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THE PARTICIPANT TRAINING PROGRAM  
IN BRITISH HONDURAS  
1953-1963

Report of an Evaluation Survey

by

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The Survey of Returned Participants:  
A Prefatory Note

In 1959 the Agency for International Development (then ICA) launched a comprehensive evaluation study of its Participant Training program. Personal interviews with former trainees in their own countries were to be employed to assess the value of training since their return. A standardized interview schedule has been used to conduct surveys in thirty countries where the programs were large enough to warrant systematic study.

The Bureau of Social Science Research Inc., of Washington, D. C. began to supply technical consulting and research services to the Agency relating to the planning, design of survey materials and field work procedures of the study beginning in 1958. The Bureau's work has been performed through contracts, in liaison with the Evaluation Staff of the Office of International Training of AID. Reports and analyses for which the Bureau is responsible are of two types:

1. Country reports, each based on data from participants in individual countries. The responsibility for most country reports rests with each United States Mission; in a few cases the Bureau has assumed responsibility for field work or analysis of the interview data.

2. Regional and world-wide analyses, based on the data pooled from all countries in which the study was conducted. The Bureau has processed and stored the data in a computer format that permits comparative analysis among countries or subgroups of participants.

Shorter reports and analyses have also been prepared at the request of the Agency, supplying information based on special tabulations of the survey data.

During this period, Dr. Robert T. Bower, Director of the Bureau, has supplied continuing guidance, while Dr. Forrest E. Clements of the Agency provided general supervision and coordination of the entire evaluation process. At various times, Mrs. Aurilla White and Dr. George Rosenberg of the Bureau staff have served as study directors; since 1963, Albert E. Golliin has directed the Bureau's activities relating to the evaluation study.

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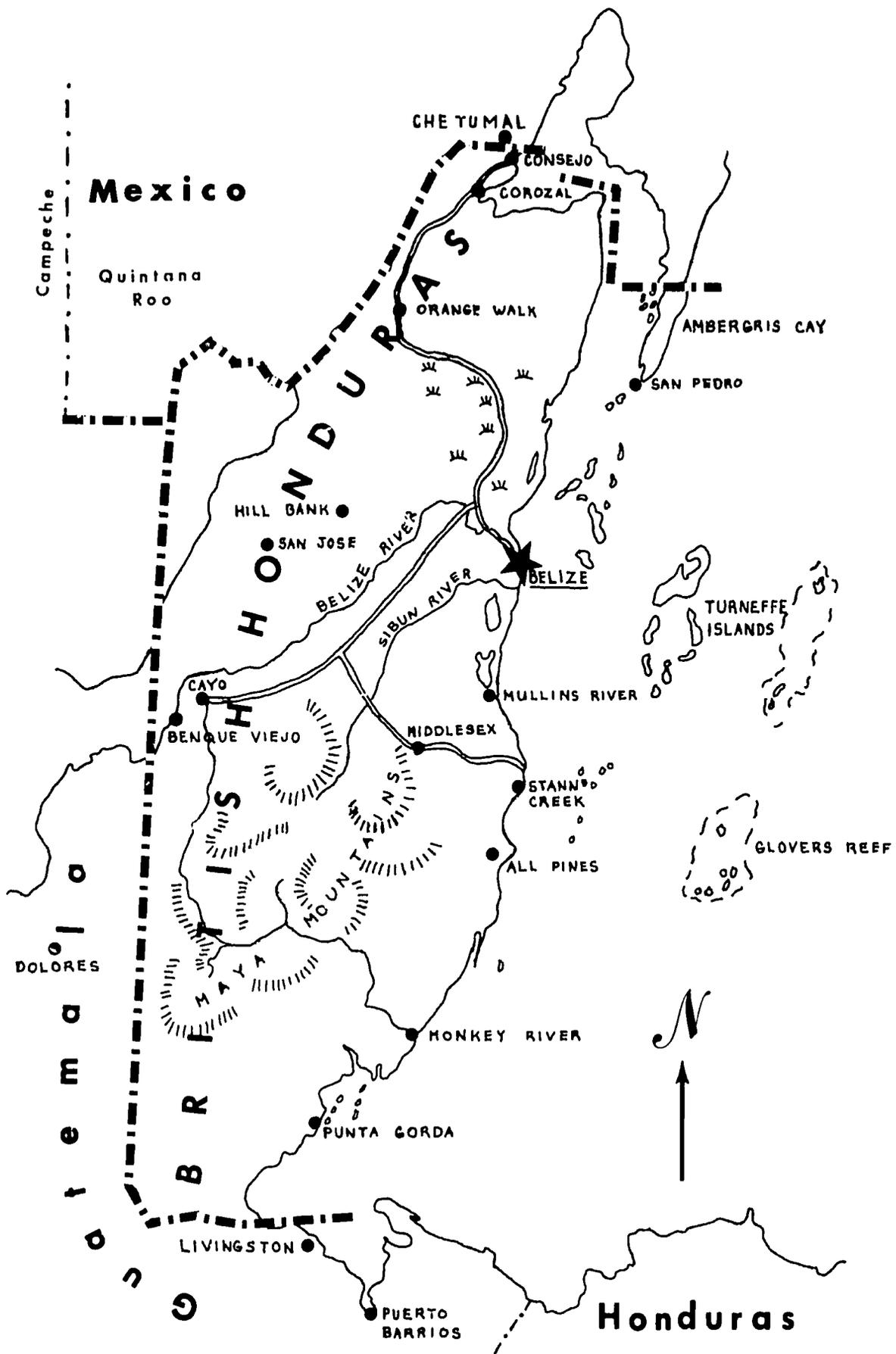
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## INTRODUCTION

### The Country and the People

Situated on the Caribbean Sea, British Honduras is bordered on the west and south by Guatemala and on the north by the Mexican state of Quintana Roo. It occupies a coastal strip 174 miles long, and 68 miles wide at its widest point (total area 8,866 miles).

The coastal areas and the northern plain are comparatively low-lying: the capital, Belize, is only 18 inches above sea level. In the southwest the Maya Mountains rise sharply to heights of 3,000 feet. The climate in the eastern and northern districts is subtropical, becoming tropical along the southern coast and in the Maya Mountains. In Belize the mean annual temperature is 79°F, with an average yearly rainfall of 70-80 inches. In the south the average temperature is about 84°F, with an average rainfall of 160 inches. Parts of the Maya Mountains experience a mean annual rainfall of 180 inches or more.

British Honduras lies within the Atlantic hurricane belt, and has suffered great damage on several occasions. In 1931 and again in 1961 Belize was virtually destroyed, and many acres of forest and citrus groves were devastated. The hurricane of 1945 caused little loss of life, but damaged large areas of forest in the southern part of the country.

## History

The ancient inhabitants of British Honduras were the Maya Indians. Archaeological evidence indicates that, prior to their disappearance around 900 A.D., there were communities of Maya, each numbering 1,000 or more inhabitants, scattered throughout the western parts of the country. No large cities or ceremonial centers have yet been discovered, nor is there evidence of permanent settlements in the coastal areas.

In the 17th and 18th centuries a few British settled on the coast. The Spanish, however, claimed possession according to the Papal Line of Demarcation, and their raids and harassment did not cease until a decisive British victory in 1798. In 1852 the settlement became a British Colony, and it retains this status today. A new constitution was granted British Honduras in 1960, which introduced a system of Ministers, elected directly by the voters. The former are responsible for all aspects of government activity except internal security, the civil service and the judiciary. Foreign affairs and defense are the direct responsibility of the government of the United Kingdom.

In 1960 the population totalled 90,000, a third of whom lived in the capital city of Belize. The populations of the 5 secondary towns ranged from 5,200 people (Stann Creek) to 1,700 (Punta Gorda).<sup>1</sup> About 54 per cent of the population reside in the towns.

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<sup>1</sup>Jamaica Tabulation Centre, Department of Statistics, West Indies Population Census, 1960. Bulletin No. 13 (British Honduras), Provisional (Kingston, Jamaica, W.I.: 1962), Table 1.

There are a number of distinct racial and ethnic groups in the country, although their mutual assimilation is increasing. The predominating group is the Creole, which in British Honduras refers to persons of pure and mixed African descent, speaking English and a patois called Creole. They are concentrated in the area around Belize. Spanish-speaking Latin Americans are most often to be found in the northern regions bordering on Mexico and in the western districts near Cayo. In the 19th century some Mayan Indians migrated from Yucatan to northern British Honduras; other groups which originated in Guatemala now live in the western and southern parts of the country. Most of the Indians are farmers who practice the traditional Maya slash-and-burn agriculture.

The fourth major group in the population are the Caribs, who live mainly in the coastal area near Stann Creek and southward. The Caribs are descended from the Carib Indians of the Orinoco Delta and West African Negroes. Many are farmers and fishermen, who retain their customs and their unique language. Some have entered the professions, particularly teaching, and have become highly successful.<sup>2</sup>

### Education

The educational policy of British Honduras aims at literacy of the entire population, and at present over 90 per cent of the population are literate. According to the 1960 census, 58 per cent

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<sup>2</sup>Wright, A.C.S., D.H. Romney, R.H. Arbuckle, V. E. Vial, Land in British Honduras: Report of the British Honduras Land Use Survey Team. Colonial Office, Colonial Research Publications No. 24, (London: Her Majesty's Stationery Office), pp. 35-38.

of residents between the ages of 5 and 24 are enrolled in some school. Education is compulsory for children between 6 and 14.

There are about 180 primary schools in the country, and most are all-age schools. Almost all are managed by religious denominations. Many of these schools are aided by government funds, and their tuition fees are nominal. Forty-one of the primary schools are private and denominational.<sup>3</sup>

Young people wishing specialized or advanced education may enroll in one of twelve secondary schools after having completed most of the primary grades. About 7 percent of the primary school population attend secondary schools.<sup>4</sup> All of these schools are private and denominational. One is an agricultural school and another specializes in science and technical subjects. The others prepare students for the Cambridge School Certificate examination, which will admit them to a European university. One hundred scholarships to the secondary schools are provided by the government for qualified primary school pupils.

