

WORLD - WIDE

EVALUATION OF PARTICIPANT TRAINING

SUMMARY OF PRINCIPAL FINDINGS

AND

PRIMARY RECOMMENDATIONS FOR ACTION

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U. S. Department of State  
Agency for International Development  
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by

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EVALUATION OF PARTICIPANT TRAINING:  
A SUMMARY OF SELECTED FINDINGS

Introduction

Participant training has been a modest but integral part of the array of U. S. technical cooperation and assistance activities for almost two decades. The origins of governmentally-sponsored training of foreign nationals in technical skills and "know-how" can be traced to programs set up by the Institute of Inter-American Affairs in 1942, whose lineal descendent is the Alliance for Progress. The prime impetus to such an effort, however, was supplied by the rapid expansion of American assistance in the wake of Marshall Plan and Point IV agreements. With the reorganization and extension of aid programs that accompanied the establishment of ICA in 1955, participant training assumed a scope and administrative character which it has, in many salient respects, retained down to the present.

Since 1960, a coordinated series of evaluation and follow-up studies of the program have been successfully carried out in 30 developing nations. More than 12,000 former ICA and AID participants, representing twice that number, have had their views ascertained on their training and its subsequent usefulness, by means of systematic interviews conducted in their own languages and on their own soil. Other sources of information were also tapped as part of the over-all study design, notably interviews with supervisors of returned participants and with U.S. technicians familiar with the careers of many of the participants. The nature and scope of training programs have varied over the years, in response to the needs of the people who took them; this flexibility and diversity have been hallmarks of the program from its inception. But findings from these studies, when

analyzed at country, regional and world-wide levels, have documented not only refined differences in the reactions and experiences of former trainees, and in the course of events after their return home, but also similarities and patterns of agreement.

With the intensive phase of this world-wide evaluative process having been substantially concluded, this summary set of findings has been extracted in advance of the issuance of final reports in press or in hand. Some of these findings and recommendations may apply with varying force to particular countries, because of changed circumstances or unusual local conditions under which the program operates. An attempt has been made to select the most widely applicable conclusions, to stress the more general and administratively relevant patterns against which specific practices can be compared.

#### A Sketch of Participants and Programs

A brief portrayal of this group of former participants may be useful, since their collective portrait differs in detail from one that may be derived from Agency statistics, because of the exclusion of all European and most sub-Saharan African countries from the study. West, Central, and East African countries are not represented because the number of returned participants was too small until recently to justify the survey.

These former participants are predominantly men occupying administrative, professional and technical positions at the upper and middle levels of government service. They are a relatively mature and seasoned group, averaging 35 years of age and with a median of eight year's experience in the field of their highest occupational specialization when they were selected for training. They were also a well-educated group, with two-thirds having earned a university-level degree and almost all having attended a university or technical school for a period of time. This general picture has undergone change in the last year or so, concomitant with the increasing attention being paid to the selection of young leadership in the developing nations, and the growing numbers of (younger and less experienced) African and Latin American participants.

Their programs of training were usually determined in large part by their background and the anticipated skill requirements of developmental projects, and range widely in subject-matter field. Among the more frequent were (in order): agriculture, industry and mining, education, health, public administration and transportation. The United States was the dominant training site; together with Puerto Rico, it has been the sole or main locus of training for five out of six participants. Although ICA and AID have given financial and administrative support to all, in a majority of cases the actual job of training has been delegated to other federal and state governmental agencies, the academic world, private industry and other groups. Programs are of three basic types: observation tours, usually of two to four months, taken by three-quarters; on-the-job training, of four to twelve months, taken by two-fifths; and university studies, of

nine to eighteen months or more, taken by one-half. A majority of programs actually consisted of a combination of types, with an average length of stay abroad of nine months. Orientation, home visits and various cultural and social events were interwoven with their technical training, making for a more diversified overseas experience.

### Judgments and Evaluations

For administrative purposes these selected findings can be grouped into three topical areas, corresponding to the main phases of the program: the prelude, the sojourn, and the aftermath. They represent, in the main, the perspectives of participants--the "consumers" of training--not those of an independent observer or outside study team. The primary source of information was the survey with returned participants, their immediate supervisors and U.S. technicians in the various Missions.

