac{11}{35}$	$\frac{-}{52}$	$\frac{-}{27}$	$\frac{30}{62}$	$\frac{10}{72}$	$\frac{19}{87}$	$\frac{7}{26}$	$\frac{-}{9}$

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

BASE = (500)

Very much	14%
Somewhat	3
Not at all	$\frac{3}{20\%}$

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

BASE = (500)

Very much	12%
Somewhat	3
Not at all	5
Don't know	$\frac{7}{27\%}$

Table 9 (Continued)

e. (If "Yes") "Why do you think the degree or diploma will or will not help your future career?"	
<u>Positive Answers:</u>	%
Degree or diploma will mean more money	*
Degree means better job, job advancement	3
Means more prestige, status	7
Enables one to gain more knowledge, improve ability in field	4
Permits one to teach other people	1
Other positive comments	3
<u>Negative Answers:</u>	
Degree does not lead to better job	*
Does not lead to greater prestige	*
Degree program too elementary	*
Degree not relevant to current work	1
Other negative comments	1
Qualified answers	1
Not ascertained	*
Did not receive a degree or don't know help of degree	81
	<u>102</u>
f. (If "No") "Why do you think a degree or diploma would or would not have helped your career?"	
<u>Positive Answers:</u>	
Degree or diploma would have meant more money	1
Would have lead to advancement of job, better job	2
Would have meant more prestige	8
Would enable one to gain more knowledge, improve ability in field	1
Would permit one to teach other people	1
Other positive comments	3
<u>Negative Answers:</u>	
Degree would <u>not</u> have led to better job	1
Would not have led to prestige	1
Degree program was too elementary	1
Degree would not have been relevant to current work	*
Degree program was too advanced	*
Other negative comments	3
Qualified answers	1
Not ascertained	14
Received a degree or did not attend university	73
	<u>110</u>

Table 10

PARTICIPANT SPONSORSHIP, BY FIELD

	<u>Total</u>	<u>Agri- culture</u>	<u>Industry, Mining</u>	<u>Trans- portation</u>	<u>Labor</u>	<u>Health</u>	<u>Edu- cation</u>	<u>Public Ad- ministration</u>	<u>Miscel- laneous</u>
BASE =	(500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%	%
Regular AID	96	90	88	100	98	100	97	96	98
University contract	3	8	8	-	-	-	2	1	2
Independently financed	*	-	-	-	1	-	-	-	-
Not ascertained	<u>1</u>	<u>2</u>	<u>4</u>	<u>-</u>	<u>1</u>	<u>-</u>	<u>1</u>	<u>3</u>	<u>-</u>
	100	100	100	100	100	100	100	100	100

Table 11

SPONSORING MINISTRY

BASE - (500)

	%
Food and Agriculture	22
Public Health and Sanitation	18
Education	13
Labor	6
Defense	6
Public Safety	6
Aeronautics	3
Finance, Taxation, Treasury	4
Community Development	3
Industry and Mining	2
Public Welfare	2
Transportation	1
Public Administration	1
Interior, Domestic Affairs	*
Non-Government Sponsoring Agency	6
All other agencies	6
Not ascertained	<u>1</u>
	100

PRE-DEPARTURE PROGRAM PLANNING AND ORIENTATION

A. Selection

The majority (83%) of Peruvian participants stated that they were selected to go on the programs; 16% made application themselves. (One per cent did not answer this question.) Of those who were selected, 49 per cent said that they were chosen by their supervisor; 22 per cent by the relevant ministry and 14 per cent by USAID; 6 per cent stated that a labor union or trade organization selected them and 5 per cent and 4 per cent mentioned university officials and employers respectively, with a few scattered other replies. Of those who said that they applied personally, the largest number (4%) mentioned that they first learned of the training program from a colleague; 3 per cent stated that they first heard of the program from either their supervisor or AID/USAID personnel; no other source of information accounts for more than 1 per cent in this context.

Table 12
SELECTION OF PARTICIPANTS

Participants: "Thinking back, what was the first step on that training program -- did you make application yourself to go, or were you selected by someone else?"

	<u>Total</u>
Base =	(500)
	%
Applied	16
Was selected	83
Don't know, not ascertained	<u>1</u>
"Who selected you?"	100
Supervisor	49
USAID	14
Ministry	22
Labor union or trade organization	6
Won scholarship	1
Selected self	*
Special board	3
University official	5
Employer	4
Other sources	7
Don't know, not ascertained	<u>2</u>
	113**

** This column adds to more than 100 per cent because some respondent offered more than one answer.

Table 13

WAYS OF FIRST LEARNING OF TRAINING PROGRAM

"How did you first learn about AID training program in your field?"

	Base =	(500)
Supervisor		%
Colleague		3
ADVISER personnel		4
Friend		3
Former participant		1
Ministry, home government official		*
Labor union, trade association		1
University official		*
Employer		*
Other organization or person		2
Non-personal source		1
Don't know, not ascertained		1
Was selected or invited or can't remember first step in training program		<u>84</u>
		100

A total of 38 per cent of the supervisors interviewed stated that the participants they currently oversee were working for them at the time they were selected for participation in the training program; furthermore, 29 per cent of the supervisors replied that they had actually recommended that the participant be sent abroad for training.

Table 14

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 =	(293)
Yes, was working for me:		%
Did recommend him		29
Did not		9
Don't know		*
No, wasn't working for me		52
Not ascertained		1
Wasn't here then		<u>9</u>
		100

On being queried regarding the factors that determined their selection as participants of the A.I.D. training program, nearly all (93%) of the respondents felt that the needs of their jobs was a very important factor. More respondents felt this an important item in their selection, followed, in order of importance, by personal ability (87%), professional and educational qualifications (81%), personal contacts (59%) and, considered least important of all, language ability (40%).

Table 15

FACTORS IN SELECTION

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

	Base -	(500)
"Your personal ability":	Very important	87
	Not very important, don't know	<u>13</u>
		100
"The needs of your job":	Very important	93
	Not very important, don't know	<u>7</u>
		100
"Your personal contacts":	Very important	59
	Not very important, don't know	<u>41</u>
		100
"Your language ability":	Very important	40
	Not very important, don't know	<u>60</u>
		100
"Your professional and educational qualifications":	Very important	81
	Not very important, don't know	<u>19</u>
		100

Supervisors were generally satisfied with the selection process, as is shown in Table 16.

Table 16
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 -	(293)
Procedures by which participants are selected:		%
Satisfactory		63
Unsatisfactory		20
Cannot rate		<u>17</u>
		100
"Why unsatisfactory?"		
A participant should be selected by his supervisor		2
Participants should be selected by means of competitions, examinations, etc.		4
Selection should be appropriate to requirements of participant's job, supervisor, needs of country		2
Participant's knowledge or experience in his field should be an important criterion of selection		3
Participant's knowledge of English should be considered		1
Participants should be selected even if they don't know English		3
Selection is too restrictive		1
Other comments		4
Don't know, not ascertained		<u>1</u>
		21

As can be seen from the preceding table, supervisors' reasons for dissatisfaction were scattered. However, one of the outstanding reasons offered was that participants should be selected even if they don't have a knowledge of English, as best evidenced by the following comment of a Chemistry Professor:

"English is one of the indispensable requisites of selection; with this measurement a great many capable people are unable to be sent."

B. Language Preparation

A total of 51 per cent of the training programs on which the Peruvian participants were sent required a knowledge of the English language; the remaining 49 per cent did not require English. About half of those participants requiring English on their programs (27% of the total) received some instruction in the language specifically in preparation for their program, and almost all (24%) felt that even more English instruction would have been helpful. More than half of these participants who did not receive any specific English instruction (14% of the total) stated that it would have been of help to have been so privileged.

When asked about language difficulties during their programs, a third (32%) of all those requiring English either had difficulty in being understood, in understanding others, or in both ways.

Table 17

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 = (500)

	%
Yes, English required	51
No, English not required	49
	<u>100</u>

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

Yes, received instruction	27
No, received <u>no</u> instruction	24
	<u>51</u>

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

Yes, helpful	24
No, not helpful	3
	<u>27</u>

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

Yes, helpful	14
No, not helpful	10
	<u>24</u>

Table 17 (Continued)

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?"

	BASE = (500)
	%
No difficulty at all	18
Difficulty in being understood	10
Difficulty in understanding others	9
Both	13
Don't remember, not ascertained	<u>1</u>
	51
English not required	49

Table 18

FACTORS AFFECTING LANGUAGE DIFFICULTY DURING TRAINING

	Total	By Age at Departure			
		Under 34	35-39	40-49	50 and Over
	BASE = (500)	(88)	(140)	(175)	(92)
	%	%	%	%	%
No difficulty at all	18	14	15	24	17
Difficulty in being understood	10	7	10	13	9
Difficulty in understanding others	9	7	9	8	12
Both	13	15	20	10	5
Don't remember, not ascertained	<u>1</u>	<u>2</u>	<u>-</u>	<u>1</u>	<u>-</u>
	51	45	54	56	43

C. Orientation

Peruvian participants seemed to be very satisfied with some of the aspects of the preparation they were given for their training programs and only moderately satisfied with other aspects. Table 19, following, shows participants' evaluations of the pre-departure information they received regarding various aspects of their programs and countries of training.

Table 19

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 - (500)
<u>"What</u> you would be learning:	%
Enough	66
Not enough	34
	<u>100</u>
<u>"Where</u> you would be going:	
Enough	79
Not enough	21
	<u>100</u>
<u>"When</u> you would be going:	
Enough	93
Not enough	7
	<u>100</u>
<u>"The length of the program:</u>	
Enough	97
Not enough	3
	<u>100</u>
<u>"Any other aspects:</u>	
Enough	78
Not enough	22
	<u>100</u>

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 = (500)
		%
"How to use restaurant and public facilities:		
	Enough	79
	Not enough	<u>21</u>
		<u>100</u>
"Colloquial speech and idioms:		
	Enough	75
	Not enough	<u>25</u>
		<u>100</u>
"Religious practices of that country:		
	Enough	84
	Not enough	<u>16</u>
		<u>100</u>
"Use of their money:		
	Enough	85
	Not enough	<u>15</u>
		<u>100</u>
"Their manners and customs generally:		
	Enough	81
	Not enough	<u>19</u>
		<u>100</u>
<u>Over-All Satisfaction:</u>	<u>Program</u>	<u>Country</u>
	(5 Items)	(5 Items)
"Enough" on all items	53	62
"Not enough" on one item	20	14
"Not enough" on two items	15	8
"Not enough" on three or more items	<u>12</u>	<u>16</u>
	<u>100</u>	<u>100</u>

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 = (500)

<u>Program factors:</u>	%
Content	12
Background information	8
Scheduling	3
Future application of training	1
<u>Cultural factors:</u>	
Language	3
Customs and conditions	15
Etiquette	1
Restaurants and food	1
Transportation	2
Housing	1
Earlier information	1
Other comments	13
No additional information wanted	54
No Answer	<u>2</u>
	117

From the above table it can be seen that nearly two-thirds of all participants were satisfied with each one of the ten items of pre-departure information asked about and more than half (54 per cent) had no suggestions for additional information desired. However, there do so seem to be some weak points concerning this aspect of the training programs and, in addition to the above-listed suggestions, it is felt advisable to include some of the respondents' actual comments which can be considered typical:

1) Regarding the program content:

"It would have been helpful to know exactly what courses I was going to take in the program." (Education)

"It would have been interesting to know what courses I was going to take so that I could have gone already prepared by having read available texts." (Labor)

"Somebody who had already been sent on a training program should have given us a lecture before we left so that we could guide ourselves in our own program." (Labor)

2) Regarding the places to be visited:

"It would have been good if I had been told something about lodging." (Agriculture)

"I wasn't even told what places in the United States I was going to visit until I got there." (Mining)

3) Regarding the time of departure:

"I should have been told farther in advance so that I could have been better prepared." (Education)

"I was only informed of my departure three days before I left home." (Mining)

"The date of departure was postponed several times." (Health)

"Five days is hardly enough to arrange personal matters, get a passport, etc." (Health)

4) Regarding the length of the program:

"I would like to have known exactly how long I was going to spend in each place I went to." (Education)

5) Regarding other aspects of the program:

"I should like to have known about where I was going to work on my return from the program." (Education)

"I would like to have known precise class schedules and the time of observation visits so that I could know how to plan my free time." (Labor)

6) Regarding the restaurants, transportation, etc., in country of training:

"I would like to have been given more 'tourist' information."
(Agriculture)

"I had to rely on information given to me by relatives and friends. I was told nothing in the training program."
(Professional)

7) Regarding colloquial speech and idioms:

"I would have liked more information about this aspect because some expressions that are perfectly correct here in Peru are used as terms of disrespect in Puerto Rico and vice-versa."
(Professional)

8) Regarding religious practices of the country:

"I should have been told not to get into religious arguments in the United States." (Agriculture)

"I wish I had been told that Utah was predominantly Mormon because I wasn't at all at ease in any way with their rites and customs." (Engineering)

9) Regarding the use of their money:

"It would have been helpful to know tipping procedures."
(Public Administration)

"I would like to have known how to plan my basic expenditures; as I was in a foreign country, I did not know how to do this."
(Agriculture)

10) Regarding the customs of the country:

"I should like to have known more about social customs, such as when to send flowers or a gift." (Engineer)

"It would have been helpful to have some guide or brochure describing the customs of the country." (Education)

Peruvian participants received considerable pre-training information from their employers and some information from their sponsoring ministries, as evidenced by the data in Table 20.

