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THE A.I.D. PARTICIPANT TRAINING PROGRAM IN ECUADOR

An Evaluation Study . . .

AGENCY FOR INTERNATIONAL DEVELOPMENT

DEPARTMENT OF STATE

QUITO, ECUADOR

JUNE, 1963

AN EVALUATION STUDY
of the
Agency For International Development
PARTICIPANT TRAINING PROGRAM
in
ECUADOR

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June 1963

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I

SUMMARY AND CONCLUSIONS

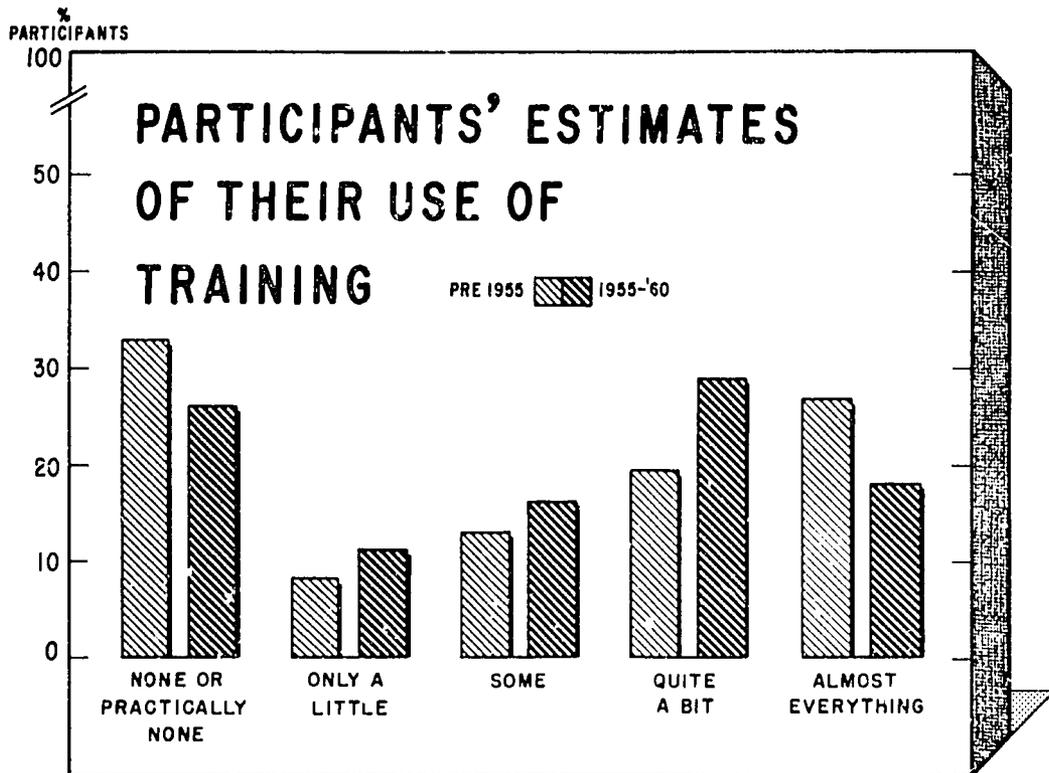
In this brief and preliminary section a number of the most obvious results of the interviewing of US/ICA and US/AID participants from Ecuador are presented. These findings will bear on three general conclusions discussed below under the appropriate headings. The reader who wishes for more thorough knowledge of the participant, supervisor, and US technician reactions will find it in the expanded discussions in the subsequent chapters.

(The categorization into Pre-1955 and 1955-1960 groups has been used because of certain ICA/AID policy changes going into effect in 1955. Ecuador had contributed 126 participants prior to that year, and there have been 261 since.)

UTILIZATION OF TRAINING

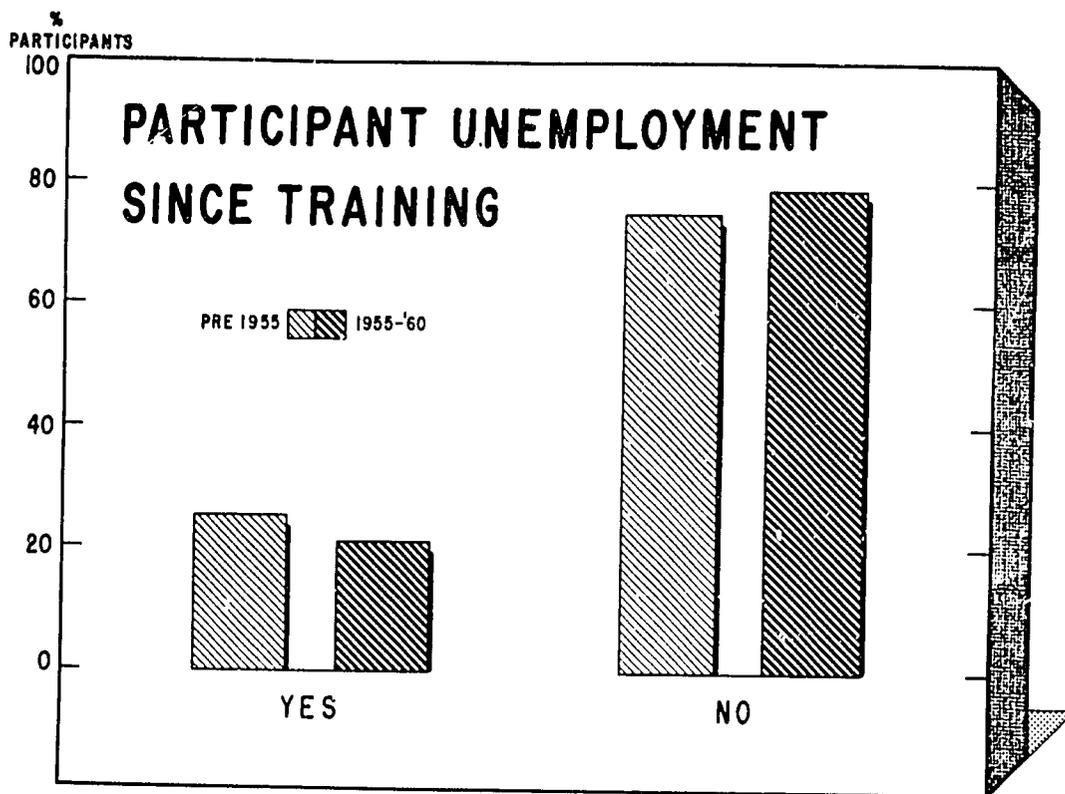
The participants were by no means unanimous in the opinion that a great deal of their training is being used. Figure 1 indicates that roughly 60% felt that they are using at least some of their training in their present jobs.

Figure 1



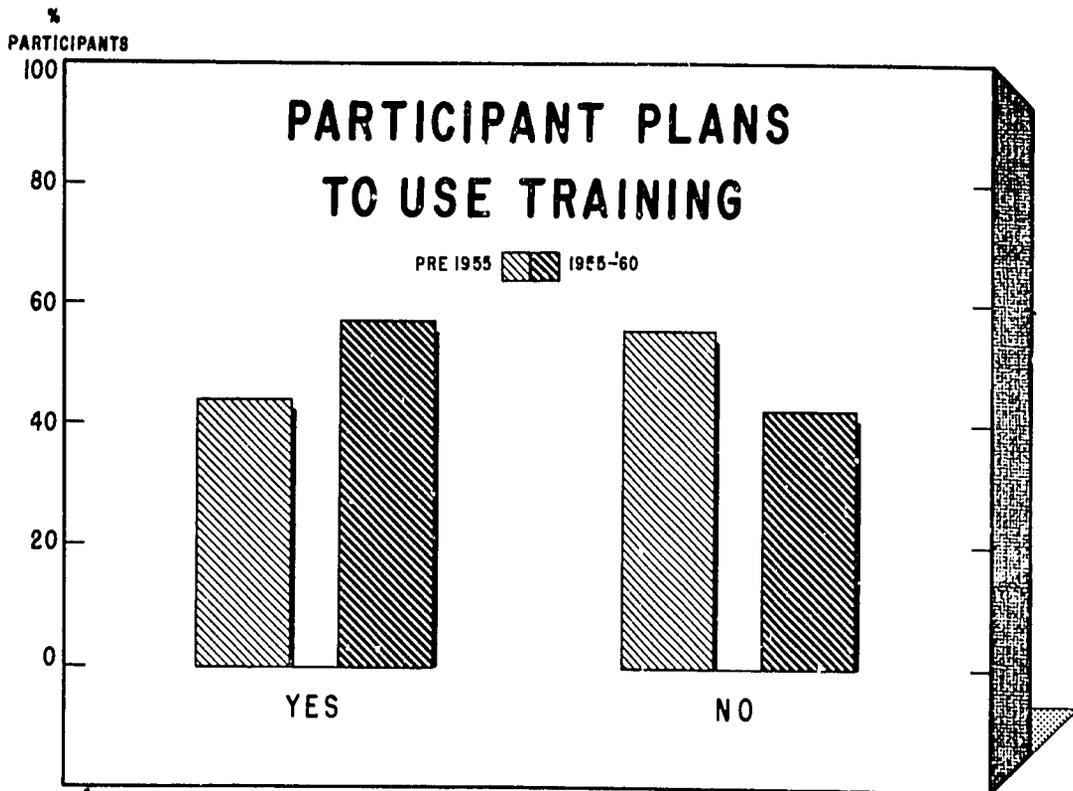
Since one of the reasons for reduced use of training may be the fact of unemployment, such information is found in Figure 2. More participants stated that they have never been unemployed than expressed some use of training (Figure 1).

Figure 2



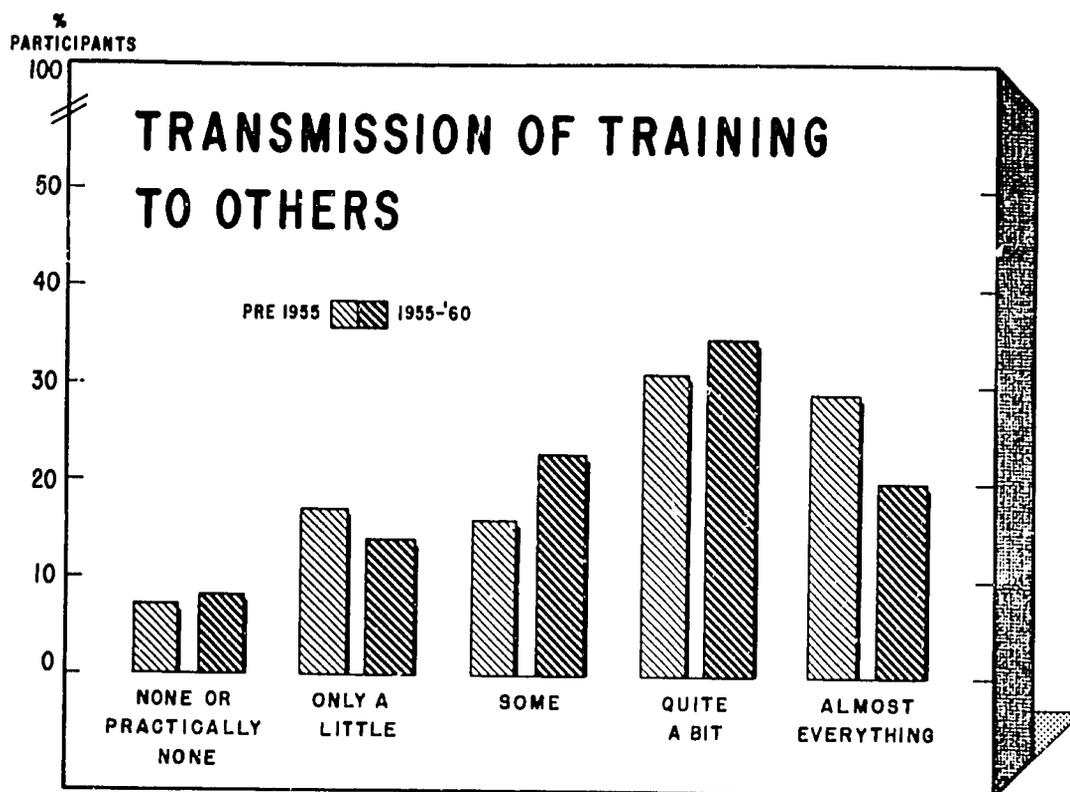
While training might not have been used in the present job, it may nevertheless be the case that participants have plans to use their training knowledge or skills in additional ways in the indefinite future. In Figure 3 it appears that over-all only some 50% have such plans, but that utilization plans are more characteristic of the participants who have been trained in recent years.

Figure 3



Although training may not have been used directly in the present job, it may have been conveyed to others at various times since the completion of training. It has been found that about 77% of the total group felt that some transmission of skills or knowledge has been made (Figure 4).

Figure 4



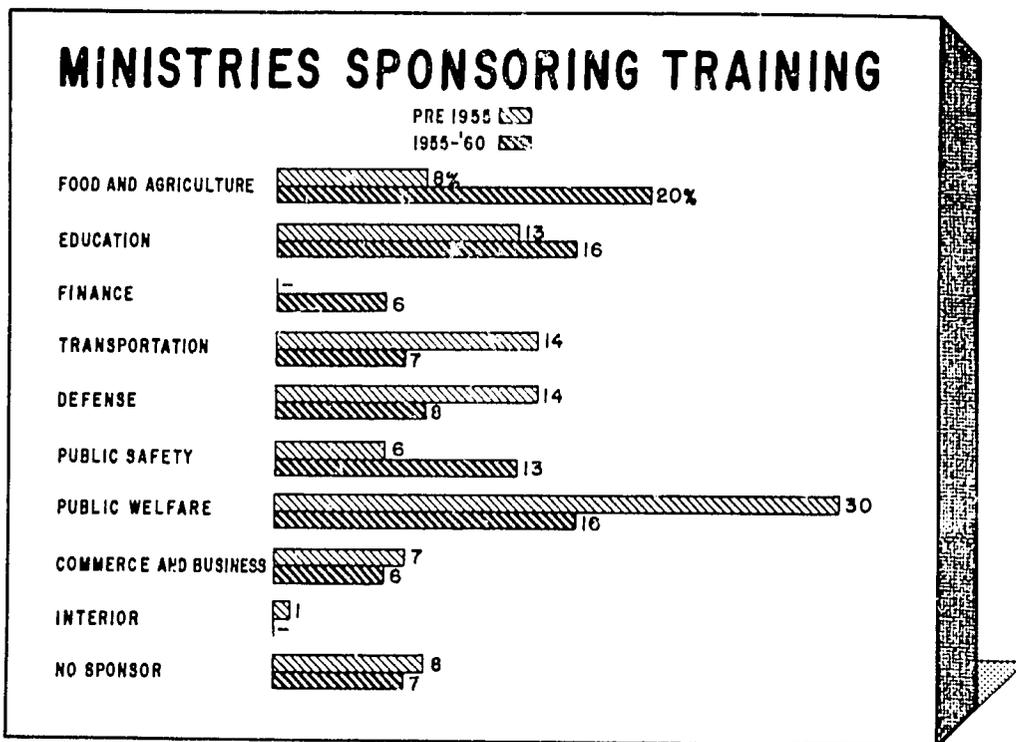
While the large number of participants who stated that they have transmitted training information to others is impressive, the other indicators (Figures 1, 2, and 3) are less so. It is particularly difficult to understand the apparent fact that better than 40% of the recent trainees have no plans to use their training beyond such use as they were making at the time of the interview.

CHANGING EMPHASES IN SELECTION AND TRAINING

The policy changes of 1955 in some ways have affected the selection of participants in Ecuador only slightly. There has been virtually no change in the average age. There has been some tendency for the trainees of the last few years to have had less total years of experience in their fields at selection. So far as years of education is concerned, both the early and the later years indicate an unusually strong tendency to select trainees who already have had a great deal of education (94 of the 387 had gone through eighteen years of schooling prior to training). It is true that the median of total years of education has been lowered since 1955, dropping from 16.2 years to 15.3, but it cannot be said that a change of that order reflects much alteration of this aspect of selection policy.

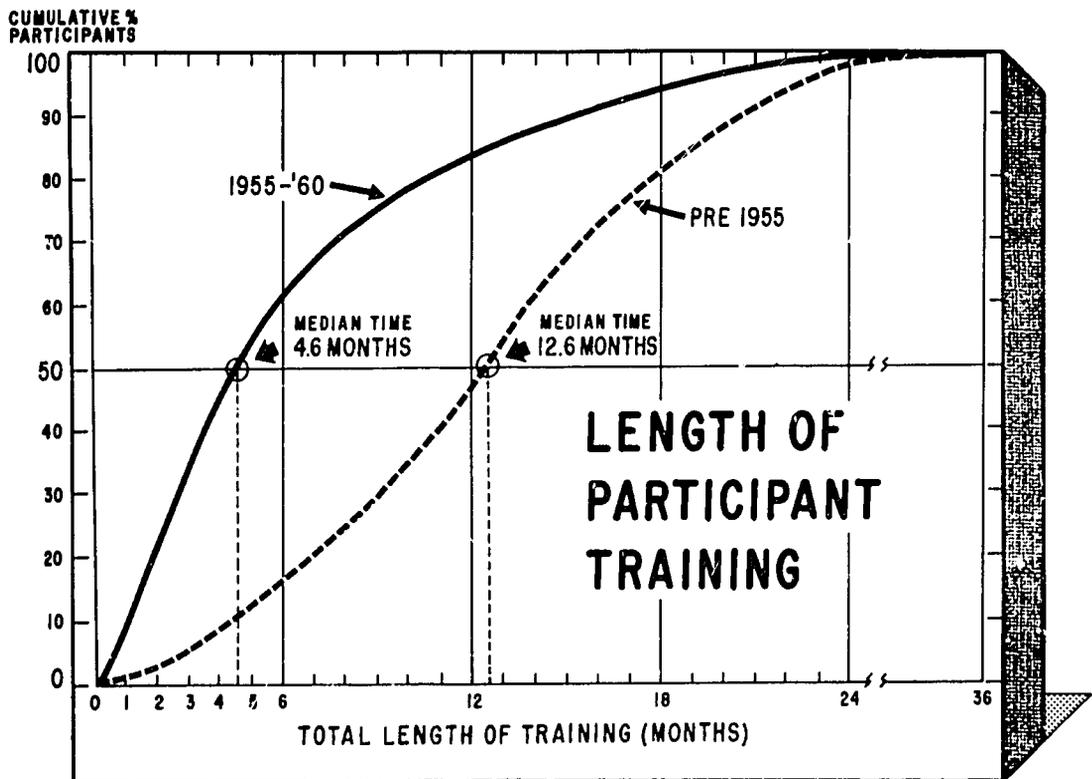
There appears to have been some change in the participation of the various ministries since 1955. As Figure 5 indicates, there is now less emphasis on Public Welfare and Transportation, and more on Food and Agriculture, Education, Finance, and Public Safety. The picture is one of somewhat more balanced emphasis than was the case prior to 1955.

Figure 5



Certainly the most pronounced change since 1955 has been the alteration in the length of the training programs. In Figure 6 it is apparent that the more recent policy has been to schedule much shorter training periods. While it is not shown, roughly 20% of the 1955-1960 group spent less than two months, on the average, in training.