#### Prelude to Training -- Predeparture

1. Selection: The process of selection worked satisfactorily, and appropriate criteria were employed.

Almost all former trainees rated ability, qualifications and job needs as very important; by comparison, personal contacts played a minor role. (Those who were not selected might hold other views.) Most were selected directly by others rather than applying to go abroad themselves, and their work supervisor was the principal agent mentioned as having had the decisive voice. The main shortcoming of these trainees, indicative of lax selection practices, was the poor English language facility that many demonstrated.

2. Predeparture Orientation:

a. The information they received on social and cultural patterns in the United States (or other sites) was generally satisfactory.

Of five items about which they were questioned, (e.g. use of restaurants, religious customs, etc.) only with respect to colloquial speech and idioms did as many as one-fifth seem displeased with the information supplied to them. Their age, education and experience may have made this area of orientation less critical than is usual with foreign students.

b. The information they received about details of their approaching training was less satisfactory.

In contrast to the predeparture orientation they received on social and cultural matters, substantial numbers of former trainees complained about the lack of information on precisely where they would be going and what they would be studying on their program. Local functionaries (supervisors, ministry officials) were mentioned as information sources by a minority; some formal orientation seemed to be available for less than half of the participants. As a result, a majority did not feel adequately briefed prior to their overseas trip.

3. Plans and Programming: Participants tended to be left out of the planning process.

Only a minority (2 in 5) helped to plan their own program to any extent, and the rest were frequently confronted with only a partly arranged plan for training. Their work supervisors were active during this phase of programming more often than were the participants, particularly if some firm commitment had been achieved as to the placement and use of the trainee upon his return. This finding is related to the previous set; together they

reflect an image of many participants as being passive actors in the program, neither actively engaged nor adequately informed in the preparatory stages of training.

4. Early USAID Contacts: Participants were infrequently in contact with the AID Mission prior to training.

Three in five reported no prior contact at all, and U.S. agencies and officials were infrequently cited as active in selecting or orienting them. (The U.S. technicians who were interviewed painted a much more favorable picture of their activities at this state.) Opportunities to affect participants' motivation for training and change are thereby being missed.

5. In sum, the preparation of participants seems to be a weak program area.

Only half the trainees remembered themselves as being satisfied with their program prior to going abroad. Information and guidance in their own country seemed often to be lacking, as was a sense of their own capacity to influence the course of training in some desirable way. Such shortcomings are in part inevitable in programs with frequent administrative leads and lags in scheduling and obtaining clearances. Shortages in local staff with a primary obligation to handling the training of participants may also contribute to these demonstrated weaknesses in the program.

#### The Program Sojourn

6. Orientation and Guidance: Some initial orientation and program guidance is generally made available and is esteemed highly.

Earlier doubts and misgivings over gaps in information seem to be

largely absorbed at this early stage of the sojourn. The program of the Washington International Center figures prominently in the participants' comments, as do the activities of their program managers. The details of their reception seem to have been satisfactorily carried out for most participants.

7. Technical Aspects of Training

a. The level of training was generally satisfactory.

Programs whose level was judged as inappropriate were more often thought to have been too simple than too advanced, but only one-fifth of the participants rated the programs unsatisfactory in either sense.

b. The planned pace or variety of training was viewed in much more critical terms.

Only half of the participants felt they had seen and done "enough." The rest split sharply between wanting still more or wanting less, regardless of the kind of training they had received, or their personal background. A secondary concern of trainees and supervisors was over the relative lack of practical experience provided as part of training.

c. The duration of the programs was the one aspect most closely related to judgments of a program's overall quality.

Participants, their supervisors, and U. S. technicians all rated longer programs as more valuable or useful. The most common complaint of the participants was over the brevity of their programs,

especially in the case of observation tours. In fact, one can generalize as follows: the more they got the more they wanted, usually up to one year more of training or even longer.

This preference is related, by implication, to a desire to return home with a degree earned while in training. Only about a quarter of all university trained participants do so, but the great majority of all who were asked saw distinct career advantages resulting from such a degree. Few participants who were not regularly enrolled students ended up with a degree; little "slippage" from a planned sequence of training to a degree program occurred.

#### 8. Nontechnical Aspects of Training:

Participant opinions were ascertained about a number of nontechnical aspects of training, such as the money allotment, home visits, planned social activities, and free time available to them during training. Approval was expressed in varying degrees, dependent primarily upon the status of the participant and the locale and length of his program. Those higher in status or on shorter programs requiring travel to many places were more often critical. Apart from home visits, which few disliked, discontentment over these nontechnical aspects was shown by between one-quarter (wanting more social activities) and two-fifths (wanting more free time for themselves) of the participants. No generalizations which could tie these sorts of dissatisfactions together are possible, except perhaps for this: a significant proportion of trainees felt overscheduled and under-financed. In their freely given criticisms of the

training experience, however, few complained about the nontechnical parts of their sojourn.