Adult education is undertaken by several organizations. Two local secondary schools offer courses, as does the University College of the West Indies. Women's clubs and the U.W.C.A. also provide classes. Some adult education is designed to prepare students for examinations leading to various certificates; other classes are of a general or cultural nature.

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<sup>3</sup>Government Information Service, Portfolio of Information on British Honduras, (Belize City: 1961), p. 12.

<sup>4</sup>Ibid., p. 13.

## Economy

The extraction and export of lumber has been the mainstay of the economy from the time British Honduras was settled. Mahogany exports have represented the greatest dollar item in revenue, but the availability of mahogany has been steadily declining. Pine lumber exports, on the other hand, have increased over the years. Bananas and cocoanut products were formerly successful export crops, but low price, transportation difficulties, and disease have contributed to lower production in recent years.

The growing of citrus fruits and sugar has been expanding in the last 20 years and both crops now represent important export items. A plant for making frozen citrus concentrates is under construction, and will undoubtedly help the development of the citrus industry.

Among imports, food is the category highest in dollar value--\$5.5 million BH in 1961.<sup>5</sup> Understandably, improvement of agriculture occupies an important place in government economic planning.

In 1960, the largest proportion of the labor force--35 per cent--was engaged in agriculture (Table 1). This figure, however, includes mainly workers in sugar and citrus, and does not reflect accurately the number of small farmers engaged in the practise of subsistence agriculture.

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<sup>5</sup>\$1 BH = \$.70 U.S.

TABLE 1<sup>a</sup>

OCCUPATION OF PERSONS IN LABOR FORCE, AGED 14 AND OVER, 1960<sup>b</sup>

Occupation	Number	Per Cent
Agriculture	9,019	35
Services	5,315	21
Manufacturing	3,813	14
Commerce	2,023	8
Construction	1,883	7
Transport	1,255	5
Forestry	883	3
Fishing, hunting	627	2
Electricity, water	256	1
Mining, quarrying	37	- <sup>c</sup>
Not ascertained	918	4
<b>Total</b>	<b>26,029</b>	<b>100</b>

<sup>a</sup>The data in this table are summarized from those appearing in Jamaica Tabulation Centre, *op. cit.*, Table 12.

<sup>b</sup>Labor force includes only persons 14 years and over who have worked before. It does not include 977 persons in this age group who are seeking their first jobs. Persons were classified according to their major occupation, if they had more than one, or according to the occupation in which they last worked if they were currently unemployed.

<sup>c</sup>Less than one-half of 1%.

The lumber industry and the large fruit growers have always been major employers of labor, and their employees bought food from commissary stores and traders. Only the Maya Indians and the Caribs have a tradition of farming, and this is of a subsistence character; farming techniques are primitive, and it is often necessary to clear a new planting area each year. Land tends to be available only on a rental basis with no prospect of ultimate ownership. Information on local markets is often lacking; a shortage and a surplus of a given

commodity may exist simultaneously in different parts of the country. Facilities for transportation, storage, and refrigeration are virtually nonexistent.

Efforts to improve agricultural methods are being made, and new products are being introduced. Rice and cacao, for example, promise well for the future. Grasslands suitable for grazing exist in many parts of the country, and cattle raising has recently begun. Milk, meat, and lard are high on the list of imported foods, and there is a sizable local market for such products.

#### U.S. Aid to British Honduras

In 1956 the AID Mission to British Honduras was organized, and it remained until June 30, 1963. The need for a nucleus of persons trained in practical techniques of agriculture, engineering, and other skills motivated AID to emphasize participant training during its years in British Honduras. Between 1956 and the end of Fiscal 1963, \$171,000 was spent on participant training: about 18 per cent of total aid. During that period 91 British Hondurans had been trained or were being trained under the Participant Training Program. The cost of training averaged about \$1,770 per participant.

In addition to the 91 participants mentioned above, 7 participants were trained between 1953 and 1956. These programs were sponsored by the regional Caribbean Training Program.

The Survey of Returned Participants was begun in British Honduras in February, 1963. Its purposes were to ascertain the extent to which participants utilized their training and transmitted it to others, to identify factors which contributed to high or low

utilization, to discover something about the quality and relevance of the training received, and to obtain information on possible improvements in AID procedures.<sup>6</sup> It was believed that information of this kind was best obtained from persons who had themselves undergone training, and from those who worked closely with such trainees: returned participants, their immediate supervisor and the AID technicians. Interviews were therefore conducted with these individuals.

Seventy-eight of the 98 participants were interviewed for the survey. The remaining 20 were not available for interviewing, being out of the country, ill, or on leave. Sixty-three of the interviewed participants gave permission for their immediate supervisors to be interviewed. Thirty-nine supervisors were named, and each was interviewed in connection with his opinions of participant training in general. The supervisors were also asked about the programs of the individual participants working for them: 61 such interviews were completed. Finally, 2 AID technicians were interviewed, with respect to their general views and their impressions of the programs of specific participants.

#### Conduct of the Survey in British Honduras

Interviewing for the study was done for the most part during November, 1962, the standard English version of the questionnaires being used. Four British Honduran men were employed as interviewers, under the supervision of the training officer. Although they had not previously done interviewing, all had some training in human relations

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<sup>6</sup>The goals of the survey are specified in detail in ICATO Circular Airgram A-175 of 11-5-59.

in industry, and all took part in interviewer training sessions conducted by the Training Officers. Two of the interviewers were self-employed, and 2 worked for the GOBH; none had been AID participants.

Most of the interviews were conducted at the USAID Mission in Belize, although in a few cases the interviewers went into the field for interviews. The participant interviews usually took between an hour and an hour and a half to complete. The supervisor and technician interviews were much shorter--about 15 or 20 minutes.

About three-quarters of the participant interview data was coded in Belize, by the training officer. The remainder of the coding and all of the subsequent processing was done in Washington.

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## CHAPTER I

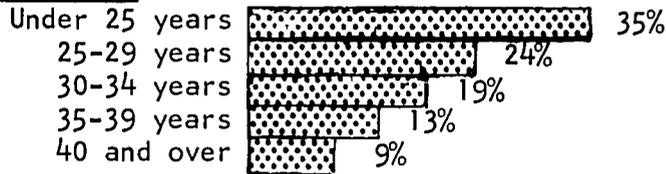
### THE PARTICIPANTS

#### Personal Characteristics

The typical British Honduran participant was a young man, 27 years old at the time of his selection, living in Belize, and unmarried.

At the time of interview, the median age of the group was 32 years; only one in 5 was 40 or older. The majority lived in the capital city both at selection and at interview (75% and 69% respectively), but at the time of interview a larger proportion was residing in towns and rural areas outside Belize. As might be expected, most of the participants living in rural areas were trained in agriculture. Figure 1 presents a summary of the personal characteristics of the participants.

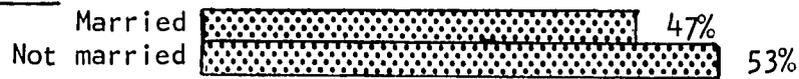
Age at Selection



Sex



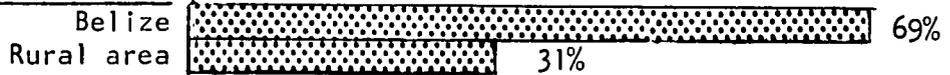
Marital Status



Residence at Selection



Residence at Interview



Years of Education

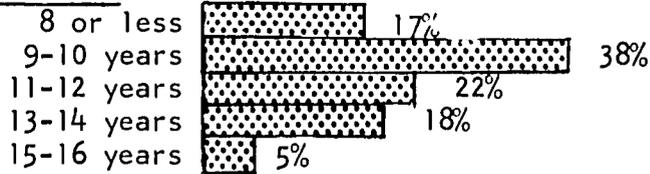


FIGURE 1

PERSONAL CHARACTERISTICS OF PARTICIPANTS  
(N = 78)

The participants constituted a comparatively well-educated group at the time of their selection. More than half (55%) had between 9 and 11 years of schooling, and therefore were likely to possess a Cambridge School Certificate. Under the British system of education used in the country, this certificate allows the holder to enter the civil service, and is generally equivalent to completion of an American college entrance examination. In addition, 21 participants had 12 to 15 years of schooling: 5 of these had attended a special school, one attended a university but did not get a degree, and the remainder obtained the Higher School Certificate equivalent to completion of two years of college.

#### Time in Field of Specialization

In absolute terms the British Honduran participants do not appear to have had much experience in their specialties when they were selected: a little over half had less than 5 years experience, while only 18 per cent had 10 years or more. This, however, is related to the youth of most of the participants: three-quarters of the participants were under 35 at the time of selection. As Table 2 shows, a quarter of the youngest group had 2 years of experience or less, and 4 per cent had ten years. Among participants 35 and over, 53 per cent had 10 years of experience.

TABLE 2  
 TIME IN FIELD OF SPECIALIZATION BY AGE AT SELECTION  
 (In Percentages)

Time in Field of Specialization	Age		
	Under 25	25-34	35 and Over
2 years or less	26	9	12
2-10 years	66	70	35
10 or more years	4	12	53
N. A.	4	9	-
Total	100	100	100
% N	(27)	(34)	(17)

As one might expect, education and years of work experience were inversely related; the more educated participants had less experience than persons with 10 or fewer years of schooling.

#### Occupational Level

The British Honduran program has heavily emphasized the selection of participants at the subprofessional level; more than three-quarters of the participants were in such positions when selected, only 11 per cent being professionals and a still smaller proportion (5%) were in managerial positions (Figure 2).