Table 20

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?"

	<u>Employer</u>	<u>Ministry</u>
Base =	(500)	(500)
	%	%
Information received	52	19
Subject-matter of program	32	8
Administrative aspects of program	10	2
Program in general	13	4
Post-training job plans	6	4
Role of Peruvian government	1	1
Background on country of training	1	1
Other information	6	3
Not Specified	3	3
No information received	48	68
Don't Know, Not Ascertained	*	*
Ministry was employer	-	13
	<u>100</u>	<u>100</u>

Just over half (54 per cent) of the participants reported receiving general orientation of more than one day after arrival in their country of training; 27 per cent attended an orientation session at the Washington International Center and 19 per cent attended one elsewhere in the United States. As can be seen from the table of

* Less than 0.5 per cent.

data below, the attendance at country-of-training orientation sessions varies noticeably by field, ranging from only 28 per cent of the participants in miscellaneous fields to 41 per cent in labor. Even more varied, however, is the attendance at the Washington International Center -- specifically, from 2 per cent of those in miscellaneous fields to 54 per cent of transportation trainees.

Table 21

PLACE OF ORIENTATION IN COUNTRY OF TRAINING, BY FIELD

"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?"

	<u>Total</u>	<u>Agri-</u> <u>culture</u>	<u>Industry,</u> <u>Mining</u>	<u>Trans-</u> <u>portation</u>	<u>Labor</u>	<u>Health</u>	<u>Edu-</u> <u>cation</u>	<u>Public Ad-</u> <u>ministration</u>	<u>Miscel-</u> <u>laneous</u>
Base =	(500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
<u>Place of</u> <u>Orientation:</u>	%	%	%	%	%	%	%	%	%
Washington Inter- national Center	27	31	48	54	9	33	25	20	2
Elsewhere in U.S.**	19	14	4	4	32	19	39	22	15
Outside U.S.	8	11	4	-	-	11	2	12	11
Don't Know, No Answer	*	-	8	-	-	-	-	-	-
Did not receive general orien- tation	<u>46</u> 100	<u>44</u> 100	<u>36</u> 100	<u>42</u> 100	<u>59</u> 100	<u>37</u> 100	<u>34</u> 100	<u>46</u> 100	<u>72</u> 100

* Less than 0.5 per cent.

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

However, nearly eight out of every ten participants who did receive general orientation felt that the time they spent at the sessions was valuable, and nearly half of them were unable to offer any suggestions for improvements in the sessions. Notwithstanding, many participants did offer some **suggestions**.

Table 22

PARTICIPANT ATTITUDES TOWARD U.S. ORIENTATION

- a) Over-All 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?"

	<u>Total</u>
Base =	(500)
	%
Valuable	42
Prefer time for rest of program	2
Don't know	<u>10</u>
	54

- b) Suggestions for Improvement: "Can you think of any improvements in the orientation sessions that would make it more useful to future participants from your country? What would you suggest?"

	<u>Location of U.S. Orientation:</u>			
	<u>Total</u>	<u>W.I.C.</u>	<u>or College</u>	<u>School</u> <u>Other</u>
Base =	(500)	(127)	(70)	(71)
	%	%	%	%
No, no improvements needed	21	45	43	20
Needs better organization	2	5	3	1
Should be longer	1	2	1	3
Should be more formal	1	1	1	1
Should include more social activities	1	3	-	-
Should give more information regarding training program	3	7	6	3
Should include more information regarding country of training	5	8	16	3
Participants should be grouped by nationality, age, etc.	6	14	11	1
Orientation should be conducted by a native of participant's own country	1	2	1	3
Participants should have a chance to meet people of country of training	1	2	-	-
Other	9	29	3	15
Don't know, not ascertained	5	5	17	18

Some individual comments may be of interest:

"They should show films and travellogues." (Education)

"The orientation sessions should have been longer." (Public Administration)

"The orientation session should include more contacts with natives of the country of training." (Agriculture)

"The participants of the orientation sessions should be separated by nationality so that the sessions would not be as general; obviously Peruvians do not have to be told the same things as Africans or Chinese." (Engineering)

As can be seen from both Tables 20 and 22 and the above participant quotes, there are not any serious weak points in the orientation sessions, but there is room for improvement in certain aspects.

D. Advance Program Planning

Less than a third (30%) of all participants were given the opportunity to participate in the planning of their individual programs, and only 26 per cent stated that they had been able to assist in the planning to the extent to which they desired. Even lower, however, is the percentage of supervisors who helped in the planning of the participants' programs -- only 18 per cent were able to do so.

Table 23

LOCAL PARTICIPATION IN PROGRAM PLANNING, BY FIELD

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?"

	Field of Training:								
	Total	Agri- culture	Industry, Mining	Trans- portation	Labor	Health	Edu- cation	Public Ad- ministration	Miscel- laneous
Base =	(500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%	%
Yes, participated to extent desired	26	38	40	23	15	32	34	12	13
Yes, participated to lesser extent	4	6	12	-	-	5	2	7	4
No, did not participate	70	56	48	77	85	63	64	81	83
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

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

My ideas	9	12	16	-	4	13	14	8	4
Those of others	2	2	4	-	2	4	2	3	4
Both equally (voluntary)	19	29	32	23	9	20	20	8	9
No answer	*	1	-	-	-	-	-	-	-
	<u>30</u>	<u>44</u>	<u>52</u>	<u>23</u>	<u>15</u>	<u>37</u>	<u>36</u>	<u>19</u>	<u>17</u>

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

Yes, would have helped	49	34	24	54	69	48	47	54	69
No, would not	16	19	16	23	16	11	15	22	11
Don't care, don't know	5	2	8	-	-	4	2	5	3
	<u>70</u>	<u>56</u>	<u>48</u>	<u>77</u>	<u>85</u>	<u>63</u>	<u>64</u>	<u>81</u>	<u>83</u>

* Less than 0.5 per cent.

LOCAL PARTICIPATION IN PROGRAM PLANNING, BY FIELD (Continued)

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

	Base - (293)
	%
Yes, helped plan program	18
No, did not	37
Not aware of program before participant left	<u>45</u>
	100

About half (49 per cent) of the participants felt that it would have been helpful if they had participated in the planning. (This is especially true of the labor trainees who were also, it will be noticed, the group who participated less in any planning.) It should be pointed out that one of the possible explanations for the low incidence of supervisor-participation in the planning of the program is the fact that just over half (55 per cent) of the supervisors were even aware of the program before the participant left.

Despite the relatively low degree of local participation in program planning, close to two-thirds of the participants were "well-satisfied" with their programs before they left, and 89 per cent of them found that at least some details of their training program had been set up on arrival in their country of training.

Table 24

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 = (500)
	%
Well satisfied	62
Not very well satisfied	9
Didn't know enough about it	29
	<u>100</u>

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

	Base = (500)
	%
Complete detail	68
Partial detail	21
Not set up at all	11
Don't know, no answer	*
	<u>100</u>

"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?"

	Base = (500)
	%
Yes, met someone:	
Project manager	67
AID official	1
Government official rather than AID	3
University official	2
Someone else	5
Not ascertained	2
No, did not meet anyone	20
	<u>100</u>

In general, then, it might be said that the orientation sessions, both in the home country and the country of training, were considered satisfactory. However, there seems to be a need for some slight improvement in language training so that the problems related to this item can be minimized for the participant; also, it would seem advisable to encourage the inclusion of the participants in the advance program planning. At the same time, it is indicated already, and will be even more so later in the report, that the supervisors should be allowed to participate more actively in several aspects of the training program.

TRAINING PERIOD ABROAD

The following 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

Slightly more than four-fifths of the supervisors who expressed an opinion regarding the subject matter covered in the training program felt that it was satisfactory; the remaining fifth who considered this aspect unsatisfactory did so because of scattered reasons, with only two, that the subject matter was too narrow or that it was not appropriate to the participant's needs, mentioned to any noticeable degree.

Table 25

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 = (293)

%

"Subject matter covered in training programs":

Satisfactory	71
Unsatisfactory	15
Cannot rate	14
Not Ascertained	*
	<hr/> 100

* Less than 0.5 per cent.

SATISFACTION WITH SUBJECT MATTER COVERAGE (Continued)

"Why unsatisfactory?"	Base = (293)
	%
Subject matter not appropriate to participant's background, knowledge, past experience	3
Not appropriate to needs of participant's job, employer, country	4
Subject matter too broad	*
Subject matter too narrow	4
Subject matter includes too much practical work; not enough theory	*
Other comments	2
Don't Know, Not Ascertained	3
	<hr/>
	16

As regards the practical experience provided for the participants while on their programs, supervisors were equally well satisfied; the only reason of any significance mentioned for considering this aspect to be unsatisfactory was that not enough practical experience was provided or, as a supervisor simply said, "Not enough time was devoted to the practical side of the program."

Table 26

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 = (293)

	%
"Practical experience provided in the program":	
Satisfactory	73
Unsatisfactory	16
Can't rate	11
Not Ascertained	*
	<u>100</u>

"Why unsatisfactory?"

Not enough practical experience provided	10
Not appropriate to needs of participants employer or home country	3
Practical experiences not broad or varied enough	1
Practical experience not related to other parts of program	*
Other comments	<u>2</u>
	<u>16</u>

While participants were not actually queried about their reactions to either the subject matter content or the practical experience provided, they were asked their opinions of the variety of their programs. It is interesting to note that only slightly more than half (52 per cent) of the participants were satisfied in this aspect, and, that of those who were not satisfied, nearly three-quarters stated that they would have liked more variety and the remaining dissatisfied group felt that they

* Less than 0.5 per cent.

had to do or see too many things. Of the various fields of specialization, those in public administration and in miscellaneous fields were least satisfied with the variety of their training, while those in transportation were the most satisfied. Details are shown in Table 27.

Table 27

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	Agri- culture	Industry, Mining	Trans- portation	Labor	Health	Edu- cation	Public Ad- ministration	Miscel- laneous
Base -	(500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%	%
Too many things	13	20	12	8	8	10	10	16	9
Would have liked more	35	30	28	19	38	25	37	46	53
All right as was (voluntary)	<u>52</u> <u>100</u>	<u>50</u> <u>100</u>	<u>60</u> <u>100</u>	<u>73</u> <u>100</u>	<u>54</u> <u>100</u>	<u>65</u> <u>100</u>	<u>53</u> <u>100</u>	<u>38</u> <u>100</u>	<u>38</u> <u>100</u>

Supervisors were only moderately satisfied with the location of the training; of those supervisors who expressed an opinion, approximately a third felt that the country, or countries, of training was an unsatisfactory item of the program; they mostly felt that the programs should have taken place in either Europe or some Latin American country.