9. English Language: Almost half of the participants encountered some difficulties in using or understanding English.

The only really effective antidote to this was the high level of facility with the language which one acquired well prior to selection; special intensive courses did not seem to allay this difficulty. The only group which largely escaped this class of problems were those who neither took such training nor wanted any. It should be noted that the language screening test scores, for the minority of participants who took them, were correlated highly with later linguistic difficulties.

10. Completion of program:

Almost all (96%) of the participants completed their training programs and most went through it substantially as it had been initially planned. Only one percent of all participants broke off their training because of its unacceptable qualities.

#### The Aftermath of Training

11. Unemployment: Almost all participants have been employed continuously since their training program.

Only three percent had ever been unemployed since their return, mostly for relatively brief periods. About a quarter of these explicitly linked their unemployment in some way to their participation in a training program. The program does not, by this measure, seem to be serving as a receptacle for unwanted personnel.

12. Placement: The greatest number of participants returned home to the same job held prior to their program, or to an expected one.

When the participants returned home, the first job that 77 percent of them went into was the same job they had had before they left for the training sojourn. An additional 14 percent did not go into the same job but into one they expected to get. From this and other findings concerning job mobility, over time, we can infer that between 85 and 90 percent of all trainees were eventually placed appropriately, or at least as had been expected: (A similar proportion were said to have had plans drawn up before they left for training as to the use to which it would be put.) Those whose jobs were switched in unexpected fashion were more often unemployed at a subsequent time, and were also less sanguine about the value they had derived from training.

Half of the participants had returned from training more than four years prior to being interviewed, and a good deal of job mobility had occurred that was unrelated to it. Only 37 percent were still in the same job they held prior to training; among the rest, changing jobs sometimes had the effect of making their specific technical training somewhat irrelevant. Three kinds of changes which had this net effect were noted: retirement, shifts into private industry, or promotions from professional to administrative positions.

13. Career Impact: Well over half the returned participants thought they would have had about the same job they had at the time of interviewing if they had never gone on a training program.

About three in five thought they would be holding their present job if they hadn't gone for training, while one quarter felt that training had definitely led to their getting a better job. Only five percent thought they'd now be better off if they hadn't gone on a training program. Age at the time of selection was the primary factor: the older participants (those over 40) were much more likely to have found training to have made no difference; conversely, those under 30 (who earned degrees fairly often) were much more likely to see training as having aided them in their career. From this, one would infer that training of younger people has a much better pay-off for them than for older participants.

14. Nearly all participants were satisfied with their training.

Over ninety percent of the participants expressed satisfaction with their training programs in retrospect and almost half said they were very satisfied. Two-thirds of them agreed that it had been "one of the most important things" they had ever done. With respect to their satisfaction and judgment of importance, only one percent were wholly negative and about seven percent partially so. Favorable attitudes toward training derived as much from the personal rewards it has brought as from its occupational usefulness.

15. Other General Views of Training.

The participants' work supervisors and some U. S. technicians who knew them both rated their training programs equally highly. About three-quarters of the participants' programs were rated by each group as having been "of major importance" to their current work assignments.

Only about five to eight percent were adjudged irrelevant or even harmful, in some sense, to their job performance.

16. Post-program USAID Follow-up Contacts:

Just over two-fifths of the participants have had no subsequent USAID contacts of any kind since their return from training. Those who had some previous relationship to the AID Mission were much more likely to have engaged in some U. S.-assisted work project. But a great many participants seem to have lost touch with or become invisible to the Mission; for example, less than two in five were aware of any U. S. technician who might give them advice. Further, only 22 percent had ever asked for help in the form of materials, advice or money since their return; almost all who requested help received assistance. The moral or material support that USAID could provide is, therefore, either unknown or not being offered to the great majority of former participants; little follow-up work was being done with them.

Utilization of Training

The uses of the knowledge and skills which participants acquired through training were explored directly and indirectly in the survey. A large number of potential correlates of such uses were examined, and some were found to be particularly closely related to utilization. Before reviewing several of these, we will report on the participants' claimed use.