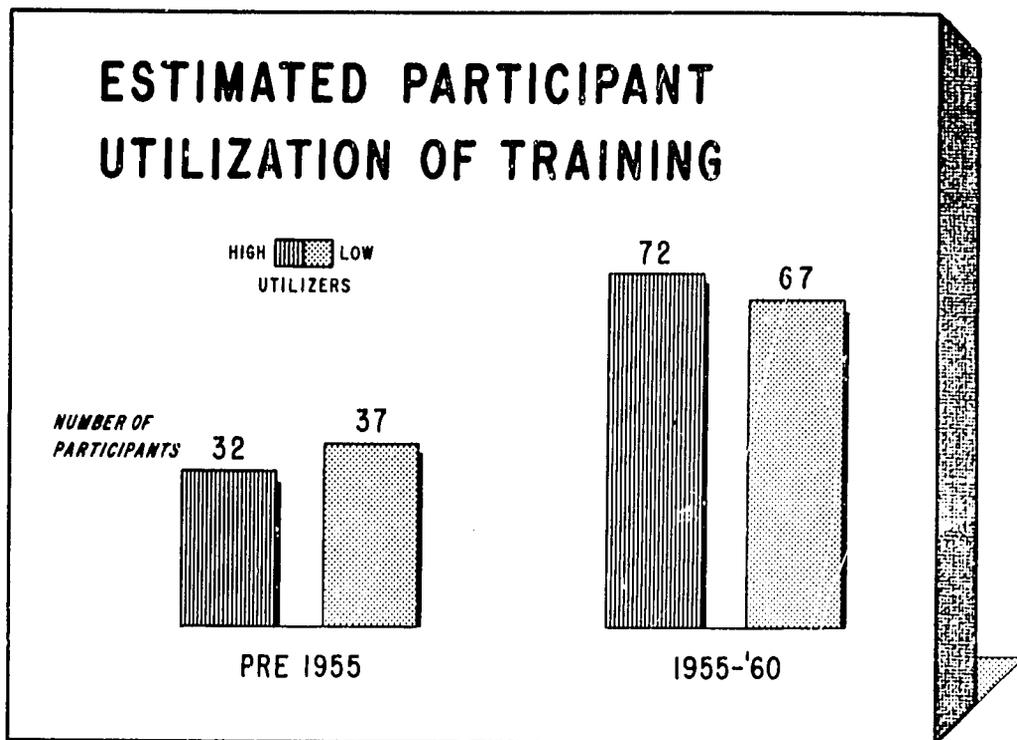
Figure 6



Correlated with this finding are the facts that there was more emphasis on longer stays at universities in the earlier period and more relative attention given to observation tours in the later years.

In conclusion it ought to be pointed out (with respect to such selection and training changes as have been made) that the expressed utilization of training has been somewhat higher in the 1955-1960 group, but that the change has been small, and statistically not significant.

Figure 7



THE PARTICIPANTS' PREPARATION PERIOD

Some kinds of the information necessary for participants to orient themselves to departure and training abroad were apparently communicated with thoroughness. These tended to be the more obvious kinds of information, such as time of departure, length of training, and so on.

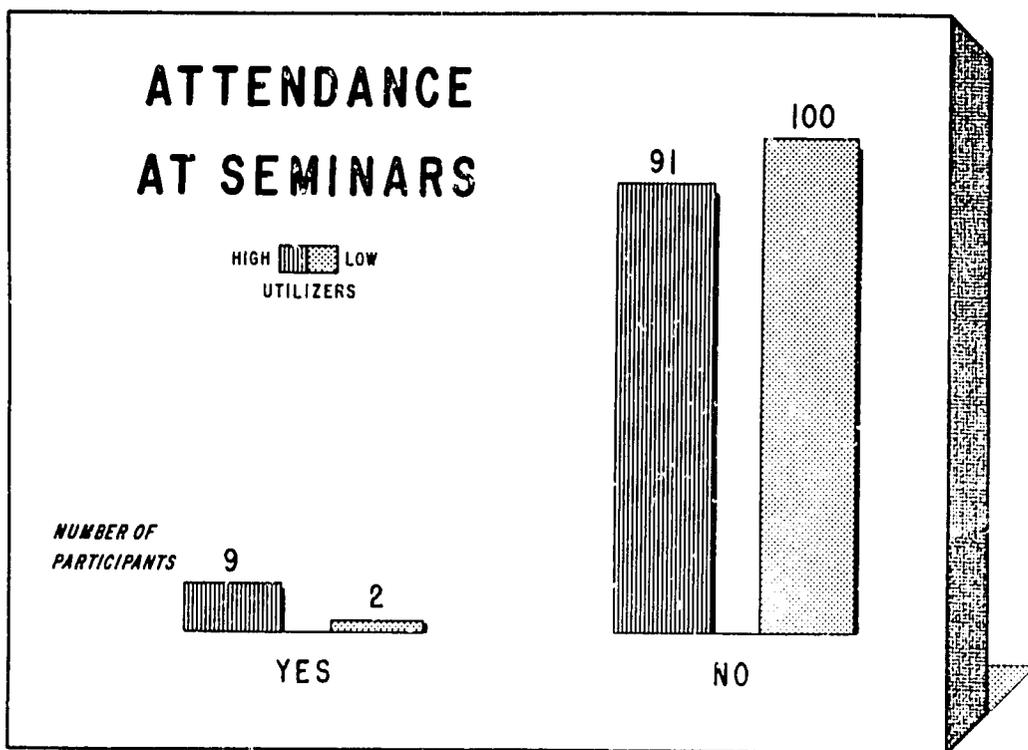
But there is also indication that other kinds of discussion and basic preparation information were not consistently supplied. Thus, only a few people received information about training in relation to their post-training occupations and jobs. A large proportion of participants had received no information at the time that their programs were being planned. Less than half reported themselves satisfied with their programs before departure. Less than a fourth had an opportunity to take part in the planning of their programs. These facts appear to indicate some need of attention to increased preparation effort. There is little doubt that such effort will assist in the creation of training effectiveness and ultimate utilization.

THE SEMINARS IN COMMUNICATION

In 1958, seminars were instituted in the United States to assist participants in training utilization. These were offered at the conclusion of training and usually brought together trainees

from several countries. While few of the participants from Ecuador had an opportunity to attend these meetings, it is notable that almost all of those who did attend turned out to be high utilizers of training and expressed considerable satisfaction with this type of instruction. Figure 8 reports the relevant information.

Figure 8



II

BACKGROUND

In these days of increased hemispheric interest in inter-American cooperation, a time of serious emphasis on mutual assistance among nations long recognized as culturally and economically disparate, it must be of importance to take note of Ecuador's early and continuing involvement in the participant training programs. While a majority of the participants have been trained in recent years, a fact of greater importance is that Ecuador has been more active than many other nations since the program beginning.

This interest goes back to the early 1940's. It was then that the training program began, at the time that the Institute of Inter-American Affairs was organized. In the first years of the program Ecuador's participation was narrow - there was heavy emphasis on pilot and aircraft mechanics training - but the range of fields of training and the number of governmental ministries in cooperation has increased steadily since that time.

During the past seven or eight years the program has been rather evenly balanced, with such differences in ministry activity as exist fitting economic realities in Ecuador more closely. An instance of this is the fact of greater effort in the Ministry of Agriculture.

This change in emphasis takes account of the present position of Ecuador as an agricultural economy, with principal exports of agricultural products, and with considerable subsistence farming that will benefit from increased agricultural technology.

The present training program in Ecuador is being carried out under the policies that went into effect under AID/w directives in 1955 and 1956. These policies have affected the program in many ways. The training is now project centered, for example. Selection criteria have been set up for all participants, a state of affairs that was not always true in the earlier years. Generally, the selection policy now insists on the joint approval of governmental officials and US/AID technicians.

Effort is being made to make better use of the training of participants. Contracts are encouraged in which the trainee and his employer agree to a return to the former position or a better one after the completion of training. It has been reported, however, that in some cases experience with such contractual arrangements has not been wholly satisfactory for either of the parties, either because the trainee wished to avoid the obligation to return to his former job or because the employer has not always honored his obligation to hire the trainee and utilize his training.

It is now a requirement that all participants send regular reports

of their experiences having to do with cultural adaptation and training. These reports are used in the mission office and are communicated to the participant's ministry and supervisor for comments and recommendations about the future course of the training.

Prior to March, 1960, there had been no organized follow-up procedure for returned trainees. Since then, however, there has been considerable attention given to this aspect of the program. Follow-up policy, of course, has the objectives of encouraging utilization and of creating group identification among participants who have been trained in different fields, in different places, and who would otherwise have little reason to exchange ideas.

Since the follow-up policy was instituted a national organization of ex-participants has been set up with branches in various cities, and a bi-monthly magazine for ex-participants is being distributed to them. The magazine, considered to be the major cohesive force in the follow-up program, has the aim of informing ex-participants about new developments, new techniques, progress in various fields, and events in the lives of other ex-participants in Ecuador.

Finally, it is planned in the near future to develop a bio-register of all ex-participants. Its purpose will be to provide a listing of names for all those seeking trained personnel, with details of the ex-participants' skills, past training, and experience also included.

THE STUDY

There are three aims in this study:

1. To collect, in a systematic fashion, factual data concerning the participant population.
2. To provide some measure of the effectiveness of the training.
3. To provide information for the improvement of the training.

Specifically under Congressional mandate, this AID evaluation is based on the need for ". . . systematic, periodic evaluation studies of returned participants on a world-wide basis, and (the utilization of) information resulting from these Studies to (1) determine the extent to which the participant training program is meeting its objectives and (2) to improve future and current training programs". (Evaluation of participant training, International Cooperation Administration, a Paper, November, 1959.)

The design of the study is that of the opinion survey. An attempt was made to speak with all of the participants from Ecuador who had completed their training programs prior to 1962 and who had been back at least six months. The general technique used involved the personal interviewing of all of the participants, utilizing a

standard questionnaire prepared by the Agency and used in all of its missions throughout the world. In these interviews the participants were questioned concerning their attitudes, values, beliefs, and patterns of action. The interviews thus became, in part, a substitute for direct observation of the participant's behavior. Other questionnaires were used with a population of supervisors, and a third schedule was used with those U.S. technicians currently assigned to the US/AID Mission in the same fields as the participants.

The interviewing was completed in 1962. In addition to interviewing the 391 participants, an attempt was made to reach the supervisors and the technicians currently working with them. A total of 149 supervisors were interviewed concerning their opinions of 225 participants; 31 U.S. technicians were interviewed to ascertain their opinions of 210 of the participants. The supervisors and technicians were also asked questions regarding their own views of the Participant Training Program and how it could be improved. The interviewing was carried out by citizens of Ecuador. The tabulating was done by Research Tabulating Corporation, and the analysis was made by Rome Arnold and Company, both of which are independent market and opinion research companies based in the United States.

III

THE PARTICIPANTS AND PARTICIPANT UTILIZATION OF TRAINING: GENERAL FINDINGS

This chapter has three general purposes. First, it presents broad descriptive facts about the participants in the Ecuador - US/AID programs of training. Second, the basic findings on the degree of participant utilization of training are reported. Finally, the bases of the analyses following in later chapters is briefly sketched.

THE PARTICIPANT GROUP

The dates of active involvement of citizens of Ecuador in training programs carried out in cooperation with the United States extend as far back as 1941. As Table 1 indicates, there was an uninterrupted flow of participating Ecuadorans from that year until 1961 and 1962, the years in which the measurements reported here were taken. It is of basic interest that more people from Ecuador have participated over the full span of the years of United States involvement in such programs than is true of most other participating countries. It is certainly more usual to find less activity in the earlier years.

TABLE 1

Departure Dates for Training Programs

	Participants		
	<u>Number</u>	<u>%</u>	
1941	5	1	
1942	6	2	
1943	3	1	
1944	2	-	
1945	6	2	
1946	1	-	
1947	3	1	
1948	9	2	
1949	7	2	
1950	4	1	
1951	6	2	
1952	23	6	
1953	14	4	
1954	37	10	33*
1955	23	6	
1956	33	8	
1957	41	11	
1958	66	17	
1959	78	20	
1960	20	5	67*
Total	387	100*	100*

*Rounded to the nearest even percent.

Because of this earlier emphasis the remaining analyses have taken the participation in the earlier program years into account. Since 1955 was a year in which major changes in ICA program administration policy took place, it has seemed appropriate to accomplish as much of the analyses as appeared sensible in terms of a division of participants into pre-1955 and 1955-1960 groupings. The pre-1955 group consists of approximately 33% of the total.

At the time of selection for training the majority of the participants lived in Quito (71%) but virtually all (95%) lived either in the Capital or in provincial cities. There is very little difference in the pre-1955 and 1955-1960 groups. An analysis of changes in this distribution at the time of interviewing is presented in Chapter VII.

The large majority of the participants were employed in government service at the time of selection (85%). Approximately 11% were employed in private business, although only slightly more pre-1955 participants (12%) than later participants (11%) were so employed.

When it comes to describing the field of knowledge in which training was taken, however, we find not only a comparatively uneven distribution of participation, but a clear indication of changes in the two groups.

TABLE 2

Training Field of Activity

Training Field of Activity	Participants			
	Pre-1955		1955-1960	
	N	%	N	%
Agriculture and Natural Resources	16	13	61	23
Industry and Mining	3	2	8	3
Transportation	40	32	36	14
Labor	5	4	13	5
Health and Sanitation	40	32	36	14
Education	13	10	34	13
Public Administration	5	4	59	23
Community Development	4	3	1	-
General and Miscellaneous	-	-	13	5
Total	126	100*	261	100*

*Rounded to the nearest even percent.

Table 2 shows a relative shift in emphasis from Transportation and Health and Sanitation in the earlier years to Public Administration and Agriculture and Natural Resources in the later years. In general, however, there has been a more evenly distributed emphasis in the period 1955-1960.

There are three characteristics of the participants that would seem to be closely related to any ultimate utilization of training. These are: their age at the time of selection for training; the time they had spent in their fields of specialization prior to selection; and their occupational positions at the time of selection.

In the total group from Ecuador it is clear that there has been selection emphasis on youth. This holds true both before and after the 1955 program changes, although the 1955-1960 participants were, on the average, a little more than a year older when selected for training. This difference in medians is accounted for principally by a reduction in those under 25 years of age, and an increase in those in the range 45-49 years of age in the 1955-1960 trainees. Almost a third of this group, however, is found to have been under 30.

TABLE 3

Age in Years at Time of Departure
for Training

	<u>Pre-1955</u>		<u>Participants</u> <u>1955-1960</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Under 25	20	16	27	10	47	12
25 - 29	30	24	56	22	86	22
30 - 34	31	25	75	29	106	27
35 - 39	20	16	44	17	64	17
40 - 44	13	10	27	10	40	10
45 - 49	5	4	19	7	24	6
50 - 54	4	3	8	3	12	3
55 and over	<u>3</u>	<u>2</u>	<u>5</u>	<u>2</u>	<u>8</u>	<u>2</u>
Total	126	100*	261	100*	387	100*
Median Age:	Pre-1955	- 32.1				
	1955-1960	- 33.2				
	Total	- 32.9				

*Rounded to the nearest even percent.

While there have been 34% overall who were selected after more than ten years' experience in their fields of specialization, there is sufficient range that the median time in the field is closer to 6.5 years. This average holds in both the early and late trainees, although Table 4 contains the information that there has been greater relative emphasis placed on those with 5-10 years of experience in the 1955-1960 group, as compared to more interest in the early trainees on ten or more years of field experience.

TABLE 4

Total Time in Field of Specialization
at Time of Selection

	<u>Pre-1955</u>		<u>Participants</u> <u>1955-1960</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	4	3	3	1	7	2
Less than 1 year	4	3	13	5	17	4
1 to just less than 2 years	17	14	31	12	48	12
2 to just less than 5 years	32	25	66	25	98	25
5 to just less than 10 years	19	15	68	26	87	23
10 years and over	<u>50</u>	<u>40</u>	<u>80</u>	<u>31</u>	<u>130</u>	<u>34</u>
Total	126	100*	261	100*	387	100*

*Rounded to the nearest even percent.

At the time of selection the largest number of participants held jobs as (non-engineering) professional workers. There is one notable difference in the occupational frequencies of the 1955-1960 group as compared to those trained earlier. The difference is that some 28% of the recently trained participants occupied managerial positions, whereas about 17% of the earlier trainees held similar positions. The major difference occurs in the two classifications coded respectively, as second-level policy makers and subordinate management. Related to this finding is the relatively greater number of the pre-1955 group holding positions in one engineering field or another.

TABLE 5

Occupational Classification of Participants
at Time of Selection

	Participants			
	Pre-1955		1955-1960	
	N	%	N	%
Top Policy Makers, Executives and Administrators National Level and/or National Impact	2	2	2	1
Policy Makers, Executives and Administrators - Second Level and/or Non-National Impact	5	4	18	7
Subordinate Management, Program and Administrative Officials - Line or Staff	14	11	54	21
Professional Occupations - Operating and Research and Development (other than program and administrative officials)	63	50	110	42
Sub-Professional Occupations - Operating and Research and Development	23	18	40	15
Supervisors, Inspectors, Foremen - Operations or Shop	13	10	24	9
Artisans, Craftsmen	2	2	7	3
Unclassified	<u>4</u>	<u>3</u>	<u>6</u>	<u>2</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

The information on participants' ages, experience, fields of activity, and occupations implies that some effort has been made to broaden the program emphasis in the years since 1955. There has been somewhat more interest in older trainees, without sacrifice of the younger; there has been more even distribution in years of experience;

there has been increased emphasis on managerial development without a great deal of de-emphasis on technical development; and the various fields of activity represented by participants have been more evenly selected. These effects taken separately have not been extreme, yet they seem to imply the coherent implementation of a different policy.

An unusual distribution of educational levels existed in the participant groups. As is shown in Table 6, almost 48% of the total had spent sixteen or more academic years in school even before leaving Ecuador for the training discussed in this report. There are differences between the pre-1955 and the 1955-1960 groups of participants in educational levels, the principal ones being a reduction in those with 18 years of education and an increase in those with either 15 or 17 years in the 1955-1960 trainee group.

This indication of exceptionally advanced levels of formal education prior to selection for training leaves a number of questions unanswered. In particular, it is important to determine whether the distribution implies graduate college education, as it would appear to do. A second question concerns the location of the colleges attended. Finally, it is of relevance to notice such differences as may exist in educational levels between the pre-1955 and 1955-1960 trainees.

TABLE 6

Total Years of Education at
Time of Selection

	<u>Total</u>		<u>Participants</u>		<u>1955-1960</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
21 years	2	-	-	-	2	1
20	8	2	4	3	4	2
19	22	6	10	8	12	5
18	95	24	40	32	55	21
17	31	8	6	5	25	10
16	25	6	13	10	12	5
15	35	9	7	6	28	11
14	24	6	7	6	17	6
13	25	6	8	6	17	6
12	68	18	19	15	49	19
11	12	3	5	4	7	3
10	18	5	4	3	14	5
9	6	2	3	2	3	1
8	6	2	-	-	6	2
7	3	1	-	-	3	1
6	6	2	-	-	6	2
5	-	-	-	-	-	-
4	-	-	-	-	-	-
3	<u>1</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>-</u>
Total	387	100*	126	100*	261	100*

Median: Pre-1955 - 16.2 years
1955-1960 - 15.3 years

*Rounded to the nearest even percent.

The first basic information to bear on the issue is the fact that relatively more pre-1955 participants (76% compared to 59%) had attended one university or another. The difference becomes even more impressive if analysis is confined to the number receiving degrees from universities. Such analysis shows that 62% of the pre-1955 group had

received degrees, whereas the related percentage for the 1955-1960 trainees was only 41%. When this information is examined in terms of the kinds of degrees obtained (Table 7), three dominant facts emerge: 1) there has been heavy emphasis, overall, on graduate university training in the selection of trainees; 2) the pre-1955 group contained relatively more MA or MS degrees; and 3) the same group had a greater proportion of trainees who had been trained in medicine.