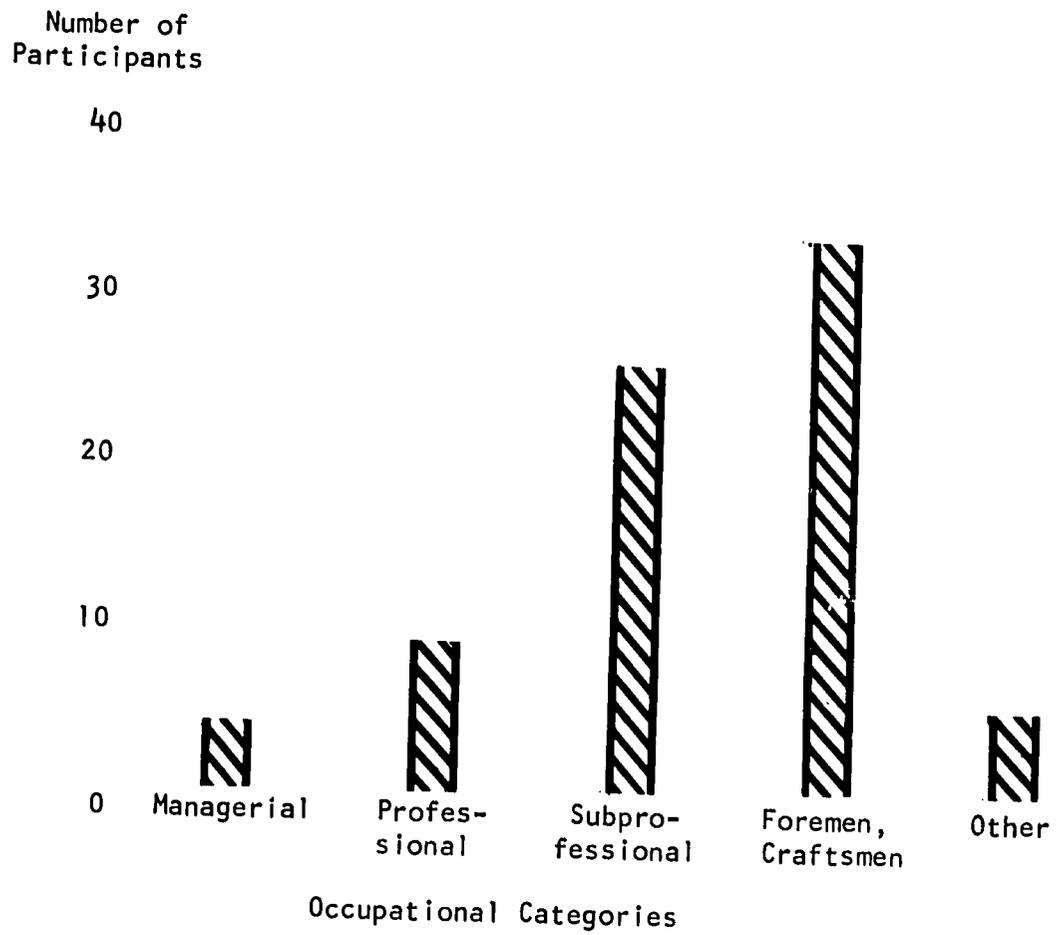


FIGURE 2  
OCCUPATIONAL LEVEL OF PARTICIPANTS  
AT TIME OF SELECTION  
(N = 78)

Examining the occupations in more detail, we find the managerial group to comprise 4 persons who were engaged, at the time of their selection, in wholesale and retail trade and in agricultural credit.<sup>7</sup> The professional group included one civil engineer and 8 vocational teachers, and the subprofessional had 2 draftsmen, a surveyor, one engineering and one technical aide as well as several agricultural extension workers. The foremen and the craftsmen most often held jobs in construction, printing, and transportation. Four unskilled workers were included along with a few unidentified trainees in the "Other" category.

High educational achievement was associated with high occupational level at the time of selection, as can be seen from Table 3. The association is not a particularly strong one: the largest proportion of participants in both the higher and the lower educational groups held jobs at the level of craftsman or foreman. However, at the upper occupational levels there are 3 times as many highly educated persons as individuals with lesser education.

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<sup>7</sup>The occupational categories and levels are those employed in Lists I and II of ICA M.O. 1363.7, "Fields of Specialization for Individual Participants."

TABLE 3  
 OCCUPATIONAL LEVEL BY YEARS OF EDUCATION AT SELECTION  
 (In Percentages)

Occupational Level at Selection	Years of Education at Selection		
	10 or Fewer	11 or More	Total <sup>a</sup>
Managerial, professional	7	26	16
Subprofessional	40	26	34
Foremen, craftsmen	46	42	44
Others	7	6	6
Total	100	100	100
% N	(43)	(34)	(77)

<sup>a</sup>Excludes one participant whose occupation was not ascertained.

If education and occupational level are associated, one would expect that occupational level and experience in their work specialty would be inversely related, since we showed earlier that an inverse relationship existed between education and experience. This is in fact the case, as shown in Table 4. Of all participants with less than 2 years experience in their fields, 41 per cent were at the higher occupational levels when selected for training; half of the participants with two or more years experience were at the level of craftsman or foreman.

TABLE 4  
 OCCUPATIONAL LEVEL BY TIME IN FIELD OF  
 SPECIALIZATION AT SELECTION  
 (In Percentages)

Occupational Level at Selection	Time in Field of Specialization at Selection			
	Less Than 2 Years	2-10 Years	10 Years or More	Total <sup>a</sup>
Managerial, professional	41	6	21	15
Subprofessional	25	40	29	35
Foremen, craftsmen	17	50	50	45
Others	17	4	-	5
Total	100	100	100	100
% N	(12)	(48)	(14)	(74)

<sup>a</sup>Excludes 4 participants for whom data were lacking.

If one compares the level of the participants' positions at time of selection with level at time of the interview, it is apparent that there has been little change among the 71 participants for whom definite information is available (Table 5). For participants in managerial and professional jobs there was virtually no change in level. Two subprofessionals were promoted to managerial positions, and one blue-collar worker became a professional. Although the finding does not appear in the table, 4 craftsmen obtained jobs at the foreman level. Thus, at least 7 participants are definitely known to have been promoted since their return from training. The actual number may actually be somewhat higher, however, since in the code the

term "supervisor" was equated with the narrower concept of "foreman," and promotions from foreman to supervisor would not appear as a move from one code category to another.

TABLE 5  
OCCUPATIONAL LEVEL AT SELECTION AND AT TIME OF INTERVIEW<sup>a</sup>  
(In Numbers)

Level of Position at Time of Selection	Level of Position at Time of Interview				Total
	Managerial	Professional	Subprofessional	Foremen, Craftsmen	
Managerial	3			1	4
Professional		9			9
Subprofessional	2		23	1	26
Foremen, craftsmen		1		31	32
Total	5	10	23	33	71

<sup>a</sup>Seven participants were excluded for lack of information.

Employer changes over time were studied in detail for one group, employees of the host government. At the time of their selection, 54 of the 78 participants were employed by GOBH.<sup>8</sup> Of these, 46 returned from their training to take up the same job they had before they left. Eight participants came back to a different job; in 2 cases the participants reported their new jobs were not in the fields in which they had been trained. Six others took different jobs whose nature was not clear. All 8, however, continued to work for GOBH.

<sup>8</sup>Government of British Honduras; "GOBH" will be used subsequently.

At the time of interview, about half of the participants (51%) held the same jobs that they had had before departure for training. In 26 cases the participants held, when interviewed, different jobs from those they had when they first returned from training. Sixteen had obtained "better" jobs in the government, and 7 had gotten "different" jobs, still in the government, but whose nature was unspecified. Three of the 26 had moved to private business.

The patterns of job mobility for GOBH participants are summarized in Table 6.

TABLE 6  
JOB MOBILITY PATTERNS  
(In Percentages)

Job Status	First Job After Return	Job at Interview
Same as predeparture job	85	51
Different:		
Other field	4	-
Promotion	-	30
To private business	-	6
Not specified	11	13
Total	100	100
%	(54)	(54)
N		

-20-

CHAPTER II

DIMENSIONS OF THE PROGRAMS

Training Field of Activity

Participant training in British Honduras has concentrated on 2 fields, industry and agriculture (Table 7). Most participants had programs in industrial training; if this and the related field of technical education are considered together, they account for two-thirds of the individual programs. About a quarter of the participant group received training in agriculture; the fields of education, health, and housing were sparsely represented. No participants received training in other major training fields, such as transportation, labor, or public administration.

TABLE 7  
PARTICIPANTS' TRAINING FIELDS OF ACTIVITY

	Number	Per cent
Industry and mining	47	61
Agriculture	20	26
Education	9	11
Health and sanitation	1	1
Community development, housing	1	1
Total	<u>78</u>	<u>100</u>

There are some relationships between training field of activity and various personal and occupational characteristics, but they can be only tentatively stated, because of the small number of cases involved.

For example, persons trained in agriculture tended to be slightly older than those in industry. Almost two-thirds of the industry participants were under 30 when selected, as compared to one-half of the agriculture trainees. Industry participants tended to be better educated, while those in agriculture were more experienced.

Most individuals trained in agriculture (83%) held jobs at the subprofessional level when selected--technicians, demonstrators, and the like. Among industry participants, almost half were artisans and craftsmen, and another 20 per cent were at the foreman level, usually in occupations relating to automotive transportation and construction.

#### Year of Departure for Training

The first participants to be trained left British Honduras in 1953. From a total of 3 in that year the number rose to a peak of 18 in both 1958 and 1959, and dwindled to 3 again in 1961 (Table 8). All participants who left in 1953 and 1955 were trained in industry. Some participants in this field departed each year, the greatest number leaving in 1958 and 1959 (Figure 3). No agriculture participants were trained before 1957; the greatest number (7) left in 1959. The 9 people trained in education departed between 1956 and 1958.