17. A large majority of participants have made effective use of training in their occupations.

About three in five said they had made extensive use, and another quarter spoke of some effective use of their training; only twelve percent denied making any use of it at all.

18. Almost all participants said they had conveyed aspects of their training to others.

More than nine in ten said they had passed on some benefits of their training to others, primarily through informal channels but also through lectures, formal training and in articles or other writings. This widespread "multiplier effect" was corroborated for the most part by data from the former participants' supervisors. Only seven percent said they had not transmitted anything they had learned.

19. More than half of the participants still had some plans for using their training.

The proportion who showed such heightened motivation varied with the passage of time since their training, and with the extent of their prior use. Those who had used their technical training were more likely to say they had plans for (further) use, but this determination dropped off sharply among those who had been back four or more years.

20. An Index of Utilization:

A scale was constructed to measure the extent to which participants had both used and transmitted their technical training, and cross-checked against other survey items bearing on the utilization of training.

This scale had nine points ranging from "very high" to "very low." Approximately 38 percent of the returned participants were classed as "very high" utilizers, having both used and transmitted their training to a large extent. Another 30 percent were rated as "fairly high" but had neither used or transmitted their knowledge to as great an extent as the first group. A third group of 21 percent was rated "moderate" in their use and transmittal of training, while 11 percent were classed as "low" utilizers in both respects. The utilization index was employed as a guide in exploring the correlates of utilization, those personal, program or environmental factors which were clearly associated with greater and lesser use. Some which seem especially relevant from an administrative perspective are discussed below.

a. The more "professionalized" the field of training, institutionally or in the status of those who were trained in it, the greater the utilization. Thus, those trained in health, education and agriculture reported somewhat better utilization than those trained in fields like public administration or labor.

b. Programs taken in the United States or in the Far East tend to be associated with better subsequent utilization than those in other "third countries," especially Lebanon. This finding must be interpreted with caution, since the various sites differ sharply in the type of trainees and the character and length of training. The issue of "U.S. versus third country training" can only be resolved by controlled comparisons, using similar people who are sent for similar types of training; these data only hint at some sources of variations in utilization that are site-related.

c. Programs of longer duration, especially university-based types, tend to be associated with better occupational use than are briefer programs, especially the observation tour. This finding is intermeshed with other factors that are related to the kinds of trainees who are sent on the various types of training programs. What does emerge clearly is the limited value of the observation or special group tour when assessed by its subsequent occupational utility. It should be recognized however that Missions may have other objectives other than strict "occupational uses" when they send teams to the U.S. for observation tours.

d. Utilization by participants was heavily influenced by the relationship of their supervisors to the program; directly and indirectly, early and late.

1) The more active the supervisor's role in selecting trainees and in programming, the more helpful he was seen to be by his subordinates in attempts to make use of training, and the greater the utilization.

2) The more active his role, the more likely was it to have been true that a trainee's work organization ministry had definite plans for making use of his training, and the greater the subsequent utilization.

3) The more active his role, the more likely is he to rate his subordinates' training as essential or very important to his current job, and the greater the utilization.

e. The more active a role that the participant played in his program planning, the greater the utilization. This is reinforced if the supervisor himself has also been involved in the initial program planning and in specific plans for making use of the participant when he returns from training. This set of findings clearly indicates the great momentum

that is imparted to the ultimate utilization of training by a well-instituted program, one in which participants and supervisors are brought into close relationship with its operation at the outset.

f. The more satisfied a returned participant is, in his over-all evaluation of training, the greater the utilization. This expected finding only confirms the assumption that a high-quality program is both pleasing and more productive, since it is the quality of technical training that is most closely related to a participant's eventual satisfaction.

g. Programs of training which are perceived by returned participants as having contributed to career enhancement are associated with better utilization. This is another finding in which subjective rewards and evaluations and occupational effectiveness are closely intertwined.

h. Because of the conventional wisdom that would hold to the contrary, it should be noted that evaluations of the nontechnical aspects of training seem to be unrelated to subsequent utilization. The pleasures or irritations that participants may feel during their program are presumably too closely linked to the particular circumstances which gave rise to them to have much residual occupational effect at a later period of time and in a very different social context.

i. The closer the contacts between returned participants and USAID, the greater the utilization. This is based on data derived from both participants and knowledgeable U.S. technicians. Working on projects sponsored by USAID or a closer post-program association with available U.S. technicians is conducive to greater utilization by participants. This set of findings clearly demonstrates the significant follow-up and supporting role that USAID can play in fostering the process of technical transfer and application of advanced skills and knowledge.