Table 28

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 - (293)
"Country or countries of training":	%
Satisfactory	64
Unsatisfactory	30
Can't rate	<u>6</u>
	100
"Why unsatisfactory?"	
Some or all of training should be in Europe	6
Some or all of training should be in the United States (<u>not</u> including Puerto Rico)	1
Some or all of training should be in Puerto Rico	1
Some or all of training should be in Latin America	6
Training should include visits to more countries	1
Training should be given in countries more like participant's home country	1
Other comments	5
Don't Know, Not Ascertained	<u>9</u>
	30

And, here is an interesting and elucidating comment from a supervisor:

"The participants should be sent to Puerto Rico because the methods are the same as in the United States and there exists no language problem."

With regard to the length of training, both participants and supervisors were asked their opinions, and it is immediately apparent from the survey results that the incidence of satisfaction and the incidence of dissatisfaction regarding this aspect are about equally split in both groups of respondents. A total of 46 per cent of the trainees thought their program length was about right, 51 per cent thought it was too short, and only 3 per cent felt it was too long. The belief that the program was too short was held most strongly by the older participants (who, it will be recalled, enjoyed programs of less duration) and the participants specializing in either public administration or transportation. As might logically be expected, these participants who were sent on shorter training programs were more inclined to be dissatisfied with program length than were those on longer training programs.

Table 29

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 = (500)

	%
About right	46
Too long	3
Too short	51
Don't Know, Not Ascertained	*
	<u>100</u>

- 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 = (293)

"Length of programs"	%
Satisfactory	47
Unsatisfactory	37
Can't rate	<u>16</u>
	<u>100</u>
"Why unsatisfactory?"	
Too long	1
Too short	31
Other reasons	<u>7</u>
	<u>39</u>

* Less than 0.5 per cent.

Table 30

FACTORS INFLUENCING PARTICIPANT ATTITUDES ON TRAINING DURATION

Age at Departure:

	Age at Departure:			
	Under 34	35 to 39	40 to 49	50 & Over
Base =	(88)	(140)	(175)	(92)
	%	%	%	%
<u>Program Was:</u>				
About right	49	42	50	40
Too long	1	5	2	4
Too short	50	53	47	56
Don't Know, Not Ascertained	-	-	1	-
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

Type of Training:

	Type of Training:							
	Obs. Only	OJT Only	Univ. Only	Obs. & OJT	Obs. & Univ.	OJT & Univ.	Obs., OJT & Univ.	Special Group
Base =	(71)	(62)	(79)	(33)	(83)	(34)	(27)	(111)
	%	%	%	%	%	%	%	%
<u>Program Was:</u>								
About right	48	34	52	45	51	50	59	39
Too long	7	3	3	3	4	-	-	2
Too short	45	63	45	52	45	50	41	58
Don't Know, Not Ascertained	-	-	-	-	-	-	-	1
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

Field of Training:

	Field of Training:							
	Agri-culture	Industry, Mining	Trans- portation	Labor	Health	Edu- cation	Public Ad- ministration	Miscel- laneous
Base =	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%
<u>Program Was:</u>								
About right	49	48	31	57	59	46	29	34
Too long	3	4	4	2	3	3	5	2
Too short	48	48	65	41	38	49	66	64
Don't Know, Not Ascertained	-	-	-	-	-	2	-	-
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

Actual Length of Training:

	Actual Length of Training:		
	Under 6 Mos.	6-12 Mos.	1 Year & Over
Base =	(285)	(95)	(119)
	%	%	%
<u>Program Was:</u>			
About right	40	45	60
Too long	4	5	1
Too short	56	50	39
Don't Know, Not Ascertained	*	-	-
	<u>100</u>	<u>100</u>	<u>100</u>

As can be seen from the data presented in Table 29, a higher proportion of supervisors than of the participants were satisfied with the program length; slightly less than half of the supervisors offering an opinion with regard to this program aspect were dissatisfied on this account and, once again, the main objection being that the training period was too short. The following supervisor comments (in reality, suggestions) add emphasis to the already established views:

"The program should be at least two years of theory and one of practice."

"The program should be lengthened to eighteen months, so that the participants could obtain academic degrees."

When asked what the proper length of their program should have been, the vast majority of participants who had expressed some dissatisfaction on this account felt that it should have lasted six months or more; it is interesting to note that some (9 per cent of all participants) even suggested that the "ideal" program length should have been at least two years or more. As can be seen in Table 31, below, the less training a participant had, the less he suggested lengthy programs, and the more training he had, the more apt he was to be in favor of longer programs.

Table 31

PREFERRED LENGTH OF PROGRAM

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

	Total	Actual Program Length:		
		Under 6 Mos.	6-12 Mos.	1 Year & Over
	Base = (500)	(285)	(95)	(119)
<u>Preferred Length:</u>	%	%	%	%
Less than 2 months	2	4	-	-
2 up to 4 months	4	7	2	-
4 up to 6 months	8	13	1	1
6 up to 12 months	15	23	8	1
1 up to 2 years	14	10	30	12
2 up to 3 years	9	1	12	26
3 years or more	*	-	2	-
No answer	2	1	-	-
	<u>54</u>	<u>59</u>	<u>55</u>	<u>40</u>
Length of training was about right	<u>46</u>	<u>41</u>	<u>45</u>	<u>60</u>
	100	100	100	100

* Less than 0.5 per cent.

Both participants and supervisors, especially the latter, were generally well satisfied with the level of the program. A total of 70 per cent of all participants rated it as about right; the vast majority of the remainder felt that the program was "too simple" and only 4 per cent of all the trainees thought it was too "advanced." An even larger degree of the supervisors thought the program was satisfactory (nearly nine out of every ten supervisors who ventured an opinion regarding this item of the training programs rated the level as satisfactory). As was the case among the participants, those dissatisfied supervisors were so because they believed the program to be too elementary; the only other noticeable remarks offered as reasons for classifying the level of the programs as unsatisfactory centered around the idea that it (the level) was only appropriate for some fields, as exemplified in the following supervisor comment:

"The level of the program is at a level only for technicians: the country already has trained technicians and now it is necessary to educate and train more people for intermediary and directive levels."

Table 32, following, shows both the participants' and supervisors' reactions to this program item in detail.

Table 32

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 = (500)
%

About right	70
Too simple	26
Too advanced	4
	<u>100</u>

- 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 = (293)
%

"Level of Programs"	
Satisfactory	69
Unsatisfactory	13
Can't rate	18
Not Ascertained	*
	<u>100</u>

* Less than 0.5 per cent.

ATTITUDES ON LEVEL OF TRAINING (Continued)

Base = (293)	
"Why unsatisfactory?"	%
Program is too elementary	11
Level good only for some fields	2
Good for low or middle level jobs	*
Good for high level jobs	*
Other comments	1
	14

Table 33

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 = (500)	
	%
Yes, was told about level	53
No, was not:	
Would have been helpful	37
No, not helpful	6
Didn't care, don't know	4
Don't know	*
	100

* Less than 0.5 per cent.

It is interesting to note that, despite the participants' generally favorable opinions of the training program level, only slightly more than half (53 per cent) of the trainees were told, or remembered being told, something about this aspect before they left their country. As might have been expected, the largest share of those participants who were not told anything about this stated that it would have been helpful if such a thing had been done.

On reviewing the data shown in the tables below, it is apparent that some improvement in the program itself and the participants' reactions to it might be achieved by encouraging discussion meetings between participants and some official upon arrival in the country of training or by simply providing a larger number of project managers. A full 20 per cent of all participants were not met by anyone to discuss their particular program when they arrived and had no project manager throughout the duration of the training period. Of the 80 per cent who did meet someone, nearly half (36 per cent) discussed their program with an AID official and the remainder were contacted by somebody from another government agency or a university official.

Table 34

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 = (500)
Met someone who discussed program from:	%
AID	36
Other government agency	25
Department of Agriculture	6
Department of Health	6
Department of Labor	1
Department of State	4
Other	9
University	11
Private organization	2
Other	2
Don't know, no answer	4
Did not discuss program with anyone	<u>20</u>
	<u>100</u>

Those participants who were not met by someone directed themselves principally to some government agency (including AID in Washington), to a university official or to some other non-government, non-university contact to obtain information as to how and where to proceed on their program and, it is worthy of mention 2 per cent of all participants had to rely on a printed AID program or itinerary to proceed by themselves.

Table 35

WAYS OF OBTAINING INFORMATION AS TO HOW TO PROCEED WITH PROGRAM

"How did you get information about where to go or what to do next on your program?" (This question was asked of those who were not met on arriving at the country of training.)

	Base = (500)
	%
Information received by personal contact:	
AID in Washington	3
Other government department or agency	6
University official	5
Non-government, non-university	2
Home country ministry, embassy	1
Information received by non-personal contact:	
Printed AID program or itinerary	2
Other methods	1
Don't know, not ascertained	1
Was met in country of training	<u>80</u>
	<u>101</u>

However, slightly more than nine out of every ten participants who did have a project manager thought that their managers gave them enough attention; only a very few trainees felt to the contrary.

Table 36

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 - (500)
	%
Enough attention	73
Not enough attention	6
Don't know, no answer	1
Had no project manager	<u>20</u>
	100

B. Non-Technical Aspects

It is interesting to note that nearly three-quarters (72 per cent) of all participants thought that the amount of money made available to them during their program was about right; 27 per cent thought they were provided with too little money, and, quite naturally, nearly none (only 1 per cent) of the trainees believed that they were given more than they needed. Those who felt it was "too little" had scattered reasons with only complaints that the cost of living in the country of training was too high, standing out as mentioned to any significant degree.

Table 37

ADEQUACY OF FUNDS PROVIDED

"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 = (500)

	%
About right	72
Too little	27
More than needed	<u>1</u>
	100

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

Cost of living was too high in country of training	8
Could not maintain accustomed standard of living	3
Had to pay some of the expenses out of own pocket	3
The hotel and/or travel expenses were too high	2
Could not take advantage of cultural activities	2
Extra expenses due to nature of training	2
Amount of money should be adjusted to individual needs	3
Not enough money -- general statements	4
Other reasons	1
Don't know	*
	<u>28</u>

However, despite the rather high incidence of satisfaction regarding the adequacy of provided funds, it is interesting to see some of the comments made by participants concerning the fact that the money was not enough:

"When one is a government official, he is obliged to entertain other officials of the government of the country one is visiting and I was unable to do this with the provided money." (Public Administration)

"Sometimes we didn't have enough money; for instance, when we were invited to formal functions we couldn't go because we didn't even have enough money to rent tuxedos." (Education)

"I had enough for lodging, food, etc., but I needed money for concerts, the ballet and theatre." (Agriculture)

"We were given only seven dollars a day, whereas other participants were given twenty dollars a day and that just isn't right." (Health)

"I didn't have enough money for books." (Engineer)

"The money was not enough to repay the kindnesses of many colleagues." (Agriculture)

There were some variations in the opinions regarding the adequacy of funds among different subgroups, although there existed no really outstanding ones. The subgroups least satisfied with the financial allowances were those participants who received on-the-job training only, trainees specializing in industry and mining, and engineers and management-level participants. Those groups with the highest percentage of satisfaction on this account were the participants receiving both on-the-job training and university, the health trainees and those of a sub-professional occupational level. The age of the respondents does not seem to have affected their opinions of the allowances to any noticeable degree. Table 38 shows the factors affecting satisfaction with the adequacy of funds.