TABLE 7

Types of University Degrees Held by Participants
Prior to Selection for Training

	<u>Total</u>		Participants		<u>1955-1960</u>		
	<u>N</u>	<u>%</u>	<u>Pre-1955</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Below BS or BA level	2	-	-	-	2	1	
BA or BS (except law or medicine)	29	8	12	10	17	6	
MA or MS (except law or medicine)	95	25	44	35	51	20	
Doctorate (except law or medicine)	2	-	-	-	2	1	
Law degrees	23	6	4	3	19	7	
Medical degrees	29	8	17	14	12	5	
Dentistry degrees	2	-	1	1	1	-	
Degree in veterinary medicine	2	-	-	-	2	1	
NO Degrees	<u>203</u>	<u>52</u>	<u>48</u>	<u>38</u>	<u>155</u>	<u>59</u>	
Total	387	100*	126	100*	261	100*	

*Rounded to the nearest even percent.

Finally, all but eight of the participants stated that their university education had been attained in Ecuador. All of the people educated outside the boundaries of Ecuador were in the 1955-1960 group.

While a part of the change in educational levels as one compares the earlier participants with the more recent may be explained as a resultant of program broadening and the inclusion of proportionately fewer technical specialists, it remains unexplained that the median levels are as high as they have been shown to be. Certainly it is understandable that specialists will be interested in post-graduate training as a matter of keeping up with their fields, yet it appears that a kind of "refresher" policy also has been operative in the program administration. There may be a question whether such a policy is more effective than that of introducing the relatively untrained to further education.

To round out the general descriptive information it may be noted that about 7/8ths of the participants were men, and approximately 3/4ths of the total group were married. No important differences between the pre-1955 and 1955-1960 participant groups exist in these characteristics.

PARTICIPANT UTILIZATION: GENERAL FINDINGS

In addition to analyses of the responses from the entire group of participants from Ecuador and of those of the two sub-groups, those

who left on their training program prior to 1955 and those who began their training between 1955 and 1960, it has been the practice in evaluating the training programs in other participating countries to look for patterns of difference between two additional groups. These groups are artificial, in a sense, because they are defined after the data collection has been completed on the basis of the reported extent to which a participant's training has been used.

The study design was such that participants could be classified as HIGH, MEDIUM, or LOW Utilizers of training according to the extent to which they had utilized or had planned to utilize the training they received while taking part in the A.I.D. program.

Provisions were made to assign a utilization score (between zero and 100) to each participant. The component parts of the score were weighted according to pre-determined judgments of the importance of each in evaluating the program's effectiveness.

Although a more detailed explanation of the revised utilization score components will be found in Appendix A, it seems appropriate at this point to include a brief discussion of the idea behind the use of participant utilization groups.

Certain questions were asked with the intention of making general evaluations of the programs of training. It was assumed, whatever the long-run usefulness might turn out to be, that there were certain rather clear and obvious criteria of immediate usefulness. One of

these involved the participant's employment. If he had been unemployed since his training, it would seem to indicate that the training had not been of optimal benefit. A second question inquired into the participant's use of specific training material or knowledge in the carrying out of his job. A third issue was participant communication of training information to others. Finally, it was judged to be important whether or not the participants had plans to use their training at some future time. All of these questions were of obvious relevance to any attempt to evaluate the worth of the training to Ecuador.

In addition to these questions, each of which carried a reasonable face-validity, it was felt that more than one opinion ought to be gathered. In addition to recording the participants' own evaluations of the training it was thought desirable to determine the extent to which the supervisors and the US/AID technicians agreed with those opinions. By asking these several sources about participant training utilization it was assumed that the situation as it really existed could be more fully understood. The reader is cautioned, however, that these three sources are not ideally independent. Many supervisors, for example, were asked to evaluate participants they had themselves selected. Furthermore, many of the supervisors had also been participants in a training program. The US/AID technicians were in a position to make evaluations with greater independence, but their reactions unfortunately apply only to some 54% of the participants (those about whom they had

personal knowledge).

Table 8 reveals the predominantly positive response from the participants when they were asked to indicate the extent to which their training was being used in their present jobs.

TABLE 8

Would you say you have used practically none, only a little, some, quite a bit, or almost everything?

	Participants	
	<u>Number</u>	<u>%</u>
Practically none, none	65	19
Only a little	39	11
Some	57	17
Quite a bit	100	29
Almost everything, everything	81	24
Don't know or don't remember	<u>1</u>	<u>-</u>
Total	343	100*

*Rounded to the nearest even percent.

Less than one-third of the participants indicated that they had used none or only a little of their training in their current jobs.

The supervisors were asked to indicate whether or not a participant's training had been suitable for his usefulness to the organization. Of the 225 participants who were rated, approximately 71% were given a positive evaluation. The supervisors' evaluations also indicated that only about 10% of the rated participants had received

training which was, in some way, deficient. The US/AID technicians were able to evaluate fewer (210) trainees, but of these they said that 156 had received training which made a major contribution to their abilities to do their jobs well. An additional 39 participants were said to have received training which made minor contributions to their job abilities, and only five were said to have received training of no importance.

UNEMPLOYMENT

The extent of a participant's unemployment following his return from training has a direct bearing upon the opportunity for utilization of that training. Whereas less than one percent of all participants reported continuous unemployment following their return, approximately 21% indicated that they had experienced some periods of unemployment since completing their training. Of these, 88% reported only one period. The median period of unemployment for all affected participants was about 10 months. Few (20%) of those who have been unemployed for any periods since their return attribute this to participation in the training program. In this short-term analysis, of course, the level of employment is more apt to be a reflection of the general economic conditions within a country rather than of participation in the ICA/AID training program.

INDIRECT EFFECTS

Another dimension in the measurement of training utilization is defined by the extent to which a participant's training has been transmitted to others. In Ecuador, 77% of the participants said they had been able to transmit to others at least some of what they learned. The remaining 23% indicated that they were able to transmit none, or practically none of their training.

TABLE 9

About how much of that training have you been able to transmit to other people?

	Participants	
	<u>Number</u>	<u>%</u>
Practically none, none	30	8
Only a little	57	15
Some	80	21
Quite a bit	131	34
Almost everything, everything	88	23
Not ascertained	<u>1</u>	<u>-</u>
Total	387	100*

*Rounded to the nearest even percent.

Essential agreement was found between the supervisors and the participants on this question. Among the 225 participants who were rated by the supervisors, 168 (75%) were alleged to have transmitted information to others. Almost this number (72%) had discussed the substance of their training with these supervisors.

The principal methods used in transmitting information,

according to the supervisors, were: (1) formal lectures, (2) supervision of others, and (3) informal discussions. These same methods were also most often reported by the participants themselves, but some of them also reported writing articles, books, or taking part in other publication activities.

Thus far, the picture of the use and transmission of training appears generally favorable from the participants' and the supervisors' points of view. Still another evaluation of the atmosphere in which training utilization took place is provided by a determination of the participants' attitudes toward the helpfulness of their supervisors. Only 19% of the participants said their supervisors were "not helpful" but an additional 18% said their supervisors were "neither helpful nor unhelpful". One finding for which there is not a ready explanation concerns supervisors who had not been trained abroad. When they were rated separately on this question, they were found to be consistently (though not significantly) more helpful than was true of all supervisors, including those who had been trained abroad. In a similar study conducted in another Latin American country, the opposite was found to be true. (The difference, however, is not statistically significant.)

As mentioned earlier, a participant's plan to use his training at some time in the future, regardless of his actual use up to the time of the interview, is considered to be an additional indication of the usefulness of the training received. The relevant finding on

this subject is that approximately 53% of the participants reported having plans for using their training which they had not as yet carried out. About a third (30%) of those answering in the affirmative said that they had a definite plan involving: (1) reorganizing an organization or a part of it, (2) changing present procedures, (3) introducing new procedures, (4) changing curricula or (5) recommending changes in laws. Still others said they planned to teach, institute new organizations or services, or to use their training in a trade union, professional organization, or similar group.

Finally it will be useful to consider certain judgments made about the program in general by the supervisors and the technicians. Supervisors were asked to indicate the usefulness of the training programs in qualifying participants for their present jobs.

TABLE 10

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?

	Participants Rated	
	<u>Number</u>	<u>%</u>
Essential	52	23
Very important	102	45
Helpful but not very important	48	21
Not useful	8	4
Better off without it	2	1
Don't know or don't remember	<u>13</u>	<u>6</u>
Total	225	100*

*Rounded to the nearest even percent.

As shown in Table 10, 68% of the participants were said to have had training programs which were either "essential" or "very important" for their present job qualifications.

Apparent further indication of program benefit was revealed when the supervisors were asked if the training programs were "worth the cost and difficulty they caused your organization". Approximately 69% of the rated participants were said to have received training which was worth the cost and difficulty involved; only 6% were rated with a specifically negative reply.

Technicians were asked a number of questions about specific trainees ("Were his educational qualifications satisfactory for his program?" "Did the program meet his needs?", etc.). Without going into detail for each of these questions it can be said in summary that 80 to 95% of the participants who were evaluated by the technicians were given favorable ratings. The technicians appeared, in general, to be somewhat more favorable in their reactions toward the training programs than were the supervisors.

To this point, the generally favorable responses from the participants, the supervisors, and the technicians are some indication that the ICA/AID training programs are filling a need in Ecuador. To leave the analysis at this point, however, would be to ignore the primary purpose of this study. The following chapters will go into greater detail, therefore, specifically concerning any outstanding

strengths or weaknesses of the training. It is presumed that these analyses will be useful in subsequent efforts to improve the program.

UTILIZATION GROUPS AND UTILIZATION SCORES

The four questions of major significance in the determination of participant utilization of training are those already mentioned, covering: (1) employment or unemployment since training, (2) actual use of knowledge or skills on the job, (3) transmission of information to others, and (4) the extent of the participants' plans to use their training, whether they had already done so or not.

The mere tabulation of positive or negative responses to these questions is not enough to provide an indication of the programs' strengths and weaknesses. There is another means of analysis, however, which will assist considerably in drawing inferences about the programs. This analysis involves, briefly, three principal steps. First, the individual responses to the four questions (enumerated above) are assigned scores (based on judges' estimates of importance as measures of utilization) and are combined into a total utilization score for each participant. The second step separates the participants into three groups, on the basis of their total scores, representing high, medium, and low utilization of training. The final operation is the cross tabulation of two of these groups, the HIGHS and the LOWS, against their responses to other questions. It is then presumed that any question or series of questions that seem to be

answered differently by the HIGHS and LOWS is, or may be, related to the amount of utilization.

The manner in which this is done, and the meaning it may have, will become clear in the following chapters. It will be sufficient for the moment to state for this report that the HIGH and LOW groups each consist of approximately 27% of the full list of participants.

In addition to analyses of HIGHS and LOWS as two distinct groups, similar cross tabulations will be used for the pre-1955 and 1955-1960 groups which were defined at the beginning of this chapter. Any individual trainee, then, is a member of either the pre-1955 or the 1955-1960 group and within one of these groups he can be further classified as a HIGH, MEDIUM, or LOW (utilizer). Since comparisons among the three utilizer groups will be made only between HIGHS and LOWS, the number of comparisons actually used to sustain most of the remaining analysis will be limited to no more than seven, as indicated in the table below.

TABLE 11

Sub-groups Used in the Analyses

	<u>All Trainees</u>	<u>Utilization Groups</u>		
		<u>HIGH</u>	<u>LOW</u>	<u>TOTAL</u>
Pre-1955	(126)	(32)	(37)	(69)
	↕	↕	↕	↕
1955-1960	(261)	(72)	(67)	(139)
		↕	↕	
TOTAL	387	104	104	208

IV

PRE-SELECTION CHARACTERISTICS AND THE SELECTION PROCESS

One of the objectives in this chapter is to examine the extent to which certain demographic variables and pre-training job characteristics appear to have been related to the participants' expressed utilization of training. A second objective is to associate available data on the selection process with the degree of expressed utilization. Where it is meaningful to do so, the additional cross-classification by date of training (pre-1955; 1955-1960) is used.

PRE-SELECTION CHARACTERISTICS

While it is shown in the foregoing chapter that the pre-1955 participants were about one year younger, on the average, than the 1955-1960 trainees at the time of selection for training, the largest difference in age existed between those who were HIGH utilizers and LOW utilizers in the group trained since the beginning of 1955. As Table 12 shows, the difference in medians is almost two and one-half years, the HIGHS being the older group. Since there is no such distinction in the responses of the pre-1955 people, the overall difference in age at selection time between HIGHS and LOWS is primarily attributable to the more recent trainees.

TABLE 12

Age at Time of Departure	Participant Utilization			
	<u>LOW</u>		<u>HIGH</u>	
	N	%	N	%
Under 25	19	18	11	11
25 - 29	23	22	20	19
30 - 34	31	30	31	30
35 - 39	11	11	16	15
40 - 44	9	8	12	12
45 - 49	6	6	7	7
50 - 54	3	3	5	5
55 and over	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Total	104	100*	104	100*

Median Age:	Total		Pre-1955		1955-1960	
	<u>HIGH</u>	<u>LOW</u>	<u>HIGH</u>	<u>LOW</u>	<u>HIGH</u>	<u>LOW</u>
	33.3	31.6	31.6	32.2	33.8	31.4

*Rounded to the nearest even percent.

It is expected that the length of time that the participants had spent in their fields of specialization at selection time would correlate with the findings on age, and this appears to be the case. The HIGHS (Median: 7.4 years) generally had almost two and one-half years more experience than the LOWS (median: 5.1 years). As was true in the analysis of age, this difference is due principally to the 1955-1960 trainees:

TABLE 13

Time in Field of Specialization at Time of Selection	Years
Median Time, Pre-1955 HIGHS	6.1
1955-1960 HIGHS	8.2
Median Time, Pre-1955 LOWS	7.6
1955-1960 LOWS	4.7

While it is not possible to decide on the basis of these data just what significance it has, special note should be made of the fact that the 1955-1960 LOWS had spent considerably less (average) time in their fields at the time of their selection. This does not imply in any necessary sense that prior time in a field is a condition for useful training, but it may mean that the situations of utilization in Ecuador are not oriented to the acceptance of people who are relatively new in their fields.

The HIGHS have been seen to be somewhat older and more experienced, and this is particularly true of the 1955-1960 group. An analysis has been made of related information concerning the number of people supervised by participants at the time of selection. While this area of analysis is not of great importance in itself (as people reach positions of greater responsibility they tend to supervise directly either more people or less people), it may be observed that although there is no great difference between HIGHS and LOWS there is a difference between the pre-1955 people and those trained later. The pre-1955 trainees generally supervised more people, but there is also a marked difference between pre-HIGHS (median: 10.6 people supervised) and pre-LOWS (median: 5.7 people supervised).

Interpretation of these findings will be more easily made if the information that is available on occupation at the time of selection is taken into account (Table 14).

TABLE 14

Occupation at Time of Selection

	Participant Utilization					
	HIGH (%)			LOW (%)		
	<u>TOTAL</u>	<u>Pre-1955</u>	<u>1955-1960</u>	<u>TOTAL</u>	<u>Pre-1955</u>	<u>1955-1960</u>
Top Policy Makers, Executives and Administrators National Level and/or National Impact	-	-	-	3	5	2
Policy Makers, Executives and Administrators - Second Level and/or Non-National Impact	6	6	6	6	5	6
Subordinate Management, Program and Administrative Officials - Line or Staff	18	12	21	12	8	13
Professional Occupations - Operating and Research and Development (other than program and administrative officials)	56	53	57	41	46	39
Sub-Professional Occupations - Operating and Research and Development	12	19	8	17	11	21
Supervisors, Inspectors, Foremen - Operations or Shop	3	3	3	18	22	16
Artisans, Craftsmen	3	-	4	-	-	-
Unclassified	<u>3</u>	<u>6</u>	<u>1</u>	<u>3</u>	<u>3</u>	<u>3</u>
Total	100*	100*	100*	100*	100*	100*

*Rounded to nearest even percent.

In Chapter VI the occupational changes between selection and the time of interviewing are analyzed. For the present it will be sufficient to notice two facts. First, those trainees selected from positions of subordinate management or from professional occupations tend to be HIGHS, whereas those selected from sub-professional occupations or from the ranks of supervisors, inspectors, and foremen are more often found to be LOWS. Second, the pre-1955 HIGHS were drawn more frequently from the higher occupational levels than were the pre-1955 LOWS.

On an overall basis it has been shown in Chapter III that the educational levels are extraordinarily high in the participant group, and that the pre-1955 trainees had gone through somewhat more years of formal education prior to program training. Carrying the analysis farther, it turns out that the HIGHS (Median: 15 years) had spent more time in school than the LOWS (Median: 14.3 years). This effect is wholly due to the pre-1955 trainees, since the difference in this group between HIGHS and LOWS is slightly more than a year of additional education, whereas in the 1955-1960 group the difference is smaller, but reversed, the LOWS having had about half a year more formal schooling. Generally, there is no great relationship between years of education at the time of selection and the likelihood of high or low utilization as it has been defined here.

Turning to a consideration of special schools attended, defined to mean those schools giving one kind or another of vocational training,

e.g., Normal Schools, Military Schools, Agricultural Schools, and Business and Commercial Schools, the most impressive fact is that the selection process since 1955 has allowed the inclusion of a greater variety of such special school backgrounds in the participant group. Differences between HIGHS and LOWS are not especially large.

TABLE 15

Kinds of Special Schools Attended Prior to Selection for Training

	<u>Participants</u>							
	High Utilizers		Low Utilizers		Pre-1955		1955-1960	
	N	%	N	%	N	%	N	%
Military School	4	4	6	6	8	12	2	1
Agriculture	2	2	-	-	-	-	2	1
Industrial, Trade, Technical	1	1	-	-	-	-	1	1
Normal	12	12	9	9	6	9	15	11
Public Safety	1	1	3	3	-	-	4	3
Business, Commercial	3	3	6	6	1	2	8	6
Secretarial	1	1	-	-	-	-	1	1
Mass Communications	-	-	1	1	-	-	1	1
Special language	-	-	1	1	-	-	1	1
All others not classified	-	-	2	2	-	-	2	1
Did not attend a special school	<u>80</u>	<u>77</u>	<u>76</u>	<u>73</u>	<u>54</u>	<u>78</u>	<u>102</u>	<u>73</u>
Total	104	100*	104	100*	69	100*	139	100*

*Rounded to the nearest even percent.

Consistent with the information on special schools is that on

university backgrounds. There is no difference between the HIGHS and LOWS in the amount of prior university education. The one persistent difference, already mentioned in Chapter III, is that more pre-1955 trainees had attended universities.

THE SELECTION PROCESS

A number of questions having more direct bearing on the selection process were asked of the interviewed participants. These covered generally the extent of information about the programs that participants received prior to selection; the relationship of the participants to USOM; the apparent recommending sources for selection; and the participants' notions of the reasons for their selection.

Information about the programs might have been received from a number of sources. These include the place of employment, or the school being attended, or the ministry sponsoring the participant. A common pattern of response appears to be associated with these sources. It is one in which there is small difference between the HIGHS and LOWS, and a somewhat larger difference between the pre-1955 and later participants. The largest apparent effect, then, is a tendency for more of those trained in 1955-1960 to say that they had received information from these varied sources. There is no clear relationship to utilization. It may be of interest to note that approximately 60% stated, overall, that some information had been received in one way or another.

The relationship of participants to USOM was ascertained by asking if they had been employed by USOM or involved in a joint project with USOM. As the following tabular presentation shows there are definite associations between such USOM activity, high utilization, and training in the period 1955-1960.

