

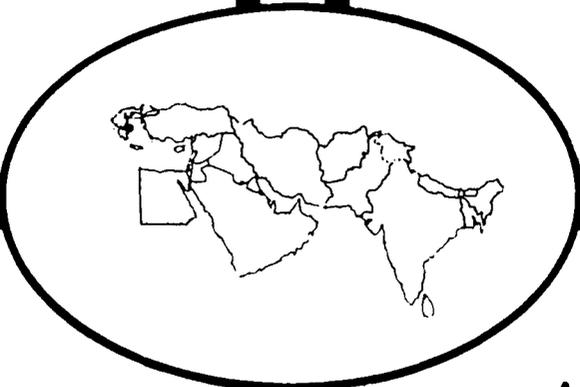
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A.I.D. PARTICIPANT TRAINING PROGRAM

NEAR EAST AND SOUTH ASIA

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

PARTICIPANT TRAINING
in
NEAR EAST AND SOUTH ASIA

Prepared under contract
AIDc-1891

for the

Office of International Training
AGENCY FOR INTERNATIONAL DEVELOPMENT

by

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1966

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.

Dr. Robert T. Bower, Director of the Bureau, has supplied continuing guidance for its work on this research project. Dr. Forrest E. Clements, as Senior Evaluation Officer, has been responsible for the coordination and supervision of the entire evaluation study for the Agency.

The assistance of John M. Kert, Jr., in the preparation of this and other Bureau reports on the survey is gratefully acknowledged.



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INTRODUCTION

Participant Training and the Evaluation Survey

The Participant Training Program is designed to assist economic development in the host countries by supplying the training necessary to satisfy the human resource requirements of specific development projects. Training is oriented toward the job needs of individuals. The programs are composed of three basic types of training: observation tours, on-the-job training, and university studies. The programs have been conducted for almost two decades, during which nearly 90,000 participants from over eighty countries have been trained. About five out of six were sent to the United States, and the remainder were trained in "third countries."

In 1959, a decision was made to launch a comprehensive evaluative, follow-up study of the Participant Training Program of ICA, the immediate predecessor of the Agency for International Development. The stated objectives of the research project 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 communication 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.

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

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 progression 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. versus 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.

In order to study subsequent utilization of training, a systematic survey of returned participants, their work supervisors, and knowledgeable U. S. technicians was undertaken. 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 such study. Only participants who had been back in their countries over six months were interviewed. Most of the interviewing took place between 1960 and 1962, but a few countries have been studied more recently. To date, 12,800 returned participants in thirty countries throughout the world have been interviewed.

This report presents the findings of surveys with trainees from countries in the Near East and South Asia. A total of 5,019 NESAs² participants from eight countries were interviewed. The

²Throughout the text, the abbreviation "NESA" has been used for "Near East and South Asia."

countries with the largest numbers of returned trainees were India, Turkey, and Pakistan. Others were Greece, Iran, Egypt, Jordan and Israel. Countries with smaller numbers of returned trainees which were not included in the survey were Afghanistan, Ceylon, Iraq, Lebanon and Nepal. Programs in the Near East and South Asia were initiated in 1951, except in Greece and Turkey where they were begun a year or two earlier. By the end of fiscal year 1961, when a majority of these surveys were done, approximately 10,000 participants from all the NESAC countries had been sent to the United States (17% of all those trained in the U. S.), and still more had been trained in third countries.³

Because of the large numbers of returned trainees, many countries employed probability sampling for their surveys. For the regional analysis, the interviews from each country have been upweighted in proportion to the number of eligible past participants from that country. Thus, the 5,019 participants interviewed represent 7,530 trainees, which is estimated to be about three-quarters of all the returned participants from the Near East and South Asia eligible at the time the surveys were undertaken (Table 1).

³Agency for International Development, Participant Training Operations: Statistical Report for Fiscal Year 1961. Washington, D. C., 1962.

The Nature and Limitations of This Report

In this summary of the major aspects of NESAs programs and the use of training that participants made after returning home, only a few of the study findings have been emphasized. They were chosen either because of their inherent importance as program characteristics or because of their bearing on subsequent utilization of training skills. These regional reports are intended to provide basic descriptive and evaluative data on programs in each of the administrative areas currently defined by AID. 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 from AID.

