

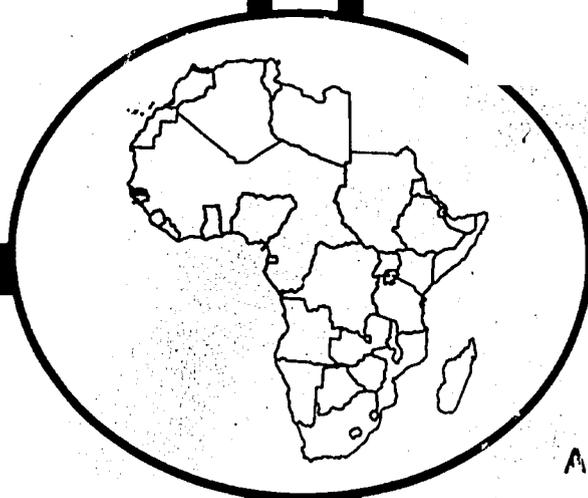
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**A.I.D.
PARTICIPANT TRAINING
PROGRAM**

NORTH AFRICA



AN EVALUATION STUDY

**U.S. Department of State
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D.C. 20523**

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Regional Report
of an
Evaluation Survey

PART

NORTH AFRICA

Prepared under contract
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The Survey of Returned Participants: A Prefatory Note and Acknowledgments

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 so far.

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 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 has been responsible are of three types:

1. Country reports, 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. Reports on almost every country studied are available through AID.

2. Regional and world-wide analyses, based on the data pooled from countries in which the study was conducted. A world-wide report based on studies in twenty-three countries, and summary reports for the four administrative regions (Latin America, Far East, Near East and South Asia, and North Africa) are available through AID. European participants took training of a different nature; their countries were excluded from the evaluation study.

3. Other reports and analyses have also been prepared at the request of the Agency, supplying information based on special tabulations of the survey data. The Bureau has processed and stored the data in a computer format that permits comparative analysis across countries, or by subgroups of participants.



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INTRODUCTION

Participant Training and the Evaluation Survey

This report is a summary of the nature and effects of the AID Participant Training of trainees from five countries of North Africa between 1951 and 1961. It is based on selected data from a world-wide survey of returned participants conducted in these countries between 1960 and 1963.

Participant Training is designed to promote the economic development of the cooperating countries by supplying the training necessary to satisfy the human resource requirements of U. S.-assisted development projects. Each participant's training is integrated into a specific development project and usually oriented towards the performance of a particular job. Training is accomplished by means of observation tours, on-the-job training, or university studies; a majority of the programs combine two or more types.

Programs began to be offered to foreign nationals at various times in different countries, under several forms of sponsorship. With the formation of the International Cooperation Administration in 1955, the programs were consolidated under a central organization; they are now administered by the Office of International Training of AID. Each year 5,000-6,000 trainees arrive in the United States, and another 2,000 are sent to "third country" sites for training. To date about 90,000 participants have been trained--about 76,000 in the United States and 14,000 elsewhere.

The world-wide survey, whose data provide the basis for this report was first conceived in 1959. The main objectives of the research as outlined by ICA were:¹

To ascertain whether the participants: (1) are returning to the positions for which they were trained, (2) are effectively utilizing their training, and (3) are transmitting to others their newly acquired knowledge and skills.

To identify significant factors which contribute to or hinder utilization of training and communications of knowledge and skills.

To ascertain if the technical training provided by ICA is at the appropriate level, of good quality, and relevant to the needs of the participants in the context of the home country situation.

To ascertain if the nontechnical aspects of the training programs, that is, pretraining orientation in the U. S. overseas missions and in Washington or in the third country of training, community participation and hospitality, and instruction in the economic, social, and cultural factors influencing the specific profession or field of activity, were emphasized in the right proportion and were effective.

To ascertain if the administrative practices and procedures of ICA are adequate and effective, and to identify weaknesses and causes of dissatisfaction.

To produce other reliable information concerning matters about which there is presently only speculation; such as, the relative merits of U. S. vs. third-country training, the relevance of age of the participant to the accomplishment of a successful training program and subsequent utilization of the training and the like.

The survey was designed to evaluate the effectiveness of the programs, primarily in terms of the use participants made of their training after returning home. Interviews were conducted in the host countries with former participants who had been back from their training for at

¹International Cooperation Administration Circular A-175, November 5, 1959.

least six months. A standard personal interview schedule of 146 items was constructed for use with participants in all countries where the program was of sufficient size to warrant systematic study. Additional interviews were obtained from many of the participants' work supervisors and from knowledgeable U. S. technicians.

Africa is one of the regions into which the cooperating countries are grouped for administrative purposes. Like the African nations themselves, participant training programs in the region are young and rapidly growing. With the exception of a few participants from Ethiopia, there were no African trainees prior to 1955; this report, therefore, reflects the experiences of the earliest participants, who came from North Africa. In recent years the programs have greatly expanded and now include more than thirty countries on the African continent.

This report is based on survey data from five North African countries: Tunisia, Libya, Ethiopia, Morocco, and Sudan. Liberia was the only African country with a relatively large number of returned participants which was not surveyed. A number of other countries conducted programs but were not surveyed because they had too few returned participants. Initially it was hoped that a common cut-off date could be used to determine the eligibility of returned participants in all countries, but this proved impossible. Surveys in some countries have been postponed until there are sufficient numbers of returned participants to warrant study. Ethiopian interviews were

completed in 1960, Moroccan interviews in 1962, and the remainder in 1963.

Researchers in some countries employed probability sampling while others interviewed all returned participants. In order to combine these data into a representative aggregate for the region, the number of interviews from each country was up-weighted in proportion to the number of their eligible participants in that country. The 1,122 completed interviews thus represent 1,802 trainees. Tunisia and Libya had the largest numbers of participants, each representing about one-third of our African respondents (Table 1).

The Nature and Limitations of This Report

In summarizing the data on North African programs and participants and the use of training they made, we have emphasized only a few of the study findings. They were chosen either because of their inherent importance as program characteristics or because of their effects on subsequent utilization of training. Detailed reports for each country and a world-wide analysis of data from twenty-three countries, both of which treat the data more intensively, are available through AID. These regional reports are intended to provide basic descriptive and evaluative data on programs in each of the administrative areas currently defined by AID.

The data of this report were drawn almost exclusively from interviews with former participants. Although interviews were also

conducted with many of their work supervisors and some U. S. technicians. a variety of uncontrolled factors affected their availability for interviewing, and findings based on their answers cannot be readily generalized to programs in the region as a whole. Supervisors' and technicians' responses were used primarily as sources for independent checks on participants' beliefs and evaluations.

The text of the report singles out only a few highlights of each of the tables. Both text and tables need to be consulted prior to drawing interpretative conclusions. In some cases references are made to more detailed analysis, in order to clarify a finding, for which tables are not presented.

In conducting the survey, a special interview schedule was used with a small group of participants (about one per cent) who were trained in fields other than their occupational specialties. This form varied from the standard questionnaire on items relating to the post-training period, and data concerning the experiences of this small group have been excluded from the analysis of those items.

A Note on Comparisons

At many points in the report data from the world-wide study of participant training in twenty-nine countries have been presented alongside the African findings. These are intended to provide benchmarks or convenient points of reference in interpreting the North African data. They do not permit one to perform rigorous statistical comparisons, since the data for "all regions" include the North African

responses. Because these participants constitute about eight per cent of all respondents, the contrasts shown are only slightly less marked than would be the case if comparisons had been drawn solely with the other three regions.

CHARACTERISTICS OF PARTICIPANTS AND PROGRAMS

Summary: North African participants were much younger and less well educated than were those from other regions, with fewer years of prior experience in their occupational specialties. Most were government officials in professional or managerial positions, but over one-third were drawn from lower status levels. North African programs also differed substantially from others in that most didn't get under way until after 1955, and almost half were conducted outside the United States, one-fourth in Lebanon. On the whole, African programs were shorter than others. Two-thirds of the programs included university training, but many of these consisted of special short-term programs. The largest training fields were agriculture, education and public administration.