Table 38

ADEQUACY OF FUNDS BY RELEVANT FACTORS

	Type of Training:							
	Obs. Only	OJT Only	Univ. Only	Obs. & OJT	Obs. & Univ.	OJT & Univ.	Obs., OJT & Univ.	Special Group
Base =	(71)	(62)	(79)	(33)	(83)	(34)	(27)	(111)
	%	%	%	%	%	%	%	%
About right	80	58	76	70	73	82	67	70
Too little	20	40	24	30	27	18	30	30
More than needed	$\frac{-}{100}$	$\frac{2}{100}$	$\frac{-}{100}$	$\frac{-}{100}$	$\frac{-}{100}$	$\frac{-}{100}$	$\frac{3}{100}$	$\frac{-}{100}$

	Field of Training:							
	Agri-culture	Industry, Mining	Trans- portation	Labor	Health	Edu- cation	Public Ad- ministration	Miscel- laneous
Base =	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%
About right	71	52	73	79	84	71	67	67
Too little	29	40	27	21	16	29	33	33
More than needed	$\frac{-}{100}$	$\frac{8}{100}$	$\frac{-}{100}$	$\frac{-}{100}$	$\frac{-}{100}$	$\frac{-}{100}$	$\frac{-}{100}$	$\frac{-}{100}$

About two-thirds (63 per cent) of all participants felt that they were given enough free time for their own personal interests during their training programs; they were also generally satisfied with the social activities arranged for them and very much liked visiting private homes (as a matter of interest, only 1 per cent of all participants stated that they did not like these visits). The reasons for enjoying these visits are principally associated with two concepts: the first being that the hospitality was welcomed and it made the respondents feel at home, and, second, the opportunity to see local customs and meet natives of the country of training was thus offered. Following are some remarks received regarding the visits to homes:

SOCIAL LIFE AND OUTSIDE ACTIVITIES, BY FIELD (Continued)

Base =	Total (500)	Agri- culture (124)	Industry, Mining (25)	Trans- portation (26)	Labor (66)	Health (79)	Edu- cation (59)	Public Ad- ministration (76)	Miscel- laneous (45)
	%	%	%	%	%	%	%	%	%

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)?"

Too many	2	3	-	-	2	-	3	1	-
About enough (voluntary)	74	76	68	85	74	70	78	74	69
Not enough	24	21	32	15	24	29	19	25	31
No answer	*	-	-	-	-	1	-	-	-
	<u>100</u>								

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

Social activities	6	7	-	4	3	8	8	9	7
Cultural activities	4	3	8	-	2	5	6	3	8
More travel	3	1	4	-	2	6	2	1	11
Invitations to private homes	4	3	-	8	8	5	2	6	2
Meetings between groups from different countries	3	4	4	-	2	4	-	3	7
Meetings with professional colleagues	8	10	8	4	14	7	5	7	3
More free time	*	1	-	-	-	2	-	-	-
Other activities	4	3	4	8	4	3	8	4	7
Don't know, no answer	<u>4</u>	<u>4</u>	<u>16</u>	<u>-</u>	<u>-</u>	<u>5</u>	<u>-</u>	<u>2</u>	<u>8</u>
	<u>36</u>	<u>36</u>	<u>44</u>	<u>24</u>	<u>35</u>	<u>45</u>	<u>31</u>	<u>35</u>	<u>53</u>

* Less than 0.5 per cent.

Table 40

REACTIONS 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 = (500)
	%
Liked the hospitality and welcome received; people made me feel at home	47
Home visits gave opportunity to see local customs, people, culture, etc.	20
Liked the atmosphere of home visit	11
Home visits gave opportunity to make friends	6
People were interested in my country and culture	5
Home visits provided opportunity to exchange ideas	3
Generally positive comments	3
Generally negative comments	1
Qualified comments	1
Other concepts	4
Did not visit private homes during training	24
	<u>125</u>

As logically could have been expected, those trainees who included all three types of training (observation, on-the-job training and university) were those who most complained that they had too little time for the pursuit of their own personal interests. On the other hand, the participants who received observation and on-the-job training and did not receive any training at university were the most satisfied group as regards the amount of free time allotted to them -- only 15 per cent of this group felt that too many things were required of them and consequently did not give them all the personal time desirable. Details of the effect of type of training on opinions concerning this aspect are shown below.

Table 41

TIME FOR PERSONAL INTERESTS BY TYPE OF TRAINING

	<u>Total</u>	<u>Obs. Only</u>	<u>OJT Only</u>	<u>Univ. Only</u>	<u>Obs. & OJT</u>	<u>Obs. & Univ.</u>	<u>OJT & Univ.</u>	<u>Obs., OJT & Univ.</u>	<u>Special Group</u>
Base =	(500)	(71)	(62)	(79)	(33)	(83)	(34)	(27)	(111)
	%	%	%	%	%	%	%	%	%
Enough time	63	59	69	61	85	72	47	56	56
Too little time	35	40	31	36	15	25	50	44	41
Too much time	<u>2</u>	<u>1</u>	<u>-</u>	<u>3</u>	<u>-</u>	<u>3</u>	<u>3</u>	<u>-</u>	<u>3</u>
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

Relatively very few (17 per cent) of all participants attended the communications seminars that have been established to help the trainees put their training to use and conveying it to others.

Table 42

ATTENDANCE AT COMMUNICATIONS SEMINAR

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

	Base = (500)
	%
Yes, attended seminar	17
No, did not attend	83
Don't know, don't remember	*
	<u>100</u>

* Less than 0.5 per cent.

Because of the small number of participants involved in the seminars, very few respondents were able to give their impressions of them and no one thing stands out as a strongly favorable comment regarding these sessions. However, one conclusion can be clearly drawn from the following table: There were very few criticisms of the seminars, and the percentages mentioning each criticism are so small as to be virtually insignificant.

Table 43

ATTITUDES ABOUT COMMUNICATIONS SEMINARS

a) General Attitudes: "What did you like most about the seminar?"

	Base = (500)
	%
Learning how to communicate	3
Suggestions for adapting training	5
Contact with teachers	3
Exchange of ideas, meeting people	3
Non-specific (good, helpful, etc.)	1
Other aspects	3
Nothing in particular	1
Don't know, no answer	*
Liked nothing	*
	<hr/> 19

"What did you like least about the seminar?"

Nothing, liked everything	11
Seminar was too short	1
Seminar was too intensive	1
Too superficial	*
Didn't like the location in which the seminar was held	*
Other aspects	4
Liked nothing it was a waste of time	*
	<hr/> 17

ATTITUDES ABOUT COMMUNICATIONS SEMINARS (Continued)

b) Use of Seminar Materials: "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 = (500)

	%
Yes, have used seminar materials:	
Used principles in teaching others	6
Used materials in teaching others	1
Used ideas in suggesting changes	3
Have written articles, reports, etc.	*
In improving relations with colleagues, in dealing with people	4
Used material in non-specific ways	2
Other uses	3
Don't know, no answer	*
	<u>19</u>
No, have <u>not</u> used seminar materials:	
Have had no opportunity to use	*
Ideas not useful in own country	*
Ideas not useful in work now doing	*
Administrative problems, lack of supervisor, government help	*
Seminar added no new ideas	*
Don't know, no answer	*
	<u>*</u>

Three-quarters of all the participants followed the program as it was originally planned; of the remainder that made changes, the largest number (9 per cent) changed or added to the subjects that they were studying, followed by 4 per cent who changed their location of training and another 4 per cent who included more practical or on-the-job training than had originally been planned for. The majority of all participants who had changes made in their program felt they were necessary, principally because they made the program more suitable to their needs and **that they (the participants)** learned more. Almost all (95 per cent) of the participants completed their program.

* Less than 0.5 per cent.

Table 44

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 = (500)
	%
Followed program as originally planned	75
Important changes made:**	25
Changed location of training	4
Changed or added to the subjects studied	9
Included more observation	3
Included more practice, on-the-job training	4
Included more academic study (non-degree)	2
Changed to a degree program	*
Changed to more advanced program	1
Changed to less advanced program	1
Made it a longer program	2
Made it a shorter program	2
Changed program, nature not specified	1
Other changes	3
Not ascertained	2
	<u>100</u>

* Less than 0.5 per cent.

** 12 per cent of the changes made were done at the request of the participant, 8 per cent of the changes were requested by others or required by circumstances. 22 per cent of the participants believe these changes were necessary, **whereas** 3 per cent thought them unnecessary or hold no opinion. The reasons offered for believing the changes to be necessary were: to make the program more suited to my work (11 per cent); to learn more (6 per cent); to obtain a degree (3 per cent); the change was unavoidable (3 per cent); and other reasons (2 per cent).

Table 45

COMPLETION OF TRAINING PROGRAM

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

	Base = (500)
	%
Yes, completed program	95
No, did not complete program:	
Recalled by government	1
Personal reasons	2
Reasons connected with content or arrangement of training program	1
Other reasons	<u>1</u>
	100

In summary, then, the outlook is encouraging: general satisfaction was found in most aspects of the actual training program, with no one item being unsatisfactory to a large degree.

The major weak points concerning the period abroad or training are rather scattered, but the careful study of the data presented in this chapter will surely offer many suggestions for remedies and the ways in which to put them into effect.

GENERAL ATTITUDES ON TRAINING

The vast majority (96 per cent) of the participants were at least "moderately" satisfied with their training programs, and more than half (58 per cent) found their programs very satisfactory. Results on this point are presented in Table 46.

Table 46

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 = (500)
	%
Very satisfactory	58
Moderately satisfactory	38
Not too satisfactory	3
Not satisfactory at all	1
Don't know, no answer	*
	<u>100</u>

The degree of over-all satisfaction with regard to the training program does vary somewhat in some instances on looking at the results of its affectation by the opinions of several of the subgroups of the universe of study. The "typical" participant who was "very satisfied" with the program was an older individual (of

* Less than 0.5 per cent.

fifty years or more at the time of departure), engineer working in the field of industry and mining who was on a program lasting one year or more.

Table 47

FACTORS RELATED TO PARTICIPANTS' SATISFACTION WITH TRAINING

Age at Departure:

	Age at Departure:			
	Under 34	35 to 39	40 to 49	50 & Over
Base =	(88)	(140)	(175)	(92)
	%	%	%	%
Very satisfactory	55	57	57	64
Moderately satisfac- tory	43	39	37	32
Not too satisfactory	1	2	6	3
Not satisfactory at all	-	2	-	1
No answer	1	-	-	-
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

Occupational Level:

	Occupational Level:				
	Policy Makers & Sub-Mgt.	Engineers	Profes- sionals	Sub- Prof.	Misc.
Base =	(195)	(44)	(146)	(75)	(35)
	%	%	%	%	%
Very satisfactory	59	61	60	55	37
Moderately satisfac- tory	36	34	36	37	63
Not too satisfactory	3	5	3	7	-
Not satisfactory at all	1	-	1	1	-
No answer	1	-	-	-	-
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

Field of Training:

	Field of Training:							
	Agri- culture	Industry, Mining	Trans- portation	Labor	Health	Edu- cation	Public Ad- ministration	Miscel- laneous
Base =	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%
Very satisfactory	63	68	54	67	61	46	47	56
Moderately satisfac- tory	33	28	46	31	34	48	49	36
Not too satisfactory	4	4	-	2	4	3	3	6
Not satisfactory at all	-	-	-	-	-	3	1	2
No answer	-	-	-	-	1	-	-	-
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

Actual Length of Training:

	Actual Length of Training:		
	Under 6 Mos.	6 up to 12 Mos.	1 Year or More
Base =	(285)	(95)	(119)
	%	%	%
Very satisfactory	56	55	65
Moderately satisfac- tory	39	43	32
Not too satisfactory	4	1	3
Not satisfactory at all	1	1	-
No answer	*	-	-
	<u>100</u>	<u>100</u>	<u>100</u>

As can be seen from the preceding table, those respondents of fifty years of age or more were the most satisfied and those of under thirty-four years were the least satisfied -- 64 per cent of the older group reported being "very satisfied" whereas only 55 per cent of the younger group felt this way.

Participants at an occupational level encompassing engineers and professionals were those most satisfied, and trainees in the miscellaneous (or other) levels of occupation least mentioned being "very satisfied."

A total of 68 per cent of those specializing in the field of industry and mining were very satisfied with their program, and, on the opposite extreme, those participants in the field of education were the smallest number (46 per cent) feeling this way.

Two-thirds of the participants considered their training abroad "one of the most important things they ever did." The main reasons they gave were that it enabled them to work more effectively in their particular field of endeavor, provided them with new ideas to help solve the problems of their country, offered an education, or gave them broader insight. Detailed results are shown in Table 48.