The data for 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 their answers cannot be readily generalized across the other participants from the region. 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, in order to clarify a finding, to more detailed analyses for which tables are not presented.

In conducting the survey, a special interview schedule was used for a group of participants (about six 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 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 NESA findings. These are intended to provide bench marks or convenient points of references for interpreting the NESA data. They do not permit one to perform rigorous statistical comparisons, since the data on "all regions" include the NESA responses. Because NESA participants constitute 32 per cent of all respondents, the contrasts shown are considerably less than would be the case if comparisons were made solely with other regions; relatively small differences may, therefore, be statistically significant. (In discussing such differences, for brevity's sake we use the phrase "other regions" to refer to all participants other than those from NESA: We are not comparing NESA specifically with each of the other three regions separately.)

CHARACTERISTICS OF PARTICIPANTS AND PROGRAMS

Summary: NESAs trainees were primarily married men in their thirties or forties who already held university degrees at the time of their selection. Most were professional or administrative officials employed in the areas of Agriculture, Education, or Government Administration. They were better educated and more experienced than other trainees from other regions. NESAs programs tended to start at an earlier date and to be of longer duration than others and almost all were conducted in the United States, although some included additional third-country training. Half included university studies and almost one-third of these were degree programs.

Characteristics of the Participants

Nine participants in ten were men and seven-tenths were between thirty and fifty years old at the time of their departure (Table 2A,B). The median age for all trainees was 35.6 years. Three-quarters were married at the time of their selection (Table 2C).

NESA selectees were better educated than those from other regions: three-quarters had attended universities and seven out of ten held degrees. Only one in ten had neither attended a university nor received specialized vocational training (Table 3). Academic qualifications have decreased slightly in recent years with the expansion of the programs to include more participants, but, on the whole, they have remained more stable than those in other regions.

The NESAs participants came almost entirely from jobs in governmental agencies (83%); only 7 per cent came from private business and three per cent were students (Table 4). They were drawn largely

from upper and middle level positions; half were professionals (engineers, scientists, and teachers) and one-quarter were administrative officials or managers (Table 5).

At the time of their selection most of the participants were working in the economic areas of agriculture (21%), education (19%), government administration (17%), or manufacturing and mining (10%) (Table 6). NESAs selectees had more prior experience in their occupational specialties than was generally true for participants. Seven out of ten had more than five years' experience and nearly half (45%) had at least ten years' experience (Table 7). The proportion with at least ten years' experience has tended to decrease since 1955 with the expansion of programs to include more participants (Table 8).

In sum, the participants were, for the most part, mature and seasoned administrators, professionals, and technicians, perhaps the key cadre for accomplishing the major tasks of development in their countries.

Location and Year of Programs

A higher proportion of the NESAs participants were sent to the United States than was the case for "all regions." Nine-tenths of the programs were conducted primarily in the United States, but about one-tenth also included additional third-country training (Table 9A). Most of those given only third-country training were sent to Lebanon where they pursued academic studies at the American University of Beirut. In contrast to other third-country programs which consisted

primarily of short observation tours or on-the-job training, almost all Lebanese programs included university studies and most were regular degree programs.

Although most NESAs programs did not begin until 1951, compared to other regions, a higher proportion of them (27%) were conducted prior to the formation of ICA in 1955 (Table 9B). These earlier programs were conducted almost entirely in the United States, but there has been greater use of third-country training sites in recent years. Since 1958 one-fifth of those sent to the United States have received additional third-country training (Table 10).

Type and Length of Programs

There are three basic types of training: observation tours, on-the-job training, and university studies. A majority of the programs combine two or more of these. The most frequently employed type of training--an observation tour--was included in three-quarters of the programs; university studies are next most frequent, followed by on-the-job training (Table 11A).