\* \* \* \* \*

These data reveal the particular contributions that can be made at all stages of the participant training program to its ultimate effectiveness. Value is added by selecting trainees based on true job or project needs; by intimately involving the trainee in the programming of training, by securing institutional commitments on the placement and use of the participant in advance of his departure; by closely coordinating his program with significant authority-wielding individuals in his immediate work environment, and by supporting him upon his return through follow-up activities. The controlling image which underlies an effective program is of a professional rather than a personal experience, with closely tailored advanced training carefully planned. Greater care and attention paid to the institutional factors--coordination, scheduling, orientation, language, placement, etc.--especially those which relate to the post-program context in which utilization efforts will take place would seem to be among the most important foci of future policies.

ADMINISTRATIVE IMPLEMENTATION

General

Each of the individual country surveys contains a host of findings which point to ways in which the participant training program can be improved. It is not known in A/IT or perhaps in AID/W what actions, if any, individual Missions have taken. Perhaps Mission Directors and personnel have been hesitant to make any substantial changes, preferring to wait and see what the survey findings were in other countries or what larger scale analyses would reveal.

The results of the global analysis as well as those based on data for each of the four administrative regions contain a great deal of information on the training program in its selection and pre-departure phases, the training sojourn abroad, and the period after return to the home country. Individuals with particular interests can sift through these detailed reports for items pertaining to their specific concerns. The findings which have been summarized here, however, are pervasive through the reports and are general in their applicability. They form the basis for the primary recommendations for action which are now to be discussed. These are presented in approximate order of importance according to statistical criteria rather than the sequence along which the training experience takes place. The focus of these recommendations is upon changes at the Mission level which the data reveal clearly as being the context of greatest influence for increasing the effectiveness of participant training.

PRIMARY RECOMMENDATIONS

I - INCREASE THE FOLLOW-UP ACTIVITIES CONCERNING RETURNED PARTICIPANTS,  
PARTICULARLY THEIR CONTACTS WITH USAID.

This factor has a stronger association with training utilization than any other included in the survey. Among returned participants who have had frequent contact with USAID personnel, particularly technicians in their special fields, the proportion of high utilizers is 13 times as large as the proportion of low utilizers. In the group who have had little or no contact with USAID since return, the proportion of high utilizers is only 3 times larger than that of low users.

II - INVOLVE THE PARTICIPANT IN THE PREDEPARTURE PLANNING OF HIS PROGRAM  
ESTABLISH ITS LINK WITH HIS POST PROGRAM WORK MORE SECURELY.

Only 2 in 5 participants covered by this survey said they had taken any part in helping plan their own programs.

Among that group of participants who did have a share in planning their program, the proportion of high utilizers is more than 8 times larger than the percentage of low users of training. For the large group who did not participate in planning their programs, the proportion of high utilizers is only a bit more than 3 times the percentage of low utilizers.

Participation in planning his program by a participant should be defined as including "being generally familiar with the overall program outlined and having an opportunity to comment on it."

Sharing in the planning of the program, or even having a sense of such sharing, establishes a deeper personal identification and involvement with that program by the participant. This, in turn, reinforces his motivation to make the most of the opportunity for training being offered him and to use it when he returns home.

If both these factors are taken together, the association with utilization is still stronger. Thus, the group which had frequent contact with USAID on return and who had also shared in the predeparture planning of their programs can be compared with the group which had little or no contact with USAID and who also had not participated in their program planning. In the first group, the proportion of high utilizers is more than 18 times larger than the percentage of low users. Among the second group, the proportion of high users is only 2 times that of low users of training.

The survey indicates that if a Mission would stress these two factors alone, barring others discussed here or omitted, the long-term efficacy of its training programs would be greatly increased.

### III - LONGER TERM TRAINING SHOULD BE FOSTERED AND SHORT TERM TRAINING

REDUCED WHERE THERE ARE NO PROFESSIONAL REASONS TO THE CONTRARY.

Where there are no professional reasons and utilizations of training is the primary goal, the training period abroad of one year or longer will produce more high utilizers than short term training of six months or less.

Among participants whose training had lasted from one to three years or even more, the proportion of high utilizers is 5 times larger than the percentage of low users. In contrast, the group whose training had been of six months or less shows only about  $2\frac{1}{2}$  times as many high as low users.