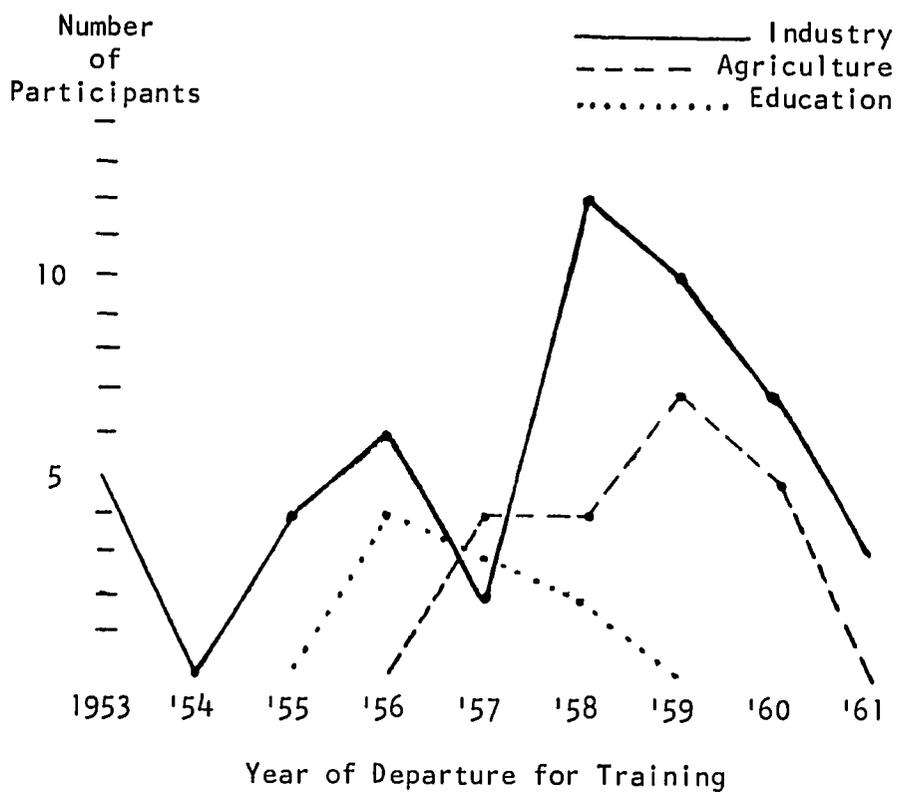


FIGURE 3

YEAR OF DEPARTURE FOR PARTICIPANTS  
IN INDUSTRY, AGRICULTURE AND EDUCATION

TABLE 8

YEAR OF DEPARTURE FOR TRAINING

	Number	Per cent
1953	3	4
1954	-	-
1955	4	5
1956	11	14
1957	9	12
1958	18	23
1959	18	23
1960	12	15
1961	3	4
Total	78	100

In the earlier years of the program younger people were selected for training, while in later years the participants were somewhat older. Between 1953 and 1956 all participants were under 39, primarily reflecting the youth of the industry participants. No other characteristics such as education, experience, level of position, or employer were found to be distinctive of participants at various times.

Length of Time Spent in Training

In general, the participants had rather lengthy programs. No one spent less than 2 months in training, and almost half the group (46%) had programs lasting a year or more (Table 9).

TABLE 9

TOTAL TIME SPENT IN TRAINING

	Number	Per cent
Less than 2 months	-	-
2 to 5 months	19	24
6 to 11 months	23	30
12 to 23 months	32	41
2 years or more	4	5
Total	78	100

Participants trained in industry usually had the longer programs--almost half were one to 2 years in duration. The few individuals trained in health, education, or community development had slightly shorter programs, lasting between 6 months and one year. Agriculture participants had programs of all lengths, but half spent under 6 months in training.

Supervisors and skilled workers tended to have longer programs than people at other levels, but this is probably because most of them were trained in the field of industry. It is interesting to note that despite the substantial length of most programs, participants tended to think that their training was too short--69 per cent made this evaluation. About a quarter of the group was satisfied with the length, and only 3 per cent thought their programs were too long. Past work or experience and education did not appear to be related to the length of a participant's training.

Country of Training

Almost all (74) participants went to only one country for training; the remainder went to 2 countries. The great majority went to Caribbean countries; less than a quarter were trained in continental U. S. (Table 10). Sixty-nine per cent of the group were trained in Puerto Rico, while a scattering of participants went to Costa Rica, Honduras, the Canal Zone and the Virgin Islands.

TABLE 10

PRIMARY COUNTRIES OF TRAINING

	Number	Per cent
Puerto Rico	53	69
Mainland U. S.	17	22
Costa Rica	5	6
Virgin Islands	1	1
Canal Zone	1	1
Honduras	1	1
Total	78	100

Puerto Rico was used as a place of training during all years of the program. Mainland U. S., however, was used only in 1957 and after. Participants in agriculture and education were slightly more likely to have received training in the U. S., while industry participants went for the most part to Puerto Rico.

Completion of Program

A rather large number of participants, 13 in all (17%), reported that they did not finish their programs. Discussion with the respondents indicates that in 2 cases the noncompletion was due to factors extraneous to the program. One man was recalled by his government after 2-1/2 months; he was needed to take up special duties resulting from a hurricane. Another was told that his program had to be cut short because of a lack of money.

Seven participants believed that their programs were incomplete because their actual programs did not include all of the subjects that their planned programs did, or that the time allotted to the program was too short to cover the expected topics. One agriculture participant observed that ". . . I was told that I was going to take sugar cane [cultivation], but the time was short and I never took it."

Two other people reported that the length of their programs was less than they had expected, and therefore they thought that they had not finished their training. One of these finished a 12-month program in 10 months; yet he believed his program was incomplete because he did not remain for the full year.

One of the remaining 2 participants left because of friction with his training supervisor, the other gave no reason for his failure to complete his program.

It thus appears that most of the respondents in this group interpreted the question "Did you leave before you completed your program?" in a broader sense than was intended. At least 9 of the 13 respondents seem to have based their answers on a feeling of

incomplete coverage or unfulfilled expectations rather than on an actual abbreviation of their programs. All but one had, in fact, fairly long programs, ranging from 7 months to 15 months. Even the participant whose program was cut short because of lack of funds had spent 8 months in training before returning home.

The programs of these participants did not differ noticeably from the programs of individuals who completed training. The former group was trained mainly in the fields of agriculture and industrial training, as were those who finished training. A majority of both groups went to Puerto Rico and the next largest proportion to mainland U. S. Time of departure was spread over a similar period of years for the 2 groups.

#### Type of Program

During the interview, each participant was asked to characterize his program according to type. The interview question read, in part:

There are several kinds of things that participants do in their training, and I'd like you to tell me which kinds you did in your program. There are observation tours which usually last between 3 and 8 weeks; there is on-the-job training where the participant has actual work experience; there is attendance at a university; and there are programs designed especially for groups of participants, not at a university and not observation tours. Was any of your time spent: (a) On an observation tour? (b) In on-the-job training? etc.

Seventy-three per cent reported that their programs consisted of a combination of 2 or more of these types; the remainder had programs of one type only, usually on-the-job training.

Among the "combination programs," most (33) combined 2 of the 4 types, frequently observation tour and special program. Twenty-one

programs combined 3 types, and 3 participants reported having gone on programs which included all 4 types.

The frequency with which the 4 types of programs were listed was:

Number of programs containing any on-the-job training:	56
Number of programs containing an observation tour:	40
Number of programs containing a special program:	34
Number of programs containing any university attendance:	27

Thus, almost three-fourths of the participants had some on-the-job training during their programs, about half had observation tours, and about a third attended universities.

The type of program a participant had was related to his training field of activity. The program of an agriculture participant was likely to include an observation tour and/or attendance at a university. Industry trainees, however, were apt to have on-the-job training, perhaps more appropriate to their work and past education. Education participants were more often sent for training to a university (Table 11).

TABLE 11  
TYPES OF PROGRAMS IN AGRICULTURE, INDUSTRY, AND EDUCATION  
(In Percentages)

Types of Programs	Participants Trained in: <sup>a</sup>		
	Agriculture	Industry	Education
Any observation tour	70	42	44
Any on-the-job training	40	90	44
Any university attendance	70	15	67
Any special program	30	49	44
N =	(20)	(47)	(9)

### University Attendance

A word might be added on university attendance by British Honduran participants. Twenty-seven people attended a university, 15 as members of a group program, 11 as special students, and one enrolled as a regular student. Most of the group program members and the special students spent between one and 6 months at the university, which was for most of them the University of Puerto Rico.

All of those who attended a university received a certificate, but none received an academic degree. Half of the group felt that a degree would have helped their careers, reasoning that their prestige or professional standing would have been enhanced, or that they would have been able to acquire more knowledge on a degree program.

### Attendance at Orientation Sessions

Most participants did not attend orientation sessions: only 41 per cent claimed that they received orientation lasting more than one day.

Attendance at such sessions was related to the country in which training was received. Almost all of the participants trained in continental U. S. received orientation--these, it will be recalled, were the relatively well-educated professionals and technicians in agriculture and education. On the other hand, only about a quarter of the participants trained in Puerto Rico received orientation. Since this group included trainees in industry, who received on-the-job training often of many months' duration, it might be supposed that information about Puerto Rico would have been of considerable value.

The sessions were regarded as useful by almost all participants; only four made any suggestions for improvement, all of which related to a more extensive kind of orientation experience.

#### Attendance at Communications Seminar

Few British Honduran participants had the opportunity to attend a communications seminar at the end of their training, since the majority received training outside of continental U. S. Ten of the 21 U. S.-trained participants did attend, and they regarded it highly.<sup>9</sup> Five people valued the learning of techniques for transmitting knowledge to others, and 3 enjoyed the opportunity to meet and exchange ideas with people from other countries. The latter kind of comment appears to refer to the seminar primarily as a social occasion and not as a means for obtaining information on specific subjects. Shortcomings were linked to the seminar's length: 2 people thought it was too short, and one felt it was too long. No one criticized the level of difficulty of the seminar.