Two-thirds of the NESAs programs lasted between six months and two years (Table 11B); the median length was 9.7 months, one month longer than for all participants as a whole. Observation tours, which entailed visits to many types of institutions, lasted a median of 3.6 months (Table 12). Participants on observation tours usually travelled in small groups accompanied by an interpreter so that a knowledge of English was not required.

University training tended to last longer when it was given as the only type of training; the median length for programs consisting only of university training was 14.6 months. Those who received university training in addition to another type were more likely to receive special short-term programs conducted at a university. The proportion of university-trained participants on regular degree programs had decreased to one-quarter since 1958 (Table 13).

When given as the only type of training, on-the-job training lasted a median of 8.6 months. This type of training was designed for those with a great deal of preparation in a specific field and offers practical experience working with other specialists. It requires a moderate degree of competence in English.

Training Fields

The participants were trained in a wide variety of fields. The largest training field was agriculture (32%), followed by industry and mining (17%). Education and public administration each had ten per cent or more of the respondents (Table 14). Compared to other regions, proportionately more NESAs participants have been trained in agriculture and industry and mining.

The composition of programs offered varied greatly for the different training fields; programs in agriculture usually consisted of more than one type of training, especially observation tours and university studies, while those in industry and mining were mostly

observation tours, either alone or in conjunction with on-the-job training. Programs in education consisted largely of academic studies.

THE PREDEPARTURE PERIOD

Summary: Compared to participants from other regions, the NESAs had fewer prior contacts with USOM and considered personal contacts less important in their selection. They were selected more often by a ministry, and less often by their supervisors. Three participants in ten felt they participated sufficiently in planning their programs and were much more satisfied at the time of their departure. Two-thirds were very satisfied with their predeparture orientation although half had received no information from either their employers or their ministries. They were least satisfied with information supplied about the content of their programs.

Selection

Nearly half of the trainees reported being selected by their supervisors and over one-quarter by a government ministry. Almost one in ten was selected directly by USOM. They were chosen by a ministry more often and less often by their supervisors or USOM than were other regional participants. (Table 15A).

Almost one-third of the participants reported some work contacts with USOM prior to their selection. One out of six was working either for the Mission or on a joint project at the time of his selection. On the whole, NESAs had fewer contacts with USOM than those from other regions (Table 15B).

Three functional criteria for selection--professional and educational qualifications, the needs of the job, and personal ability--were considered to have been very important in their selection by nine out of ten participants. Language ability was felt to be an important factor by two-thirds and personal contacts by one-third (Table 16). (Higher status policy-makers mentioned personal contacts most often.) Personal contacts were considered somewhat less important than in other regions.

Orientation and Planning

Over one-third of the trainees said they had some part in planning their programs, but one-sixth of these felt they had not participated sufficiently (Table 17A). Higher status policy makers, administrative officials and professionals had a greater role in planning their programs. Those who did take part in planning their programs and felt they had participated sufficiently were much more satisfied with their programs prior to departure.

Although the NESAs participants expressed as much satisfaction with the information received prior to departure, as did those from other regions, considerably fewer received information from their employers and sponsoring ministries. Half of the trainees did not receive any information from either source. Two-fifths received information from their employers and somewhat over one-quarter from their ministries (Table 17B).

Two-thirds of the participants were very satisfied with the information supplied prior to their departure and another quarter were moderately satisfied (Table 18A). On the whole they were very satisfied with information about the length of the program, the use of money in the training country, and the time of their departure. Three-quarters felt they received adequate information about the specific location in which they would be trained and colloquial speech and idioms in the training country. A little over three-fifths were satisfied with the information supplied about the content of their programs (Table 18B). Only two-fifths of those who did not help plan their programs, but almost four-fifths of those who participated sufficiently were well satisfied in general with their programs before going abroad (Table 19).

THE PERIOD ABROAD

Summary: Most of the participants trained in the United States attended orientation sessions, but those on university programs attended much less often. One-fifth took part in communications seminars at the close of their technical training and most of whom used some materials or ideas from the seminars, but did not pass on any more of their over-all training than did those who didn't attend. The NESAs participants experienced fewer language difficulties than did participants from other regions; such difficulties were influenced more by initial proficiency in English than by program-oriented language training.