Characteristics of Participants

North African participants, almost all of whom were men, were very young in comparison with those from other regions; three out of five were under thirty years old at the time of their selection (Table 2A, B). About half of the North African selectees (54%) were married compared with three-quarters of all trainees studied (Table 2C).

African selectees had much poorer academic qualifications than others; only one out of ten held a university degree, and over half had neither attended a university nor received specialized vocational training (Table 3).

A majority of the trainees were either professionals (30%) or managers and executives (26%), but over one-third were drawn from lower status positions (Table 4). A larger proportion among the African selectees than from elsewhere were students, although they constituted less than ten per cent of the respondents. On the whole, African participants were drawn from lower occupational levels than other trainees.

The large majority (81%) of the selectees were employed by their governments; the rest were mostly in private business or were still studying (Table 5). They came from jobs in a wide variety of economic areas, the largest number being drawn from education (22%), government administration (17%) and agriculture (16%) (Table 6). The African participants had much less work experience than others; although data were not ascertained for one-fifth of the respondents, two out of five of those for whom answers were obtained reported less than two years of prior experience in their specialties (Table 7).

Location and Year of Program

A smaller proportion of African trainees than of others had been sent to the United States; slightly over half (55%) were trained either solely or primarily in the United States while one-quarter were sent to Lebanon and to other countries (Table 8A). Lebanese programs were much shorter than others, consisting primarily of special university training, either alone or in combination with observation tours. As will be shown later, Lebanese programs were much less effective than those held in the United States.

Because African programs started later than others, only 29 per cent of the respondents were trained prior to 1959 (Table 8B). A much higher proportion of the earliest trainees were sent to Lebanon, while in recent years there has been relatively more use of the United States as a training site.

Type and Length of Programs

Training programs are generally of three basic types: university studies, observation tours, and on-the-job training; a majority of the programs combined two or more of these types. Two-thirds of the North African programs included university studies, and three-fifths involved observation tours; almost half (47%) included some on-the-job training (Table 10A).

On the whole, programs of North Africans were shorter than those from other regions; one-quarter lasted less than two months. However, a relatively larger proportion of participants (12%) went on programs which lasted longer than two years (Table 10B). This group consisted primarily of those on regular university programs.

Programs comprised solely of university training lasted a median of 21 months, (Table 11), much longer than for other regions. Programs which combined academic studies with other types of training were only half as long, on the average; 22 per cent of them lasted less than two months. Two distinct types of university training were included here: regular degree programs and short-term special courses. Three-quarters of the participants who received university training were not registered

as regular students. The proportion of regular students was lower in Lebanon or other third countries than in the United States (Table 12).

On-the-job training varied considerably in length; programs consisting of only on-the-job training lasted a median of 5.8 months. Observation tours taken by North Africans were much shorter (three-fifths lasted less than two months) than for other participants.

Training Fields

The participants were trained in a great variety of fields of activity. The largest number were trained in the fields of agriculture (24%), education (23%), public administration (18%), and industry and mining (14%). In proportion, more were trained in education and public administration than was the case in other regions (Table 13). The composition of the programs in each of these fields varied greatly. Programs in agriculture or industry and mining consisted primarily of observation tours, or on-the-job training, while education programs were comprised largely of university studies. Programs in the field of public administration tended to involve more on-the-job training.

THE PREDEPARTURE PERIOD

Summary: Most North African participants reported being selected by their supervisors or a government ministry, but supervisors were mentioned less often than by participants from other regions. Most North African participants rated achievement-oriented criteria "very important" in their selection but "personal contacts" were also considered more important than in other regions. North African trainees played less of a role in planning their programs than did others, but received more predeparture orientation. They were least satisfied with information received about colloquial speech in the training countries and with the content of their programs.

Selection

The selection of participants is a complex process involving officials of the local governments, the USAID mission,¹ and AID/Washington. Like other trainees, North African participants were generally unaware of the U. S. role in their selection; three-quarters said they were selected either by their work supervisors (42%) or by a government ministry (34%), and only six per cent reported being selected directly by USOM (Table 14A). The main difference between North African responses and those of others was that more North African trainees said they were selected by a ministry and fewer by their work supervisors. Since most of the supervisors were government officials, this distinction may seem arbitrary, but it does reflect a more direct involvement of supervisors with the training programs. Such an involvement on their part was found to be one of the major factors influencing the effectiveness of the programs.

One-fourth of the participants reported work-related contacts with USOM prior to their selection, and one-fifth were working either

¹USAID is also referred to as USOM or the Mission.

for the Mission or on a jointly-sponsored project when selected. On the whole, North African participants had fewer prior contacts with USOM than did those from other regions (Table 14B).

In order to explore the importance of various selection criteria, participants were asked about the role of several factors in their own selection. Since their responses reflect the participants' views about a process in which they were not involved, they tend to represent expectations more than facts. For example, almost all selectees (93%) rated "professional and educational qualifications" as having been "very important" (Table 15), although the majority had neither university nor vocational training. There was no empirical relationship between their ratings about this factor and their prior education.

Five-sixths of the trainees considered "needs of the job" and "personal ability" very important (Table 15). Their "language ability" was also rated "very important" by a large proportion (69%) of the participants (Table 15). (The language referred to is not necessarily English, since many were trained in Europe.) Participants who were more proficient in the required language (i.e. who did not desire further training) were more likely to have rated "language ability" as important in their selection.

One major difference between North African trainees and others was that more of them judged "personal contacts" as important; almost half (47%) thought their contacts were "very important" in their selection (Table 15). Higher status participants and those who reported being selected by USOM were more likely to consider them as

important. "Personal contacts" are generally considered a negative selection factor since they do not relate to personal achievement or occupational need. But the data suggest that such a response may reflect greater contacts with the USOM as part of an involvement in development projects as well as traditional patterns of favoritism or influence.

Orientation and Planning

North African trainees had a smaller role in planning their programs than other participants; less than one-fifth (17%) took part in planning their programs (Table 16A). Those who received on-the-job training or observation tours participated more often than those trained at a university, and people in policy making positions participated more than did others.

Although they had less to do with program planning, African participants received more predeparture orientation than others. Three-quarters had obtained some information about their programs either from their employers or a government ministry (Table 16B). Higher status participants in government jobs tended to receive more information than others.

In general, North African participants were less satisfied than others with the information they received prior to departure. An index of satisfaction was constructed, based on the respondents' ratings of the adequacy of information received on ten specific aspects of the programs and of the training countries. Half of the African respondents,

compared with about two-thirds of all participants were satisfied with more than seven of these ten items (Table 17A). Specifically, African participants were less satisfied than others with information received about their countries of training. Those sent to Lebanon were least satisfied with information about their training country, while other third-country trainees were more satisfied than those sent to the United States.

Trainees felt they had received adequate information about many specific details; they were satisfied with information about the time of their departure (96%), length of their programs (95%), use of money in the training country (92%), and the specific location in which they would be trained (86%) (Table 17B). Considerably fewer, however, felt they had received adequate information about the content of their programs (60%) or the patterns of colloquial speech in the training countries (55%).

On the whole, more North African participants felt satisfied at the time of their departure; nearly two-thirds (64%) remembered themselves as being "well satisfied" with their programs at that point (Table 18). Those who felt they had participated to a sufficient extent in planning their programs and those who had received better orientation reported being satisfied more often than did others.

THE PERIOD ABROAD

Summary: Most of the participants trained in the United States attended orientation sessions and almost all of these considered them valuable. Most trainees also visited private homes, and three out of ten participated in communications seminars at the end of their training. About two out of five of those whose programs required English experienced some language difficulties.

Selected Nontechnical Aspects

Over three-quarters (78%) of the participants who were sent to the United States attended orientation sessions after their arrival (Table 19A), primarily at the Washington International Center, and almost all of them considered the orientation valuable. Only one out of five participants trained in Lebanon or other countries received any orientation after his arrival.

Three-quarters of the participants (78%) were entertained in private homes during their training (Table 19B), and all of them liked the visits. Almost all of those trained in the United States, but less than half of those sent to third countries were entertained in private homes.

In order to assist the participants in passing on their acquired skills, a number of "communications seminars" were held for those who had completed their technical training. Three participants out of ten attended such seminars (Table 19C); almost all of whom were trained in the United States. Most went to a seminar conducted by Michigan State University. A majority (62%) of those who attended reported they had used some of the seminar ideas since their return, and more intensive

analysis revealed that seminar attenders had conveyed their training to others somewhat more often.