Almost all of the participants who attended the seminar used the materials or ideas learned, whether specifically in teaching others, or in getting along better with other people. One person could not use the ideas he learned because of the nature of his current job, and another had not yet had the opportunity to use anything.

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<sup>9</sup>Eight of the 10 listed Michigan State University as the sponsor, and 2 gave other sponsors.

Language Instruction and Difficulties

The participant questionnaire included a group of questions concerning predeparture instruction in the English language, the desirability of more instruction, and difficulties the participant encountered in using English. However, English is spoken by most of the inhabitants of British Honduras, and many participants were trained in Spanish-speaking countries. For these reasons, the questions relating to the English language were asked instead with respect to Spanish. (No English-language tests were given to any British Honduran participants.)

The programs of 42 participants (54% of the total) required a knowledge of Spanish. Slightly over a third of these participants reported that they had received instruction in Spanish before departure for training; the remainder had no instruction. As might be expected, the majority of those who had instruction reported that they had experienced no difficulty with Spanish during training (Table 12). However, among participants with no Spanish instruction, the proportions reporting "difficulty" and "no difficulty" are almost the same; evidently, almost half of them already knew the language well enough to use it easily.

TABLE 12  
 DIFFICULTY WITH SPANISH LANGUAGE BY INSTRUCTION IN SPANISH  
 (In Percentages)

Difficulty With Spanish Language During Training	Received Instruction in Spanish		Total
	Yes	No	
Had no difficulty	63	46	52
Had difficulty	37	54	48
Total	100	100	100
% N	(16)	(26)	(42)

Summary

The findings discussed in this chapter may be summarized as follows: British Honduran participants departed for training between 1953 and 1961, the peak years being 1958 and 1959. Less than a quarter of the group were trained in continental U. S.; the great majority went to Puerto Rico. Programs ranged in length from 2 months to 2 years: the median program was between 6 and 11 months long.

Most participants received training in the fields of agriculture and industry. There was some tendency for industry participants to go to Puerto Rico for training, and for agriculture participants to go to the United States. Industry participants also had long programs, often consisting of on-the-job training. Persons trained in agriculture had shorter programs, during which they were more likely to go on observation tours or to attend a university.

Orientation sessions were attended by less than half of the participants, and a communications seminar by only a handful. Those who did attend, however, found them to be useful. Instruction in English was not necessary, and Spanish instruction was provided in its place. Persons who received instruction in Spanish reported little difficulty with the language during training.

## CHAPTER III

## THE PARTICIPANT IN THE PROGRAM

The Predeparture PeriodSelection Procedures

Of the 78 participants, 56 (or 72%) were selected by others, 21 made application, and one person did not recall how his selection came about. Almost half of those who applied (9) reported that they had learned about AID training programs from a newspaper or circular. Another 11 learned about them through personal contacts with colleagues, friends, or supervisors.

Supervisors were mentioned by 49 participants as the persons who had selected them. In 10 cases a special selection board was mentioned and in another 6, a GOBH official. No one thought an AID official alone had made the decision in his case.

Information Received From Employer and Ministry

About 43 per cent of the participants obtained information about their programs from their employers and approximately the same proportion learned some facts from their sponsoring Ministries (Table 13). Of those who received information from their employers, half also got it from their Ministries, and half did not. If, however, a participant did not learn about his program from his employer, he was less likely to have learned about it from his Ministry. In no case was a participant employed by the ministry that sponsored him.

TABLE 13

PREDEPARTURE INFORMATION RECEIVED FROM PARTICIPANTS' EMPLOYER  
AND SPONSORING MINISTRY  
(In Percentages)

Received Information From Ministry:		Received Information from Employer:	
		Yes	No
Yes		50	34
No		50	64
Don't know		-	2
Total	% N	100 (34)	100 (44)

Kinds of information received.--When queried about the kinds of things they were told about their programs, most participants reported having received information relating to the subjects they were going to study, and this was true regardless of whether the information was obtained from their employer or the Ministry. A few people recalled hearing about some administrative aspects, and there were some general comments on the program. Interestingly, only 3 people mentioned receiving information concerning the future use of their training or the positions they would occupy on their return.

Participants were also asked about whether they had received adequate information regarding specific topics relating to their program and to their country of training. Figure 4 shows the proportion of participants who got "adequate" and "inadequate" information on each of 9 topics. Of the program-related topics, information on the length of program and country of training appears most satisfactory. Information on date of departure was not as adequate--4 people

Percent of Participants Reporting Information As:

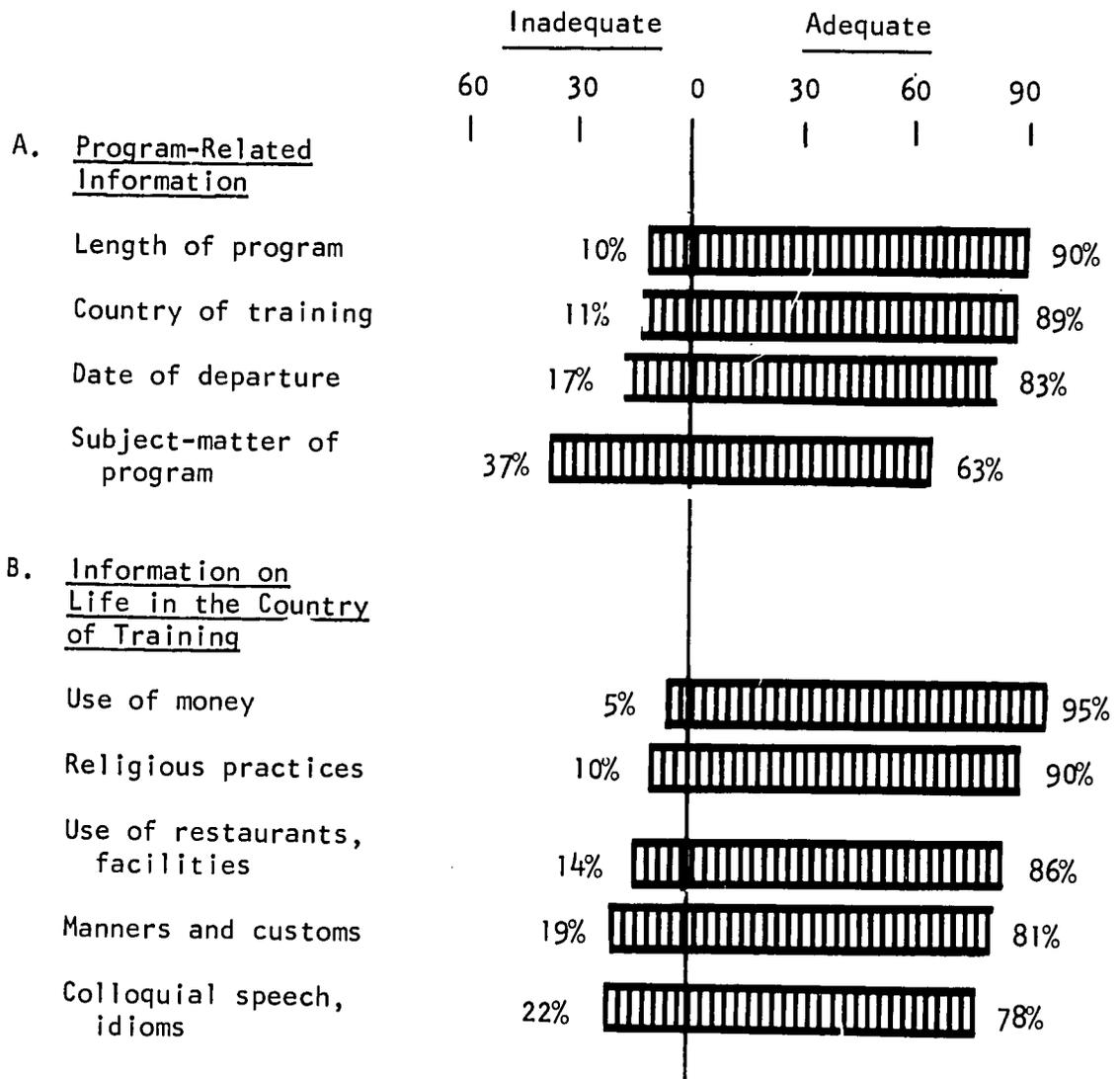


FIGURE 4

ADEQUACY OF INFORMATION ON VARIOUS TOPICS RECEIVED BY PARTICIPANTS BEFORE DEPARTURE (N = 78)

complained that they did not know their exact date of departure, and 9 said they received the information too late to prepare for departure. One respondent observed: "I did not know the place where I was going and who I was going to meet." Despite the fact that most participants received information on the subject-matter of training from their employers or their Ministries, this area seems to have been the least satisfactorily covered, with only 63 per cent feeling they received adequate information. Eighteen people felt that they needed more specific information about their programs, 7 wanted to know more about what they would do or study during training, 2 needed more facts about the level of their programs, and so on.

Views were also collected on the adequacy of predeparture information regarding various aspects of life in the country of training; specifically, the use of money, religious practices, use of restaurants and public facilities, manners and customs, and colloquial speech and idioms (see Figure 4). A high proportion of participants thought they had received adequate information on all of these topics; the proportion replying "adequate" never falling below 78 per cent. When one considers the enormous number of questions and potential problems to be dealt with under each rubric ("manners and customs," for instance) it would seem that the participants must have received a great deal of information of high quality.

The participants' comments on the cultural information they got took the form of wishes for more information in general, or for information on highly specific points. However, several respondents made such comments as "I was bothered a great deal by the discrimination in the U. S. A."

Desire for more instruction in colloquial speech might have been prompted by encounters with either novel Americanisms or by unfamiliarity with some local Spanish terms.