Table 48

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 = (500)
	%
Most important	67
Waste of time	1
In-between	32
Don't know, no answer	*
	<u>100</u>
 (If " <u>Most Important</u> "): "Why do you feel that way?"	
<u>Non-Specific, Personal Gain:</u>	
Training gave broader insight	11
Met people, made friends	1
Learned how to treat others	1
It was educational	14
 <u>Specific, Personal Gain:</u>	
Improved position, have better job	8
Gave self-confidence, courage	3
 <u>Non-Specific, Impersonal Gain:</u>	
Offered opportunity to know a highly developed country	8
Useful to respondent's employer or country	2
Chance to compare home situation with situation abroad	5
 <u>Specific, Impersonal Gain:</u>	
Now able to work more effectively in field	25
Acquired new knowledge and ideas applicable in solving problems of respondent's country	17
Opportunity to learn about labor unions, labor laws	3
Other comments	3
Not Ascertained	*
	<u>90</u>

* Less than 0.5 per cent.

Three-quarters of the participants reported that the entire program was of use or valuable to them and that nothing of its content was not useful (only 2 per cent of the total number of trainees felt that absolutely nothing was of use). On being queried as to what they considered the most useful and valuable part of their training experience, 57 per cent responded in terms directly related to the program; 18 per cent mentioned some aspects of the conditions seen in the country of training; 11 per cent simply said that everything was useful and valuable without detailing; and 7 per cent made comments related to the people or customs of the country of training.

Table 49

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?"

<u>General Comments:</u>	Base = (500)	%
Everything was useful and valuable	11	
Nothing was useful or valuable	2	
 <u>Program-Related Comments:</u>		
Studies in general, specific subjects studied	32	
Observation tours, visits to industrial firms	8	
On-the-job training	5	
University attendance	*	
High quality of instructors, university	5	
Meeting and working with professional counterparts	5	
All other general and miscellaneous aspects of training received	2	
 <u>Comments on Conditions Seen:</u>		
Ways in which offices, plants, government agencies, etc., are organized	12	
Good facilities for work or study	1	
Procedures and equipment are modern	5	
 <u>Comments on People, Customs:</u>		
Obtained better understanding of other people	3	
Characteristics of people in country of training	4	
Meeting participants, students from other countries	*	
Other comments	4	
Don't know, not ascertained	2	
	101	

* Less than 0.5 per cent.

USEFUL ASPECTS OF TRAINING (Continued)

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

Base = (500)
%

Positive Comment:

Nothing, the entire program was useful
or valuable 73

Negative Program-Related Comments:

The entire program was not useful, not
valuable *

Visits to specific places 4

My on-the-job training 1

The university or school attended 7

The orientation program 1

All other miscellaneous and general
parts of the program 10

Other comments 3

Don't know, not ascertained 1

100

As a further measure of participant attitudes about their training, respondents were asked to offer suggestions as to how the program might have been improved. All but 8 per cent of the participants did respond with suggestions, the most frequently-mentioned of which are general appeals for more or longer training, more specialized training, programs more directly related to participants' needs, and calls for more practical work. Table 50 presents the suggestions in detail.

* Less than 0.5 per cent.

Table 50

PARTICIPANT SUGGESTIONS FOR CHANGES

"Now I have a few questions about 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'd like to mention?"

	Base - (500)
	%
Like <u>more</u> training, longer training; like to visit more places, study additional subjects	36
More <u>specialized</u> training program	25
Program should be more specifically related to participants' needs	19
Should have more practical work; program was too theoretical	18
Study teams or groups should be selected so that they have the same background and interests	11
Should have more advanced information about training program and/or country	9
Should be more emphasis on or knowledge of the language of training country	8
Would like some observation	8
Should like to have had chance to plan own program	8
Program should be <u>better</u> planned and organized	7
Would like some academic training	6
Training should be in different places	6
More planning should be done in regard to job on return	4
Program is too elementary	4
Like to obtain academic degree	3
More leisurely, less intensive program	2
Should have more help in daily living expenses	2
Should have been shorter; program was repetitious	1
Would like less practical training	1
Would like less academic training	1
Would like less observation	1
Other suggestions or comments	28
Don't know, not ascertained	1
No changes	8
	217

Supervisors were enthusiastic about participant training. A total of 78 per cent of them said the training programs were worth all the cost and difficulty they might have caused their organizations.

Table 51

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 - (293)
	%
Worth cost and difficulty	78
Not worth cost and difficulty	5
Don't know, not ascertained	<u>17</u>
	<u>100</u>

And, in connection with the supervisors' over-all satisfaction, here are some of the actual comments made:

"It was excellent -- the participants took advantage of their stay abroad and returned with experiences that hadn't even been programmed into the study."

"I feel that the program was not completely efficient because he (the participant) acquired knowledge of things that cannot be applied here and we can't give him the necessary resources for using his knowledge."

"We have not been able to use what he learned because of a lack of equipment and workshop."

However, many supervisors had suggestions for modifications in the programs and made comments about other aspects. The comments most frequently made centered around the ideas that the programs should be planned with a mind to the participants' needs or their country's or job's needs, that the programs should include more practical training and that it should be of a more advanced level. Some mentions were made of the

number and/or type of participants to be trained, with 3 per cent stating that the participants selected should be individuals with more experience in their fields and 3 per cent saying that the participants' knowledge of the language of the country of training should be a more important factor in selection. It is interesting to note that only 1 per cent of all supervisors felt that it was important for them to play a more important role in the actual selection of participants.

Table 52 shows the results of the questions asking for suggestions and comments on other aspects of the program.

Table 52

SUPERVISOR 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 - (293)
	%
No changes suggested; <u>no further comments</u>	9
No changes suggested because program was good the way it was	13
<u>Changes Related to Program Planning:</u>	
Program should be planned to meet needs of participant	7
Supervisor should have more important role in planning program	2
More time needed to prepare program	2
Supervisor should have more important role in selecting participants	1
Other comments relating to planning of program	4
<u>Changes Related to Content of Program:</u>	
Program should include more practice training	6
Program should be more advanced	5
Program should include different aspects of field	3
Program should include more theoretical work	2
Content of program should be more general; more subjects studied	1
Other comments relating to program content	6
Training should be longer	5
Other comments	10
Don't know, can't evaluate program, not ascertained	<u>39</u>
	<u>115</u>

SUPERVISOR SUGGESTIONS FOR CHANGES (Continued)

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

Base = (293)

	%
Favorable comment only, with no suggestions or criticisms	13
Programs should be planned to fit specific needs of participant, his employer or his country	12
Selection procedures should be improved	4
Programs should include different subject matter	4
Programs should include more practical training	4
Participants should be people with considerable experience in field	3
Participants' knowledge of language of country of training should be more important factor in selection	3
Participants should visit <u>more</u> countries, universities, etc.	3
Participants should receive more information on the types of training available	3
More people in own country or place of employment should go on training programs	2
Programs should be improved	2
Programs should be better scheduled; scheduled differently	2
Programs should be longer	2
More people in a given field of specialization should go on training program	1
More people in supervisory jobs or in high-ranking jobs should go on training program	1
Participant's knowledge of language of country of training should be less important factor in selection	1
Programs should include more social and informal contact with inhabitants of country of training	1
Participants should receive academic degrees	1
Participants should receive more money while on training	1
After their return, participants should be placed in jobs where their training can be applied	1
Returned participants should train others	1
Unfavorable comment only	*
Other concepts	30
Don't know, not ascertained	22
	<u>117</u>

* Less than 0.5 per cent.

Following are some of the suggestions made by the supervisors:

"More subjects that can be adapted to the work here should be included in the program."

"There should be a practical session of the training, lasting at least six months in a country similar to ours."

"I suggest that the participants selected not be recently graduated people but rather people with some experience."

"I would like to see a program of longer duration; one year is very little, it should be two or three years at least."

As might logically be expected, supervisors were far less likely to say that they could not rate several aspects of the training if they were former participants themselves; their opinions of the participants' training was naturally affected by their own and this influence is a positive one on several points and negative on others. If the percentage of "can't rate" responses were eliminated and only the satisfactory and unsatisfactory opinions were to be taken into account, the supervisors who were once members of a training program had more favorable reactions as regards the practical experience their employees received on their programs and the selection procedures used. On the other hand, non-participant supervisors were slightly more favorably inclined regarding the subject matter covered in the programs, the country of training and the length of training. The opinions of both the participant and non-participant supervisors as regards the level of training were almost equally satisfactory. Detailed findings on this point are presented in Table 53.

Table 53

SUPERVISOR SATISFACTION WITH TRAINING, BY OWN TRAINING EXPERIENCE

	Participant (140) %	Non-Participant (152) %
a) <u>Subject Matter:</u>		
Satisfactory	77	64
Unsatisfactory	19	12
Can't rate	4	24
	<u>100</u>	<u>100</u>
b) <u>Practical Experience:</u>		
Satisfactory	83	65
Unsatisfactory	12	18
Can't rate	5	17
	<u>100</u>	<u>100</u>
c) <u>Country of Training:</u>		
Satisfactory	61	68
Unsatisfactory	37	24
Can't rate	2	8
	<u>100</u>	<u>100</u>
d) <u>Length of Training:</u>		
Satisfactory	44	50
Unsatisfactory	48	27
Can't rate	8	23
	<u>100</u>	<u>100</u>
e) <u>Level of Training:</u>		
Satisfactory	79	60
Unsatisfactory	15	11
Can't rate	6	29
	<u>100</u>	<u>100</u>
f) <u>Selection Procedures:</u>		
Satisfactory	74	53
Unsatisfactory	20	20
Can't rate	6	27
	<u>100</u>	<u>100</u>

UTILIZATION OF TRAINING AFTER RETURN

Quite aside from the participants' and supervisors' attitudes toward the training programs, part of the success of the programs was measured by the amount of its post-training utilization. The intent of this chapter is to help evaluate this very important aspect of the program.

Naturally, any measurement of utilization of training must involve a close look at the participants' jobs, both before their departure and after their return from the program; therefore it is thought to be advisable to include first within this section of the report a set of data that was also presented in the chapter pertaining to the background profile of the trainees.

Table 54

OCCUPATIONAL LEVEL AT SELECTION AND AT TIME OF INTERVIEW

	<u>Position at Selection</u>	<u>Position at Interview</u>
Base =	(500)	(500)
	%	%
Policy makers, top level	2	3
Policy makers, second level	3	9
Subordinate management	34	37
Engineers	9	8
Professionals	29	23
Sub-professionals	15	14
Supervisors, inspectors	3	3
Artisans, craftsmen	1	*
Other	3	3
None, not ascertained	<u>1</u>	<u>1</u>
	100	100

As can readily be seen from the preceding table, the distribution of the participants according to occupational level changes somewhat between the time of departure on the program and the time of the interview. An increase of 7 per cent from the first to the second period occurred in the policy maker level, and an increase (of 3 per cent) was evident in the level encompassing all those individuals in subordinate management; these two increases were mainly at the sacrifice of the professionals who dropped from 29 per cent in the first period to 26 per cent in the second. This can be seen even more strongly in Table 55, below, which presents the detailed data pertaining to shifts in occupational level from selection to interview. The underlined figures in this table represent the proportion of participants in each level who remained within the same occupational stratum between the two periods.

Table 55

SHIFTS IN OCCUPATIONAL LEVEL BETWEEN SELECTION AND INTERVIEW

	Position at Selection:				
	Policy Makers & Sub-Mgt.	Engineers	Professionals	Sub-Professionals	Others
Base =	(195)	(44)	(146)	(75)	(35)
	%	%	%	%	%
<u>Position at Interview:</u>					
Policy makers	21	7	7	1	18
Sub-management	70(<u>91</u>)	9	21	9	20
Engineers	*	<u>82</u>	-	-	2
Professionals	3	2	<u>69</u>	3	8
Sub-professionals	1	-	1	<u>83</u>	8
Other	5	-	2	3	44
None (unemployed)	*	-	*	<u>1</u>	-
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

* Less than 0.5 per cent.

Only 5 per cent of all the participants interviewed have not been employed continuously since their return from the training program; what is more, almost all of them (97 per cent) were employed at the time of interview.