Language Difficulties

Two-thirds of the participants were sent on programs requiring a knowledge of English, about two-fifths of whom experienced some language problems (Table 20). About half had received prior language training; nevertheless they experienced more difficulties than others, since special language training seemed to matter less than did one's prior knowledge of English. Those who felt proficient in English (i.e. did not desire further training) encountered far fewer language problems than others.

THE POST-TRAINING PERIOD

Summary: After their return home, North African participants had fewer relations with USOM than those from other regions; only one-third reported any contacts with their missions. Eighty-five per cent returned either to their pretraining jobs or to expected new jobs. Compared to other participants, the North Africans rated their supervisors as less helpful; one-third said their supervisors were very helpful in utilizing their training, but almost as many said their supervisors were not helpful.

U.S. Mission Follow-Up

On the whole, North African participants had post-training contacts with USOM much less often than others; 13 per cent had worked for USOM or on jointly-sponsored projects and another fifth reported some other contacts (Table 21A). About one-fifth met frequently or occasionally with a U. S. technician, but three-quarters said there

was no technician available to them for consultation (Table 21B). One-tenth of the respondents had requested some assistance from USOM since their return, and three-fifths received some help (Table 21C).

Career Mobility

The largest number of participants (70%) returned to the same jobs that they had held prior to their training, and 15 per cent returned to new jobs which were expected. If it is assumed that those returning to their former positions also expected to do so, then 85 per cent of the trainees were placed as planned (Table 22). Thirteen per cent of the participants returned to unexpected new jobs and two per cent were unemployed subsequently.

One-third of the participants felt that their training had materially improved their positions and seven per cent said their jobs were worse; most felt their training had not substantially altered their positions. Those who returned to expected new positions were most likely to see their training as career-enhancing, and those who returned to unexpected positions more often felt their training had hurt their careers (Table 23). For some of them, training may have been a way of shunting unwanted people away from the employing organization.

Current Work Situation

North African participants were less likely than others to hold jobs under supervisors who had been trained abroad. Most (61%) were working with some foreign-trained colleagues, but only a fifth of their

supervisors had studied overseas (Table 24A). African participants rated their supervisors relatively low on their helpfulness in utilizing training; one-third considered their supervisors "very helpful," but almost as many (29%) said their supervisors were not helpful (Table 24B). Foreign-trained supervisors were rated "very helpful" much more often than were others (Table 25). As will be shown, conditions of the post-training work situation--particularly a supervisor's attitudes--play a critical role in influencing subsequent utilization of training skills.

EVALUATIONS OF THE PROGRAMS

Summary: North African participants were slightly less satisfied with their programs than were those from other regions; however, four out of ten were very satisfied and six out of ten felt it was one of the most important things they had ever done. They were least satisfied with the length of their programs and the variety of training activities.

Over-All Evaluations

In general, although North African participants were slightly less pleased with their programs than were others, about half said they were "moderately" satisfied and two-fifths (43%) very satisfied (Table 26A). Three out of five rated their programs as "one of the most important things they had ever done" and only three per cent considered the training a "waste of time" (Table 26B). Programs of longer than one year's duration were rated as important more often than others, but a high proportion of those on very short programs also rated

training "one of the most important things they had ever done," even though they were less satisfied than others with their programs (Table 27). These short programs consisted primarily of special university training, most of which was conducted in Lebanon. This type of program (which did not require English) may have been designed especially for lower status participants, and their greater relative need for formal training or study abroad may have caused this slight discrepancy.

The supervisors who were interviewed were also asked to rate the importance of training specifically with respect to the needs of the participants' current jobs; seven out of ten considered it either essential or very important. Longer programs were rated as important much more often than others (Table 28).

Evaluations of Specific Aspects

The participants were least satisfied with the length of their training programs; over half (55%) felt they were too short (Table 29A). Surprisingly, those on programs lasting four months to two years were less satisfied than those on very short programs (Table 30). Participants trained over two years were most often satisfied with the length but one-third wanted still longer programs. Some participants will be dissatisfied with this aspect of training, no matter how long their programs are; the desire to earn a degree while in training may be a source of much of this discontent.

Half of the participants were dissatisfied with the number of things they were required to do and see on their programs; they split about equally between those who wanted more activities (27%) and those who wanted less (23%) (Table 29B).

One-third of the participants felt there had been too little free time allowed for their personal interests (Table 29C). Those trained in Lebanon and other third countries were more satisfied with the amount of free time than were those trained in the United States.

About one-third (36%) of the trainees considered the money allotted for travel and living expenses inadequate (Table 29D). Those in policy-making positions were least satisfied, and married participants were less satisfied than those who were single. Regular university students found the money adequate more often than others.

Four-fifths of the participants considered the level of their programs satisfactory, and the remainder were almost evenly split between those who considered them too simple and those who felt they were too difficult (Table 29E). Participants who held a university degree prior to their training were less satisfied than others with the level of training. (Those who had received information about the level of their program prior to their departure tended to be more satisfied than others.)

UTILIZATION OF TRAINING

Many programs of international exchange and training have used survey techniques in exploring participants' beliefs and evaluations, but few have followed the trainee home and sought to document the long-term effects of their programs. The present survey is unusual in that its primary focus was on what took place after training. All the facets of the program discussed so far are, in a sense, only preconditions for use, serving to define the nature of the training program as it was actually experienced. The ultimate test of a program's worth, apart from the personal satisfactions it generated, is its usefulness for returned participants working on the development-related projects for which they were trained.

An effective training program was defined as one whose results can be realized in several ways. Briefly put, the ideally effective program recipient must have returned to be placed in the right job, used his training or have plans for use, convey some of the new-found skills and knowledge to others, and subjectively view the program as having been an asset for his career, satisfactory, and important to him.

As already shown, most participants returned to their previous jobs or expected new positions, and the level of satisfaction with which most participants viewed training was high. Now we will focus attention on the study's central question: What are the factors which measurably affect the utilization of training?

The Utilization Index

In order to study the extent of utilization an index has been constructed, based on the combination of answers to two questions: how much each participant indicated he had used his skills on the job, and how much he had conveyed (transmitted) the substance of his training to others. The participants were divided into four groups according to this index:

- | | | |
|------------------|--------|---|
| <u>Very High</u> | (16%): | those who both used and transmitted quite a bit or almost all of their training; |
| <u>High</u> | (22%): | those who had done both somewhat less; |
| <u>Moderate</u> | (29%): | those who had done either one a great deal (or somewhat less), but the other hardly at all; |
| <u>Low</u> | (23%): | those who had used and transmitted little or none of their training. |

No absolute significance can be given to the resulting distribution of cases; a different way of setting up the categories would have resulted in another distribution. This classification permits one to order or rank the participants in terms of greater and lesser degrees of utilization, blending the two ways in which it is hoped that each man's training will contribute to development: through direct application and by indirect diffusion of the substance of the training.

Both components of the Index and the resulting index are shown in Table 31. The North African distribution is slightly biased towards lower utilization because 95 respondents whose answers were "not ascertained" are included in the "low" category; this was due to inconsistencies in the data received in Washington.

North African participants utilized much less of their training than did others; two-fifths (38%) had both used and transmitted their skills somewhat, but one-third had done little or none of either (Table 31). Their training was both used and conveyed less often; half had used little or none of their technical training and two out of five had passed on little or none of what they had learned.

Half of the participants still had plans for using their training in the future. Those who had already used a good deal were more likely to have plans for future utilization (Table 32); fewer of those who had been home four or more years retained any hopes.

Utilization and Program Characteristics

Subsequent utilization of training varied considerably among training fields. Participants trained in transport and communications, and industry and mining used more than others, while those trained in health and sanitation, and education used least (Table 33). (This finding can be thought of as a summary of the more detailed ways in which programs vary, since training fields differ on the average in the length, level and type of the programs offered.)