#### Predeparture Planning of Program

Not many participants had the opportunity to take part in planning their programs; only 22 did so. Most of these (16) indicated that they had taken part to the extent they wished. Of the group who did not help plan their programs (56), more than two-thirds thought it would have helped their programs if they had.

As one might expect, the participants who had helped to plan their programs reported greater predeparture satisfaction with their programs than did those who took no part in the planning. In response to the question, "Before you left to go abroad, how satisfied were you with your training program?" 59 per cent of the participants who helped in the planning said they were well satisfied. Of the non-planning group, only 37 per cent indicated they were well satisfied.

An individual's role in planning his program is also related to his feelings about the adequacy of information given him about the various program-related and cultural topics discussed above. Not surprisingly, participants who had taken part in program planning were likely to say that they had received adequate information about the length and location of their program, their date of departure, and the subjects to be covered during training. Fifty-five per cent of those who helped plan their programs received adequate program-related information, as compared with 34 per cent who did not plan. The former group were more apt to think they had received adequate

information on life in the country of training, although here the difference between the 2 groups was not as marked: 64 per cent as opposed to 52 per cent.

Taking part in the planning of a program was not related to any personal characteristics nor to training field of activity. It was however linked to the participant's occupational level: of the 4 participants at the managerial level, 3 had helped plan their programs.

### The Training Period

#### Program Administration in Country of Training

A little more than half of the participants (42) had their programs arranged in completed detail when they arrived in their countries of training. About a quarter of the programs were partially arranged, and in 10 cases programs were not set up at all. The degree of detail in program arrangement is not clearly related to the education, experience or job level of the participant, nor to participation in program planning, country of training, or year of departure.

On arrival, it is customary for the participants to meet their project managers, who would discuss the programs and provide them with guidance during training. Three-quarters of the British Honduran participants met their project managers when they arrived. These project managers were reported to be, for the most part, employees of a U. S. government agency other than AID. In 11 cases the manager worked for AID, in 3 cases for a university, and in another 11 cases the employer was not known. The participants were generally satisfied with the attention given them by their project

managers. Only 8 of the 69 felt that they had not received enough guidance. Seven of these received training in Puerto Rico, but appeared to have no characteristics in common apart from this one.

Changes in programs.--Seventy-eight per cent of the participant group followed their programs as originally planned; the rest had some important changes made in them. Individuals whose programs were set up in complete detail on arrival tended to have fewer such changes made than those whose programs were arranged only partially or not at all.

Changes usually consisted in altering or adding to the subjects studied. A very few people changed the length or the level of the program. Most of the programs were thereby rendered more suitable to their work or the needs of their country. Two people thought the changes were unnecessary and could have been avoided by better program planning.

Level of program.--As may be seen from Table 14, program level was judged satisfactory by a little less than two-thirds of the group. Very few people thought the training was too advanced, but a fairly large proportion--about one-third--thought it was too simple. Three-quarters of the participants had been told nothing about the level of their programs before they left home, and almost all of them thought that such information would have been helpful to them.

TABLE 14  
PARTICIPANTS' VIEWS OF THE LEVEL  
OF THEIR PROGRAMS

	Number	Per cent
Too simple a level	23	30
About right	50	64
Too advanced	4	5
Don't know	1	1
Total	78	100

There was a slightly greater tendency for participants trained in Puerto Rico to think their programs were too elementary. Such a belief was not related to the length of time in specialty nor with the occupational level of those who felt this to be true.

Per diem and allowances.--Participants were generally satisfied with the money AID made available to them during training. Only 17 people (22%) thought they received too little. It was thought that persons holding higher-level jobs prior to departure might tend to complain about per diem allowances, but this was not the case. The important factor seemed to be country of training: participants trained in continental U. S. were more apt than others to regard their allowance as too low. Such individuals observed that food, lodging, and travel, were too costly in the country of training. For instance: "The money available was not enough to take care of any additional expenses, such as buying winter clothes, etc., or to cope with the high standard of living."

Social activities.--The participants were pleased with the amount of free time available to them and with the various social activities arranged for them. Almost all (91%) were entertained in private homes during their stay abroad, and they all said that they liked their visits very well or fairly well. The hospitality in the country of training was most often commented on, as well as the opportunities to learn about the local way of life and the chance to exchange ideas.

Three-quarters of the group felt that there had been enough social activities arranged for them. One person claimed there had been too many such activities, and the remaining 18 people would have liked even more. This last group wanted more recreational activities, and more cultural activities (visits to museums, theatres, exhibitions, etc.) as well as opportunities for travel and sightseeing.

Many participants did not seem to have been kept fully occupied during their programs. In response to the question "Do you think the planned part of your training required you to do and see too many different things, or would you have preferred more?" 53 per cent said that they would have liked to do and see more, while only 37 per cent said it was all right as it was.

Satisfaction with the planned aspects of training bore some relation to country of training. Of the 17 participants trained in the U. S., only 35 per cent wanted more to do, while 60 per cent of those trained in Puerto Rico felt this way.

## The Posttraining Period

### Contacts With USAID

Almost two-thirds of the participants reported having had contact with USAID since their return. Eleven people, in fact, have worked for USAID in a joint project.

About half the participants indicated that there was a technician available to them. Virtually all of this group said that they had frequent or occasional contact with him, but one person had never met him. (At the time of interviewing there were 2 technicians in British Honduras, one of whom was maintaining contact with participants in several fields.)

Although many participants had contacts with a USAID technician, only 16 indicated that they had requested help from USAID since their return. Requests for printed material and audiovisual aids were most frequently mentioned, but participants also requested technical advice, equipment and training grants. In 9 cases the help had been received completely or partially, and in 5 cases no help was obtained.

### U. S. Professional Societies and Publications

Only 6 participants belonged to U. S. professional societies at the time of interview, although 3 more had previously been members. However, 15 participants reported that they currently received U. S. professional publications; all but one felt that the publications were very useful.

## CHAPTER IV

### UTILIZATION OF TRAINING

#### Degree of Utilization

An evaluation of the degree to which participants have used the knowledge acquired during training was one of the primary goals of the survey. For purposes of the study, utilization of training was conceived as a composite of 3 factors: (a) the degree to which the participant is applying his knowledge on his present job, (b) the degree to which he is transmitting his knowledge to others, and (c) whether or not he has plans for the future application of his training. The first factor depends, of course, on the participant being currently employed. In the present analysis this did not need to be considered, since all the British Honduran participants had jobs at the time they were interviewed.

Table 15 shows the distribution of answers relating to the use of training on current job. Almost a quarter of the participants were not using their training at all or using only a little, while 55 per cent were using quite a bit of what they learned, or almost everything. Twenty-one per cent claimed they were only using "some" of their training.

TABLE 15  
USE OF TRAINING ON CURRENT JOB

Use of Training	Number	Per cent
Have not used training	10	13
Have used training:		
Only a little	8	10
Some	16	21
Quite a bit	16	21
Almost everything, everything	27	34
Not ascertained	1	1
Total	78	100

With respect to transmission of training to others (Table 16) the percentage of participants transmitting little or none of their training rises to 28 per cent. The highest group drops to 48 per cent, while the middle group, transmitting "some" training, rises to 27 per cent.

TABLE 16

TRANSMISSION OF TRAINING TO OTHERS

	Number	Per cent
Have not transmitted any of training	8	10
Have transmitted training:		
Only a little	12	15
Some	21	27
Quite a bit	28	36
Transmitted almost everything, everything	9	12
Total	78	100

The most important methods by which participants conveyed their knowledge to other people were on-the-job or informal teaching, (mentioned by 46 people), informal discussions (45 people), and formal training programs or lectures (24 people).

As for future plans for using training, 68 per cent of the group asserted they had plans; 18 people definitely intended to teach others, and 2 intended to get better jobs. Twenty-five participants had plans to be carried out if certain conditions were met--if equipment or facilities were available, if money, trained personnel, and the like became available.

Participants were asked a few other questions pertinent to the central topic of utilization, which may be discussed here. First, they were asked to describe one or 2 activities they had engaged in since their return which they regarded as particularly interesting or

outstanding, and then to indicate whether or not they had used their training in these activities. Sixty-nine participants reported one such activity, and 44 discussed 2; training was used in all but 7 of these activities.

The activities described were, of course, diverse in character and highly specific. As would be expected, most were in the fields of industry and agriculture. A few common attributes emerged in the analysis, however. In 20 cases, for instance, the participant's activity had to do with performing his regular work in a superior way and with additional responsibilities. Teaching, lecturing, or demonstrating was another type of activity often described, along with making changes and improvements in procedures and introducing new methods, techniques, and so on. As the foregoing would imply, almost all activities described were those which the participant himself had initiated. Few people were likely to discuss activities that others had planned or initiated.

In addition to discussing their outstanding activities, the participants were asked about the major difficulties they found in using or transmitting their training. Only 10 participants reported no difficulties of any kind. Among the 85 per cent who did have problems, the most often mentioned difficulties related to the resources of their country, particularly the lack of equipment, machinery, books, materials, etc. A lack of money and of transportation facilities was also cited, and a few participants claimed that the organization of the country was not amenable to application at home, or they simply did not learn anything they could use.

Utilization Index

In order to make possible a quantitative analysis of participant utilization and to determine factors that might cause participants to be higher or lower in utilization of training, a "utilization index" was devised.

This index combines, in effect, answers to the 2 questions on use of training and transmission of training discussed above (Tables 14 and 15). It consists of 3 groups of participants: the High group, consisting of people who answered "Quite a bit" or "Almost everything, everything" to the question on use of training and to the question on transmission of training, the Low group, consisting of those who answered "None," "Only a little," or "Some," to the same 2 questions, and the Medium group, who ranked high on use but low on transmission, or vice versa. (One person whose use of training was not ascertained was included in the Low group.) The resulting distribution appears as follows:

TABLE 17  
UTILIZATION INDEX

	Number	Per cent
High	31	40
Medium	18	23
Low	29	37
Total	78	100

It is apparent that use and transmission of training are linked, and that an individual who ranks high on one is apt to rank

high on the other. Similarly, a low rank on one item tends to be associated with a low rank on the other.