This statistical correlation between longer terms of training and higher utilization of training is buttressed by another finding. When participants were asked what changes they would like to make in their programs if they had it all to do over again, a longer period of training was cited far more often than any other suggested change.

The next most frequent propounded change was the introduction of more practical experience in training programs to gear the training more specifically to individual needs.

IV - SUPERVISORS SHOULD BE ACTIVELY INVOLVED IN THE ORIGINAL SELECTION OF PARTICIPANTS, IN PROGRAM PLANNING FOR THEIR SELECTED EMPLOYEES, AND IN PLANNING THE USE WHICH THEY WILL MAKE OF PARTICIPANTS AFTER THEY RETURN FROM TRAINING.

This recommendation is based on several findings resulting from different assessments of the supervisor-participant relationship. For example, among those participants who rated their supervisors as "very helpful," the proportion of high utilizers was 18 times larger than the percentage of low utilizers. At the other extreme, in the group of returnees who judged their supervisors as "not helpful" the number of low

utilizers was actually larger than the high users. Looked at another way, 54 percent of those who said their supervisors were very helpful were high utilizers and only 3 percent were low. Among those who rated their supervisors "not helpful," only 21 percent were high utilizers and 27 percent were low users of training. Thus, returned participants who said their supervisors were very helpful were more than  $2\frac{1}{2}$  times more likely to be high utilizers than were those who rated their supervisors as not helpful. This latter group was 3 times more likely to be low utilizers than the group who regarded their supervisors as very helpful.

A study of the supervisors themselves revealed parallel findings. Participants whose supervisors said they felt the training had been "essential" show a proportion of high utilizers almost 6 times larger than the percentage of low users. In contrast, those whose supervisors thought the training had not been helpful showed almost as many low as high utilizers, the proportions being 19 and 25 percent respectively. Proportionately, the group whose supervisors regarded the training as of little value contained more than  $2\frac{1}{2}$  times as many low utilizers as did the participant group whose supervisors thought the training had been "essential."

V - DEFINITE PLANS FOR USING A PARTICIPANT'S TRAINING ON HIS RETURN SHOULD BE FORMULATED BY USAID AND THE HOST GOVERNMENT AT THE TIME THE PROGRAM IS BEING PLANNED. STRESS SHOULD BE LAID UPON EFFECTIVE PLACEMENT OF RETURNEES.

Participants were divided into two groups: (1) those whose supervisors stated that definite plans had been made for best use of the participant when he returned from training and (2) those whose supervisors said that no such plans had been made. The proportion of low utilizers in group 2 is twice that in group 1. In group 1 the proportion of high utilizers is more than 5 times larger than the percentage of low users while in group 2 it is only twice as large.

VI - STEPS SHOULD BE TAKEN TO INSURE THAT MORE PARTICIPANTS ARE BETTER INFORMED AND ARE SATISFIED WITH THEIR TRAINING PROGRAMS BEFORE THEY LEAVE HOME.

Among participants who indicated they were well satisfied with their programs prior to departure for training, the proportion of high utilizers is approximately  $4\frac{1}{2}$  times that of low users. In the group who were not well satisfied or who could not recollect their state of mind in this regard, the percentage of high utilizers is only a little more than twice as large as the proportion of low users.

Shortly before the time the selected participant is scheduled to leave his home country and after his predeparture preparation is completed he could be given a brief questionnaire. The crux of this would be a scale of satisfaction on which he would rate himself. If evidence of dissatisfaction or unfulfilled needs appears, steps should be taken at once to remedy the situation before he leaves for training.

COUNTRIES SURVEYED UP TO 1966

AFRICA

Ethiopia

Libya

Morocco

Sudan

Tunisia

LATIN AMERICA (CONT'D)

Costa Rica

Ecuador

Jamaica

Nicaragua

Peru

Surinam

FAR EAST

Japan \*

Korea

Philippines

Taiwan

Thailand

Vietnam

NEAR EAST-SOUTH ASIA

Greece

India

Iran

Israel

Jordan

Pakistan

Turkey

U.A.R. (Egypt)

LATIN AMERICA

Brazil

British Guiana

British Honduras

Bolivia

Chile

\* Japanese data are not included in either the global or Far East regional overall analyses. The program in Japan was so unlike those in other countries that the data would have introduced distortions. Japan, therefore, is the subject of a separate report printed in Japan.