The training country was also highly related to ultimate utilization. Participants sent to Lebanon reported using less of their training than those sent to the United States, but others on third-country programs (primarily in France or other European countries) utilized more than U. S. trainees (Table 34). This finding requires caution in interpretation; more intensive analysis would be required to reveal whether it was related more to the site or the nature of participants sent there, or the types of programs offered. It is clear that Lebanese programs were not particularly effective, but it is difficult to say to what extent this was due to the country or to the special nature of the programs (short-term university training).

Utilization varied considerably with the type of training. Those who took on-the-job training, either alone or in conjunction with other types, tended to use more of their training. Those who received university training only (which lasted much longer than other types) were also relatively high utilizers, but trainees on programs which consisted of university training plus observation tours (most of which were conducted in Lebanon and lasted less than four months) were the lowest users (Table 35).

Utilization was also related to the student status of participants who received university training; regular university students were higher utilizers than special students (Table 36). Special students were primarily those whose programs included very short periods

of university training in addition to some other type; a larger proportion of them went to Lebanon and elsewhere. Extended periods of regular university training appear to be one of the most effective types of training, while shorter (special) university programs were among the least effective for North African participants.

Utilization of training increased with program length. Participants on programs which lasted more than two years were the highest utilizers; those (38%) trained less than four months were lowest. Participants whose programs lasted between one and two years used somewhat less of their training than those in training for six months to one year (Table 37). Again, these findings are affected to some unknown degree by the desire to obtain degrees as part of a training sojourn.

Utilization and the Predeparture Period

The choice of participants based on work-related criteria is negatively related to utilization of training. The few participants (9%) who did not consider the "needs of the job" very important to their selection were higher utilizers (Table 38). This negative relationship, contrary to the findings for other regions is probably due to the higher proportion of students among African selectees.

The scope of personal involvement by the participant in the predeparture period is positively related to subsequent utilization. Trainees who participated in planning their programs were higher

utilizers upon returning home (Table 39). In part, this was because greater involvement resulted in a more positive initial reaction to their programs, but it may also have been related to the building up of a stronger motivation for utilization.

Subsequent utilization was not related to the satisfaction felt prior to departure (Table 40). Such satisfaction, which is strongly related to the participants' involvement in program planning and the quality of his orientation is no doubt desirable in itself, but does not have an appreciable effect on ultimate utilization of training.

Utilization and Satisfaction with the Training Program

One might conclude that participants' evaluations of various aspects of the program are strongly associated with ultimate use. This has not proved to be the case. It is necessary to distinguish among the actual characteristics of training programs, trainees' evaluations of each, and their ultimate use of training. In general only slight relationships have been found between subjective evaluations of elements of the program and the effectiveness of training as gauged by the utilization measure.

Of the many elements of the programs evaluated, three were selected as representing their substance: length, level, and variety (or complexity) of the program. A "satisfaction index" was developed as a summary measure of satisfaction with these three substantive elements. Each person was classified by how many of the three elements he evaluated

favorably. By this measure, only 18 per cent were found to have approved of all three aspects of their programs, with another 40 per cent judging two out of three as satisfactory.

There is no appreciable relationship between satisfaction with the substance of the program, as measured by this index, and subsequent use of training (Table 41A). Slight positive relationships were found for other regions, but the trend for Africa is slightly negative. Although subjective satisfaction with the details of training is desirable in itself, it is not an important determinant of effective utilization.

An index was similarly constructed to represent satisfaction with the nontechnical aspects of the program. This index was based on the evaluations of three nontechnical elements: the money allotted, free time allowed for personal interests, and planned social activities; each respondent was classified by how many he evaluated favorably. One-third of the participants were satisfied with all three elements and another 42 per cent approved of two out of three.

As with program satisfaction, there is no relationship between utilization of training and satisfaction with these nontechnical aspects of the program (Table 41B); by this measure of program effectiveness the nontechnical factors are not crucial. They contribute to a more pleasant period of training, and doubtless have other desirable effects not tapped by the methodology of this study, but do not seem to have much significance for utilization of training.

Utilization and the Post-Training Period

Time back since completing the program is slightly related to ultimate use. Only four per cent of the trainees had been home for more than five years, but these participants were higher utilizers; those back less than two years were slightly lower than others (Table 42). In a sense, time sets limits on the opportunity to use training, being also related to later job changes and their generally negative effects on the utilization of training.

The particular pattern or history of job-changing since the program, which was in part influenced by training, is also related in a complex way to utilization. Participants who returned to new jobs which had been expected used more of their training; those who remained in their pretraining jobs (one-half of the respondents) used least. (Table 43).

One of the most important influences upon subsequent utilization of training is the supervisor's role in assisting the returned participant. Participants who characterized their supervisors as "very helpful" in efforts to utilize training were much higher utilizers than those whose supervisors were seen as less helpful, indifferent, or in some cases, even hostile (Table 44). The supervisor's attitudes and actions concerning utilization are key aspects of the work environment of the returned participant. As "gatekeepers" of organizational procedures and resources, the supervisors can prove decisive for the success or failure of their subordinates' attempts to introduce new

techniques and ideas, and bring greater vitality to the performance of their work tasks.

These findings document the complex ways in which training, personal career achievement, and organization factors are interrelated with ultimate utilization. Each participant's subsequent career is partly shaped by his training; in turn his career path influences the scope of opportunities and his motivations to use the skills and techniques that training supplied.

Another influential set of post-program circumstances related to the returned participants' contacts with the U. S. Mission. These can arise in the context of collaboration on work projects, through requests by participants for some kind of assistance or by U. S. technicians offering help as part of their "follow-up" responsibilities. However it comes about, greater contact is associated with utilization. One-third of those who worked for USOM or on a jointly-sponsored project, but only 13 per cent of those who had no contacts were very high utilizers (Table 45A). Similarly, 39 per cent of the participants who had frequent contacts with a U. S. technician, but only 14 per cent of those reporting no technician available utilized a good deal of their training (Table 45B). And, those who had requested and received assistance from USOM were much higher utilizers than those who did not request help (Table 45C).

In general, from the standpoint of utilization, the data support the thesis that the quality of training, the placement of participants, and a supportive home country environment are far more important than

a set of satisfying personal experiences during training. The image of the program as a professional rather than a personal experience is the controlling one. And, of the factors affecting utilization considered in terms of the phases with which they are linked, those relating to post-program conditions are, as a group, the most powerful set of determinants. One can stress the importance of maintaining liaison with supervisors and participants, through personal contacts if possible, as they seek to apply the lessons of training. The continuous involvement of the participant, his supervisor and U. S. AID personnel, throughout the course of the program and subsequently, is the indispensable prerequisite for program effectiveness.

On the whole, programs of North Africans contrasted sharply with those taken by other participants and were much less effective in terms of the utilization measure. A number of factors appear to have contributed to these findings. First, the participants themselves were much younger and less well educated. Second, the programs were shorter and involved U. S. training less often than others. In particular, the shorter-term Lebanese programs were less effective than others. Third, there had apparently been less interaction between the local U. S. Missions, the participants, and their work supervisors both before and after the training program. These differences underline the crucial importance of the home country environment in the utilization of training, and the resultant need both for careful preparations and for closer follow-up by U. S. personnel, involving both the participant and his work supervisor.

TABLE 1

NUMBER OF PARTICIPANTS INTERVIEWED AND FIRST RECORDED YEAR OF DEPARTURE BY COUNTRY

Country	First Year	Participants		
		Number Interviewed	Weighted Number ^a	Weighted Per Cent
Tunisia	1957	454	536	35
Libya	1955	224	560	31
Ethiopia	1951	197	315	17
Morocco	1958	147	191	11
Sudan	1958	100	100	6
Total		1122	1802	100

^aThe interviews from each country have been upweighted according to the number of eligible returned participants in that country at the time of the survey. Unless otherwise noted, all tables are based on these weighted numbers.

NOTE: The distributions for "All Regions" in the tables that follow are based on 29 countries. In addition to the North African countries shown above, these include:

Latin America: Brazil, Bolivia, Chile, Peru, Ecuador, Costa Rica, Nicaragua, Jamaica, British Honduras, British Guiana, Surinam.

Far East: Philippines, Thailand, China (Taiwan), Korea, Vietnam.

Near East and South Asia: India, Turkey, Pakistan, Iran, Greece, Jordan, Israel, Egypt.