Selected Nontechnical Activities

Three-quarters of the participants trained in the United States attended orientation sessions (Table 20A), primarily at the Washington International Center (WIC). Almost all of these considered the

orientations valuable, and slightly over half receive the WIC newsletter. Trainees on programs consisting of only one type of training received formal orientation less often than did the others. About two-thirds of those given only on-the-job training or only observations tours, and less than half of those sent only for university studies attended orientations.

Five participants in six were entertained in private homes during their programs (Table 20B) and almost all of them liked the visits either very much or fairly well. But less than half of those trained in Lebanon or other non-U. S. sites visited private homes.

One out of five trainees attended a communications seminar at the end of this program (Table 20C). Half of these were run by Michigan State University and one-third by the Department of Agriculture. While two-thirds of those who attended reported using materials or ideas from the seminars, these participants did not pass on any more of their training than did others. Those who used seminar ideas reported that they used their formal training programs slightly more often than did others, upon returning home.

Language Difficulties

Fewer of the NESAs participants experienced language difficulties than did those from other regions; two-thirds reported no difficulty at all. (It should be noted that in two of the larger countries, India and Pakistan, higher education is frequently carried on in English.) On the whole, participants who needed and received

language training prior to their programs more often had difficulties, presumably because they tended to be least proficient initially. Almost four-fifths of those who felt they needed further language training, but less than one-tenth of those who neither had nor wanted any reported difficulties on their programs. When the felt need for training is controlled it can be seen that language training did significantly reduce the difficulties experienced (Table 21).

THE POST-TRAINING PERIOD

Summary: NESAs participants had fewer post-training contacts with USOM than did those from other regions; less than half reported any contact. Most trainees returned to their previous jobs, and some to expected new jobs; one-tenth returned to unexpected jobs and three per cent were unemployed. Over two-thirds considered their supervisors either somewhat or very helpful in utilizing their training.

U. S. Mission Follow-Up

On the whole, the NESAs participants had fewer post-training contacts with USOM than others, but almost half reported some contact and one-fifth had worked for the mission or on a jointly sponsored project (Table 22A). Three participants in ten reported either frequent or occasional contact with their U. S. technicians, but two-thirds said there was no technician available for consultation (Table 22B). For one-sixth of these a technician was located and interviewed; apparently, when there actually was a technician available, some participants were unaware of the fact.

One-sixth of the participants had requested assistance from USOM since their return and about three-quarters of them received some help (Table 22C). Among those who sought assistance, engineers and technicians were more likely to have received some aid.

Career Mobility

Almost three-quarters of the participants returned to the same jobs they had held prior to training; one in seven returned to an expected new job and one in ten to an unexpected position (Table 23). Those on longer programs were more likely to have returned to new positions.

One-quarter of the trainees considered their present jobs better than would have been the case without training, but the large majority considered them about the same. Those who had earned degrees were more likely to think their jobs had improved as a result of training (Table 24). Almost half of those in expected new jobs considered their position had improved, while of those in unexpected jobs one-fifth felt their positions were better and one-sixth felt they were worse.

Current Work Situation

Two-fifths of the participants were currently working under supervisors who had themselves been trained abroad; an additional one-quarter had other colleagues who had also received overseas training (Table 25A). Over two-thirds of the participants considered

their supervisors either somewhat or very helpful in utilizing their training and only one out of eight said his supervisor was not helpful (Table 25B). Supervisors who were trained abroad were rated helpful much more often than others (Table 26). As will be shown later, the supervisor's helpfulness had a great influence on the extent of the participant's utilization of training.

EVALUATIONS OF THE PROGRAMS

Summary: About half of the participants were very satisfied with their programs and a somewhat larger proportion rated it as "one of the most important things" they had ever done. The trainees were most satisfied with the level of their training and least satisfied with the program's length.

Over-All Evaluations

Half of the participants were very satisfied with their training programs (Table 27A) and over three-fifths agreed "it was one of the most important things [they had] ever done" (Table 27B). Less than one in ten said he was not satisfied. Those whose programs lasted more than two years more often considered them important, while those on very short programs (less than two months) rated them less important than others who were on programs of intermediate length (Table 28). Degree recipients generally rated their programs as important more than did others.