Factors Related to Utilization

Utilization Index and Personal Characteristics

As may be seen in Table 18, formal education is related to use of training. Of the better-educated participants--those having 11 or more years of schooling--65 per cent have high utilization ratings. Among participants with 10 or fewer years of education, 41 per cent are high utilizers.

TABLE 18

UTILIZATION OF TRAINING BY YEARS OF EDUCATION<sup>a</sup>

Utilization	Education			
	10 or fewer years		11 or more years	
	No.	%	No.	%
High	14	41	17	65
Low	20	59	9	35
Total	34	100	26	100

<sup>a</sup>In this and in the remaining tables in this chapter, the participants with a Medium utilization index have been omitted, and findings for only the two extreme groups are presented.

Variations in utilization of training were not related to age at departure for training, sex, residence or marital status.

With respect to the participant's experience (total time in field of specialization at departure), those with less experience

had a slightly higher proportion of high utilizers (Table 19), but this finding is probably explained by the fact (reported earlier) that participants with less than 5 years of experience tended to be better educated than participants with more experience. Thus, to an extent, more formal education can substitute for less work experience in utilizing training.

TABLE 19  
UTILIZATION OF TRAINING BY TOTAL TIME  
IN FIELD OF SPECIALIZATION

Utilization	Time in Field of Specialization <sup>a</sup>			
	Less than 5 years		5 years or more	
	No.	%	No.	%
High	17	53	13	50
Low	15	47	13	50
Total	32	100	26	100

<sup>a</sup>Excludes 2 cases where data were lacking.

#### Utilization and Level of Employment

A weak association exists between a participant's current job level and his use of training (Table 20). All the participants in managerial positions have high utilization ratings, as do almost two-thirds of the professionals. These participants also tended to be well educated, and this fact may account for their high utilization. In the case of foremen and craftsmen, the numbers of high and low utilizers are equal. It is the subprofessional group that contains a

preponderance of low utilizers, but the number of cases in each occupational group is so small that no very definite conclusions can be drawn.

TABLE 20  
 UTILIZATION OF TRAINING BY CURRENT LEVEL OF EMPLOYMENT  
 (In Percentages)

Utilization	Current Level of Employment <sup>a</sup>			
	Managerial	Profes- sional	Subpro- fessional	Foremen, Craftsmen
High	100	62	37	50
Low	-	38	63	50
Total	100	100	100	100
% N	(3)	(8)	(19)	(28)

<sup>a</sup>Two participants were excluded for lack of data.

Utilization and Administrative Aspects of the Program

No clear relationships emerge between utilization and training field of activity. No particular field of activity has a greater proportion of high utilizers, nor was utilization related to country of training.

However, two time dimensions are related to utilization: the length of time a participant has been back from training, and the length of his training program. Almost two-thirds of the participants who have been back from training for 2 years or longer have high utilization scores (Table 21). On the other hand, three-quarters of those back less than 2 years were low utilizers. Based on these data, 2 years seems to be the cutting point as regards utilization,

but the numbers of participants are small, and the finding should therefore be considered as tentative.

TABLE 21  
 UTILIZATION OF TRAINING  
 BY LENGTH OF TIME BACK FROM TRAINING  
 (In Percentages)

Utilization	Length of Time Back From Training		
	Under 2 Years	2-5 Years	More Than 5 years
High	21	61	60
Low	79	39	40
Total	100	100	100
	N (14)	(31)	(15)

The length of the participants' programs is positively related to utilization; the longer the program, the more likely an individual was to be a high utilizer (Table 22).

TABLE 22  
 UTILIZATION OF TRAINING BY TOTAL TIME SPENT IN TRAINING  
 (In Percentages)

Utilization	Time Spent in Training	
	Less than 1 Year	1 Year or More
High	45	59
Low	55	41
Total	100	100
	N (31)	(29)

Fifty-nine per cent of those who spent a year or more in training had high utilization ratings, in contrast to 45 per cent of those whose training lasted less than a year.

#### Utilization and Completion of Program

Utilization ratings for the 13 participants who failed to complete training were, contrary to expectations, not concentrated in the "Low" category. Instead, the ratings were distributed proportionally similar to those of others. Evidently the participants' feelings of the incompleteness of their programs (discussed earlier) did not prevent them from applying what they had learned. And the fact that these participants completed at least 8 months of training indicates that they had enough time to acquire some usable skills.

#### Utilization and Type of Program

Of the four types of program (observation tour, on-the-job training, special program, and university attendance) only one, a special non-university program, is clearly related to utilization (Table 23). Two-thirds of the participants who had such a special program were high utilizers, compared to one-third who did not have such a program. The participants who had special programs were, for the most part, younger men at the level of craftsmen or foremen, who were trained in industry. They possessed two key attributes previously found to be associated with high utilization: they were well-educated, and most had programs lasting in all for one year or longer.

TABLE 23

UTILIZATION OF TRAINING BY PARTICIPANT'S  
HAVING HAD SPECIAL PROGRAM  
(In Percentages)

Utilization	Participant Had Special Program <sup>a</sup>	
	Yes	No
High	67	34
Low	33	66
Total	100	100
% N	(30)	(29)

<sup>a</sup>Excludes one case where data was lacking.

No relationship could be established between utilization and attendance at the communications seminar, or between utilization and difficulty with the language of the country of training. Persons who had helped plan their programs were no more likely to be high utilizers than those who had not.

Utilization and Supervisor Helpfulness

Participants who reported that they had supervisors on their current jobs were asked to rate these supervisors in terms of their helpfulness to the participant in utilizing training. Participants who regarded their supervisors as helpful tended to be high utilizers, and those who rated their supervisors as not helpful were more often low utilizers (Table 24). The direction of this association, however, is less clear. A good working relationship between participant and supervisor would presumably be reflected in a participant's

belief that his supervisor was helpful to him and such a relationship might well result in high utilization of training. On the other hand, extensive use of training by a participant could lead to good relations with the supervisor.

TABLE 24  
 UTILIZATION OF TRAINING BY PARTICIPANT'S RATING  
 OF SUPERVISOR HELPFULNESS  
 (In Percentages)

Utilization		Participants Rating Their Supervisors As: <sup>a</sup>		
		Helpful	Neither Helpful Nor Unhelpful	Not Helpful
High		60	50	31
Low		40	50	69
Total	% N	100 (30)	100 (4)	100 (16)

<sup>a</sup>Excludes 10 participants who said they had no supervisors.

Summary

We can say that high utilization is related to education and to level of occupation. Those who had programs of one year or longer, or whose programs consisted of a special program, or who had been back from training for at least 2 years were also more often high utilizers, as were those who regarded their supervisors as helpful.

CHAPTER V

THE ROLE OF THE SUPERVISOR IN THE PARTICIPANT'S PROGRAM

Posttraining Period

A group of supervisors were asked about their contacts with participants before and after training; their opinions about the value of individual participant programs were also sought. Thirty-nine supervisors were interviewed, and since each was the immediate superior of one or more participants a total of 61 questionnaires were completed, each dealing with the program of one participant.<sup>1</sup>

The work contacts between supervisor and participant appeared fairly extensive; in about a third of the cases the supervisor reported spending the equivalent of 2 days with the participant during a working week, and 13 per cent indicated spending between 8 and 15 hours. (The supervisors also appear well acquainted with their participants: in 40 per cent of the cases supervisors had known participants for 6 years or longer.)

The supervisor group appears to be favorably disposed toward the training of their subordinates, and to have been interested in it. Eighty-six per cent of the participants' training

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<sup>1</sup> Each participant was asked to name his immediate supervisor and to state whether or not he objected to the supervisor being interviewed. If a participant did not wish his supervisor interviewed, it was not done. It is likely that this practice has introduced a bias into the data, since supervisors who were apt to give unfavorable information were probably not interviewed.

programs were deemed essential or very important to the performance of their current jobs, and in 90 per cent of the cases the participant's program was thought to be worth the cost and difficulty it had caused the employer's organization. Four-fifths of the supervisors of this participant group had discussed with them the things they learned during training, and, according to the supervisors, about the same proportion of former participants have transmitted some of their information to persons other than the supervisor.

#### Predeparture Period

When the survey was planned, it was hoped that information could be provided concerning the effects on participant performance, of their supervisor's involvement in the predeparture stages of a participant's program. It appeared obvious that a participant's use of training would be affected by his relations with his supervisor after his return from training. What was not clear were the effects, if any, of having a supervisor involved in the earlier planning and development stages of a program. The findings for British Honduras offer some evidence that the involvement of a supervisor in planning a participant's program is associated with high utilization of training by the participant.

In 28 cases the participants worked for the same supervisor at the time of departure for training as at time of interview. It was assumed that these supervisors were in a position to have taken some part in the planning of their subordinates' training programs, and they were therefore asked (a) whether they had recommended the participant for training, and (b) whether they had helped in planning

the participant's program. On the basis of answers to these 2 questions, the supervisors were divided into 3 groups, as follows:

Group A--Recommended and helped plan program (++)	11
Group B--Recommended but did not help plan program (+-)	8
Group C--Neither recommended nor helped plan program (--)	9
	<hr/> 28

The largest proportion of supervisors (11) had taken an active role in the participant's program, having both recommended the individual for training and helped plan his program. These supervisors, in their replies to other questions, also seemed more favorably disposed towards training than supervisors who had not been involved in the predeparture selection and planning. All 11 in this group stated that the participant's program had been worth the cost and difficulty to the organization, and all indicated that the training program was essential or very important to the participant's performance of his current job. Of the participants working under Group A supervisors (the most involved), more than half had high or medium utilization ratings (Table 25). Conversely, more than half the participants whose supervisors were not involved in predeparture arrangements had low utilization ratings.