The total weighted number of participants in "All Regions" which was used as a base for percentaging was 23,373; omissions are noted in footnotes to each table.

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TABLE 2

PERSONAL CHARACTERISTICS OF PARTICIPANTS AT TIME OF DEPARTURE:
SEX, AGE AND MARITAL STATUS
(In Percentages)

Personal Characteristics	North Africa	All Regions
A. <u>Sex</u>		
Male	96%	90%
Female	4	10
B. <u>Age</u>^a		
Under 25	35%	9%
25 - 29	26	19
30 - 39	27	43
40 - 49	10	23
50 and o	2	6
C. <u>Marital Status</u>^b		
Married	54%	73%
Single	46	27

^aExcludes "Not Ascertained" (29 respondents in North Africa and 247 in All Regions).

^bExcludes "Not Ascertained" (51 respondents in North Africa and 166 in All Regions).

TABLE 3

PRIOR EDUCATION OF PARTICIPANTS
(In Percentages)

Prior Education		North Africa	All Regions
<u>Received University Degree</u>		11%	60%
Some Specialized Training ^a	2	10	
No Specialized Training	9	50	
<u>Some University Attendance</u>		7%	9%
Some Specialized Training	2	3	
No Specialized Training	5	6	
<u>No University Attendance</u>		82%	31%
Some Specialized Training	29	17	
No Specialized Training	53	14	
Total	% (N)	100 (1802)	100 (23,373)

^a"Specialized Training" refers to vocational and trade schools or periods of formal training not at universities which was occupationally relevant.

TABLE 4

OCCUPATIONAL STATUS AT THE TIME OF SELECTION
(In Percentages)

Occupational Status	North Africa	All Regions
Top Policy Makers, Executives	2%	1%
Second Level Policy Makers	5	7
Administrative Officials, Managers	19	30
Engineers	2	10
Other Professionals: Scientists and Teachers	28	32
Subprofessionals, Technicians	14	10
Supervisors, Inspectors and Foremen	4	3
Artisans and Craftsmen	6	2
Workers and Others	12	3
Students	8	2
Total ^a %	100	100
(N)	(1787)	(23,171)

^aExcludes "Not Ascertained" (15 respondents in North Africa and 202 in All Regions).

TABLE 5
 TYPE OF EMPLOYMENT AT THE TIME OF SELECTION
 (In Percentages)

Type of Employment	North Africa	All Regions
Government	81	
Private Business	9	
Student	6	
Profession:	3	
Trade Union	1	
Nationalized Industry	.*	
Other	.*	
Total ^a	100	100
	(N)	(23,104)

*Less than 0.5%.

^aExcludes "Not Ascertained" (5 respondents in North Africa and 269 in All Regions).

TABLE 6

AREA OF ECONOMIC ACTIVITY AT TIME OF SELECTION
(In Percentages)

Area of Economic Activity	North Africa	All Regions
Education	22	20
Government Administration (n.e.c.)	17	19
Agriculture, Forestry and Fisheries	16	16
Manufacturing and Mining	10	9
Health and Sanitation	7	8
Commerce and Banking	5	4
Transport and Communications	3	6
Engineering and Construction	2	5
Utilities	1	3
Labor	1	2
Community Development	_*	1
All Others	6	3
Inactives, N.A.	0	4
Total	100	100
(N)	(1802)	(23,373)

*Less than 0.5%.

TABLE 7

TIME EMPLOYED IN OCCUPATIONAL SPECIALTY PRIOR TO SELECTION
(In Percentages)

Time Employed in Specialty		North Carolina	All Regions
Ten years or more		11	36
Five to ten years		14	24
Two to five years		22	21
Less than two years		22	13
None		10	3
Not Ascertained		21	3
Total	%	100	100
	(N)	(1802)	(23,373)

TABLE 8

MAJOR COUNTRY OF TRAINING AND YEAR OF DEPARTURE
(In Percentages)

		North Africa	All Regions
A. Major Country of Training			
Mainland United States Only		52%	69%
Mainland United States Primarily		3	9
Some United States: Puerto Rico, Hawaii, Canal Zone		1	6
Lebanon		26	4
All Other Non-U.S. Sites		18	12
		<hr/>	
Total	%	100	100
	(N)	(1802)	(23,373)
B. Year of Departure			
1954 or earlier		1%	20%
1955 - 1958		28	53
1959 or later		71	27
		<hr/>	
Total	%	100	100
	(N)	(1802)	(23,373)

TABLE 9

COUNTRY OF TRAINING BY YEAR OF DEPARTURE
(In Percentages)

Country of Training	Year of Departure		Total
	1958 or Earlier	1959 or Later	
Mainland United States Only	45	56	52
Mainland United States Primarily	3	2	3
Some United States: Puerto Rico, Hawaii, Canal Zone	1	.*	.*
Lebanon	37	22	27
All Other Non-U.S. Sites	14	20	18
Total ^a	100	100	100
	(N)	(N)	(N)
	(534)	(1257)	(1791)

*Less than 0.5%.

^aExcludes "Not Ascertained" (N=11).

TABLE 10

MAJOR TYPES OF TRAINING AND LENGTH OF PROGRAMS
(In Percentages)

	North Africa	All Regions
A. Major Types of Training Programs		
Any university studies	66%	52%
Any observation tours	59	69
Any on-the-job training	47	44
Any special group training not at a university	15	30
Total ^a	187%	195%
(N)	(1802)	(23,373)
B. Length of Training Program		
Under two months	26%	10%
Two to under four months	12	17
Four to under six months	7	10
Six months to under one year	23	31
One to under two years	20	29
Two years or more	12	3
Total ^b	100	100
(N)	(1748)	(23,185)

^aPercentages add to more than 100% because programs consisting of combinations of university studies, observation tours and on-the-job training are counted more than once.

^bExcludes "Not Ascertained" (54 respondents in North Africa and 188 in All Regions).

TABLE 11

LENGTH OF TRAINING AND MEDIAN LENGTH BY MAJOR TYPES OF PROGRAMS

Major Types of Programs	Length of Training Program (In Percentages)				Total (N) (=100%)	Median Length (Months)
	Up to Two Months	Two Up to Six Months	Six Up to Twelve Months	Twelve or More		
<u>Any University</u>	19	9	23	49	(1105)	11.6
University only	8	6	18	68	(235)	21.1
University plus other	22	10	25	43	(870)	10.4
<u>Any On-The-Job Training</u>	6	22	33	39	(781)	10.0
On-the-job training	6	47	35	12	(155)	5.8
On-the-job training plus other	6	17	32	45	(626)	11.2
<u>Any Observation Tour</u>	40	21	19	20	(999)	3.3
Observation tour only	59	33	7	1	(334)	under 2
Observation tour plus other	31	15	24	30	(665)	7.0
Total ^a	26	19	23	32	(1748)	7.4

^aExcludes "Not Ascertained" (N=54). The numbers in major entries do not add to the total number: those with combined programs are counted more than once and those on special group tours were not analyzed separately.

TABLE 12

STUDENT STATUS BY COUNTRY OF TRAINING
(In Percentages)

Student Status	Country of Training				Total
	United States Only	United States Primarily	Lebanon	All Other Sites	
Regular university student	28	41	21	13	24
Special university student	72	59	79	87	76
Total ^a	100	100	100	100	100
(N)	(543)	(24)	(421)	(104)	(1092)

^aExcludes participants not trained at a university (N=632), and "Not Ascertained" (N=78).

TABLE 13

TRAINING FIELD
(In Percentages)

Training Field	North Africa	All Regions
Agriculture and Natural Resources	24	26
Education	23	14
Public Administration	18	12
Industry and Mining	14	14
Health and Sanitation	8	12
Transport and Communications	4	9
Labor	3	6
Community Development*	1	2
All Other, N.A.	5	5
Total	100	100
% (N)	(1802)	(23,373)

TABLE 14

SELECTION AGENT AND PRIOR WORK CONTACTS WITH USOM
(In Percentages)

	North Africa	All Regions
A. <u>Selection Agent</u>		
Supervisor	42%	52%
Ministry, Government	34	20
USOM	6	12
Union, Trade Association	6	4
University Person	2	2
Special Board	1	3
Others	9	7
	<hr/>	
Total ^a	100	100
	(N)	(22,219)
B. <u>Prior Work Contacts with USOM</u>		
Worked with USOM or joint project	19%	22%
Had other prior work contacts	7	18
No prior work contacts	74	60
	<hr/>	
Total ^b	100	100
	(N)	(23,076)

^aExcludes "Not Ascertained" (177 respondents in North Africa and 1154 in All Regions).