Table 56

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 = (500)
	%
No, employed continuously since return	95
Yes, have been unemployed for:	
3 to 4 months	*
5 to 6 months	*
7 to 12 months	1
1 to 2 years	1
Don't know, not ascertained	<u>3</u>
	100

More than two-thirds (71 per cent) of the trainees returned from their programs to the same jobs they had at the time of departure; of the remaining group who returned to different jobs, approximately two-thirds went to work at jobs they had expected and the other third started in on unexpected jobs.

However, a total of 62 per cent of the trainees were at different jobs at the time of the interview from their jobs on return from the training abroad; the larger part of these individuals moved to what has been generally classified as "better" jobs. Details of the participants' job stability are presented in Table 57.

* Less than 0.5 per cent.

Table 57

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 = (500)
	%
Same job on return as before departure	71
Different job on return	29
Job expected	18
Job not expected	11
	<u>100</u>

"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?"

	Base = (500)
	%
Yes, presently employed	97
Same job as on return	32
Different job	65
Better job	41
Different part of government	4
Worse job	1
Changed from government to private business	5
Job in field of training	4
Job <u>not</u> in field of training	5
Different job in same general field	1.2
Don't know, not ascertained	1
No, not presently employed	<u>3</u>
	<u>100</u>

Table 58

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?"

	Base = (500)
	%
About the same	59
Better	4
Not as good	30
Don't know	4
Not employed at present	3
	100

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 = (293)
	%
Essential	27
Very important	51
Helpful but not very important	16
Not useful	3
Better off without it	*
Don't know, no answer	3
	100

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

Base = (293)
%

Positive Answers:

Strong positive comments <u>not further specified</u> (training was excellent, fine, etc.)	32
Weak <u>positive comments not further specified</u> (training was good, fair, suitable, etc.)	7
Suitable because participant is applying training to job	28
Participant has introduced new methods, techniques, equipment, etc.	5
Participant is conveying his training to others	3
Participant has received a promotion, better job, etc.	3
Positive comments on participant's personal characteristics	2
Other positive comments	4

Neutral Answers

1

(Continued)

EFFECT OF TRAINING PROGRAM ON CURRENT JOB POSITION (Continued)

Base = (293)
%

Negative Answers:

Training not suitable because it was bad, inadequate	1
Training not appropriate to current work of participant	4
Participant is not using training	1
Training was too elementary	1
Training not long enough	*
Training too theoretical	*
Negative comments on participant's personal characteristics	1
Other negative comments	1
Don't know, can't evaluate suitability of program, not ascertained	<u>14</u>
	108

At least three-quarters, and usually many more, of the participants in every field of specialization reported that they had been able to use at least some of their training on their current jobs. Those individuals in the field of health were the group to have most used their training (96 per cent); second highest utilization-on-the-job group was "other, miscellaneous fields" (93 per cent); closely followed by education specialists (92 per cent). Table 59 presents the data on this point.

* Less than 0.5 per cent.

Table 59

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	Agri- culture	Industry, Mining	Trans- portation	Labor	Health	Edu- cation	Public Ad- ministration	Miscel- laneous
Base =	(500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%	%
Yes. used train- ing on job	86	88	84	85	75	96	92	80	93
Almost everything	29	27	44	27	14	33	32	20	49
Quite a bit	27	31	28	19	24	32	31	23	20
Some	17	13	12	27	23	14	19	25	13
Only a little	12	16	-	12	12	17	8	9	11
Practically none	1	1	-	-	2	-	2	3	-
No, have not used training or not employed at pre- sent	$\frac{14}{100}$	$\frac{12}{100}$	$\frac{16}{100}$	$\frac{15}{100}$	$\frac{25}{100}$	$\frac{4}{100}$	$\frac{8}{100}$	$\frac{20}{100}$	$\frac{7}{100}$

And the following table presents the percentage responses of what the trainees considered as the most outstanding things they had accomplished since their return.

Table 60

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 = (500)
a) <u>The Nature or Character of the Activity:</u> *	%
Changed or improved procedures, reorganized an organization, introduced new procedures, curriculum, etc.	35
Wrote a book, manual	3
Taught others, lectured	18
Conducted research, survey	6
Made formal plans for future development	2
Introduced, purchased new equipment	1
Constructed something (dam, bridge, building, etc.)	2
Instituted a new organization or service	7
Continued own studies	2
Obtained a better job	1
Performed regular occupation in a superior way	6
Other types of activity	4
Not ascertained, no activity reported	<u>13</u>
	100
b) <u>The Field of Economic Endeavor to Which the Reported Activity Belongs:</u>	
Agriculture and natural resources	22
Industry and mining	5
Transportation	4
Labor	11
Health and sanitation	15
Education	12
Public safety and public administration	9
Community development	6
All other fields	6
Not ascertained, no activity reported	<u>10</u>
	100
c) <u>The Use of AID Training in Reported Activity:</u>	
Training used in activity	86
Training not used	4
Use of training not ascertained	1
No activity reported	<u>9</u>
	100

* 69 per cent of the respondents imply that the activity was initiated by himself; 18 per cent imply that it was initiated by others and 15 per cent either do not imply who initiated the activity or did not report any outstanding achievements.

Supervisors were not very closely involved with the participants or their programs before the training program; only 38 per cent of the supervisors interviewed stated that the participant was working for them before departure, and an even lesser number (17 per cent) were familiar with some of the aspects of the training; thus, nearly half of the supervisors were unfamiliar with the participants or their program before they left to go abroad for training. Less than two out of every ten supervisors were involved in the planning of the participants' programs, but nearly half (46 per cent) of them stated that the organization had plans as to how the training would be utilized after the participants came back.

Table 61

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 = (293)
Yes, participant worked for me before departure	38
No, participant didn't work for me	52
No, wasn't here then	10
Not ascertained	62
	<u>100</u>
Not familiar with program	45
Familiar with some aspects of program	17
Not ascertained	*
Participant worked for me before departure	38
	55
	<u>100</u>

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

Participant himself	8
Someone in this organization	40
Ministry or other home government official	4
USAID or AID personnel	1
Other persons	1
Don't know, no answer	1
	<u>55</u>

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

Yes, helped plan program	18
No, did not help plan program	37
	<u>55</u>

"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	46
No, did not have plans	6
Don't know, not ascertained	3
	<u>55</u>

Relatively few participants -- 23 per cent of the total -- considered that the supervisors on their current jobs are "very helpful" in utilizing the training received. The participants in the field of education were those who, despite their incidence of rather high on-the-job utilization, felt least satisfied with the helpfulness of the supervisors; on the other hand, specialists in **industry** and **mining** were the most satisfied as can be seen in Table 62:

Table 62

HELPFULNESS OF SUPERVISOR IN USING TRAINING, BY FIELD AND OCCUPATIONAL LEVEL

"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?"

	<u>Total</u>	<u>Agri- culture</u>	<u>Industry, Mining</u>	<u>Trans- portation</u>	<u>Labor</u>	<u>Health</u>	<u>Edu- cation</u>	<u>Public Ad- ministration</u>	<u>Miscel- laneous</u>
Base =	(500) %	(124) %	(25) %	(26) %	(66) %	(79) %	(59) %	(76) %	(45) %
Very helpful	23	21	28	23	23	24	20	26	24
Somewhat helpful	23	22	16	31	15	30	19	25	31
Not helpful	18	15	8	23	20	20	17	21	18
Neither helpful nor unhelpful	10	14	-	4	8	7	10	11	13
No answer	*	1	-	-	-	-	2	-	-
Has no supervisor, or presently not employed	<u>26</u> <u>100</u>	<u>27</u> <u>100</u>	<u>48</u> <u>100</u>	<u>19</u> <u>100</u>	<u>34</u> <u>100</u>	<u>19</u> <u>100</u>	<u>32</u> <u>100</u>	<u>17</u> <u>100</u>	<u>14</u> <u>100</u>

	<u>Policy Makers and Sub-Management</u>	<u>Engineers</u>	<u>Profes- sionals</u>	<u>Sub- Professionals</u>	<u>Other</u>
Base -	(195) %	(44) %	(146) %	(75) %	(35) %
Very helpful	25	14	21	25	30
Somewhat helpfui	16	39	25	32	25
Not helpful	16	25	16	21	19
Neither helpful nor unhelpful	7	5	13	12	10
No answer	-	-	1	-	-
Has no supervisor, or presently not employed	<u>36</u> <u>100</u>	<u>17</u> <u>100</u>	<u>24</u> <u>100</u>	<u>10</u> <u>100</u>	<u>16</u> <u>100</u>

As one possible explanation of the rather loose participant-supervisor contact as regards utilization of training, it is worthy of notice that only 35 per cent of all participants work with supervisors who were trained abroad; this implies that there may exist some lack of understanding between the two parties, because they do not have similar training backgrounds.

Table 63

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 = (500)
	%
Yes, work with somebody trained abroad	70
Supervisor	35
Not supervisor	34
Not Ascertained	1
Do not work with somebody trained abroad or not currently employed	30
Don't know, not ascertained	*
	<u>100</u>

A total of 60 per cent of the participants stated that they had unfulfilled plans for using their training which they had not yet been able to carry out. Table 64 presents this point in detail:

Table 64

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	Agri- culture	Industry, Mining	Trans- portation	Labor	Health	Edu- cation	Public Ad- ministration	Miscel- laneous
Base =	(500) %	(124) %	(25) %	(26) %	(66) %	(79) %	(59) %	(76) %	(45) %
Yes, have unful- filled plans	60	54	48	54	64	67	73	62	51
No, do not	40	46	52	46	36	33	25	38	49
No answer	*	-	-	-	-	-	2	-	-
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

(IF "YES") "Can you tell me something about that?"

	Base = (500) %
Plan to change procedures, reorganize an organization or section	25
Plan to write a book, manual, etc.	5
Plan to teach others	12
Plan to conduct research	2
Plan to introduce, purchase, install new equipment	1
Plan to construct something	1
Plan to institute a new organization, service	9
Plan to continue own studies	1
My plans can be carried out if money is available	1
My plans can be carried out if equipment is available	1
My plans can be carried out if top officials agree	1
Plan to use training in job	1
Other plans (both definite and conditional)	7
Don't know, not ascertained	<u>3</u>
	<u>70</u>

More participants in the field of education (who were, it will be recalled, the least satisfied with supervisor helpfulness) reported having unfulfilled plans than did trainees in any other field: those in industry and mining (the most satisfied with supervisor helpfulness) least reported having unfulfilled plans. A full quarter of all participants stated that they had been unable to change procedures or reorganize some organization or section; 12 per cent still had plans to teach others and 9 per cent planned to institute a new organization or service. The following participant comments are typical of the plans they had, yet been able to carry out and the reasons for not being able to do so:

"I would like to organize a complete theoretical and practical course to teach others but have not been able to do so because of lack of equipment." (Professional)

"Would like to encourage more coordination between educational organizations and labor unions. I think the A.I.D. should maintain closer and permanent contact with those people who have been on training programs; many of these people are not utilizing their training either because of their own lack of initiative or the negligence of the organizations they work for." (Labor)

"I have plans but have not been able to carry them out because of economical reasons." (Professional)

"I would like to teach a course regarding Diesel mechanics, but have not been able to do so because of a lack of equipment." (Education)

When asked what difficulties they had had in utilizing their training abroad, more than two-thirds of the participants cited at least one problem they had met in using the skills learned in the program. The major difficulty encountered (by 23 per cent) was one of a lack of money; 16 per cent were faced with a lack of equipment. The lack of money was especially important to the agriculture specialists, and the lack of equipment was the largest difficulty of the education trainees. As a matter of fact, participants in the field of education had encountered more difficulties in using their training or in conveying it to others; public administration trainees were the least hindered group. Table 65 details the difficulties met by field of training.

Table 65

MAJOR DIFFICULTIES ENCOUNTERED IN USING TRAINING, BY FIELD

"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?"