TABLE 16

Employment by, or Association with USOM at the Time of Selection: Differences from Expected Frequencies

	<u>Participant Utilization</u>					
	<u>TOTAL</u>	<u>HIGH</u>		<u>TOTAL</u>	<u>LOW</u>	
		<u>Pre-1955</u>	<u>1955-1960</u>		<u>Pre-1955</u>	<u>1955-1960</u>
Yes	+10.5	-5	+5	-10.5	-1.5	+1.5
No	-10.5	+5	-5	+10.5	+1.5	-1.5

Those who had not had any such close prior association with USOM were asked if they had had any contact at all with USOM. The majority said they had not. There does not appear to be a relationship to utilization, although there was somewhat greater frequency of contact in the 1955-1960 group.

The immediate dynamics of selection concern whether or not the participant was invited to go or made application himself, and who it was who made the selection. These appear to bear no clear relationship to utilization of training. Instead there is merely indication that those in the pre-1955 group were much more likely to have made application, and, conversely, those in the 1955-1960 period of training

tended to have been selected or invited independently. The frequencies of the various sources alleged to have done the selecting follow in Table 17.

TABLE 17

Who Selected the Participant?

	Participant Utilization			
	<u>HIGH</u>		<u>LOW</u>	
	N	%	N	%
Supervisor	45	43	51	49
ICA/USOM Personnel	33	32	34	33
Ministry or Other Home Government Official	8	8	10	10
Employer	2	2	-	-
Other	13	12	10	10
Don't Know	7	7	3	3
Not Ascertained	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Total	104*	100*	104*	100*

*Column sums may not agree with totals because of multiple responses. Percentages are rounded to the nearest even whole number.

Finally, there are the participants' conceptions of the reasons for their selection. Specifically, it was asked whether they thought they had been selected: a) for professional and educational qualifications, b) because of personal contacts, c) because of language ability, d) because of their personal ability, or e) because of the needs of

the job. The tabulation of the answer "very important" to these questions (Table 18) indicates clearly that the HIGHS were more inclined to feel that these were important criteria. The reader should keep in mind, however, that since high utilization was also defined in terms of the participants' assertion of it, there is reason to expect some built-in bias. It is of more significance, perhaps, to notice the differences between the various kinds of reasons.

TABLE 18

Reasons for Selection Described by
Participants as "Very Important"

	Participant Utilization	
	<u>HIGH</u> %	<u>LOW</u> %
Needs of the Participant's Job	92	86
Professional and Educational Qualifications	87	80
Personal Ability	84	73
Personal Contacts	68	64
Language Ability	50	31

The frequencies of mention of these reasons by the pre-1955 participants differ for only two: language ability, and professional and educational qualifications. In each case the pre-1955 group attributes these reasons for selection with greater than expected frequency. The largest distinction, however, is made in reference to language ability, where it is found that 40 pre-1955 participants stated its importance

even though the expected frequency was only 27. An additional finding in this connection is that many less than the expected number of LOWS in the 1955-1960 group stated that language ability was important. This is examined further in the chapter following in reference to the analysis of the relationship of utilization to place and country of training since it has its origin in the necessity, or lack of it, of using a different language than Spanish in the country in which training took place.

SUMMARY

The information that is available does not indicate convincing associations between the selection procedures and the degree of later utilization. The findings seem, rather, to reflect clearly the changes in policies of program administration taking place at the beginning of 1955.

The effect of such changes has been to correct, but only partially, some of the extreme effects of the selection process of the earlier years. In these years there was heavy emphasis on the training of people who had already completed university curricular requirements, both undergraduate and graduate, and who had spent considerable time in their fields of specialization. Although it is apparent that the later policies have led to a broadening of the bases of selection in many ways, it is not quite accurate to say that the program has been

altered radically.

If a single summarizing statement can be made, it ought to be, then, that selection reflected different policies in the 1955-1960 period. Generally the bases for selection have been broadened, particularly with respect to fields of training, sponsoring ministries, and age and education of participants. No measure of the effectiveness of such changes has been found thus far in the analysis.

THE TRAINING PREPARATION PERIOD

One of the most important phases of the training enterprise is often administered with less relative emphasis than it deserves. This phase falls in the period between the time of selection and the time that training begins. While such lack of emphasis is not always recognized, this is perhaps because the training preparation period is less concretely defined than the function of selection, or of training itself. The character of the training preparation phase as a mere interim period of time may be principally responsible for the period receiving less than its needed attention.

In this chapter a number of participant responses that make it possible to construct a partial evaluation of this period in the ICA/AID programs are presented and discussed.

PREPARATION PERIOD FINDINGS

The first finding that is of interest in the context of training preparation is the extent to which information was given to the participants when their individual programs were being planned. Table 19 contains the relevant tabulation in this connection. It should be observed that the HIGHS and LOWS do not differ greatly, yet no more than one-half of the trainees stated that they had received information on

the subject matter of their respective programs. Two findings are of particular importance: 1) less than ten percent received information in relation to their post-training jobs, and 2) almost 40% stated that they had not received information. It would appear that the communication kinds of information listed was not considered to be an essential part of the full training program. It should be pointed out that there is only a slight increase in the number of 1955-1960 participants receiving information in comparison to the pre-1955 group.

TABLE 19

Things Learned About Program When Program Was Being Planned

	Participant Utilization	
	<u>HIGH</u> %*	<u>LOW</u> %*
Information in general	7	12
Administrative aspects of program	10	12
Administrative role of the government	1	-
Subject matter aspects of training	50	48
Participant's post-training job	7	9
Cultural, social, etc.	7	3
Other	3	5
Don't know	-	2
Not informed	42	36

*Percentages, rounded to the nearest even whole number, do not total 100 because of multiple responses.

Having found that only 60-65% of the participants had been given information during the planning of their programs, it is not surprising

to find also that less than 50% asserted that they were "well satisfied" with their programs before going abroad. A large number (55%) said either that they did not know whether they were satisfied or not, or that they were not very well satisfied. While the 1955-1960 people did not express satisfaction in greater numbers than the pre-1955, there is a moderate increase in the number of HIGHS over the number of LOWS.

TABLE 20

Satisfaction of Participants with Programs
Prior to Leaving for Training

	Participant Utilization	
	<u>HIGH</u> %	<u>LOW</u> %
Well satisfied	48	40
Not very well satisfied	12	12
Don't know	<u>40</u>	<u>47</u>
Total	100*	100*

*Rounded to the nearest even percent.

Even though the participants may not have received as much information as would have been desirable it is still possible that many had an opportunity to take part in the planning of their programs. In answer to a question on this subject, however, only 23% of the total participant group stated that they had taken part in the planning. The analysis of these responses against the extent of utilization reveals

that there were considerably more HIGHS (35%) taking part in program planning than LOWS (15%). There are no differences between the pre-1955 and 1955-1960 groups.

Those who stated that they had not had the opportunity to take part in their program planning were asked if they thought it would have helped if they had participated in the planning. Approximately 60% of those asked thought that it would have helped. Combining this information with that on the extent of program planning, it appears that almost 50% of the total participant group had not been involved in program planning yet thought that they should have been.

The participants were also asked about kinds of information that might have been available prior to their training. Specifically it was asked if they had received enough information about: 1) when they would be going, 2) where they would be going, 3) the length of the program, 4) what they would study, and 5) any other aspects of the program. The analysis of these responses for the full participant group shows that there is a tendency for more of the 1955-1960 trainees to state that they had received enough information on these subjects. The people who were least well informed were the pre-1955 LOWS. So far as the overall affirmative response is concerned, Table 21 summarizes the data. It is clear enough that the participants knew when they were going and how long they would be away. Presumably these facts were sufficiently important to participants that they would have

asked for the information.

TABLE 21

Before You Left Home - Did You Get Enough Information About --

	Total Participants	
	<u>Yes</u> %	<u>No</u> %
The length of the program?	97	3
When you would be going?	90	10
Where you would be going?	76	24
What you would be learning?	59	41
Other aspects of the program?	76	24

It has seemed more useful to carry the analysis farther to determine the extent to which any of the five areas of information discriminate HIGHS from LOWS. When such a cross tabulation is made it becomes definite that only one of the questions covers a significant kind of information.

TABLE 22

Before You Left Home - Did You Get Enough Information About --

	<u>"Yes" Responses</u>			
	HIGH		LOW	
	<u>Utilizers</u> N	<u>Utilizers</u> %	<u>Utilizers</u> N	<u>Utilizers</u> %
The length of the program?	102	98	100	96
When you would be going?	95	91	94	90
Where you would be going?	78	75	79	76
What you would be learning?	74	71	50	48
Other aspects of the program?	75	72	80	77

The only significantly large difference between HIGHS and LOWS concerns

knowledge of what the participant was to be learning during his training period. The LOWS were less well informed than the HIGHS. It is an additional fact, as might be expected in the light of the significance of this single issue, that the HIGHS had a tendency to answer all five questions "yes" whereas the LOWS tended to answer four of the five "yes".

Another set of five questions asked of the participants was intended to ascertain the extent of participant satisfaction with his knowledge of "how to get along" in the country of training. Specifically, the inquiry covered manners and customs, colloquial speech and idioms, restaurants and public facilities, religious practices, and the use of money.

The predominant response for the total group was an expression of satisfaction (almost 80%) with the information on these subjects. Even though this overall reaction was strongly positive, it is also the case that significantly more of the 1955-1960 participants stated that they had learned enough before going abroad. While this is true of all five issues, it is most extreme for restaurants and public facilities, and for the use of money. An examination of the utilization groups also shows that the HIGHS exceeded the LOWS for all five questions in expressing satisfaction with the information they had received.

Those of the total group who stated that they had not been well

enough informed about getting along in the country of training were generally unable to state what specific information would have helped them. The most frequent comment, by far, was the vague one that they could have used more knowledge. This fact, together with the generally high frequency of approval, suggests that improvement in this area of training preparation may not be of basic importance.

SUMMARY

A study such as this one, limited largely to the single perspective of the program participant, cannot hope to evaluate training preparation in any final sense, yet even the facts developed here suggest that there is some need for improvement. It has been found that the most easily communicated information in preparation for training had been rather thoroughly absorbed by the participants, yet this information was relatively superficial in content. Examples are the length of training, the time of departure, the use of money, etc. These kinds of information, while they are necessary, do not in themselves improve the training, prepare the participant to accept the training, or create the conditions under which the trainee may find the training of personal significance in his life to follow.

The need for improvement has been seen in more than one of the participant facts. Only a few people received information about training in relation to their post-training occupations and jobs. A large proportion of the trainees received no information at the time that their

programs were being planned. Less than half reported themselves satisfied with their programs even before they began. Less than a fourth had an opportunity to assist in planning their programs, although the high utilizers more often had been involved in the planning. Overall almost half of the participants appeared to be conscious of having been left out of the planning of programs that were, to them, unsatisfactory. Finally, it appears that four out of ten left home without having "enough" information about the subject matter of the courses of study they were to begin.

VI

THE PERIOD OF PARTICIPANT TRAINING

The period of training is defined as the period between a participant's attendance at an orientation session upon initial entry into the country of training, and either the beginning of the terminal seminar in communication or the beginning of the trip home, whichever is applicable. The seminars in communication will be considered in the following chapter because they are more properly classified as a part of the utilization effort.

INITIAL ORIENTATION

Approximately 56% of the participants attended an orientation session which lasted more than one day. Among those who attended these sessions, the majority (89%) felt that the orientation was a valuable part of their programs. When the participants were asked what changes or improvements could be made in the orientation the largest single group said that they thought the sessions were all right just as they had been presented. However, approximately 10% of the participants said that they would have liked the orientations to have been tailored to a more homogeneous group with participants grouped together according to common interests, training, education, etc.

COUNTRIES OF TRAINING: PROGRAM DURATION

A large majority of the participants received their training in only one country (94% - pre-1955, and 90% - 1955-1960). Although five percent of the pre-1955 group and nine percent of the 1955-1960 participants indicated that they had received training in two countries, virtually none said that they had received training in three or more.

There is a significant difference between the pre-1955 group and the 1955-1960 group with regard to the total period of training. The median training time for the former group was 12.9 months while for the latter it was only 4.6 months. Because the median time in the second country of training was considerably shorter, (two and one half weeks for the pre-1955 group and for the 1955-1960 group only one and one half weeks), the duration of training in the primary countries very nearly coincides with that of the total training period, being 12.8 months for the pre-1955 participants and 4.5 months for the 1955-1960 group. Third country training was not only infrequent but less than two weeks in duration in every instance.

Because of these findings the emphasis of this chapter will be placed upon the training received in the primary country. Although in each group the largest single proportion of participants said the United States was their primary country of training, there is a significant difference, 76% and 45%, respectively, between those proportions for the pre-1955 and the 1955-1960 participants. More HIGHS were

trained in the U.S. (mainland), the Panama Canal Zone, and Puerto Rico. More LOWS were trained in Latin American Countries. This difference becomes significant when the U.S. and possessions are grouped. Other principally mentioned primary countries of training were: Panama (6% of the pre-1955 group) and Puerto Rico (18% of the 1955-1960 group).

PROGRAM PLANNING IN THE COUNTRY OF TRAINING

Approximately 63% of the participants from Ecuador said their programs were set up in complete detail upon their arrival in the primary country of training, but it is worth noting that 15% of them said their programs had not been set up at all. There is some indication that the HIGHS' programs had been set up in complete detail to a greater extent than might have been expected although this difference between HIGHS and LOWS may not be significant. Although it has been shown that the HIGHS had significantly more opportunity than did the LOWS in the planning of their own programs it is not clearly evident whether this has a direct bearing upon the apparent fact that the HIGHS' programs were more often completely planned when they arrived for training.

The extent to which it is desirable to have programs completely arranged, moreover, is dependent primarily upon the training requirements of the individual. This is true not only with regard to the manner in which the training will later be utilized but also with respect to the level of previous knowledge he already has about the subjects to be studied. Decisions on program arrangement can best be made by those who are working closely with the participant either in the training

program, or in the country in which the training will be used. (This is not intended to imply that program planning is sometimes unnecessary, but only that planning should allow some flexibility.)

It is also evident that later changes were not prevented by virtue of the fact that a program had been completely arranged upon a participant's arrival in his country of training. Approximately 35% of the participants said important changes were made in their programs after they had already begun. About half of these changes were made at the request of the participants themselves. There is a significant difference between the HIGHS and the LOWS of the 1955-1960 group in that more HIGHS than expected experienced changes in their programs. There was no difference between the HIGHS and LOWS of the pre-1955 group.

The most frequently occurring kind of change in program (44%) involved the subject matter to be studied. The remaining program changes mentioned by participants were: 1) changes in the place of study or observation, 2) added observation or on-the-job training, and 3) changes to a more advanced program. There was very high agreement among those whose programs were changed that the changes were necessary either to make their programs more suitable or more interesting.

Although the participants showed a high interest in being able to help with the planning of their own programs, the experience with the Ecuadorian trainees indicated that it was more often necessary to

make changes in the programs of those whose ideas were used than was the case for those who had no part in program planning. This does not suggest that the opportunity for trainee participation in planning should be withdrawn, since there may be stronger motivation for later training utilization if a participant has been personally involved in the planning of his own program. This finding may suggest, however, that there is a need for the services of program advisors who are more highly qualified in the participant's field of training if the most beneficial program components are to be selected.

TYPES OF TRAINING

There were a variety of types of training available, either singly or in combination. These included observation tours, on-the-job training, university programs leading to academic degrees, and special programs not leading toward degrees, as shown in the following table.

TABLE 23

Combinations of Training Experiences Expressed as Differences in Frequencies: HIGHS minus LOWS

		<u>Observation Tours</u>		<u>No Observation Tours</u>		Total
		<u>On-The- Job Tr.</u>	<u>No On-The- Job Tr.</u>	<u>On-The- Job Tr.</u>	<u>No On-The Job Tr.</u>	
Univ. Train- ing	Special Group	*	-1	*	*	-1
	No Spec. Group	0	+6	+5	+7	+18
No Univ. Train- ing	Special Group	*	-1	*	0	-1
	No Spec. Group	-3	-7	-6	*	-16
	Total	-3	-3	-1	+7	

*No participants, either HIGHS or LOWS, represented.

The table shows combinations of training received and is expressed in terms of HIGHS minus LOWS. A plus indicates that more HIGHS received a particular combination and a minus indicates the opposite case. A zero shows no difference between HIGHS and LOWS, and an asterisk occurs for those combinations in which no participants are represented. It was most common to find that a participant's program consisted of only one type of training; none of the participants' programs included all four types. The table indicates that the private attendance at a university is the category having greatest relationship to high utilization. Observation tours as the sole training activity, and on-the-job training as the only activity; are related to low utilization.

UNIVERSITY TRAINING

The programs of about half (51%) of the Ecuadorian participants included training at universities. Of these, there were significantly more participants than expected from the pre-1955 group and, considering the total group, there were significantly more HIGHS than LOWS who were trained at universities.

A participant who received training at a university could have been enrolled as a regular student, a special student, or as a member of a special group. Among the 198 participants from Ecuador who said they received university training, 64 were enrolled as regular students with a median training time of 9.8 months, 51 said they were special students with a median training period of 6.5 months, and 88 indicated

that they were members of special groups with a median training time of 10.0 months. The reader will note that the sum of the preceding frequencies is greater than 198. This may be explained by the fact that a participant could have taken part in more than one program involving university training. In fact, 25 trainees reported attendance at more than one university and two of these said they had attended five or more! The median training time at the university attended longest by each participant was about 7 months.

Considering the awards and certificates presented to the participants, 19% of the university trainees said they received academic degrees (mostly at the Masters level). Certificates or other forms of non-academic citations were awarded to 43% of the participants, but 39% reported that they received no awards or formal recognition at all. Of those who received degrees, virtually all thought the degrees would help their careers. The single negative comment was made by a participant who said his degree was awarded in a field which was not relevant to his present profession or work. When those who did not receive degrees were asked if they thought a degree would have helped their careers, 54 of the 77 who had definite opinions on the subject gave an affirmative response. The primary reasons given, as one might expect, were that degrees would have led to greater prestige, advancement, and knowledge.

Although the experience of the Ecuadorian participants with regard to recognition received for participation in a ICA/AID training

program is better than that seen in some other participating countries, it is nevertheless applicable to Ecuador that it may be of value to establish some form of participant recognition in connection with completion of a training program. Part of any successful utilization of training is dependent on such superficially extraneous factors as "esprit de corps", and upon such vaguely defined forces as are usually classified as motivational rather than related to subject matter, as such.

Questions were asked concerning the participants' evaluations of various program characteristics. For example, was the length of the training period too long or too short? Were there too many or too few activities in the planned portion of the training? It was found that just over 50% of all participants said their programs were too short. It is of interest, however, to note that the pre-1955 and the 1955-1960 groups both thought the program should be longer but only relative to the actual training time as each group knew it. Thus the pre-1955 group thought the program length should be a median of 20.4 months (actual: 12.6 months), but the 1955-1960 group thought it should be 10.4 months (actual: 4.6 months). Table 24 shows the training time for participants of each group. It can be seen that the 1955-1960 group participants were somewhat more widely distributed over the range of training time than were those of the earlier group.

TABLE 24

Total Time Spent in Training

	<u>Participants</u>			
	Pre-1955		1955-1960	
	N	%	N	%
Less than 1 month	-	-	17	6
1 to under 2 months	1	1	36	14
2 to under 4 months	12	10	63	24
4 to under 6 months	7	6	42	16
6 to under 12 months	38	30	59	23
12 to under 24 months	65	52	42	16
24 to under 36 months	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

A significant difference appeared between the two groups regarding their attitudes toward the number of activities included in their respective programs. More of the 1955-1960 participants (43%) felt that there were too few activities than did pre-1955 participants (30%). This question did not significantly differentiate the HIGHS from the LOWS, however.