^bExcludes "Not Ascertained" (44 respondents in North Africa and 297 in All Regions).

TABLE 15

PARTICIPANTS' VIEWS ON THE IMPORTANCE OF FIVE FACTORS IN THEIR SELECTION
(Percentages who believed each factor was "very important.")

Selection Factor	North Africa	All Regions
Professional and educational qualifications	93	89
Needs of the job	86	89
Personal ability ^b	82	88
Language ability	69	62
Personal contacts	47	39

^aAll percentages are based on 1802 respondents from North Africa and 23,373 from All Regions.

^bIn North Africa 11% were coded "Don't Know" or "No Answer" on whether personal ability was important.

TABLE 16

PARTICIPANTS' INVOLVEMENT IN PLANNING AND SOURCES
OF PREDEPARTURE INFORMATION ABOUT TRAINING PROGRAM
(In Percentages)

		North Africa	All Regions
A. <u>Participation in Planning</u>			
Participated sufficiently		13%	28%
Participated, but not sufficiently		4	7
Did not participate		83	65
<hr/>		<hr/>	
Total	%	100	100
	(N)	(1802)	(23,373)
B. <u>Sources of Predeparture Information about Program</u>			
Received information at workplace and sponsoring ministry		22%	20%
Received information at workplace only		41	29
Received information at sponsoring ministry only		9	12
Did not receive information at either place		28	39
<hr/>		<hr/>	
Total ^a	%	100	100
	(N)	(1625)	(22,622)

^aExcludes "Not Ascertained" (177 respondents in North Africa and 751 in All Regions).

TABLE 17

SATISFACTION WITH INFORMATION RECEIVED IN PREDEPARTURE ORIENTATION
AND SUMMARY INDEX
(Percentages "Satisfied")

		North Africa	All Regions
A. <u>Index of Satisfaction with Predeparture Information</u>			
High		51%	65%
Moderate		43	26
Low		6	9
Total ^a	%	100	100
	(N)	(1802)	(23,373)
B. <u>Satisfaction with Information about:</u>			
Time of departure		96%	86%
Length of program		95	94
Use of money in training country		92	88
Training site		86	74
Program content		60	62
Colloquial speech and idioms in training country		55	72

^aThe index is based on the six items shown plus satisfaction with information about "how to use restaurants and public facilities," "religious practices," "other aspects of the program," and "their manners and customs generally." Respondents satisfied with 8-10 items are reported "high," those satisfied with 5-7 "moderate," and those satisfied with 4 or less "low."

TABLE 18

SATISFACTION WITH TRAINING PROGRAM PRIOR TO DEPARTURE
 BY PARTICIPATION IN PLANNING
 (In Percentages)

Predeparture Satisfaction	Participation in Planning			Total
	Participated Sufficiently	Participated, But Not Enough	Did Not Participate	
Well satisfied	80	61	61	64
Not very well satisfied	11	16	13	13
Can't say	9	23	26	23
Total ^a	%	100	100	100
	(N)	(234)	(70)	(1479)
			(1479)	(1783)

^aExcludes "Not Ascertained" (N=19).

TABLE 19

ATTENDANCE AT ORIENTATION SESSIONS, VISITS TO PRIVATE HOMES,
AND ATTENDANCE AT COMMUNICATIONS SEMINARS
(In Percentages)

		North Africa	All Regions
A. <u>Attendance at Orientation Sessions in United States</u>			
Attended orientation		78%	76%
Did not attend		22	24
Total ^a	%	100	100
	(N)	(990)	(18,320)
B. <u>Visits to Private Homes</u>			
Visited private homes		78%	82%
Did not visit private homes		22	18
Total	%	100	100
	(N)	(1802)	(23,373)
C. <u>Attendance at Communications Seminars</u>			
Attended seminar		30%	19%
Did not attend		70	81
Total	%	100	100
	(N)	(1802)	(23,373)

^aBased on the number of participants who were trained in the United States. Only orientation sessions lasting longer than one day are reported.

TABLE 20

DIFFICULTY WITH ENGLISH EXPERIENCED ON TRAINING PROGRAM
BY LANGUAGE TRAINING RECEIVED AND DESIRED
(In Percentages)

Difficulty With English	Desired Further Language Training		Did Not Desire Further Training		Total
	Received Some	Did Not Receive Any	Received Some	Did Not Receive Any	
Experienced some difficulty ^a	56	57	21	13	42
Did not experience any difficulty	44	43	79	87	58
Total ^b % (N)	100 (400)	100 (254)	100 (108)	100 (262)	100 (1024)

^aIncludes respondents who reported difficulty being understood (16%), understanding others (11%), or both (15%).

^bExcludes participants whose program did not require English (N=622), participants not trained in their occupational specialty (N=22), and "Not Ascertained" (N=134).

TABLE 21

CONTACTS WITH USOM SINCE RETURNING FROM TRAINING^a
(In Percentages)

		North Africa	All Regions
A. <u>Contacts with USOM</u>			
Worked with USOM or joint project		13%	25%
Some other contact		20	30
No contact		67	45
		<hr/>	
Total	%	100	100
	(N)	(1671)	(22,147)
B. <u>Contacts with USOM Technician</u>			
Frequent contact		9%	19%
Occasional contact		10	17
Never met technician		7	3
No technician available		74	61
		<hr/>	
Total	%	100	100
	(N)	(1675)	(22,179)
C. <u>Assistance Requested and Received from USOM</u>			
Requested assistance and received some		6%	17%
Requested assistance, did not receive any		4	4
Did not request assistance		90	79
		<hr/>	
Total	%	100	100
	(N)	(1663)	(22,098)

^aAll tables exclude participants who were not trained in their occupational specialty (22 respondents in North Africa and 1017 in All Regions) and the components exclude "Not Ascertained."

TABLE 22

PATTERN OF CAREER MOBILITY SINCE TRAINING PROGRAM
(In Percentages)

Career Mobility	North Africa	All Regions
No job changes since selection	53	37
Returned to same job, but changed since	17	36
Postprogram job change (expected)	15	14
Postprogram job change (unexpected)	13	10
Unemployed since return	2	3
Total ^a	100	100
% (N)	(1673)	(22,196)

^aExcludes participants not trained in their occupational specialty (North Africa 22; All Regions 1017) and "Not Ascertained" (North Africa 107; All Regions 160).

TABLE 23

CAREER IMPACT OF TRAINING BY POSTPROGRAM JOB CHANGES
(In Percentages)

Impact of Training	Postprogram Job Changes				Total
	No Job Changes	Returned to Expected New Job	Returned to Unexpected New Job	Returned to Same Job, But Changed Since	
Present job is:					
Better	34	40	34	26	33
Same	54	39	36	50	49
Worse	3	11	18	8	7
Can't say	9	10	12	16	11
Total ^a	% 100 (N) (872)	100 (248)	100 (215)	100 (291)	100 (1626)

^aExcludes participants not trained in their occupational specialty (N=22), "Unemployed" (N=37), and "Not Ascertained" (N=117).

ASPECTS OF CURRENT WORK SITUATION: WORK COLLEAGUES TRAINED ABROAD
AND SUPERVISOR'S HELPFULNESS IN UTILIZING TRAINING
(In Percentages)

		North Africa	All Regions
A. <u>Work Colleagues Trained Abroad</u>			
Supervisor trained abroad		19%	41%
Other colleagues trained abroad		42	29
No work colleagues trained abroad		39	30
		<hr/>	
Total ^a	%	100	100
	(N)	(1634)	(21,472)
B. <u>Supervisor's Helpfulness in Utilizing Training</u>			
Very helpful		34%	44%
Somewhat helpful		19	27
Neither helpful nor unhelpful		18	13
Not helpful		29	16
		<hr/>	
Total ^b	%	100	100
	(N)	(1197)	(18,265)

^aExcludes participants not trained in their occupational specialty (North Africa 22; All Regions 1017), "Unemployed" (North Africa 37; All Regions 589), and "Not Ascertained" (North Africa 109; All Regions 295).