Three-quarters of the supervisors interviewed rated the program as "essential" or "very important" as a qualification for the participant's current jobs. The proportion of programs rated very

important increased with the length--from three-fifths of those which lasted less than two months to almost all of those lasting two years or more (Table 29).

Evaluations of Specific Aspects

The participants were least satisfied with the length of their programs; half felt they were too short (Table 30A). Those on programs which lasted less than four months were most dissatisfied of all, but half of those trained from four months to two years were dissatisfied regardless of the length of their programs and one-quarter of those trained over two years wanted still longer programs (Table 31).

Slightly less than half of the participants were dissatisfied with the number of things they were required to do and see on their programs--three-fifths of these participants wanted more activities and two-fifths wished for fewer (Table 30B).

Two-fifths of all trainees felt there was insufficient free time allotted for personal interests (Table 30C). Those trained in more than one country were less satisfied with the amount of free time than were others, while those trained in Lebanon or other third countries were more satisfied than those who went to the United States. Higher status policymakers and professionals also tended to be less satisfied than did others. Those on shorter programs were less satisfied, but one-third of those trained over two years wanted more free time.

Two-thirds of the trainees were satisfied with the money allotted for travel and living expenses (Table 30D). Regular university students and those who felt they received adequate information about the use of money prior to their departure were more satisfied than were others. Higher status participants were less satisfied.

Four-fifths of the participants considered the level of their programs satisfactory, and most of the remainder felt that they were too simple (Table 30E). Those who felt they received adequate information about the program level prior to departure were more satisfied.

UTILIZATION OF TRAINING

The Utilization Index

Many programs of international education or exchange have made use of survey techniques to study the reactions of their participants, but in few cases have the trainees been followed up once they returned home. The present survey is unusual in that its focus was primarily upon what has taken place after training. The program facets discussed so far provide, in a sense, a prologue; they serve to define the nature of the training program as it was actually experienced. An effective training program is one whose results are realized in the participants' home countries. Briefly, the main hallmarks of an effective program are that the trainee returned to be placed in the right job, used his training or had plans for use, passed on some of the new-found skills

and knowledge, and subjectively viewed the program as having been an asset for his career, satisfactory, and important to him.

As already shown, most participants returned to their former jobs or expected new positions, and the level of satisfaction with which most participants viewed training was high. Now to be explored are findings related to the study's central question: What are the factors which measurably affect the utilization of training?

In order to study the extent of utilization, an index was 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 each participant indicated he had conveyed (transmitted) the subjects of his training to others. The participants were divided into four groups according to this index:

<u>Very High</u>	(34%):	those who both used and transmitted quite a bit or almost all of their training;
<u>High</u>	(30%):	those who have done both somewhat less;
<u>Moderate</u>	(22%):	those who had done either one a great deal (or somewhat less), but the other hardly at all;
<u>Low</u>	(14%):	those who both used and transmitted little or none of their training.

No absolute significance can be given to the resulting distribution of cases; a different set of categories would have resulted in another frequency distribution. The categories do, however, permit one to differentiate the participants in terms of greater and lesser

degrees of utilization. The value of the index lies in its blending of the two major 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.

Comparing by regions, on this index NES\A participants were slightly lower users than others; about one in seven had used and transmitted little or none of his training. They were lower than other participants on both application and diffusion of skills. Over one-quarter had used little or none of their acquired skills in their jobs and over one-fifth had passed on little or none of their training to others.(Table 32).

About half of the participants had plans for using more of their training in the future. A higher proportion of those who had already used a good deal reported plans for future utilization (Table 33).

Utilization and Program Characteristics

Training fields were related to subsequent use of training. Trainees in community development and in health and sanitation were the highest utilizers, followed by those in transport and communications, agriculture and natural resources, and education. Those trained in labor and public administration were the lowest utilizers (Table 34). This finding can be thought of as a summary of all the more detailed ways in which programs vary, since, on the average, the training fields differ in the length, level, complexity, and so forth, of the programs each offered.