One final observation concerns the training itself: approximately 96% of all participants completed their training.

There are a few additional findings concerning non-training aspects of the stay in the country of training. Among these is the opinion of about one-quarter of the participants that the money allowed by the ICA was insufficient for their needs. The reasons given were,

mainly, that the cost of living was too high and that the trainees had to pay part of their expenses out of their own pockets. (This would be especially difficult for those participants who received their training in a country in which the currency exchange rate is unfavorable in terms of purchasing power.)

Slightly more than half of all participants reported that they had been entertained in private homes during their stay in the country of training. There was a significantly greater proportion of the pre-1955 group who received this hospitality but the observed difference may be more a function of the length of the respective training programs than of a difference in the acceptance of the trainees of the two groups. Of those who were entertained in private homes, only one participant reported that he had not enjoyed the experience. This question did not differentiate HIGHS and LOWS, although there was a tendency for more HIGHS than expected to report that they had been entertained in private homes. This difference becomes significant when considering only the HIGHS and the LOWS of the 1955-1960 group but the trend is reversed in the observed frequencies of the pre-1955 group. In general, those who were entertained in private homes said that they enjoyed the hospitality received as well as the opportunity to learn more about the culture of their host country and the living conditions of its people. There was at least a majority among members of both groups (approximately 63% of each) who stated that there were about enough social activities arranged for them during their stay in the country of training.

SUMMARY

The most general summarizing statements about the training period findings are: 1) there is little relation of the reported training period experiences to subsequent high or low utilization, and 2) there is a great deal of evidence that training policies have changed in the 1955-1960 span of years in comparison to the earlier years.

The largest differentiation of HIGHS and LOWS was found in relation to university training. HIGHS were more often found to have spent time in universities.

The noted changes in training procedures in the later years were found to have been primarily associated with length of the programs, type of training, and country of training. In recent years the length of program has been reduced sharply. Related to this fact is the finding that more emphasis has been placed on observation tours, on-the-job training, and special short-term training courses. Finally, there has been increased use of countries other than the United States, although the large majority of participants did train in the U. S.

While slightly over half of the participants attended orientation sessions lasting more than one day, and those who attended stated that they were useful, such attendance bore no relationship to utilization as it has been measured. Participant cooperation in program planning, on the other hand, was associated with high utilization,

although this may have been a result of the way in which planning was done.

There was generally frequent expression of satisfaction with the social contact outside the training program. There appears to have been more frequent contact in the participant group in the earlier period.

VII

THE PERIOD OF UTILIZATION

The period of utilization, as used in this report, begins with the termination of the participant's formal training and extends through the date on which he was interviewed. The seminars in communication, even though they were held in the country of training, are included in the utilization period rather than as a part of the training period because they were designed primarily to aid the participant in using (as distinguished from learning) the substantive matter and skills acquired during the formal training period.

The extent of utilization has already been covered in a general way in Chapter III. There it was pointed out that there was substantial agreement among the participants, supervisors, and technicians that the training programs have been of benefit to Ecuador.

While this total evaluation should not be dismissed, it is nevertheless of limited value in determining what might be done to improve specific weaknesses of the programs. Such consensus of opinion among people in diverse roles must have some significance, yet it must be kept in mind that favorable comments as generalities are easy to make. It is for this reason that the four basic utilization questions were used to provide a partially indirect means of analysis through the division of the participants into high and low utilization groups. This

division has already pointed to certain relationships that would not otherwise have been noticed, and it will be used in this chapter for the same purpose.

THE SEMINARS IN COMMUNICATION

The seminars in communication were designed to instruct the participants in methods of communicating the knowledge acquired in the training program. They were held only in the United States and only for those whose training programs exceeded three months in length. Further, the seminars were instituted only as recently as 1958. These combined restrictions explain the relatively small number (approximately 5%) of the Ecuadorian trainees who reported attending such a seminar. The sponsorship of the seminars was credited to Michigan State University by five participants, to the United States Department of Agriculture by three, and to various other institutions by seven. The four remaining participants either did not know or did not remember who sponsored the seminars they had attended. It should also be pointed out that each of the seminars contained trainees from a number of different participating countries, a fact that will assume more importance in what is reported in the following paragraph.

While only 11 among the 19 participants who attended seminars in communication have been classified as either high or low utilizers there were significantly more HIGHS than LOWS (9 to 2) in this small group.

TABLE 25

Attendance At A Seminar in Communication
At the End of Training

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Yes	9	2
No	90	99
Don't know	1	1
Not ascertained	<u>4</u>	<u>2</u>
Total	104	104

When those who attended were asked what it was they liked most about the seminars, they reported with almost equal frequencies that they liked: 1) everything, 2) learning how to communicate with other people, 3) learning to adapt what they had learned to their own specific countries, and 4) exchanging ideas with people of other countries.

Further comments which may be interpreted as favorable to the seminars is found in the kinds of responses to a question intended to establish what the participants liked least about them. The greatest response to this question (13 participants) was that they liked "nothing" least. The majority of the negative comments were evenly divided between two categories: two said the seminar was too short, and three said the seminar was too intensive (in terms of material presented within the time allotted). Inasmuch as the complaints concerning seminar length and seminar intensity are very closely related it

would appear that the chief complaint against the seminars was that they were too short.

Finally, there is still another indication of the usefulness of the content of the seminars. Fifteen of the 19 participants who attended them said they had used some of the material or ideas in their work.

THE PROBLEM OF EVALUATION OF UTILIZATION

At the time of the interviews, the average Ecuadorian participant had been back from training for approximately four years. In the pre-1955 group the median is just over seven years while it is almost three years for the 1955-1960 participants. On this account it is to be expected that some of the details requested in the questionnaire were only hazily in mind for some of the participants. While it may be true that earlier data collection would have led to greater accuracy of recall, such a procedure would also have allowed less time for the development of utilization effects. The problem of evaluation, therefore, is not so much one developing from an excessive delay in questioning participants as it is one of sorting those effects which may be legitimately associated with the training itself from those which might have occurred in any case. A participant who has been extraordinarily successful may feel with some legitimacy that his training was significantly involved in his success even though he might have

performed equally as well without it. There is no particularly good reason to expect the participant to be capable of an objective understanding of the reasons for his success, even though he may feel that the training was of basic value. Thus it is appropriate to remind the reader that the HIGHS are those people who have told the interviewers that they are high utilizers. Although there is reason to suppose that this definition has some value there is little reason to assume that all people so defined are in fact high utilizers.

JOB AND RESIDENCE CHANGES AFTER TRAINING

Of direct relevance to the measurement of training utilization is an analysis of job changes. Such changes in occupation may have taken place upon the participants' return from training or in the considerable time between the return to Ecuador and the date of interviewing.

Almost one-third of all participants said they had returned from training to take positions different from those they left. Of these, just over half (52.9%) said they had expected the change. While the proportion of HIGHS who returned to different jobs was virtually the same as the average of the total participant group, relatively more LOWS reported returning to different jobs. It is important to notice that significantly more HIGHS than LOWS said they had expected this change (62.9% vs. 33.3%). A comparison of the pre-1955 and 1955-1960 trainees also reveals differing proportions of job changes immediately

after training. Approximately 46% of the pre-1955 group, but only 25% of the 1955-1960 group, said they had returned to different positions. Although a larger proportion of the pre-1955 group changed jobs, a significantly smaller percentage of those who changed (41% compared with 63% of the 1955-1960 group) said they had expected the jobs to which they were assigned upon their return to Ecuador.

TABLE 26

The First Job After The Return
From Training

		Participant Utilization	
		<u>HIGH</u>	<u>LOW</u>
Same	Pre-1955	18	17
	1955-1960	<u>51</u>	<u>45</u>
		69	62
Different	Pre-1955	14	20
	1955-1960	<u>21</u>	<u>19</u>
		35	39
Total		104	101*

*This question was not applicable to three LOWS of the 1955-1960 group who had never been employed since their return from training.

In addition to those who returned from training to take different jobs, approximately 48% of all participants have made job changes since their return. The fact that there was a greater proportion of job changes within the pre-1955 group (60%) than that observed for the 1955-1960 group (43%) is merely what should be expected on the basis of the greater time since training in the earlier group.

A cross tabulation of the HIGHS' and LOWS' responses to this question reveals a significant difference between these groups. While it appears that more HIGHS than LOWS have remained in the same positions since their return, the significance of this finding appears to be related to employment rather than position changes. Table 27 shows that 36 LOWS were unemployed at the time of the interview (unemployment was the only valid reason for tabulating "not applicable" responses for this question).

TABLE 27

"Is your present position the same as you had when you first returned?"

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Same	51	25
Different	53	43
Not applicable	<u>-</u>	<u>36</u>
Total	104	104

When asked about the jobs they might have had if they had not participated in the training programs, almost half of the participants said their positions would be about the same, 31% said their positions would not be as good, and slightly more than three percent thought they would now have better positions if they had not gone on the training program. Although it is shown in the following table that the HIGHS

were almost evenly divided on this question between ratings of "about the same" and "not as good", the more interesting finding is that a significantly smaller proportion of the LOWS attributed an increase in job level to the training program. Only 11% said their jobs would not have been as good whereas 43% said their jobs would be about the same. Almost 8% said their positions would have been better if they had not gone away for training.

If these facts suggest that a change to a better job may have been one of the several contributors to what has been defined as high utilization, it is certainly the case that the unemployment reported by just over a third of the LOWS at the time of their interviews was a factor in their definition as low utilizers.

TABLE 28

"If you had not gone on the training program, what kind of position would you have had?"

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
About the same	52	45
Better	1	8
Not as good	50	11
Don't know	1	4
Not applicable	<u>-</u>	<u>36</u>
Total	104	104

Another perspective from which job changes can be evaluated is presented in Table 29 in which the participants' positions at the time of their interviews are compared with their positions at the time of

selection. It appears that the HIGHS tended to move into the policy-making levels, whereas the LOWS have gone primarily into positions which were not classified in any of the groups reported in the table. The reader will recognize that the "Other" classification has no particular level attached to it. Since it is also true that not all of the categories represented in the table form a real hierarchy of positions, any formulation of positive conclusions about the relative upward or downward job mobility of the participants would not be convincing.

TABLE 29

	<u>Occupational Distributions</u>					
	<u>H I G H S</u>			<u>L O W S</u>		
	<u>At Time of Selection</u>	<u>At Time of Interview</u>	<u>Change</u>	<u>At Time of Selection</u>	<u>At Time of Interview</u>	<u>Change</u>
Top Policy Makers, Executives and Administrators National Level and/or National Impact	-	2	+2	3	4	+1
Policy Makers, Executives and Administrators -- Second Level and/or Non-National Impact	6	10	+4	6	5	-1
Subordinate Management, Program and Administrative Officials - Line or Staff	19	19	-	12	11	-1
Engineers, Professional - Operating and Research and Development	10	13	+3	14	14	0
Professional Occupations - Operating and Research and Development (other than program and administrative officials and engineers)	48	47	-1	29	25	-4
Sub-Professional Occupations - Operating and Research and Development	12	6	-6	18	10	-8
Supervisors, Inspectors, Foremen - Operations or Shop	3	4	+1	19	19	0
Artisans, Craftsmen	3	1	-2	-	-	-
Other, not elsewhere classified	3	2	-1	3	14	+11
Not ascertained	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2</u>	<u>+2</u>
Total	104	104	-	104	104	-

Beyond the changes in jobs since training, but standing in correlated relationship to them, are the changes in residence among the participants. A general movement away from the Capital city was indicated by participants of the pre-1955 and 1955-1960 groups alike, yet a cross tabulation of the HIGHS and LOWS indicates an unexpectedly significant movement to the capital city by the HIGHS. The LOWS, on the other hand, reported a general movement to the provincial cities. The following table expresses in net change frequencies these changes in residence. (A plus sign indicates an increase at the time of interview while a minus sign indicates a decrease.)

TABLE 30

Net change in residence at the time of interview from the time of selection.

	Participants		Participant Utilization	
	<u>Pre-1955</u>	<u>1955-1960</u>	<u>HIGH</u>	<u>LOW</u>
Capital City	-6	-1	+4	-6
Provincial City	+5	+3	-3	+7
Rural	+2	-2	0	+1
Outside Country	-1	0	-1	0

OTHER UTILIZATION INFLUENCES: SUPERVISION, USOM PERSONNEL,
PROFESSIONAL AFFILIATIONS

The extent to which participants received advice and job assistance from their supervisors or USOM personnel seems to bear a clear relation to reported training utilization. When the participants were asked to indicate how helpful their supervisors had been, more HIGHS than expected said they had been at least somewhat helpful. Further, they twice as often said their supervisors were "very helpful" relative to "somewhat helpful". In contrast, relatively more LOWS said that their supervisors were either "not helpful" or "neither helpful nor unhelpful". The following table shows the relevant data.

TABLE 31

"How helpful has your supervisor on
your current job been?"

	<u>Participant Utilization</u>							
	HIGH				LOW			
	<u>Pre-1955</u>		<u>1955-1960</u>		<u>Pre-1955</u>		<u>1955-1960</u>	
	N	%	N	%	N	%	N	%
Very helpful	6	19	24	33	2	5	2	3
Somewhat helpful	3	9	11	15	1	3	5	7
Not helpful	1	3	6	8	7	19	8	12
Neither helpful nor unhelpful	-	-	2	3	2	5	14	21
No supervisors	22	69	29	40	10	27	15	22
Not ascertained	-	-	-	-	1	3	1	1
Not applicable	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>14</u>	<u>38</u>	<u>22</u>	<u>33</u>
Total	32	100*	72	100*	37	100*	67	100*

*Rounded to the nearest even percent.

Almost half (49%) of the trainees reported that they have had some contact with USOM since returning to Ecuador from their training abroad. More HIGHS reported having such contact, a fact also true of the trainees of the 1955-1960 group. There is no indication, however, of a significant difference between the HIGHS of the pre-1955 and the 1955-1960 groups. Approximately 20% of the trainees said they had asked for help from USOM or ICA on one or more problems. Although only 60% of these requests were recalled as having been fully satisfied another 11% were said to have been at least partially answered.

More HIGHS than expected were aware of the availability, or lack of it, of USOM technicians. Of those participants who said that a technician was available, more HIGHS than expected said that they had met with him "frequently" whereas more of the LOWS said they had seen him only "occasionally".

The relationship of utilization to membership in U.S. professional societies and to the reading of professional journals was also examined. In general, a positive relationship appears between participation in these activities and training utilization. More HIGHS, for example, said they had joined U.S. professional societies and are now receiving the societies' journals or publications. The difference which appeared between HIGHS (26%) and LOWS (16%) with regard to present membership is not significant, however, and practically all those participants who reported receiving the societies' publications indicate that they are at least "somewhat useful" to them, though more

HIGHS than expected say that the publications are very useful.

THE TRANSMISSION OF TRAINING KNOWLEDGE AND SKILLS

Because it was one of the questions used to calculate initial Utilization Scores, the question that asked the ways in which participants transmitted training to others differentiates HIGHS from LOWS by definition. One notable finding, however, is that the HIGHS appeared to select formal transmission methods to a greater extent than expected and, conversely, the LOWS tended to choose informal methods. Table 32 reports the percentages of each group who used each method of transmitting training to others.

TABLE 32

"How have you gone about transmitting your training to others?"

	Participant Utilization	
	<u>HIGH</u> %*	<u>LOW</u> %*
Gave formal training programs, lectures:	82	37
Informal discussions	62	51
Wrote articles, other publications	38	12
On-the-job training and teaching including introduction of new methods, informal teaching or training	23	17
Consultant (formal) to organizations, business, industries, or individuals	2	-
Organized or re-organized industry, business, systems, methods, research projects, clubs	1	1
Orientation (formal or informal) for persons going abroad	1	-
Other	<u>2</u>	<u>2</u>
Number of Participants	104	104

*Percentages, rounded to the nearest even whole number, may exceed 100% because of multiple answers.

PARTICIPANT SUGGESTIONS FOR PROGRAM IMPROVEMENT

As stated earlier most participants felt that the programs, on the whole, were satisfactory. In order to find specific program weaknesses, therefore, each participant was asked to name those parts of his program which were least useful or valuable to him. Approximately 74% of the participants said that nothing was least valuable but 20 (5%) of the participants said that visits to specific places were the least valuable. This did not mean, however, that all visits were thought to be without value. It will be seen in Table 33 that 7% of the participants thought there should be more visits and observation if they were to go through the program again. No other specific category received negative comment from more than 2% of the trainees. When they were asked why they rated a specific activity as least useful there was somewhat more agreement. Of the 99 participants who made negative comments about some phase or activity within their programs, almost 30% attributed the lack of usefulness to the fact that they thought a specific portion of their program was not necessary to their training. Another 10% said that poor planning or poor organization was responsible.

When given the opportunity to suggest changes in the program, almost 32% of the participants said there should be more training. Approximately 20% said that they would have liked to receive a more specialized training program. The latter comment is very closely related

to two others which were mentioned by more than 15% of the participants: 1) the program should have been more closely related to individual needs (16%) and 2) there should have been more practical work (17%). Table 33 reports the frequencies with which various changes were suggested.

TABLE 33

If you were to go through that program again, what changes would you like to have made in it? Why? Any additional ideas?

	Participants			
	Pre-1955		1955-1960	
	N	%	N	%
No changes	23	18	20	8
<u>Change in Emphasis of Training Program</u>				
I would have liked more training	24	19	98	38
I would have liked a more specialized training program	30	24	49	19
I would have liked a more leisurely training program	-	-	4	2
The program should have been more specifically related to my needs, etc.	24	19	36	14
The program was too difficult, etc.	1	1	1	0
The program was too elementary, etc.	2	2	4	2
<u>Change in Type of Training Program</u>				
I would have liked some practical work or more practical work	16	13	48	18
I would have liked to obtain an academic degree	3	2	15	6
I would have liked some academic training (University attendance) or more academic training	9	7	30	12
I would have liked some observation or more observation; more visits	6	5	22	8
I would have liked less practical training or no practical training	-	-	2	1
I would have liked less academic training or no academic training; certain subjects or courses should have been eliminated	1	1	1	0
I would have liked less observation or no observation; certain visits should have been eliminated	1	1	5	2

TABLE 33 (Continued)

	Participants			
	Pre-1955		1955-1960	
	N	%	N	%
<u>Change in the Arrangement of Training Program</u>				
My program should have been better planned and organized	10	8	28	11
I should have had a chance to plan my own program	7	6	20	8
I would have liked to receive training at a different place	6	5	16	6
There should have been more emphasis on knowledge of the language of the country of training	13	10	28	11
I would have liked more advance information about my program or about conditions in the country of training	20	16	35	13
More planning should have been done in regard to the job I would come back to	8	6	19	7
Study teams or groups of participants should be selected so that they have the same background and interests	7	6	13	5
I should have had more help in daily living expenses - food, housing, transportation, money	4	3	5	2
Other	3	2	22	8
Don't know or don't remember	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>
Total Participants	126	100*	261	100*

*Percentages, rounded to the nearest even whole number, may total more than 100% because of multiple answers.

EXPRESSED PARTICIPANT PROBLEMS IN UTILIZATION

The final data to be reported relate to the expression by trainees of problems in training utilization. Among all participants, the two most frequently mentioned difficulties involved the lack of money or the lack of equipment, facilities, books, etc. Another alleged difficulty tending to limit training utilization was a lack of understanding, or possibly an unwillingness to accept new ideas, on the part of those with whom the participant works. Table 34 reports the major difficulties communicated by those participants in the HIGH and LOW participant groups. In general, the HIGHS reported less difficulty in utilizing their training. Such problems as they had were related to the country's lack of available resources with which to carry out their plans for the use of training. By comparison, the LOWS tended to relate their trouble in training utilization to job factors. For example, the job may have been considered to be unrelated to training, or, it may have been one giving no opportunity for transmitting training to others.