^bExcludes participants who had no supervisor (including unemployed) (North Africa 447; All Regions 3752), were not trained in their occupational specialty (North Africa 22; All Regions 1017), or were "Not Ascertained" (North Africa 136; All Regions 339).

TABLE 25

SUPERVISOR'S HELPFULNESS IN UTILIZING TRAINING
BY WHETHER SUPERVISOR WAS TRAINED ABROAD
(In Percentages)

Supervisor's Helpfulness	Whether Supervisor Was Trained Abroad		Total
	Supervisor Was Trained Abroad	Supervisor Was Not Trained Abroad	
Very helpful	47	30	34
Somewhat helpful	19	18	19
Neither helpful nor unhelpful	17	19	18
Not helpful	17	33	29
Total ^a	100	100	100
	(N)	(909)	(1192)

^aExcludes respondents with no supervisor (including unemployed) (N=447), participants not trained in their occupational specialty (N=22), and "Not Ascertained" (N=141).

TABLE 26

OVER-ALL SATISFACTION WITH TRAINING AND RATING
OF THE IMPORTANCE OF THE PROGRAM
(In Percentages)

		North Africa	All Regions
A. <u>Over-all Satisfaction with Training</u>			
Very satisfied		43%	49%
Moderately satisfied		48	44
Not too satisfied		9	7
		<hr/>	
Total ^a	%	100	100
	(N)	(1679)	(22,183)
B. <u>Rating of Importance of the Program</u>			
One of the most important things ever done		61%	67%
A waste of time		3	1
In between "most important" and 'waste of time'		36	32
		<hr/>	
Total ^b	%	100	100
	(N)	(1680)	(22,177)

^aBoth tables exclude participants not trained in their occupational specialty (North Africa 22; All Regions 1017), and "Not Ascertained."

^bQuestion 145: "Some participants, after they return, think their program was one of the most important things they ever did, some think it was a waste of time, and others rate it somewhere in between. How would you rate your program?"

TABLE 27

PARTICIPANTS' EVALUATIONS OF THE IMPORTANCE OF THE PROGRAM
BY LENGTH OF TRAINING PROGRAM
(In Percentages)

Length of Training Program	Evaluation of Importance of Program			Total (N) ^a (=100%)
	One of the Most Important Things Ever Done	A Waste of Time	In Between "Most Important" and "Waste of Time"	
Under two months	61	3	36	(429)
Two to under four months	42	1	57	(209)
Four to under six months	57	6	37	(123)
Six months to under one year	58	3	39	(378)
One to under two years	73	3	24	(309)
Two years or more	73	2	25	(178)
Total	61	3	36	(1626)

^aExcludes participants not trained in their occupational specialty (N=22), and "Not Ascertained" (N=154).

TABLE 28

SUPERVISORS' EVALUATIONS OF THE IMPORTANCE OF THE PROGRAM
FOR THE CURRENT JOB BY LENGTH OF TRAINING PROGRAM
(In Percentages)

Length of Training Program	Evaluation of Importance of Program ^a			Total (N) (=100%)
	Essential or Very Important	Helpful But Not Very Important	Not Useful or Better Off Without It	
Under six months	48	50	2	(42)
Six months to under one year	77	19	4	(69)
One to under two years	68	29	3	(69)
Two years or more	88	10	2	(41)
Total	71	26	3	(221)

^aSupervisor's questionnaire, question 17: "As a qualification for his present job, how important was (participant's) training program --essential, very important, helpful but not very important, not useful, or would he have been better off without it?" Answers concerning an unweighted total of 234 participants were obtained; "Don't Know" and "No Answer" are excluded (N=13). No supervisors were interviewed in Tunisia or Libya.

TABLE 29

EVALUATIONS OF FIVE ASPECTS OF THE TRAINING PROGRAM:
LENGTH, LEVEL, VARIETY, MONEY AVAILABLE, AND FREE TIME
(In Percentages)

Evaluations ^a	North Africa	All regions
A. <u>Length of Program</u>		
Satisfactory	41%	46%
Too short	55	50
Too long	4	4
Total	100	100
% (N)	(1790)	(23,312)
B. <u>Variety of Training Experiences</u>		
Satisfactory	50%	52%
Insufficient	27	30
Excessive	23	18
Total	100	100
% (N)	(1746)	(23,119)
C. <u>Time Free for Personal Interests</u>		
Satisfactory	63%	60%
Too little	33	38
Too much	4	2
Total	100	100
% (N)	(1792)	(23,288)
D. <u>Money Available for Living Costs and Travel</u>		
Satisfactory	63%	70%
Inadequate	36	29
Excessive	1	1
Total	100	100
% (N)	(1793)	(23,268)
E. <u>Level of Program</u>		
Satisfactory	80%	79%
Too simple	11	15
Too difficult	9	6
Total	100	100
% (N)	(1764)	(23,122)

^aExcludes "Not Ascertained."

TABLE 30

SATISFACTION WITH PROGRAM LENGTH BY LENGTH OF TRAINING PROGRAM
(In Percentages)

Length of Training Program	Satisfaction with Program Length			Total (N) (=100%)
	Satis- factory	Too Short	Too Long	
Less than two months	45	50	5	(440)
Two to four months	47	46	7	(210)
Four to six months	31	68	1	(124)
Six months to one year	23	74	3	(385)
One to two years	38	60	2	(359)
Two years or more	66	33	1	(215)
Total ^a	40	56	4	(1733)

^aExcludes "Not Ascertained" (N=69).

TABLE 31

UTILIZATION OF TRAINING: AMOUNT USED AND CONVEYED, AND INDEX^a
(In Percentages)

	North Africa	All Regions
A. COMPONENTS^b		
<u>Use of Training Skills or Knowledge in Current Job</u>		
All or almost all	10%	21%
Quite a bit	19	31
Some	23	23
Little or none	48	25
Total	100	100
% (N)	(1679)	(22,173)
<u>Amount of Training Conveyed to Others</u>		
All or almost all	7%	17%
Quite a bit	25	35
Some	28	29
Little or none	40	19
Total	100	100
% (N)	(1682)	(22,199)
B. INDEX^c		
<u>Utilization Index</u>		
Very high	16%	38%
High	22	29
Moderate	29	21
Low	33	12
Total	100	100
% (N)	(1780)	(22,356)

^aAll tables exclude participants who were not trained in their occupational specialty (22 respondents in North Africa and 1017 in All Regions).

^bExcludes "Not Ascertained."

^cThe index is based on the two items above: use of training skills and transmission of training to others. The categories are defined in the text.

TABLE 32

PLANS FOR FUTURE UTILIZATION OF TRAINING BY PAST UTILIZATION
(In Percentages)

Participants' Plans for Future Utilization	Utilization Index				Total
	Very High	High	Moderate	Low	
Have plans	68	63	48	28	49
Do not have plans	32	37	52	72	51
Total ^a	100	100	100	100	100
(N)	(278)	(386)	(521)	(487)	(1672)

^aExcludes participants not trained in their occupational specialty (N=22) and "Not Ascertained" (N=108).

TABLE 33

UTILIZATION OF TRAINING BY TRAINING FIELD
(In Percentages)

Training Field	Utilization Index				Total (N) ^a (=100%)
	Very High	High	Moderate	Low	
Transport and Communications	34	20	24	22	(79)
Industry and Mining	21	25	30	24	(242)
Labor	17	23	35	25	(48)
Agriculture and Natural Resources	16	25	36	23	(433)
Public Administration	15	23	32	30	(321)
Health and Sanitation	12	26	21	41	(140)
Education	12	15	23	50	(405)
All Others	15	21	32	32	(112)
Total	16	22	29	33	(1780)

^aExcludes participants not trained in their occupational specialty (N=22).

TABLE 34

UTILIZATION OF TRAINING BY COUNTRY OF TRAINING
(In Percentages)

Country of Training	Utilization Index				Total (N) ^a (=100%)
	Very High	High	Moderate	Low	
Mainland United States Only	15	23	31	31	(933)
Mainland United States Primarily	18	14	43	25	(46)
Lebanon	9	19	30	42	(465)
All Other Sites	26	21	25	28	(330)
Total	16	22	29	33	(1774)

^aExcludes participants not trained in their occupational specialty (N=22) and "Not Ascertained" (N=6).