	Total	Agri- culture	Industry, Mining	Trans- portation	Labor	Health	Edu- cation	Public Ad- ministration	Miscel- laneous
Base =	(500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%	%
No difficulties	28	31	32	20	21	23	20	34	25
Lack of money	23	35	24	42	17	30	20	8	4
Lack of equipment, machinery	16	19	24	15	8	8	37	9	9
Lack of trans- portation	1	2	4	-	2	1	-	-	-
Government is not amenable	10	8	8	8	11	10	14	8	9
Government will not accept new ideas, will not cooperate	8	9	8	4	9	8	8	9	4
Lack of help from supervisor	2	2	-	4	3	6	-	1	-
Colleagues, employ- ees will not accept new ideas	7	2	12	4	18	9	10	1	4
Lack of trained staff	9	10	8	12	-	11	10	5	9
Lack of educational preparation of job colleagues	9	5	-	-	15	18	7	5	13
Present job not re- lated to field of training	2	4	8	-	2	1	-	3	-
Not in position of authority	2	-	-	-	3	-	2	1	4
No opportunity in job to apply training	3	3	4	-	2	3	3	9	7
Training too ad- vanced for home country	5	5	4	-	6	4	8	7	2
Did not learn any- thing to transmit	1	-	-	-	2	-	-	3	-
Other reasons	8	5	8	15	20	10	7	9	17
Don't know, not ascertained	1	2	-	-	-	5	-	-	7
	<u>107</u>	<u>111</u>	<u>112</u>	<u>94</u>	<u>103</u>	<u>109</u>	<u>126</u>	<u>78</u>	<u>89</u>

The vast majority (96 per cent) of participants said that they had transmitted at least some of their training to other people since their return from abroad. Lectures and formal training was the chief means used for transmittal (63 per cent), closely followed by **informal** discussions (62 per cent); articles or other publications and on-the-job training account for 36 per cent and 26 per cent respectively.

Table 66

TRANSMITTAL OF TRAINING KNOWLEDGE TO OTHERS

- 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?"

	Base = (500)
	%
Yes, did convey training to others	96
Almost everything	27
Quite a bit	36
Some	22
Only a little	11
Practically none	-
No, have not conveyed it	4
Don't know, not ascertained	*
	100

(IF "YES") "How have you gone about doing that?"

	Base = (500)
	%
Lectures, formal training	63
Informal discussions	62
Articles, other publications	36
On-the-job training	26
Other means	9
	196

continued...

Table 66 (Cont'd.)

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

	Base = (293)
	%
Yes, has been conveyed to others	77
No, has not	7
Don't know, no answer	16
	<u>100</u>

(IF "YES") "How has this been done?"

	%
Formal teaching, lectures, seminars	35
Informal discussions	22
Books, articles, manuals	8
Reports at meetings	6
Demonstrations	3
Revisions, improvements in techniques, equipment	3
Supervision, guidance of other workers	13
Other methods	4
Don't know, not ascertained	1
	<u>95</u>

Evidently supervisors have known the returned participants for quite a long time, spent a good deal of the working week with them, have discussed with them both the training they received and the other experiences encountered during the program not directly related to the training. Two-thirds of the supervisors have known the participants for at least six years and usually more; more than half (53 per cent) spend 16 hours or more a week with the participants.

Table 67

SUPERVISOR-PARTICIPANT CONTACTS

a. <u>Time Known</u> : "About how long have you known (participant)?"	
	Base = (293)
	%
less than one year	5
1 - 5 years	27
6 - 10 years	29
More than 10 years	37
No answer	<u>2</u>
	100
b. <u>Amount of Work Contact</u> : "During a working week, about how many hours do you spend together with (participant)?"	
	%
16 hours or more	53
8 - 15 hours	16
4 - 7 hours	14
3 hours or less	13
Don't know, not ascertained	<u>4</u>
	100
c. <u>Discussion of Training</u> : "Since (participant) has been back from his training program, have you discussed with him the things he studied in his program?"	
	%
Yes, have discussed training	84
No, have not	<u>16</u>
	100
d. <u>Discussion of Other Experiences</u> : "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	72
No, have not	28
Don't know, no answer	<u>*</u>
	100

Before their departure, 45 per cent of all participants had had some contact with the USAID---28 per cent had actually been employed on a USAID project and 17 per cent had been associated in some way with a project. Agriculture participants

were those most (66 per cent) in contact with the USAID (39 per cent worked on a project and 27 per cent brought into contact with it); on the other hand only 17 per cent of the labor participants had pre-training USAID contact. However, a slight increase is to be noticed in the post-training contact of participants and USAID; 49 per cent (an increase of 4 per cent) of the participants reported having contacts after return; the highest incidence is to be found in the field of education (63 per cent) followed by public administration, agriculture, and labor participants each mentioned by 57 per cent; the participants in the field of transportation had had the least amount of contact -- 31 per cent. Details regarding this point are presented in Table 68:

Table 68

USAID-PARTICIPANT CONTACTS, BY FIELD

a. Pre-Selection Work on 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?"

	Total	Agri- culture	Industry, Mining	Trans- portation	Labor	Health	Edu- cation	Public Ad- ministration	Miscel- laneous
Base =	(500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%	%
Yes, employed in USAID project:	27	39	24	12	9	42	19	20	33
Full-time	26	38	24	12	7	38	19	17	31
Part-time	1	-	-	-	2	3	-	-	2
Occasionally	*	1	-	-	-	-	-	-	-
Not ascertained	*	-	-	-	-	1	-	3	-
No, not employed in USAID project:	73	61	76	88	91	58	81	80	67
Had contact with USAID	17	27	8	23	8	13	19	14	12
Had no previous contacts	55	33	68	65	83	44	60	66	53
Don't know not ascertained	$\frac{1}{100}$	$\frac{1}{100}$	$\frac{-}{100}$	$\frac{-}{100}$	$\frac{-}{100}$	$\frac{1}{100}$	$\frac{2}{100}$	$\frac{-}{100}$	$\frac{2}{100}$

continued ...

Table 68 (Cont'd.)

b. Post-Return Work on 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	Agri- culture	Industry, Mining	Trans- portation	Labor	Health	Edu- cation	Public Ad- ministration	Miscel- laneous
Base =	(500) %	(124) %	(25) %	(26) %	(66) %	(79) %	(59) %	(76) %	(45) %
Yes, have had contact with USAID	49	57	32	31	57	43	63	57	44
Worked in USAID project	23	38	20	12	8	23	19	20	22
Have not worked on USAID project	26	19	12	19	47	19	44	22	20
No answer	*	-	-	-	2	1	-	1	2
No, have had no USAID contact	<u>51</u> 100	<u>43</u> 100	<u>68</u> 100	<u>69</u> 100	<u>43</u> 100	<u>57</u> 100	<u>37</u> 100	<u>43</u> 100	<u>56</u> 100

More specifically, contacts with USAID technicians have only been accomplished by 37 per cent of the participants. Agriculture specialists are those with the most contacts with technicians (57 per cent), and those in the field of industry and mining have the least (16 per cent).

Table 69

FREQUENCY OF PARTICIPANT CONTACTS WITH TECHNICIANS, BY FIELD

"Is there a USAID technician available to you for consultation or advice?" (IF "YES") "Do you have frequent contact with him, only occasional contact, or have you never met him?"

	Total	Agri- culture	Industry, Mining	Trans- portation	Labor	Health	Edu- cation	Public Ad- ministration	Miscel- laneous
Base =	(500) %	(124) %	(25) %	(26) %	(66) %	(79) %	(59) %	(76) %	(45) %
Yes, technician available	37	57	16	46	32	22	29	34	42
Frequent contact	15	32	8	23	6	5	8	9	22
Occasional contact	19	23	8	23	18	15	19	18	20
Never met	3	2	-	-	8	2	2	7	-
No technician available	46	31	48	54	55	55	47	46	44
Don't know, no answer	<u>17</u> 100	<u>12</u> 100	<u>36</u> 100	<u>-</u> 100	<u>13</u> 100	<u>23</u> 100	<u>24</u> 100	<u>20</u> 100	<u>14</u> 100

Table 70 summarizes participant reports on the help they have requested and received from the USAID.

Table 70

HELP REQUESTED FROM USAID BY RETURNED PARTICIPANTS, BY FIELD

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

	Total	Agri- culture	Industry, Mining	Trans- portation	Labor	Health	Edu- cation	Public Ad- ministration	Miscel- laneous
Base =	(500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%	%
Yes, requested help	20	27	12	19	17	18	25	18	16
No, did not	80	73	88	81	83	82	75	82	84
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

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

Technical advice	6	11	8	12	2	6	2	5	9
Assistance in training staff members	1	-	-	-	2	1	-	3	-
Additional training grant for self	2	2	-	-	-	4	5	1	-
Training grants for others	1	2	-	-	-	3	2	-	2
Equipment, machinery	1	1	-	4	2	-	3	3	-
Printed material	3	2	-	4	6	1	2	3	3
Audio-visual aids	1	-	-	-	3	-	2	-	-
Financial assistance	4	6	-	-	3	3	5	3	2
Assistance in securing job	1	1	-	-	-	-	3	1	-
Other kinds of help	*	-	4	-	-	-	2	-	-
Not ascertained	*	2	-	-	-	-	-	-	-
	<u>20</u>	<u>27</u>	<u>12</u>	<u>20</u>	<u>18</u>	<u>18</u>	<u>26</u>	<u>19</u>	<u>16</u>

(IF "YES") "Did you get the help you asked for?"

Yes	13	17	8	8	10	14	15	11	14
Partially	3	5	4	8	2	-	2	4	2
No	4	3	-	3	5	4	8	3	-
No answer	*	2	-	-	-	-	-	-	-
	<u>20</u>	<u>27</u>	<u>12</u>	<u>19</u>	<u>17</u>	<u>18</u>	<u>25</u>	<u>18</u>	<u>16</u>

As can be seen from the preceding table, only one-fifth of the returned participants have asked for some kind of USAID help since they returned, and that most of them feel they received the requested help, at least partially. (The agriculture trainees have requested the most help, and those in industry and mining have been the group to least request any assistance.)

Nearly a quarter (23 per cent) of all the Peruvian participants joined, during or since the training program, some U.S. professional society; practically the same number (20 per cent) were members at the time of interview and a full half (52 per cent) were receiving American professional publications. Participants in the field of industry and mining were those who most belonged to U.S. professional societies at the interview (48 per cent) and only 3 per cent of the labor trainees did so.

Table 71

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

	<u>Total</u>	<u>Agri- culture</u>	<u>Industry, Mining</u>	<u>Trans- portation</u>	<u>Labor</u>	<u>Health</u>	<u>Edu- cation</u>	<u>Public Ad- ministration</u>	<u>Miscel- laneous</u>
Base =	(500)	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
a. <u>Membership in U.S. Professional Societies:</u>									
<u>Ever Joined?:</u> "During or since that training program, did you join any U.S. professional society?"									
	%	%	%	%	%	%	%	%	%
Yes	23	26	44	4	9	28	37	22	7
No	$\frac{77}{100}$	$\frac{74}{100}$	$\frac{56}{100}$	$\frac{96}{100}$	$\frac{91}{100}$	$\frac{72}{100}$	$\frac{63}{100}$	$\frac{78}{100}$	$\frac{93}{100}$
<u>Now Member?:</u> "Are you now a member of a U.S. professional society?"									
	%	%	%	%	%	%	%	%	%
Yes, now member	20	23	48	8	3	29	20	20	13
No, not now	$\frac{80}{100}$	$\frac{77}{100}$	$\frac{52}{100}$	$\frac{92}{100}$	$\frac{97}{100}$	$\frac{71}{100}$	$\frac{80}{100}$	$\frac{80}{100}$	$\frac{87}{100}$

continued ...

Table 71 (Cont'd.)

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?"

	Base = (500)
	%
Yes, receive U.S. professional publications:	52
Very useful	33
Somewhat useful	16
Only a little useful	2
Not useful at all	1
No answer	*
No, do not receive publications	<u>48</u>
	100

Table 72

RECEIPT OF NEWSLETTER FROM ORIENTATION CENTER

"Do you received their newsletter?"