TABLE 34

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

<u>Positive Comment</u>	Participant Utilization			
	<u>HIGH</u>		<u>LOW</u>	
	N	%*	N	%*
No difficulties	34	33	22	21
<u>Difficulties Related to Resources or Conditions of Country</u>				
Lack of money	26	25	13	12
Lack of equipment, machinery, facilities, material, books	22	21	16	15
Government and general organization of the country are not amenable to application of things learned on training program	3	3	12	12
<u>Difficulties Related to Other People</u>				
Government, ministers, heads of departments, "bosses" do not want to accept new ideas, do not cooperate	7	7	10	10
Lack of help from supervisor, supervisor does not know enough, misunderstanding on the part of supervisor	4	4	6	6
Colleagues, employees, the general public do not want to accept new ideas	4	4	3	3
Superiors do not think much of ICA prog.	1	1	1	1
Lack of trained staff	4	4	3	3
Lack of educational preparation among people with whom I would deal or work	13	12	10	10
USOM does not help ex-participants; I need or my organization needs, help from a technician	1	1	2	2

(Continued on next page)

TABLE 34 (Continued)

	Participant Utilization			
	HIGH		LOW	
	N	%*	N	%*
<u>Difficulties Related to Participant's Job</u>				
The job I am in is not related to the field I was trained in, etc.	1	1	6	6
I am not in a position of sufficient authority to apply or teach what learned	1	1	2	2
I am not holding a job where I could use or transmit information, etc.	1	1	12	12
I lack the time to use or teach what I learned	1	1	1	1
<u>Difficulties Related to Training Program</u>				
The things learned were too different, too advanced, for application in home country	5	5	8	8
All other difficulties not included in the above categories	<u>2</u>	<u>2</u>	<u>11</u>	<u>11</u>
Total Participants	104		104	

*Percentages, rounded to the nearest whole number, may total more than 100% because of multiple answers.

SUMMARY

In Ecuador, as in other participating AID countries, participant attendance at terminal seminars in communication appears to relate positively to utilization of training. The small number of Ecuadorian trainees attending such seminars makes inference risky, yet it is at least possible that a substantial increase in training utilization may be developed by arranging for more participants to take part in this activity.

Utilization also appeared to be directly related to the amount of constructive contact with the AID technicians and the participants' supervisors. It was surprising, however, to find that those supervisors who had been on training programs themselves were given a somewhat lower "helpfulness" rating by the participants. It might have been more reasonable to expect that such supervisors, in a better position by virtue of their own training to know their subordinates' problems in training utilization, would have given them greater assistance in solving those problems.

An obvious condition impeding the utilization of training among the LOWS was the relatively high level of unemployment (35%) within that group. The magnitude of unemployment may or may not have been large enough to reduce significantly the effectiveness of the overall program, but in any event it can be said to have decreased the participants' opportunity to utilize their training. A partial solution

to this problem has been posed in the recent policy statement under which contracts between the employer and employee assure the latter of an opportunity to have a job waiting for him upon his return from training. Unfortunately, it has been asserted by US/AID that in the past some employers have not honored this commitment.

Finally, although the present definition of utilization may express, to some degree, the enthusiasm and natural ability of a participant apart from the use to which his training has been put, there are several additional findings which appear to be related to high utilization. The HIGHS expressed less trouble in utilizing their training and gave the training program more credit for subsequent improvement in their careers. Possibly directly related to career improvement is the finding that more HIGHS moved to the capital city area where, presumably, there would be more opportunity to exploit their training and knowledge. There was also a tendency for more HIGHS to report membership in U.S. professional societies. This, of course, may be interpreted in two ways: 1) membership aids utilization, or 2) those who would be high utilizers were interested in professional growth opportunities through membership in these societies.

APPENDIX A

The Utilization-Score Groups

The procedure used in this study differs somewhat in detail, but is essentially the same in principle as the method described in the paper Development of Training Utilization Scores, which was distributed in September, 1961, under the auspices of ICA. A comparison of the two methods indicates no basic difference other than that the present method produces a somewhat wider range of scores.

Within the participant schedule of questions, there were six which were of basic interest in the derivation of the U scores. (The selection of these questions is discussed in the above-mentioned paper.) These questions and the appropriate score assignments are as follows:

<u>Question</u>	<u>Response</u>	<u>Score</u>
#101: Since you've been back from that program, have there been any periods when you were not employed?	Yes	0
	No	6
#119: In your current job, have you ever been able to use <u>any</u> of the skills or knowledge that you learned on the program we have been discussing?	Yes	(Qualifies for Q.120)
	No	0

<u>Question</u>	<u>Response</u>	<u>Score</u>
#120: Would you say you have used . . .	Practically none,	0
	only a little,	11
	some,	22
	quite a bit,	33
	almost everything; everything?	44
#124: Have you ever been able to convey <u>any</u> of what you learned in the program to other people?	Yes	(Qualifies for Q.125)
	No	0
#125: About how much of that training have you been able to transmit. . .	Practically none,	0
	only a little,	8
	some,	17
	quite a bit,	26
	almost everything; everything?	35
#127: Do you have any plans for using that training which you have not as yet been able to carry out?	Yes	15
	No	0

The maximum score a participant could receive was 100 (6 plus 44 plus 35 plus 15), and the minimum was, of course, zero.

The procedure in selecting the HIGH and LOW groups for analysis was to use those participants who obtained high total utilization scores and those who obtained low total utilization scores. The criterion that was used in determining the size of the two groups (high and low) was that which is usually applied in test item analysis with extreme groups. In such analysis it has been found that high and low

cut-off points of 27% constitute an optimum in the sense that they maximize the precision of the discrimination between the extremes (on the assumption that the items and the criterion scores are linearly related). In this case, the distribution of Utilization Scores for all participants provided natural cut-off points very near 27%. Thus the 27% of all participants who had the highest total Utilization Scores became the HIGHS; and the 27% of the participants who had the lowest Utilization Scores became the LOWS. It should be noted that the procedure was to look for natural breaks in the distribution as close as possible to the optimum 27% cut-off points at the top and bottom. When the HIGHS and the LOWS thus defined were further divided representing participants who received training before 1955 and those who began their training between 1955 and 1960, the percentage of HIGHS and LOWS in each of the groups changed a little from the optimum 27% cut-off points.

In general, then, the total Utilization Scores have been used to "predict" performance on individual questions. Where the HIGH and LOW groups have differed in response to particular questions or groups of questions this difference has been taken to indicate that the particular question or group of questions bears on matters of importance in training and utilization.

APPENDIX B

While many of the cross tabulations of the high and low groups (as determined by their Utilization Scores) with the responses of these same groups to various questions in the questionnaire have been used in the main body of analysis in the report proper, there were a number of such cross tabulations that did not appear to be of significant interest. These are listed, as follows:

CROSS TABULATIONS WITH UTILIZATION SCORE GROUPS (HIGH, LOW) EXAMINED AND JUDGED NOT TO BE IMPORTANT:

Name of Ministry Sponsoring Training Program
Whether Participant Applied or was Selected by Someone Else for ICA Training
Whether or not Received Information about Program from Anyone at School or Place of Employment
Whether or not Sponsoring Ministry Gave Information about Program
Types of Information Received from Persons Mentioned Having Given Information
Summary of "Yes" Answers to Question 40 Series
Total Time of Observation Tour
Total Time of On-The-Job Training
Total Time of University Attendance
Total Time of Special Program Not at a University
Participant Evaluation of Program Length
Participants' Suggested Length for Program
Whether or not Training Required Doing or Seeing of too Many Different Things
Participant Evaluation of Program Level
Most Useful and Valuable Part of Program Experience
Least Useful and Valuable Part of Program Experience
Whether or not Entertained in Private Homes
Total Time Back from Program

Whether or not Works with Anyone Trained Abroad
Whether or not Supervisor Mentioned as Trained Abroad
Whether or not Have Worked for USOM or in Joint Project
Since Return
Whether or not Requested Help from USOM Since Return
Kinds of Problems for which Help Requested from U.S.O.M.
and Whether or not Help Received

APPENDIX C

Marginal Tables Used in The Analyses

The tables in the following pages present the primary response frequencies to those questions in the Participants', Supervisors', and Technicians' interviews that have been used either directly or in cross tabulation against Utilization Scores in the main body of the report. The distribution of Utilization Scores may be found on the final page of this appendix.

The complete set of basic frequency counts for all interviews is on file at AID/Washington.

TABLE 1

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

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

	Participants	
	<u>N</u>	<u>%</u>
Yes	230	59
No	<u>157</u>	<u>41</u>
Total	387	100

TABLE 2

Area of Residence At Time of Selection

	Participants			
	<u>Pre-1955</u>		<u>1955-1960</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Capital City	89	71	185	71
Provincial City	31	25	63	24
Rural Place	5	4	13	5
Outside Country	<u>1</u>	<u>1</u>	<u>-</u>	<u>-</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

TABLE 3

Q.3 Occupation of Type of Employer at Time of Selection

	Participants	
	<u>N</u>	<u>%</u>
Government	328	85
Private business	43	11
Profession	2	1
Trade Union	10	3
Student	<u>4</u>	<u>1</u>
Total	387	100*

*Rounded to the nearest even percent.

TABLE 4

Attendance at University Prior to ICA Training

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Attended University	96	76	154	59
Did Not Attend University	<u>30</u>	<u>24</u>	<u>107</u>	<u>41</u>
Total	126	100	261	100

TABLE 5

University Degrees Before ICA Training

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Received Degree	78	62	106	41
Did Not Receive Degree	18	14	48	18
Not Applicable	<u>30</u>	<u>24</u>	<u>107</u>	<u>41</u>
Total	126	100	261	100

TABLE 6

Q.8 Sex

	Participants	
	<u>N</u>	<u>%</u>
Male	335	87
Female	<u>52</u>	<u>13</u>
Total	387	100

TABLE 7

Q.10 Marital Status at Time of Selection

	Participants	
	<u>N</u>	<u>%</u>
Married	284	73
Not married	<u>103</u>	<u>27</u>
Total	387	100

TABLE 8

Technician interviewed and the number of participants each was familiar with and able to provide information about.

Technicians Interviewed:	Participants	
	<u>N</u>	<u>%</u>
0003	35	17
0011	19	9
0022	19	9
0006	18	9
0002	12	6
0024	12	6
0001	9	4
0008	9	4
0014	9	4
0013	8	4
0019	7	3
0016	6	3
0031	6	3
0017	5	2
0023	5	2
0020	4	2
0010	3	1
0021	3	1
0005	2	1
0007	2	1
0012	2	1
0015	2	1
0018	2	1
0026	2	1
0027	2	1
0029	2	1
0004	1	-
0009	1	-
0025	1	-
0028	1	-
0030	<u>1</u>	<u>-</u>
Total	210	100*

*Rounded to the nearest even percent.

TABLE 9

Supervisor Questionnaire - Part I

Q.15 How suitable was (participant's) training for his usefulness to your organization?

<u>Positive Comments</u>	Participants Rated #225	<u>Responses</u>
Training was specifically suitable because participant is applying his training in his work, is valuable to employer, country, etc., is more efficient, is doing better work.		72
Strong positive comments <u>not further specified</u> : training was excellent, fine, very good, very suitable, etc.		58
Weak positive comments <u>not further specified</u> : training was good, fair, suitable, etc.		24
Training was suitable because participant has introduced new methods, techniques, equipment, etc. . . .		19
Training was suitable because participant is conveying his training to others, is teaching others, etc.		12
Positive comments on participant's personal characteristics: has more confidence, greater sense of responsibility, etc.		10
Training was suitable because participant has received a promotion, a better job, increase in salary, more prestige, etc.		5
Other positive comments.		1
 <u>Neutral Comments</u>		
Training made no difference: it was neither suitable nor unsuitable.		1

* - Total number of responses may exceed number of respondents because of multiple answers.

Q.15 How suitable was (participant's) training for his usefulness to your organization? (Continued)

<u>Negative Comments</u>	<u>Responses</u>
Training was not suitable because it was not appropriate to work participant is doing; cannot be applied; participant is not working in the field in which he was trained; training not appropriate to participant's training and ability	12
Training was not suitable because participant is not using it; not applying it in his work; not teaching others	6
Training was not suitable because it was not long enough	4
Negative comments on participant's personal characteristics: is too arrogant, self-centered, uncooperative, etc.	4
Training was not suitable because it was too general, too broad in scope	2
Training was not suitable because it was too advanced, too difficult	2
Training was not suitable because it was too theoretical, not enough practical experience.	2
Training was not suitable because it was too elementary, too simple.	1
Other negative comments	9
Don't know, can't evaluate suitability of program didn't know participant, or program, etc.	27

TABLE 10

Technician Questionnaire - Part I

Q.5 How about (Participant)? Would you say that his/her training made a major contribution or a minor contribution to his ability to do his work, or would you say it was of no importance, or perhaps that it actually reduced his/her usefulness?

	Participants Rated	
	<u>N</u>	<u>%</u>
Major	156	74
Minor	39	19
No importance	5	2
Don't know or don't remember	<u>10</u>	<u>5</u>
Total	210	100*

*Rounded to the nearest even percent.

TABLE 11

Q.101 Since you've been back from that program, have there been any periods when you were not employed?

	Participants	
	<u>N</u>	<u>%</u>
Yes, never had a job since returned	3	1
Yes, gives periods	83	21
No	<u>301</u>	<u>78</u>
Total	387	100

TABLE 12

Any periods when not employed?

Q.104 Number of periods:	Participants	
	<u>N</u>	<u>%</u>
Only one period	73	88
Two periods	7	8
Three periods	2	2
Don't know or don't remember	<u>1</u>	<u>1</u>
Total	83	100*

*Rounded to the nearest even percent.

TABLE 13

For how long was that?

	Participants	
	<u>N</u>	<u>%</u>
Less than 1 month	2	2
1 month or more but under 2 months	4	5
2 months or more but under 3 months	8	10
3 months or more but under 4 months	7	8
4 months or more but under 6 months	10	12
6 months or more but under 12 months	17	20
12 months or more but under 24 months	24	29
2 years or more	10	12
Don't know or don't remember	<u>1</u>	<u>1</u>
Total	83	100*

*Rounded to the nearest even percent.

TABLE 14

Q.106 Do you think that your unemployment had any connection with your participation in that training program?

	Participants	
	<u>N</u>	<u>%</u>
Yes	17	20
No	65	78
Don't know or don't remember	<u>1</u>	<u>1</u>
Total	83	100*

*Rounded to the nearest even percent.

TABLE 15

Supervisor Questionnaire - Part I

Q.12 Has any of the information (participant) acquired on his program been conveyed to other people in this organization?

	Participants Rated	
	<u>N</u>	<u>%</u>
Yes	168	75
No	27	12
Don't know	<u>30</u>	<u>13</u>
Total	225	100

TABLE 16

Q.8 Since (participant) has been back from his training program, have you discussed with him the things he studied on his program?

	Participants Rated	
	<u>N</u>	<u>%</u>
Yes	161	72
No	<u>64</u>	<u>28</u>
Total	225	100

TABLE 17

Supervisor Questionnaire - Part I

IF YES

Q.13 How has any of the information (participant) acquired on his program been conveyed to other people in this organization?

	Participants Rated	
	<u>N</u>	<u>%</u>
Formal teaching, lectures, seminars, training session; radio or TV broadcasts; made or showed films or slides	66	39
Supervision, guidance, or direction of other workers, subordinates, employees	66	39
Informal discussions on job, conversations	53	32
Reports given in meetings	10	6
Revisions or improvements in methods, equipment techniques, etc.	9	5
Wrote articles, books, manuals, other publications; translated publications	8	5
Demonstrations of techniques, equipment	6	4
Other	<u>4</u>	<u>2</u>
Total	225	100*

*Column sums may not agree with totals because of multiple responses. Percentages are rounded to the nearest even whole number.

TABLE 18

Q.121 Thinking now of your supervisor on your current job -- does he help you in utilizing that training? Would you say he was very helpful, somewhat helpful, or not helpful?

	Participants	
	<u>N</u>	<u>%</u>
Very helpful	71	35
Somewhat helpful	56	27
Not helpful	39	19
Neither helpful nor unhelpful	36	18
Has no supervisor*	-	-
Not ascertained	<u>3</u>	<u>1</u>
Total	205	100

*138 Participants who had no supervisor have been excluded.

TABLE 19

Q.127 Do you have any plans for using that training which you have not as yet been able to carry out?

	Participants	
	<u>N</u>	<u>%</u>
Yes	203	53
No	183	47
Not ascertained	<u>1</u>	<u>-</u>
Total	387	100*

*Rounded to the nearest even percent.

TABLE 20

Supervisor Questionnaire - Part I

Q.14 Do you think that this training program was worth the cost and difficulty it caused your organization, or was it not worth it?

	Participants Rated	
	<u>N</u>	<u>%</u>
Worth cost and difficulty	155	69
Not worth cost and difficulty	14	6
Don't know	54	24
Not ascertained	<u>2</u>	<u>1</u>
Total	225	100

TABLE 21

Technician Questionnaire - Part I

Q.6 How about (Participant) . . .

A. Have his/her education qualifications been adequate or inadequate?
Or can't you rate this?

	Participants Rated	
	<u>N</u>	<u>%</u>
Adequate	195	93
Inadequate	5	2
Can't rate	<u>10</u>	<u>5</u>
Total	210	100

TABLE 22

Q.6 How about (Participant) . . .

B. How about the intelligence of Mr./Miss/Mrs.(name)? Has he/she
shown it to be adequate or inadequate?

	Participants Rated	
	<u>N</u>	<u>%</u>
Adequate	205	98
Inadequate	4	2
Can't rate	<u>1</u>	<u>-</u>
Total	210	100*

*Rounded to the nearest even percent.

TABLE 23

Technician Questionnaire - Part I

Q.6 How about (Participant) . . .

C. Was his/her knowledge of the language in which training was given adequate or inadequate?

	Participants Rated	
	<u>N</u>	<u>%</u>
Adequate	172	82
Inadequate	26	12
Can't rate	<u>12</u>	<u>6</u>
Total	210	100

TABLE 24

Technician Questionnaire - Part I

Q.6 How about (Participant) . . .

D. How about his/her attitude toward his/her training program?

	Participants Rated	
	<u>N</u>	<u>%</u>
Adequate	187	89
Inadequate	10	5
Can't rate	<u>13</u>	<u>6</u>
Total	210	100

TABLE 25

Technician Questionnaire - Part I

Q.6 How about (Participant) .

E. And how about the attitude toward the present job?

	Participants Rated	
	<u>N</u>	<u>%</u>
Adequate	197	94
Inadequate	9	4
Can't rate	<u>4</u>	<u>2</u>
Total	210	100

TABLE 26

Number of People Supervised in Position Held and Work Done At
Time of Selection for Training

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	38	30	99	38
1 - 5	15	12	42	16
6 - 19	28	22	48	18
20 - 49	9	7	26	10
50 - 199	12	10	25	10
200 - 499	4	3	8	3
500 - 999	-	-	4	2
1000 or more	3	2	7	3
Not ascertained	<u>17</u>	<u>14</u>	<u>2</u>	<u>1</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent

TABLE 27

Total Years of Education At Time of Selection

	Participant Utilization			
	HIGH		LOW	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
3 years	-	-	1	1
6	2	2	-	-
7	2	2	-	-
8	2	2	2	2
9	-	-	3	3
10	8	8	4	4
11	1	1	5	5
12	18	17	17	16
13	5	5	7	7
14	7	7	5	5
15	7	7	10	10
16	7	7	5	5
17	8	8	9	9
18	26	25	32	31
19	8	8	3	3
20	2	2	1	1
21	<u>1</u>	<u>1</u>	<u>-</u>	<u>-</u>
Total	104	100*	104	100*

*Rounded to the nearest even percent.