TABLE 35

UTILIZATION OF TRAINING BY SPECIFIC TYPE OF PROGRAM
(In Percentages)

Specific Type of Program	Utilization Index				Total (N) ^a (=100%)
	Very High	High	Moderate	Low	
On-the-job training only	28	33	25	14	(163)
Observation, and On-the-job training	24	24	34	18	(125)
University only	21	22	22	35	(226)
On-the-job training, and University	16	19	30	35	(324)
Special group not at a university	16	15	51	18	(40)
Observation, On-the-job training, and University	14	23	28	35	(184)
Observation only	10	23	37	30	(347)
Observation, and University	10	18	26	46	(371)
Total	16	22	29	33	(1780)

^aExcludes participants not trained in their occupational specialty (N=22).

TABLE 36

UTILIZATION OF TRAINING BY STUDENT STATUS ON PROGRAM
(In Percentages)

Student Status on Program	Utilization Index				Total (N) ^a (=100%)
	Very High	High	Moderate	Low	
Regular university student	28	30	19	23	(246)
Special university student	11	17	29	43	(829)
Did not attend university	18	24	35	23	(625)
Total	16	22	29	33	(1700)

^aExcludes participants not trained in their occupational specialty (N=22) and "Not Ascertained" (N=80).

TABLE 37

UTILIZATION OF TRAINING BY LENGTH OF TRAINING PROGRAM
(In Percentages)

Length of Training Program	Utilization Index				Total (N) ^a (=100%)
	Very High	High	Moderate	Low	
Less than two months	7	15	31	47	(445)
Two to four months	14	28	28	30	(212)
Four to six months	15	25	36	24	(126)
Six months to one year	22	21	34	23	(384)
One to two years	15	21	25	39	(353)
Two years or more	27	27	21	25	(205)
Total	16	22	29	33	(1725)

^aExcludes participants not trained in their occupational specialty (N=22) and "Not Ascertained" (N=55).

TABLE 38

UTILIZATION OF TRAINING BY THE PERCEIVED IMPORTANCE
OF "NEEDS OF THE JOB" IN SELECTION
(In Percentages)

Perceived Importance of "Needs of the Job" in Selection	Utilization Index				Total (N) (=100%)
	Very High	High	Moderate	Low	
Very important	15	21	30	34	(1535)
Not very important	22	26	22	30	(159)
Total ^a	16	22	29	33	(1694)

^aExcludes participants not trained in their occupational specialty (N=22) and "Don't Know" or "No Answer" (N=86).

TABLE 39

UTILIZATION OF TRAINING BY TRAINEE'S PARTICIPATION IN PROGRAM TRAINING
(In Percentages)

Trainee's Participation in Program Planning	Utilization Index				Total (N) (=100%)
	Very High	High	Moderate	Low	
Participated sufficiently	28	34	21	17	(231)
Participated, but not enough	26	21	39	14	(65)
Did not participate	13	20	31	36	(1471)
Total ^a	16	22	29	33	(1767)

^aExcludes participants not trained in their occupational specialty (N=22) and "Don't Know" or "No Answer" (N=13).

TABLE 40

UTILIZATION OF TRAINING BY SATISFACTION WITH TRAINING PROGRAM
PRIOR TO DEPARTURE
(In Percentages)

Satisfaction with Training Program Prior to Departure	Utilization Index				Total (N) (=100%)
	Very High	High	Moderate	Low	
Well satisfied	16	23	29	32	(1129)
Not very well satisfied	18	24	25	33	(218)
Can't say	13	18	35	34	(398)
Total ^a	16	22	29	33	(1745)

^aExcludes participants not trained in their occupational specialty (N=22) and "Not Ascertained" (N=35).

TABLE 41

UTILIZATION OF TRAINING BY SATISFACTION WITH TRAINING PROGRAM:
TWO INDICES
(In Percentages)

Indices of Satisfaction	Utilization Index				Total (N) ^a (=100%)
	Very High	High	Moderate	Low	
A. <u>Substance of Program</u>^b					
High	13	21	32	34	(324)
Moderate	15	21	25	39	(705)
Low	17	23	33	27	(751)
Total	16	22	29	33	(1780)
B. <u>Nontechnical Aspects of Program</u>^c					
High	18	21	28	33	(567)
Moderate	14	21	29	36	(765)
Low	17	25	32	26	(448)
Total	16	22	29	33	(1780)

^aBoth tables exclude participants not trained in their occupational specialty (N=22).

^bThe index is constructed from three items concerning satisfaction with the length, level, and variety of the training programs. Participants are classified according to the number of these aspects with which they were satisfied: those satisfied with all three are high; those satisfied with any two are moderate; and those satisfied with one or none are low.

^cThis index is also constructed from three items: satisfaction with the money allotted, free time for personal interests, and planned social activities. The participants are classified according to the number with which they were satisfied (as above).

TABLE 42

UTILIZATION OF TRAINING BY TIME SINCE COMPLETION OF PROGRAM
(In Percentages)

Time since Completion of Program	Utilization Index				Total (N) ^a (=100%)
	Very High	High	Moderate	Low	
Less than two years	14	25	34	27	(492)
Two to three years	17	24	28	31	(517)
Three to four years	18	23	33	26	(388)
Four to five years	16	18	30	36	(219)
Five years or more	38	13	23	26	(69)
Total	17	23	31	29	(1685)

^aExcludes participants not trained in their occupational specialty (N=22) and "Not Ascertained" (N=95).

TABLE 43

UTILIZATION OF TRAINING BY CAREER MOBILITY
(In Percentages)

Index of Career Mobility	Utilization Index				Total (N) ^a (=100%)
	Very High	High	Moderate	Low	
Postprogram job change (expected)	30	33	27	10	(250)
Returned to same job, but changed since	18	21	30	31	(291)
Postprogram job change (unexpected)	15	28	31	26	(218)
No job changes since selection	14	21	31	34	(877)
Unemployed since return and not classifiable	-	3	20	77	(144)
Total	16	22	30	32	(1780)

^aExcludes participants not trained in their occupational specialty (N=22).

TABLE 44

UTILIZATION OF TRAINING BY CURRENT SUPERVISOR'S HELPFULNESS
(In Percentages)

Supervisor's Helpfulness	Utilization Index				Total (N) ^a (=100%)
	Very High	High	Moderate	Low	
Very helpful	31	35	23	11	(410)
Somewhat helpful	19	33	33	15	(222)
Neither helpful nor unhelpful	10	10	45	35	(219)
Not helpful	10	13	34	43	(344)
Total	17	22	30	31	(1195)

^aExcludes participants not trained in their occupational specialty (N=22), "Unemployed" (N=37), those reporting no supervisor (N=410), and "Not Ascertained" (N=138).

TABLE 45
 UTILIZATION OF TRAINING BY CONTACTS WITH USOM SINCE RETURN^a
 (In Percentages)

Contacts with USOM	Utilization Index				Total (N) (=100%)
	Very High	High	Moderate	Low	
A. <u>Contacts with USOM</u>^b					
Worked with USOM or joint project	33	27	27	13	(210)
Some other contact	18	32	31	19	(344)
No contact	13	19	32	36	(1116)
Total	16	22	29	33	(1670)
B. <u>Contacts with USOM Technicians</u>^c					
Frequent contact	39	31	20	10	(148)
Occasional contact	25	31	38	6	(165)
Never met technician	15	26	34	25	(120)
No technician available	14	20	31	35	(1242)
Total	16	22	29	33	(1675)
C. <u>Assistance Requested and Received from USOM</u>^d					
Requested assistance and received some	40	29	24	7	(106)
Requested assistance, did not receive any	32	20	21	27	(58)
Did not request assistance	14	23	32	31	(1497)
Total	16	22	29	33	(1661)

^aAll tables exclude participants not trained in their occupational specialty (N=22).

^bExcludes "Not Ascertained" (N=110).

^cExcludes "Not Ascertained" (N=105).

^dExcludes "Not Ascertained" (N=119).