TABLE 25

UTILIZATION OF TRAINING BY PREDEPARTURE  
INVOLVEMENT OF SUPERVISOR  
(In Numbers)

Participant Utilization	Supervisor Group		
	A (++)	B (+-)	C (--)
High	5	3	2
Medium	4	1	2
Low	2	4	5
Total	11	8	9

It is likely that this association is not due simply to a supervisor's involvement in planning, but to an underlying inclination on the part of Group A supervisors to regard participant training favorably, leading them to recommend an individual for training, to help in planning his program, and probably to create a favorable climate for subsequent use of training. It should be noted that virtually all of these 28 supervisors were regarded as currently helpful by the participants--the low utilization of the participants working under Group C supervisors is not due to a current perceived lack of helpfulness on the part of those supervisors.

Importance of Supervisor Having Been Trained Abroad

While most of the participants thought that their supervisors were helpful to them in utilizing their training, supervisors who had been trained abroad (anywhere outside of British Honduras) were more often rated as helpful than those who had not received such training.

Sixty-three per cent of supervisors trained abroad were rated as helpful, compared to 57 per cent who were not trained abroad. Further, supervisors who had themselves been AID participants were most often rated as helpful--90 per cent were so rated (Table 26). This last finding should be regarded as somewhat tentative, however, since the supervisors of only 10 participants had themselves been AID participants.

TABLE 26  
 PARTICIPANT RATING OF SUPERVISOR HELPFULNESS IN UTILIZING TRAINING  
 BY SUPERVISOR TRAINING ABROAD<sup>a</sup>  
 (In Percentages)

Participant Rating of Supervisor's Helpfulness in Utilizing Training	Supervisor Trained Abroad:		Supervisor Not Trained Abroad
	As AID Participant	Not AID	
Supervisor is helpful	90	63	57
Supervisor is not helpful	10	25	32
Supervisor is neither helpful nor unhelpful	-	8	9
Not ascertained	-	4	2
Total	100	100	100
% N	(10)	(24)	(34)

<sup>a</sup>Excludes 10 participants who had no supervisors.

## CHAPTER VI

### EVALUATION OF PROGRAM BY PARTICIPANT

Toward the end of the interview, each participant was asked to indicate how satisfactory his training program had been from an over-all standpoint. Sixty-six of the 78 respondents (85%) rated their programs as "very" or "moderately" satisfactory; only 12 felt their programs were not satisfactory.

In addition, participants were asked to characterize their programs as being "one of the most important things they ever did," "a waste of time," or "somewhere in between." As with the question on satisfaction, the program's importance was generally rated high. Seventy-two per cent viewed their programs as one of the most important things they ever did, and the rest gave an in-between rating; no one thought his program was a waste of time.

Participants in the lowest educational group (8 or fewer years of education) tended more to think that their programs were "very satisfactory." This was true also for persons who currently held jobs at the subprofessional and artisan level, and for young persons (under 30). Older participants, those who were better educated, and those in managerial and professional jobs were likely to be more restrained in their evaluations, and to rate their programs as "moderately satisfactory."

Country of training appears to have a slight relation to satisfaction. Participants who were trained in Puerto Rico were

equally likely to rate their programs "very satisfactory" as "moderately satisfactory," while a majority of those trained in the mainland U. S. (59%) regarded their programs as only moderately satisfactory. But of the 12 people who judged their programs as unsatisfactory, 9 had been trained in Puerto Rico.

Participant satisfaction was not related to year of departure for training, to training field, or to type of training program (observation tour, on-the-job training, etc.).

There is, as one might expect, a strong relation between satisfaction with program and utilization of training (Table 27). Two-thirds of the participants who judged their programs as unsatisfactory were scaled as low utilizers, while the largest proportion (42%) of those who rated their program as "moderately" or "very" satisfactory were in the high utilization category. However, almost a third of this group had low utilization ratings, evidence for the operation of other factors as influences on this relationship.

TABLE 27  
UTILIZATION OF TRAINING  
BY PARTICIPANT'S SATISFACTION WITH TRAINING  
(In Percentages)

Utilization Rating	Very or Moderately Satisfactory	Not Satisfactory
High	42	25
Medium	26	8
Low	32	67
Total	% N	100 (12)

In addition to an overall evaluation of their training, participants were queried about aspects of their program they thought were most useful and valuable, and aspects which were least useful. Most participants described some specific technique or subject learned during training as the most useful part of their experience abroad, and quite a few singled out on-the-job training or practical work as being especially valuable; one farmer expressed it, ". . . the opportunity of meeting the American farmer on his farm and learning his problems and production techniques." About half the participant group mentioned some aspect of training as having been of little value; the remainder claimed that everything they had learned was useful to them. Some specific subject was mentioned in a negative context, usually because it was felt to be at too elementary a level: "The elementary teaching at the start of the program in furniture-making represented something of a waste of time."

Ultimate satisfaction with training did not seem to be related to such facets of the program as attendance at orientation sessions or at a communications seminar. Nor was it associated with the cluster of predeparture items: participation in program planning, having a program planned in complete detail, or predeparture satisfaction with one's program.

#### Note on Participants With Multiple Programs

Two of the participants interviewed had each gone on 2 AID training programs. One was a woman employed by GOBH, both of whose programs were in the field of home economics. The other, a man engaged in private business, received training in printing and

publishing. The former was trained in Latin American countries, and the latter in Puerto Rico and the U. S. One participant had a first program of about a year in length, and a second of 8 months. The first program of the other was 3 months long; the second, a year. One had been promoted after the first program, and the second had remained in his original job but with increased responsibilities.

Both participants thought their programs had been satisfactory, and each had been able to use information learned on both programs. Both had high utilization ratings. They felt that their first programs had provided them with good backgrounds for their second, and did not think that one program could have been substituted for the other. Not surprisingly, both thought that it would be more useful to their country if a few people were sent on 2 or more programs instead of a large number of people being sent on one program only.

## CHAPTER VII

### GENERAL EVALUATION OF PARTICIPANT TRAINING BY SUPERVISORS

As mentioned, a briefer interview was conducted with the 39 supervisors of former participants in order to obtain their opinions about various aspects of participant training in general. It was thought that supervisory opinions would be informative for several reasons. First, some supervisors had been involved in the predeparture planning of programs and might have comments to make on the procedures used. All of the supervisors had work contacts, often of an extensive character, with one or more participants since their return from training, and thus had an opportunity to see some of the results of participant training in action. And finally, as nationals of the host country, they would be likely to see participant training in a perspective not available to the participant or to a member of a USAID staff.

Supervisors were asked to rate as satisfactory or unsatisfactory 6 specific aspects of training, and to comment on their "unsatisfactory" ratings. The 6 aspects were selection procedures, countries of training, the subject-matter, length and level of programs, and the practical experience provided in the program (Table 28).

TABLE 28  
 SUPERVISORS' EVALUATION OF VARIOUS ASPECTS  
 OF PARTICIPANT TRAINING

Aspects of Training	Supervisors' Evaluation	
	Per Cent Rating "Satisfactory"	Number Who Rated Each
Practical experience provided in the program	85	33
Country (countries) of training	69	27
Subject-matter covered in training	64	25
Length of programs	59	23
Level of programs	56	22
Selection procedures	38	15

The practical experience given participants was rated satisfactory by the largest number of supervisors, while the country in which training was given (mainly U. S. and Puerto Rico) and the subject-matter covered by programs were each rated as satisfactory by about two-thirds of the supervisors. (The few criticisms regarding countries of training indicate that the supervisors felt participants should be sent to countries that more closely resembled their own in language, technological development, climate, etc.)

Program length and program level were regarded as satisfactory by more than half the supervisors; here the criticisms usually echoed those made by participants--the programs were too short, and at too elementary a level.

Selection procedures seemed to be the least satisfactory aspect of training, with only 38 per cent of the supervisors rating selection as satisfactory. A very high proportion (40%) claimed that they were unable to rate selection procedures because they did not know what the procedures were. The nature of the specific comments substantiates this lack of information; one supervisor said that there were no set selection procedures, another claimed that his department head made selections, a third stated that the department head did not have a voice in the selections, and should be consulted. Even allowing for differences in procedure from one government department to another (most participants and supervisors are GOBH employees) there appeared to be considerable ignorance or lack of clarity about this important feature of the program.

The supervisors who had themselves been AID participants were a little less critical of selection procedures than the other supervisors, but resembled the others in their ratings of the other 5 aspects of training.

#### A Note on Technician Interviews

At the time the survey in British Honduras was conducted, there were 2 individuals in the country functioning as U. S. technicians. One served in a single field of activity, the other in the remaining fields. Each was interviewed about participants in his field(s), the qualifications of these participants, their programs, and their utilization of training. One technician was interviewed about one participant, and the other completed interviews regarding

36 participants. All 36 of these interviews were, however, answered identically, rendering impossible any analysis of differences in evaluative judgments.

The results of these interviews can be briefly summarized. The technicians had had occasional contact with the participants since their return; their utilization of training was satisfactory. With one exception, they could not rate the degree to which supervisors used the participant's knowledge, and they were dissatisfied with the utilization of training on the part of the participant's department or Ministry. They had had contacts with the participants before departure and believed them to be adequately qualified for training. In addition, they had helped select the participants for training, helped plan their programs, and had advised them and their employers concerning the program.

The technicians were also asked for their views of the effectiveness of the participant program, and for suggestions for its improvement. Both mentioned the need for careful selection of participants and for placing returned participants in jobs where they could make maximum use of their training. As follow-up devices, one technician suggested closer informal contact between USAID, the participant, and the supervisor, while the other thought that periodic checks on work progress in the field would be stimulating to both participant and technician.