TABLE 28

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

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Total Participants*	126	100	261	100
Information related to subject-matter aspects of training	62	49	139	53
Information on administrative aspects of program	12	10	30	12
Information about the training program in general	6	5	24	9
Information related to participant's post-training job	5	4	23	9
Information related to cultural, social, and economic life of country of training	8	6	8	3
Information on administrative role of own government, financial contribution to be made	-	-	2	1
Others	-	-	13	5
Don't know or don't remember	-	-	3	1
Not applicable	59	47	89	34

*Column sums may not agree with totals because of multiple responses. Percentages are rounded to the nearest even whole number.

TABLE 29

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

	Participants	
	<u>N</u>	<u>%</u>
Yes	239	62
No	145	38
Don't know or don't remember	<u>3</u>	<u>1</u>
Total	387	100*

*Rounded to the nearest even percent.

TABLE 30

If not employed by USOM or on a USOM-Government project: Before you were selected, had your work ever brought you into contact with any USOM project?

	Participants			
	<u>Pre-1955</u>		<u>1955-1960</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	23	18	63	24
No	73	58	118	45
Don't know	1	1	1	-
Not applicable	<u>29</u>	<u>23</u>	<u>79</u>	<u>30</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

TABLE 31

What was the First Step in that training program?

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Made application	34	27	20	8
Was selected or invited by others	89	71	238	91
Don't know	<u>3</u>	<u>2</u>	<u>3</u>	<u>1</u>
Total	126	100	261	100

TABLE 32

Q.36 Importance of certain factors in participant's decision to go on training program?

a. Personal Ability

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Very important	87	76
Not very important	8	14
Don't know	<u>9</u>	<u>14</u>
Total	104	104

TABLE 33

Q.36 Importance of certain factors in participant's decision to go on training program:

b. The Needs of the Job

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Very important	96	89
Not very important	6	14
Don't know	<u>2</u>	<u>1</u>
Total	104	104

TABLE 34

Q.36 Importance of certain factors in participant's decision to go on training program:

c. Personal Contacts

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Very important	71	66
Not very important	31	34
Don't know	<u>2</u>	<u>4</u>
Total	104	104

TABLE 35

Q.36 Importance of certain factors in participant's decision to go on training program:

d. Language Ability

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Very important	52	32
Not very important	48	70
Don't know	<u>4</u>	<u>2</u>
Total	104	104

TABLE 36

Q.36 Importance of certain factors in participant's decision to go on training program:

e. Professional and Educational Qualifications

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Very important	90	83
Not very important	7	17
Don't know	<u>7</u>	<u>4</u>
Total	104	104

TABLE 37

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

	Participants	
	<u>N</u>	<u>%</u>
Well satisfied	173	45
Not very well satisfied	55	14
Didn't know enough, don't know, don't remember how satisfied I was	<u>159</u>	<u>41</u>
Total	387	100

TABLE 38

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

	Participants	
	<u>N</u>	<u>%</u>
Yes	88	23
No	290	75
Don't know or don't remember	<u>9</u>	<u>2</u>
Total	387	100

TABLE 39

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

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Yes	36	16
No	65	86
Don't know or don't remember	<u>3</u>	<u>2</u>
Total	104	104

TABLE 40

Q.35 (If you did not take part in the planning of your program) do you think it would have helped your program if you had participated in the planning?

	Participants			
	<u>Pre-1955</u>		<u>1955-1960</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	74	59	159	61
No	14	11	27	10
Didn't care	7	6	9	4
Not applicable	<u>31</u>	<u>25</u>	<u>66</u>	<u>25</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

TABLE 41

Q.37 Importance of certain factors in participant's decision to go on the training program.

a-e. How many of the five questions asked were answered in the affirmative?

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
One answered "Yes"	2	2
Two answered "Yes"	7	11
Three answered "Yes"	19	17
Four answered "Yes"	24	37
All five questions answered "Yes"	51	36
All five questions answered "No"	<u>1</u>	<u>1</u>
Total	104	104

TABLE 42

- Q.40 Adequacy of the amount and kind of information given prior to departure: items concerning the primary country of training.
- a. Did you get enough information about how to use restaurants and public facilities?

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	90	71	218	84
No	<u>36</u>	<u>29</u>	<u>43</u>	<u>16</u>
Total	126	100	261	100

TABLE 43

- Q.40 Adequacy of the amount and kind of information given prior to departure: items concerning the primary country of training.
- b. Did you get enough information about colloquial speech and idioms?

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	89	71	199	76
No	<u>37</u>	<u>29</u>	<u>62</u>	<u>24</u>
Total	126	100	261	100

TABLE 44

Q.40 Adequacy of the amount and kind of information given prior to departure: items concerning the primary country of training.

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

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	98	78	218	84
No	<u>28</u>	<u>22</u>	<u>43</u>	<u>16</u>
Total	126	100	261	100

TABLE 45

Q.40 Adequacy of the amount and kind of information given prior to departure: items concerning the primary country of training.

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

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	102	81	224	86
No	<u>24</u>	<u>19</u>	<u>37</u>	<u>14</u>
Total	126	100	261	100

TABLE 46

Q.40 Adequacy of the amount and kind of information given prior to departure: items concerning the primary country of training.

e. Did you get enough information about their manners and customs generally?

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	98	78	214	82
No	<u>28</u>	<u>22</u>	<u>47</u>	<u>18</u>
Total	126	100	261	100

TABLE 47

Q.40 Adequacy of the amount and kind of information given prior to departure: items concerning the primary country of training.

a-e. Number of affirmative answers to the five previous questions.

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
One answered "Yes"	9	7	11	4
Two answered "Yes"	9	7	12	5
Three answered "Yes"	8	6	21	8
Four answered "Yes"	14	11	30	12
All five questions answered "Yes"	74	59	171	66
All five questions answered "No"	<u>12</u>	<u>10</u>	<u>16</u>	<u>6</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

TABLE 48

Q.41 Is there anything else you would have liked to know more about before you left?

	Participants	
	<u>N</u>	<u>%</u>
Total Participants*	387	100
No, there was nothing more I would have liked to know	181	47
<u>Content of Program</u>		
My program: the details of my program.	53	14
The subjects I would study; the type of work I would do or the things I would see	17	4
The level of my program: how advanced or elementary it would be.	4	1
<u>Background Information About the Program</u>		
My field of work or specialization as it was carried on in the country of training	14	4
University requirements and procedures in country of training	16	4
Any or all aspects of my program, because I wanted to plan my own program and needed information on which to base my plans	7	2
<u>Future Application of Training</u>		
How my training would be applied after I returned from my program.	5	1
<u>Scheduling of Program</u>		
Where my training would take place: which universities or schools, plants, factories, organizations, or agencies I would visit.	10	3
The background of the universities, plants, factories, organizations, etc. I would see; their size, etc.	10	3
How long I would stay in each place I visited during my program	3	1
Who would arrange my program in the country of training	4	1

*Column sums may not agree with totals because of multiple responses. Percentages are rounded to the nearest even whole number.

(Continued on next page)

Q.41 Is there anything else you would have liked to know more about before you left? (Continued)

	Participants	
	<u>N</u>	<u>%</u>
<u>Restaurants and Food</u>		
The location and use of restaurants in the country of training	1	-
The types of food eaten in the country of training, availability of foods I am used to	1	-
<u>Transportation</u>		
The means of transportation and how to travel.	3	1
Compliance with regulations; security clearance, passports, visas, etc.	2	1
<u>Housing</u>		
Living accommodations, hotels, motels.	6	2
<u>Languages</u>		
The colloquial or idiomatic speech in the country of training	29	8
<u>Etiquette</u>		
How to behave appropriately in social situations.	2	1
Etiquette, proper manners, in general or not specified above.	1	-
<u>Customs and Conditions in the Country of Training</u>		
Cost of living, money management, prices	3	1
Climate and appropriate types of clothing.	7	2
Cultural, social, and recreational activities available to me in the country of training	10	3
Background information about the country of training, its history, geography, etc.	32	8

(Continued on next page)

Q.41 Is there anything else you would have liked to know more about before you left? (Continued)

	Participants	
	<u>N</u>	<u>%</u>
<u>Miscellaneous</u>		
Financial arrangements; how, when, and where I would be paid	3	1
The other participants with whom I would travel, study, receive orientation, etc.	3	1
<u>Comments Relating to the Way in Which Information Was Received</u>		
Other.	9	2
Don't know or don't remember	3	1

TABLE 49

Q.42 When you arrived in (Country) did you attend any general orientation session that took more than one entire day?

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	68	54	149	57
No	56	44	112	43
Don't know	1	1	-	-
Not ascertained	<u>1</u>	<u>1</u>	<u>-</u>	<u>-</u>
Total	126	100	261	100

TABLE 50

Q.46 Do you consider the time you spent in these orientation sessions valuable, or would you have preferred to spend that time on the rest of your program?

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Valuable	57	45	102	39
Prefer time for rest of program	4	3	12	5
Don't know or don't remember	-	-	1	-
Not ascertained	-	-	2	1
Not applicable	<u>65</u>	<u>52</u>	<u>144</u>	<u>55</u>
Total	126	100	261	100

TABLE 51

Q.47 Can you think of any improvements in the orientation session that would make it more useful to future participants from your country? What would you suggest?

	Participants	
	<u>N</u>	<u>%</u>
Total Participants*	217	100
No, no improvements needed, the sessions are already good, well organized, etc.	83	39
Participants should be grouped by nationality, age, field of specialization, number of training programs, etc., and orientation should be matched to the knowledge or experience of these groups	22	1
The orientation should include <u>more</u> information about the country of training	16	7
The entire orientation should be longer	13	6
I should have been given more information about my training program.	7	3
The orientation should be conducted by someone from my own country or by someone familiar with my country	5	2
Participants should be given a chance to meet or become acquainted with the people who live in the country of training, visit families, etc.	5	2
I don't think the orientation was well organized; officials should meet us when we arrive in the country of training, advisors should know us better, keep in better touch with us	4	2
The entire orientation should be shorter.	4	2
The orientation should be more formal, orderly, methodical.	4	2
The orientation should be conducted in my own country, before leaving on the training program.	3	1
The orientation should include more social activities.	2	1
There should be more lectures	2	1
The orientation should include <u>less</u> information about the country of training	2	1
Orientation schedule set at too fast a pace	2	1
The orientation should be less formal, orderly, methodical.	1	1
Other	18	8
Not ascertained	6	3

*Column sums may not agree with totals because of multiple responses. Percentages are rounded to the nearest even whole number.

TABLE 52

Q.38-39 Number of countries in which training was received.

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
One country only	118	94	234	90
Two countries	6	5	23	9
Three countries	-	-	1	-
Four countries	1	1	-	-
Five or more countries	<u>1</u>	<u>1</u>	<u>3</u>	<u>1</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

TABLE 53

Q.38-39 Total amount of time spent in training.

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Less than one month	-	-	17	6
One month to just under two months	1	1	36	14
Two months to just under four months	12	10	63	24
Four months to just under six months	7	6	42	16
Six months to just under one year	38	30	59	23
One year to just under two years	65	52	42	16
Two years to just under three years	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

TABLE 54

Q.39 Length of Time in the Second Country of Training

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Under two weeks	3	2	16	6
At least two weeks but less than one month	4	3	6	2
One month to just under two months	1	1	2	1
Two months to just under four months	-	-	3	1
Not applicable	<u>118</u>	<u>94</u>	<u>234</u>	<u>90</u>
Total	126	100	261	100

TABLE 55

Q.38-39 Length of Time in Primary Country of Training

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Under two weeks	-	-	12	5
At least two weeks but less than one month	-	-	8	3
One month to just under two months	3	2	35	13
Two months to just under four months	10	8	63	24
Four months to just under six months	8	6	42	16
Six months to just under one year	38	30	58	22
One year to just under two years	64	51	42	16
Two years to just under three years	<u>3</u>	<u>2</u>	<u>1</u>	<u>-</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

TABLE 56

Q.39 Length of Time Spent in Third Country

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Under two weeks	2	2	4	2
Not applicable	<u>124</u>	<u>98</u>	<u>257</u>	<u>98</u>
Total	126	100	261	100

TABLE 57

Q.38-39 Primary Country of Training

	Participants				Participant Utilization			
	Pre-1955		1955-1960		HIGH		LOW	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
United States and Areas of U.S.	96	76	116	44	62	60	53	51
Puerto Rico	4	3	47	18	12	12	11	11
Panama Canal Zone	7	6	20	8	11	11	7	7
Costa Rica	2	2	16	6	4	4	5	5
Guatemala	-	-	17	6	-	-	9	9
Brazil	4	3	10	4	2	2	3	3
Chile	5	4	9	3	5	5	6	6
Peru	-	-	14	5	4	4	3	3
Panama	-	-	5	2	-	-	2	2
Venezuela	4	3	-	-	1	1	1	1
Colombia	-	-	3	1	-	-	2	2
Mexico	3	2	-	-	2	2	-	-
Honduras	-	-	2	1	-	-	1	1
Uruguay	1	1	1	-	-	-	1	1
Bolivia	-	-	<u>1</u>	-	<u>1</u>	<u>1</u>	-	-
Total	126	100*	261	100*	104	100*	104	100*

*Rounded to the nearest even percent.

TABLE 58

Q.48 When you arrived in (PRIMARY COUNTRY) was your program arranged in complete detail, in partial detail, or not set up at all?

	Participants	
	<u>N</u>	<u>%</u>
Program in complete detail	242	63
Program in partial detail	82	21
Program not set up at all	58	15
Don't know or don't remember	<u>5</u>	<u>1</u>
Total	387	100

TABLE 59

Q.48 When you arrived in (PRIMARY COUNTRY) was your program arranged in complete detail, in partial detail, or not set up at all?

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Program in complete detail	70	63
Program in partial detail	21	21
Program not set up at all	12	18
Don't know or don't remember	<u>1</u>	<u>2</u>
Total	104	104

TABLE 60

Q.70 Did you follow your program as it was originally planned, or were important changes made in it after it began? By that I don't mean changes in travel routes or stopovers, but things like changing your course of study.

	Participants	
	<u>N</u>	<u>%</u>
Followed program as originally planned	252	65
Important changes made	133	34
Don't know or don't remember	<u>2</u>	<u>1</u>
Total	387	100

TABLE 61

IF CHANGES MADE

Q.71 What kinds of changes were made?

	Participants	
	<u>N</u>	<u>%</u>
Total Participants*	133	100
<u>Nature of Changes Made</u>		
Changed or added to the subjects studied	58	44
Changed location of training; visited one place rather than another; studied at a different institution, etc.	24	18
Included more observation.	22	16
Changed program, nature of change not specified.	20	15
Included more practice, on-the-job training.	16	12
Changed to a more advanced program	10	8
Included more academic study (non-degree).	5	4
Made it a longer program, included more training	4	3
Made it a shorter program.	2	2
All other changes not included in the above categories.	4	3
Don't know or don't remember	1	1

*Column sums may not agree with totals because of multiple responses. Percentages are rounded to the nearest even whole number.

TABLE 62

<u>Did You Follow Your Program As It Was Originally Planned?</u>	<u>Did You Have The Opportunit To Take Part In The Plannin Of Your Program?</u>		
	<u>Yes</u>	<u>No</u>	<u>Total</u>
Followed program as originally planned	49	201	250
Important changes made after start	39	91	130
Don't know	<u>-</u>	<u>2</u>	<u>2</u>
Total	88	294	382

TABLE 63

Q.55 Kinds of things which characterize the participant's training.

a. Observation Tour

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Yes	36	42
No	<u>68</u>	<u>62</u>
Total	104	104

TABLE 64

Q.55 Kinds of things which characterize the participant's training.

b. On-The-Job Training

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Yes	45	49
No	<u>59</u>	<u>55</u>
Total	104	104

TABLE 65

Q.55 Kinds of things which characterize the participant's training.

c. Attendance At A University

		Participant Utilization	
		<u>HIGH</u>	<u>LOW</u>
Yes		61	44
No		<u>43</u>	<u>60</u>
	Total	104	104

Q.55 Kinds of things which characterize the participant's training.

d. Special Group Program Not At A University

		Participant Utilization	
		<u>HIGH</u>	<u>LOW</u>
Yes		17	19
No		<u>87</u>	<u>85</u>
	Total	104	104

TABLE 67

Q.55 Kinds of things which characterize the participant's training.

c. Attendance At A University

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	75	60	123	47
No	<u>51</u>	<u>40</u>	<u>138</u>	<u>53</u>
Total	126	100	261	100

TABLE 68

Q.56 When you attended the university or school, were you enrolled as a regular student, a special student, or a member of a group program?

a. Regular Student At University

	Participants			
	<u>Pre-1955</u>		<u>1955-1960</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	34	27	30	11
No	41	33	93	36
Not applicable	<u>51</u>	<u>40</u>	<u>138</u>	<u>53</u>
Total	126	100	261	100

TABLE 69

Q.56a How long as a regular student?

	Participants	
	<u>N</u>	<u>%</u>
One to just under two months	2	1
Two to just under four months	4	1
Four to just under six months	4	1
Six months to just under one year	42	11
One year to just under two years	12	3
Not applicable	<u>323</u>	<u>83</u>
Total	387	100

TABLE 70

Q.56 When you attended the university or school, were you enrolled as a regular student, a special student, or a member of a group program?

b. Special Student At University

	Participants			
	<u>Pre-1955</u>		<u>1955-1960</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	16	13	35	13
No	59	47	88	34
Not applicable	<u>51</u>	<u>40</u>	<u>138</u>	<u>53</u>
Total	126	100	261	100

TABLE 71

Q.56b How long as a special student?

	Participants	
	<u>N</u>	<u>%</u>
Two weeks to just under one month	1	-
One to just under two months	1	-
Two to just under four months	9	2
Four to just under six months	5	1
Six months to just under one year	31	8
One to just under two years	4	1
Not applicable	<u>336</u>	<u>87</u>
Total	387	100*

*Rounded to the nearest even percent.

TABLE 72

Q.56 When you attended the university or school, were you enrolled as a regular student, a special student, or a member of a group program?

c. Member Of A Group Program At A University

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	26	21	62	24
No	49	39	61	23
Not applicable	<u>51</u>	<u>40</u>	<u>138</u>	<u>53</u>
Total	126	100	261	100

TABLE 73

Q.56c How long as a member of a group program?

	Participants	
	<u>N</u>	<u>%</u>
Under two weeks	1	-
Two weeks to just under one month	2	1
One to just under two months	8	2
Two to just under four months	21	5
Four to just under six months	28	7
Six months to just under one year	24	6
One year or longer	4	1
Not applicable	<u>299</u>	<u>77</u>
Total	387	100*

*Rounded to the nearest even percent.

TABLE 74

Number of universities attended as reported by participants.

	Participants	
	<u>N</u>	<u>%</u>
One	173	87
Two	17	9
Three	4	2
Four	2	1
Five or more	<u>2</u>	<u>1</u>
Total	198	100

TABLE 75

Q.57 Time spent at university mentioned where participant attended for the longest period of time.

	Participants	
	<u>N</u>	<u>%</u>
Under two weeks	1	1
Two weeks to just under one month	5	2
One month to just under two months	10	5
Two months to just under four months	28	14
Four months to just under six months	38	19
Six months to just under one year	92	46
One year to just under two years	<u>24</u>	<u>12</u>
Total	198	100*

*Rounded to the nearest even percent.