	Base = (500)
	%
Yes, receive their newsletter	21
No, did not	23
Don't know, not ascertained	2
Did not attend any orientation session in United States	<u>54</u>
	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. Four different groups of participants were thus developed:

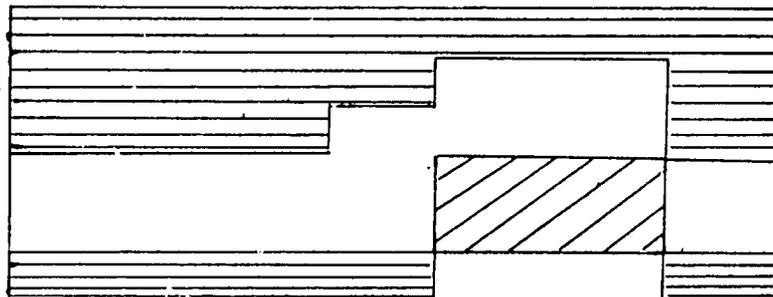
	<u>No. of Cases</u>
1. Those who rated high on both questions	226
2. Those who rated in the middle	176
3. Those who rated low	88
4. Those whose training was not related directly to their jobs	10
	<u>500</u>

In more detail, then, the above groups were actually selected as shown in the following table:

<u>Amount of Training Used on Job</u>					
<u>Practically</u> <u>None</u>	<u>Little</u>	<u>Some</u>	<u>Quite</u> <u>A Bit</u>	<u>Almost</u> <u>All</u>	<u>No</u> <u>Answer</u>

Amount of Training Transmitted:

Practically none
 Only a little
 Some
 Quite a bit
 Almost everything
 No answer



- High utilizers (226)
- Middle utilizers (176)
- Low utilizers (88)

Using this utilization index, it can be seen that the characteristics of the high utilizers are generally as follows: in the miscellaneous fields of endeavor, between the ages of 35 and 39, married, female, and at a professional occupational level.

As already mentioned, participants in the miscellaneous fields are those who have been the most successful in utilizing their training; they are closely followed, however, by industry and mining and education trainees; transportation participants are the "lowest" utilization group.

Highest in the utilization index by occupational level are professionals and lowest are the engineers. Those participants who were neither employed by the government nor by private business at the time of selection are the highest utilization group and those in private business are the lowest.

The correlation between the length of the training program and the use is very clear; the longer the duration of the program, the more the training has been used on the job and transmitted to others.

Logically, the trainees who had attended university before departure on the program are utilizing the training more than those who reported no pre-departure university.

Difficulty with English proved decisive in the utilization score; 55 per cent of those who had no difficulty at all with English during the training program fall into the high utilizer group, whereas only 49 per cent of those with difficulty in understanding and 45 per cent of those encountering trouble in being understood do so.

Despite the purpose of the Communications Seminars, the participants who attended them are only slightly more capable of utilizing the training than those who did not attend any sessions.

There is a clear positive relation between utilization and overall satisfaction with the training; of the participants who were very satisfied with the program in general 54 per cent are high utilizers, whereas only 34 per cent of the less satisfied trainees fall into this category.

Both the membership in U.S. professional societies and the receipt of professional publications have encouraged utilization of the training; and naturally, those participants in frequent contact with USAID technicians are using their training more than are the trainees with only occasional contact or those who don't have a technician available or have never met them. Utilization goes up with requests for help from the USAID.

Table 73, following, presents the utilization index analyzed by important variable factors:

Table 73

UTILIZATION OF TRAINING AND FACTORS RELATED TO IT

Base = (500)

	%
High utilizer group	45
Middle utilizer group	35
Low utilizer group	18
No answer**	<u>2</u>
	100

Field of Training

	Agri- culture	Industry, Mining	Trans- portation	Labor	Health	Edu- cation	Public Ad- ministration	Miscel- aneous
Base =	(124)	(25)	(26)	(66)	(79)	(59)	(76)	(45)
	%	%	%	%	%	%	%	%
High utilizers	50	56	27	32	51	54	30	60
Middle utilizers	30	36	46	39	34	36	45	22
Low utilizers	19	4	27	23	14	8	24	16
No answer	<u>1</u>	<u>4</u>	<u>-</u>	<u>6</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>
	● 100	100	100	100	100	100	100	100

continued ...

This group, to be seen in all the tabulations concerning the utilization index on the following pages, consists of those participants who received training not directly related to their obs.

Table 73 (Continued)

	Age at Departure				Sex	
	Under 34	35-39	40-49	50 and Over	Male	Female
BASE =	(68)	(140)	(175)	(92)	(431)	(66)
	%	%	%	%	%	%
High utilizers	41	49	46	40	44	56
Middle utilizers	37	32	34	41	36	27
Low utilizers	18	16	19	18	19	11
No answer	4	3	1	1	1	6
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

	Occupational Level at Departure				
	Policy Makers & Sub. Mgt.	Engineers	Profes- sionals	Sub. Profes- sionals	Other
BASE =	(195)	(44)	(146)	(75)	(35)
	%	%	%	%	%
High utilizers	42	36	52	49	40
Middle utilizers	38	32	33	28	46
Low utilizers	16	32	14	21	11
No answer	4	-	1	2	3
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

	Employer at Time of Selection		
	Government	Private Business	Others
BASE =	(403)	(53)	(34)
	%	%	%
High utilizers	46	34	56
Middle utilizers	35	44	24
Low utilizers	18	17	15
No answer	1	5	5
	<u>100</u>	<u>100</u>	<u>100</u>

(Continued)

Table 73 (Continued)

	<u>Actual Length of Training Program</u>		
	<u>Under 6 Months</u>	<u>6-12 Months</u>	<u>1 Year and Over</u>
BASE =	(285)	(95)	(119)
	%	%	%
High utilizers	40	50	55
Middle utilizers	39	33	28
Low utilizers	19	16	15
No answer	<u>2</u>	<u>1</u>	<u>2</u>
	<u>100</u>	<u>100</u>	<u>100</u>

	<u>Location of U.S. Orientation</u>		
	<u>W.I.C.</u>	<u>School or College</u>	<u>Other Locations</u>
BASE =	(127)	(70)	(71)
	%	%	%
High utilizers	50	44	46
Middle utilizers	31	40	35
Low utilizers	18	13	15
No answer	<u>1</u>	<u>3</u>	<u>4</u>
	<u>100</u>	<u>100</u>	<u>100</u>

	<u>Marital Status at Selection</u>		<u>University Attendance Prior to Training</u>	
	<u>Married</u>	<u>Not Married</u>	<u>Attended University</u>	<u>Did Not Attend University</u>
BASE =	(369)	(121)	(327)	(173)
	%	%	%	%
High utilizers	46	40	49	39
Middle utilizers	35	37	33	39
Low utilizers	17	20	17	18
No answer	<u>2</u>	<u>3</u>	<u>1</u>	<u>4</u>
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

(Continued)

Table 73 (Continued)

	Difficulty With English During Training			
	<u>No Difficulty At All</u>	<u>Difficulty in Being Understood</u>	<u>Difficulty in Understanding</u>	<u>Difficulty in Both</u>
Base =	(91)	(51)	(43)	(64)
	%	%	%	%
High utilizers	55	45	49	41
Middle utilizers	32	29	30	41
Low utilizers	12	24	21	16
No answer	<u>1</u>	<u>2</u>	<u>..</u>	<u>2</u>
	100	100	100	100

	Advance Information on Country		
	<u>Adequate on All Five Points</u>	<u>Adequate on Four Points</u>	<u>Adequate on Three or Less</u>
Base =	(307)	(70)	(94)
	%	%	%
High utilizers	46	40	43
Middle utilizers	36	33	39
Low utilizers	15	27	17
No answer	<u>3</u>	<u>-</u>	<u>1</u>
	100	100	100

	Advance Information on Program		
	<u>Adequate on All Five Points</u>	<u>Adequate on Four Points</u>	<u>Adequate on Three or Less</u>
Base =	(264)	(102)	(131)
	%	%	%
High utilizers	47	44	44
Middle utilizers	35	34	36
Low utilizers	16	19	19
No answer	<u>2</u>	<u>3</u>	<u>1</u>
	100	100	100

(Continued)

Table 73 (Continued)

	<u>Attitude on Length of Program</u>	
	<u>About Right</u>	<u>Too Short</u>
Base -	(229)	(254)
	%	%
High utilizers	49	42
Middle utilizers	34	37
Low utilizers	15	19
No answer	<u>2</u>	<u>2</u>
	100	100

	<u>Attitude on Level of Program</u>	
	<u>About Right</u>	<u>Too Simple</u>
Base =	(350)	(130)
	%	%
High utilizers	47	40
Middle utilizers	34	39
Low utilizers	17	19
No answer	<u>2</u>	<u>2</u>
	100	100

	<u>Attitude on Variety of Training</u>		
	<u>About Right</u>	<u>Would Have Liked More</u>	<u>Too Many Things</u>
Base =	(260)	(175)	(65)
	%	%	%
High utilizers	45	45	49
Middle utilizers	33	37	39
Low utilizers	20	16	12
No answer	<u>2</u>	<u>2</u>	<u>-</u>
	100	100	100

(Continued)

Table 73 (Continued)

	Over-all Satisfaction With Training Program		Attendance at Communications Seminar		Current Membership in U.S. Professional Societies		Receipt of U.S. Professional Publications	
	Very Satisfied	Moderately Satisfied or Not Satisfied	Attended Seminar	Did Not At- tend Seminar	Member	No, Not a Member	Receive	Do Not Receive
Base =	(289)	(210)	(84)	(415)	(100)	(400)	(260)	(240)
	%	%	%	%	%	%	%	%
High utilizers	54	34	49	45	57	42	50	40
Middle utilizers	30	41	33	35	32	36	34	37
Low utilizers	13	25	17	18	10	20	14	21
No answer	<u>3</u>	<u>-</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>
	100	100	100	100	100	100	100	100

(Continued)

Table 73 (Continued)

	<u>Frequency of Contact With USAID Technician</u>		
	<u>Frequent Contact</u>	<u>Occasional Contact</u>	<u>No Technician Available or Never Met Technician</u>
Base =	(77)	(95)	(308)
	%	%	%
High utilizers	53	44	44
Middle utilizers	30	46	33
Low utilizers	14	10	21
No answer	<u>3</u>	<u>-</u>	<u>2</u>
	<u>100</u>	<u>100</u>	<u>100</u>

	<u>Request of Help from USAID</u>	
	<u>Have Requested Help</u>	<u>Have Not Requested Help</u>
Base =	(102)	(398)
	%	%
High utilizers	56	42
Middle utilizers	31	36
Low utilizers	12	19
No answer	<u>1</u>	<u>3</u>
	<u>100</u>	<u>100</u>

METHODOLOGY

The data on which this report is based were collected by means of personal interviews with 500 participants who had returned to Peru from training abroad; interviews were also carried out with 293 of the immediate supervisors of these participants. The sample of returned participants to be interviewed was drawn from lists of participants' names and addresses provided by A.T.D.; the names on the list comprised all the participants who had been on a training program and returned to their home country by January, 1954.

The actual selection of participants to be interviewed was executed in the following manner:

All the names on the furnished lists were added; a random number was chosen between one and the total, the number selected representing the first sample name. A skipping interval was then calculated by computing the ratio which the desired number of names bore to the total number of names on the list; the number representing the skipping interval was added to the initial name selected in order to indicate the second sample name. This procedure was continued in a circular manner until the desired number of sample names was chosen.

An additional sample of names was chosen in the same manner as described above to be used as substitutes in those cases where the originally designated respondent was unavailable for interview for one reason or another.

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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.

The questionnaires, both the one used to interview participants and the supervisor one, were provided by AID; the versions provided had already been translated into Spanish. Two forms of participant questionnaires were used in this study; one for the trainees who received training directly related to their work (490) and one for trainees whose program was only indirectly related to their work (10). No separate analysis of the two groups has been made in this report because so few participants fell into the indirectly related group.

All interviews were conducted during the months of December, 1964 and January, 1965 by especially trained Peruvian interviewers. The interviewers were trained by key personnel from the International Research Associates office in Caracas, Venezuela, who also travelled to Peru in order to supervise and enhance the accuracy of all the accomplished interviews. A minimum of 10 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 Venezuelan office; the fully-developed codes used were, once, again, provided by AID. All the coded data were punched onto IBM cards and verified on the installation of IBM machines maintained by INRA in Venezuela.

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

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