TABLE 76

Q.58 Did you receive a degree or diploma?

	Participants	
	<u>N</u>	<u>%</u>
Yes, received an academic degree	36	18
No, received a certificate or other non-academic citation	84	43
No, received nothing	<u>76</u>	<u>39</u>
Total	196	100

TABLE 77

IF YES

Q.59 Which degree or diploma was that?

	Participants	
	<u>N</u>	<u>%</u>
Bachelor level: Bachelor of Arts, Science, or any special field; also a diploma in any subject	1	3
Master's level: Master of Arts, Science, or any special field	22	61
All other <u>academic degrees</u> not included in the above categories	<u>13</u>	<u>36</u>
Total	36	100

TABLE 78

Q.60 Do you think the degree will help your future career?

	Participants	
	<u>N</u>	<u>%</u>
Very much	29	81
Somewhat	5	14
Not at all	<u>2</u>	<u>6</u>
Total	36	100*

*Rounded to the nearest even percent.

TABLE 79

Q.58 Did you receive a degree or diploma?

IF NO: Q.62 Do you think a degree or diploma would have helped your career?

	Participants	
	<u>N</u>	<u>%</u>
Very much	47	29
Somewhat	7	4
Not at all	13	8
Don't know	10	6
Not ascertained	<u>83</u>	<u>52</u>
Total	160	100*

*Rounded to the nearest even percent.

TABLE 80

Q.63 Why is that?

	Participants	
	<u>N</u>	<u>%</u>
Total Participants*	150	100
<u>Positive Answers</u>		
Degree or diploma would have meant more prestige, status, or professional recognition.	32	21
Degree or diploma would have enabled me to gain more knowledge, improved my ability in my field, given me more self-confidence, enabled me to assume greater responsibility in my job.	10	7
Degree or diploma would have led to advancement in job or to getting a different or better job	9	6
Degree or diploma would have permitted or qualified me to teach other people	2	1
Degree or diploma would have meant more money	1	1
Other positive items or concepts not included in the above categories.	6	4
<u>Qualified Answers</u>		
All other answers indicating a qualification.	1	1
<u>Negative Answers</u>		
Degree or diploma would not have led to greater prestige: would not have meant social status, not valued in field of work, colleagues or employers ignorant as concerns ICA training program or degree, etc.	3	2
Degree or diploma I would have obtained was not relevant to work I am now doing, or not relevant to my field, etc.	2	1
Degree program was too elementary, did not cover sufficient subject matter, etc.	1	1
All other comments indicating that a degree would not have been helpful.	9	6
Not ascertained	83	55

*Column sums may not agree with totals because of multiple responses. Percentages are rounded to the nearest even whole number.

TABLE 81

Q.64 How was the length of your program -- do you think it was too long, about right, or too short?

	Participants	
	<u>N</u>	<u>%</u>
Too long	19	5
About right	151	39
Too short	<u>217</u>	<u>56</u>
Total	387	100

TABLE 82

Q.65 How long do you think the program should have been?

	Participants			
	<u>Pre-1955</u>		<u>1955-1960</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
One month to just under two months	-	-	9	3
Two months to just under four months	1	1	20	8
Four months to just under six months	2	2	20	8
Six months to just under one year	14	11	49	19
One year to just under two years	23	18	44	17
Two years to just under three years	22	18	18	7
Three years or more	6	5	4	2
Don't know	-	-	1	-
Not ascertained	-	-	3	1
Not applicable	<u>58</u>	<u>46</u>	<u>93</u>	<u>36</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

TABLE 83

Q.66 Did your training require you to do or see too many different things?

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Too many things	11	9	44	17
Would have liked more	38	30	112	43
All right as it was	77	61	104	40
Don't know or don't remember	<u>-</u>	<u>-</u>	<u>1</u>	<u>-</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

TABLE 84

Q.74 Did you complete your training program or did you leave before you completed it?

	Participants	
	<u>N</u>	<u>%</u>
Completed program	373	96
Did not complete program	<u>14</u>	<u>4</u>
Total	387	100

TABLE 85

Q.78 What is your opinion of the money ICA made available to you for living costs and travel during the training program: would you say it was too little, about right or more than needed?

	Participants	
	<u>N</u>	<u>%</u>
Too little	98	25
About right	<u>289</u>	<u>75</u>
Total	387	100

TABLE 86

IF TOO LITTLE

Q.79 Why do you feel that way?

	Participants	
	<u>N</u>	<u>%</u>
The cost of living was too high in the country of training; food was expensive, personal items cost too much, etc.	37	38
It was not enough money; therefore, I had to pay some expenses out of my own pocket, had to get a supplement from my embassy, relatives, etc.	21	21
The hotel and/or travel expenses were too high	11	11
The amount of money should be adjusted to meet individual needs; more money for my type of program, need less for one person, more for another, etc.	10	10
Not enough money - general statements.	10	10
I had extra expenses due to the nature of my training; couldn't buy books, apparatus, etc.	5	5
I could not maintain the standard of living to which I had been accustomed in my own country	1	1
The money was not received at the proper time; came too late, not enough at the beginning.	1	1
Other concepts or items not included in the above categories.	1	1
Not ascertained.	<u>1</u>	<u>1</u>
Total	98	100*

*Rounded to the nearest even percent.

TABLE 87

Q.81 Were you entertained in private homes during the course of your program?

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	76	60	127	49
No	<u>50</u>	<u>40</u>	<u>134</u>	<u>51</u>
Total	126	100	261	100

TABLE 88

Q.82 Did you like the visits to private homes?

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Very much	73	58	117	45
Fairly well	3	3	9	4
Did not like	-	-	1	-
Not applicable	<u>50</u>	<u>40</u>	<u>134</u>	<u>51</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

TABLE 89

Q.83 Why do you feel that way?

	Participants	
	<u>N</u>	<u>%</u>
Total Participants*	203	100
I liked the hospitality and welcome I received. People in the country of training were hospitable, polite, kind. They made me feel at home	116	57
The home visits gave me a chance to observe and learn about the culture, customs, people, living conditions, family life, social life, etc. of the country of training.	93	46
The people were interested in my country and culture. I got a chance to tell about my country, they could learn to be more understanding about my people, enjoyed answering questions about my country	14	7
I liked the atmosphere of the home visit, informal, relaxed, comfortable, etc. atmosphere	12	6
The home visits provided an opportunity to exchange ideas, to discuss difference in our philosophies, etc.	7	33
The home visits gave me the opportunity to make friends; I made lasting friendships, etc.	6	3
The home visits were advantageous because I learned how to get along in the country of training; they helped me save money, helped me in developing and making contacts, helped me learn how to use public transportation, etc.	2	1
I got experience in the language of the country of training.	1	1
Generally positive comments; (I like to meet people; my home visits were informative, interesting, etc.)	10	5

*Column sums may not agree with totals because of multiple responses. Percentages are rounded to the nearest even whole number.

(Continued on next page)

Q.83 Why do you feel that way? (Continued)

	Participants	
	<u>N</u>	<u>%</u>
Generally negative comments; (I did not like the visits, did not feel at ease, etc.)	7	3
Qualified comments; (I liked some visits, disliked others; etc.)	6	3
Other (Concepts or items not included in the above categories)	3	2
Don't know or don't remember	1	1

TABLE 90

Q.84 Were there enough social activities arranged for you?

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Too many activities	1	1	2	1
About enough activities	85	68	178	68
Not enough activities	<u>40</u>	<u>32</u>	<u>81</u>	<u>31</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

TABLE 91

Q.87 At the end of your training program, did you attend a seminar in communication?

	Participants	
	<u>N</u>	<u>%</u>
Yes	19	5
No	352	91
Don't know or don't remember	4	1
Not ascertained	<u>12</u>	<u>3</u>
Total	387	100

TABLE 92

Q.91 Who ran the seminar?

	Participants	
	<u>N</u>	<u>%</u>
Michigan State University	5	26
Department of Agriculture	3	16
Other	7	37
Don't know or don't remember	2	10
Not ascertained	<u>2</u>	<u>10</u>
Total	19	100*

*Rounded to the nearest even percent.

TABLE 93

Q.89 What did you like most about the seminar?

	Participants	
	<u>N</u>	<u>%</u>
Total Participants*	19	100
The most valuable things in the seminar were the ideas and suggestions for adapting what had been learned on the training program for use in my country	6	32
I liked everything	5	26
I liked learning how to communicate with other people.	4	21
I liked the exchange of ideas with people of other countries.	4	21
Non-specific responses ("good advice", "learned something valuable", etc.)	2	10
Other.	2	10

*Column sums may not agree with totals because of multiple responses. Percentages are rounded to the nearest even whole number.

TABLE 94

Q.90 What did you like least about the seminar?

	Participants	
	<u>N</u>	<u>%</u>
Nothing, I liked everything, I liked all parts equally	13	68
I felt that the seminar was too intensive, too much material for the time allotted	3	16
I felt that the seminar was too short.	2	10
Other.	<u>1</u>	<u>5</u>
Total	19	100*

*Rounded to the nearest even percent.

TABLE 95

Q.92 Have you used any of the materials or ideas from the seminar
in your work?

	Participants	
	<u>N</u>	<u>%</u>
Yes	15	79
No	<u>4</u>	<u>21</u>
Total	19	100

TABLE 96

Q.100 About how long have you been back from that program?

	Participants			
	Pre-1955		1955-1960	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Six months to just under one year	-	-	4	2
One year to just under two years	1	1	62	24
Two years to just under three years	-	-	75	29
Three years to just under four years	-	-	42	16
Four years to just under five years	2	2	45	17
Five years to just under six years	12	10	23	9
Six years to just under seven years	16	13	9	4
Seven years or more	<u>95</u>	<u>75</u>	<u>1</u>	<u>-</u>
Total	126	100*	261	100*

*Rounded to the nearest even percent.

TABLE 97

Now I'd like you to think of the first job you had after you returned from the training program. Was it the same as the job you had before you left for training or was it different?

Q.109 If different, was it the job you had expected to get on your return?

	Participants	
	<u>N</u>	<u>%</u>
Yes	63	51
No	56	45
Don't know or don't remember	<u>5</u>	<u>4</u>
Total	124	100

TABLE 98

Now I'd like you to think of the first job you had after you returned from the training program. Was it the same as the job you had before you left for training or was it different?

Q.109 If different, was it the job you had expected to get on your return?

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Yes	22	13
No	11	26
Don't know or don't remember	<u>2</u>	<u>-</u>
Total	35	39

TABLE 99

Q.129 Since your return from the program have you had any contact with USOM?

		Participants	
		<u>N</u>	<u>%</u>
Yes		188	49
No		<u>199</u>	<u>51</u>
	Total	387	100

TABLE 100

Q.129 Since your return from the program have you had any contact with USOM?

		Participant Utilization	
		<u>HIGH</u>	<u>LOW</u>
Yes	Pre-1955	14	6
	1955-1960	<u>44</u>	<u>23</u>
		58	29
No	Pre-1955	18	31
	1955-1960	<u>28</u>	<u>44</u>
		<u>46</u>	<u>75</u>
	Total	104	104

TABLE 101

Q.131 Is there a USOM technician available to you for consultation or advice?

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Yes	46	23
No	37	41
Don't know or don't remember	<u>21</u>	<u>40</u>
Total	104	104

TABLE 102

Q.133 Have you requested any kind of help from USOM or ICA since you returned from that program?

	Participants	
	<u>N</u>	<u>%</u>
Yes	79	20
No	<u>308</u>	<u>80</u>
Total	387	100

TABLE 103

IF YES

Q.134 On what kinds of problems did you request help? (First Problem)

	Participants	
	<u>N</u>	<u>%</u>
Technical advice: advice of a technician in a particular project, information on a particular problem, technical advice in general	33	42
Assistance in securing a job	16	20
Requested equipment, machinery, material	9	11
Requested an additional training grant for myself	7	9
Assistance from USOM technicians in training staff members	4	5
Financial assistance, help in obtaining money for a project	4	5
Audio visual	3	4
Printed material: books, pamphlets, etc.	2	2
Requested training grants for others	<u>1</u>	<u>1</u>
Total	79	100*

*Rounded to the nearest even percent.

TABLE 104

Q.134 Did you get the help you asked for? (First Problem)

	Participants	
	<u>N</u>	<u>%</u>
Yes	47	59
Partially (under consideration, some help, etc.)	9	11
No	<u>23</u>	<u>29</u>
Total	79	100*

*Rounded to the nearest even percent.

TABLE 105

IF YES

Q.134 On what kinds of problems did you request help? (Second Problem)

	Participants	
	<u>N</u>	<u>%</u>
Assistance from USOM technicians in training staff members	3	4
Requested training grants for others	3	4
Requested equipment, machinery, material	3	4
Financial assistance, help in obtaining money for a project	3	4
Technical advice: advice of a technician in a particular project, information on a particular problem, technical advice in general	2	2
Printed material: books, pamphlets, etc.	1	1
Audio visual	1	1
Assistance in securing a job	1	1
Only one or two problems mentioned	<u>62</u>	<u>78</u>
	78	100*

*Rounded to the nearest even percent.

TABLE 106

Q.134 Did you get the help you asked for? (Second Problem)

	Participants	
	<u>N</u>	<u>%</u>
Yes	11	14
Partially (under consideration, some help, etc.)	2	3
No	4	5
Only one or two problems mentioned	<u>62</u>	<u>78</u>
Total	79	100

TABLE 107

Q.135 During or since that training program, did you join any U.S. professional society?

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Yes	28	16
No	<u>76</u>	<u>88</u>
Total	104	104

TABLE 108

Q.136 Are you now a member of a U.S. professional society?

	Participant Utilization	
	<u>HIGH</u>	<u>LOW</u>
Yes	27	17
No	<u>77</u>	<u>87</u>
Total	104	104

TABLE 109

Q.137 Do you receive any U.S. professional publications?

	Participants	
	<u>N</u>	<u>%</u>
Yes	148	38
No	238	62
Not ascertained	<u>1</u>	<u>-</u>
Total	387	100

TABLE 110

Q.138 How much use are the publications to you?

	Participants	
	<u>N</u>	<u>%</u>
Very useful	77	52
Somewhat useful	64	43
Only a little useful	5	3
Not useful at all	1	1
Not ascertained	<u>1</u>	<u>1</u>
Total	148	100

TABLE 111

Q.77 During your stay in (PRIMARY COUNTRY) what stands out as the least useful and valuable part of your experience?

<u>WHAT least valuable?</u>	Participants	
	<u>N</u>	<u>%</u>
<u>Positive Comment</u>		
Nothing, the entire program was useful or valuable	288	74
<u>Negative Program-Related Comments</u>		
Visits to specific places	20	5
My on-the-job training.	9	2
The university or school that I attended the specific courses	8	2
The entire program was not useful, not valuable	2	1
My orientation program.	2	1
My study of the Spanish language.	1	-
All other general and miscellaneous parts of the program	47	12
<u>Negative Comments Not-Program-Related</u>		
Customs, culture, practices, attitudes which appeared strange, queer, embarrassing, uninteresting or to have no relevance to me or my country.	3	1
The discriminatory attitudes towards various races or nationality groups that I experienced, observed or read about.	1	-
The social and recreational activities.	1	-
My living conditions, such things as food, housing, living allowance, climate	1	-
All other non-program-related comments.	2	1
Don't know or don't remember.	1	-
Not ascertained	<u>1</u>	<u>-</u>
Total	387	100*

*Rounded to the nearest even percent.

TABLE 112

Q.142 In general, what do you find to be the major difficulties in using the skills you learned on that training program, or in conveying them to other people?

	Participants	
	<u>N</u>	<u>%</u>
Total Participants*	387	100
<u>Positive Comment</u>		
No difficulties	103	27
<u>Difficulties Related to Resources or Conditions of Country</u>		
Lack of money	75	19
Lack of equipment, machinery, facilities, material, books.	59	15
Government and general organization of the country are not amenable to application of things learned on training program.	27	7
Lack of transportation.	1	-
<u>Difficulties Related to Other People</u>		
Government, ministers, heads of departments, "bosses" do not want to accept new ideas, do not cooperate.	39	10
Lack of educational preparation among people with whom I would deal or work.	38	10
Lack of help from supervisor, supervisor does not know enough, misunderstanding on the part of supervisor.	32	8
Colleagues, employees, the general public do not want to accept new ideas.	16	4
Lack of trained staff	14	4
USOM does not help ex-participants; I need or my organization needs, help from a technician.	5	1
Superiors do not think much of ICA prog.	2	1

*Column sums may not agree with totals because of multiple responses. Percentages are rounded to the nearest even whole number.

(Continued on next page)

Q.142 In general, what do you find to be the major difficulties in using the skills you learned on that training program, or in conveying them to other people? (Continued)

	Participants	
	<u>N</u>	<u>%</u>
<u>Difficulties Related to Participant's Job</u>		
I am not holding a job where I could use or transmit information, etc.	20	5
The job I am in is not related to the field I was trained in, etc.	13	3
I am not in a position of sufficient authority to apply or teach what learned.	7	2
I lack the time to use or teach what I learned	3	1
<u>Difficulties Related to Training Program</u>		
The things learned were too different, too advanced, for application in home country.	26	7
Did not learn anything which I could use or transmit to others	2	1
All other difficulties not included in the above categories.	22	6

TABLE 113

<u>Revised Utilization Scores</u>	<u>Total</u>	<u>Pre-1955</u>	<u>1955-1960</u>	<u>Utilization Score Group</u>
99	18	6	12	HIGH
94	3	-	3	
91	12	3	9	
89	6	-	6	
85	26	12	14	
83	1	-	1	
82	4	1	3	
80	34	7	27	
<hr/>				
79	1	1	-	MIDDLE
78	3	-	3	
76	11	5	6	
74	9	4	5	
69	6	2	4	
68	1	1	-	
67	5	2	3	
65	30	7	23	
63	8	2	6	
62	4	2	2	
61	1	-	1	
60	14	2	12	
59	2	-	2	
58	4	1	3	
57	1	1	-	
56	12	3	9	
54	8	2	6	
51	2	-	2	
50	2	-	2	
49	5	1	4	
47	10	1	9	
46	2	1	1	
45	12	6	6	
43	4	3	1	
41	12	10	2	
40	5	-	5	
39	1	-	1	
38	4	-	4	

(Continued on next page)

TABLE 113 (Continued)

<u>Revised Utilization Scores</u>	<u>Total</u>	<u>Pre-1955</u>	<u>1955-1960</u>	<u>Utilization Score Group</u>
37	2	-	2	
36	2	1	1	
35	7	3	4	
34	5	2	3	
32	12	4	8	
30	1	1	-	
29	7	4	3	
26	5	3	2	
25	8	2	6	LOW
23	11	3	8	
21	7	4	3	
19	1	1	-	
17	7	2	5	
15	1	-	1	
14	10	4	6	
8	2	1	1	
6	8	2	6	
0	<u>8</u>	<u>-</u>	<u>8</u>	
	387	126	261	

TABLE 114

Training Field of Activity

	Participant Utilization			
	HIGH		LOW	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Agriculture and Natural Resources	30	29	14	13
Industry and Mining	1	1	4	4
Transportation	19	18	25	24
Labor	6	6	2	2
Health and Sanitation	17	16	17	16
Education	14	13	14	13
Public Administration	9	9	23	22
Community Development, Social Welfare and Housing	1	1	3	3
General and Miscellaneous	<u>7</u>	<u>7</u>	<u>2</u>	<u>2</u>
Total	104	100*	104	100*

*Rounded to nearest even percent.