The locations in which training was given, or training sites, also showed significant contrasts in patterns of training usage. Participants trained in the United States utilized much more of their training than those sent to Lebanon or other third-country sites. Over one-third of those sent to the United States, but only one-fifth of those trained in Lebanon were very high utilizers. Those who received some third-country training in addition to their U. S. training were not significantly higher utilizers than those trained exclusively in the United States (Table 35). This finding requires caution in interpretation, since all countries sent participants to the U. S., but only a few, mainly contiguous countries also sent participants to each of the chief third-country sites. More intensive analysis would be required to reveal the precise degree to which the site is implicated, in terms of the nature of the participants sent there, the types of programs offered, and the reactions to them. Lebanese programs tended to be longer and include more university training than others, factors which are normally associated with higher utilization. Since those trained in Lebanon were the lowest utilizers, however, it would seem safe to say that Lebanon is inferior to the U. S. as a training site.

Utilization of training did not vary greatly with the type of training program. Trainees in a few composite types of programs-- notably those which combined observation tours with some other type-- tended to be slightly higher utilizers. Those in shorter-term programs utilized their training somewhat less than did others (Table 36).

With the exception of programs lasting less than two months, high utilization is only slightly associated with increasing program length. Over two-fifths of participants in the very short programs were low utilizers (Table 37).

Utilization and the Predeparture Period

The choice of participants based on work-related criteria is strongly related to subsequent use of training. Those who considered the "needs of the job" a very important factor in their selection utilized much more of their training (Table 38). Since over nine-tenths of the trainees considered the needs of the job important in their selection, the program appears to be operating efficiently in this respect. On the other hand, the importance of personal contacts as a criterion of selection is far less crucial; however, those for whom it played some role had, if anything, slightly higher utilization. One implication of this finding is that selection on this basis need not be injurious to the goals of the program as long as personal contacts are not the sole or most significant criterion in a majority of cases.

Training that was integrated with preexisting plans for use resulted in greater utilization (Table 39). Presumably this is a by-product of the broader process of committing a variety of resources according to some prior plan. In so doing, an organizational investment in innovation is developed, and conditions are created or fostered which facilitate the use of training. This empirical relationship lends strong support to the thesis of the importance of incorporating

participant training in a broadly-conceived schedule of plans and projects rather than on an ad hoc basis. As will be shown below, organizational factors in the work environment of the returned participants are among the influential forces shaping the use of his training.

The scope of personal involvement by the participant in the predeparture period is related to subsequent utilization of his training. Those who felt they had taken sufficient part in determining the nature of their programs were higher utilizers upon returning home (Table 40). In part, this was because greater involvement resulted in a more positive reaction to various aspects of their training, but it may also have been related to the building up of a stronger motivational support for utilization. Only about one-third of the trainees reported any involvement in planning their programs.

Finally, as could be expected, the greater the satisfaction felt prior to departure, the higher the utilization (Table 41). A trainee's satisfaction with his program prior to departure was dependent mainly on the extent of his personal involvement, and colored some of his reactions to details of the program.

Utilization and Satisfaction with the Training Program

One might conclude that the participants' evaluations of various aspects of the programs, are strongly associated with ultimate use. This had not proved, however, to be the case. It is necessary to distinguish among elements of the training program (its length, the level and scope of its content, etc.), evaluative responses to these

elements, and the ultimate use of the training experience. In general, only slight relationships were found between the trainees' subjective evaluations of the program elements and the effectiveness of training as gauged by the utilization index.

Of the many elements of the programs evaluated, three were selected as representing the substance of the program: length, level and variety or complexity of the program experienced by each of our respondents. As a summary measure of satisfaction with these three substantive elements, a "program satisfaction index" was constructed, classifying each person by how many of the three elements he evaluated favorably. By this device, only a fourth were found who expressed their approval of all three aspects of their programs, with another third judging two out of three as satisfactory.

There is small association between satisfaction with the substance of the program as measured by this index and subsequent use of training. Those (27% of the sample) satisfied with all three substantive elements of the program (length, level, variety) are higher utilizers than those less satisfied (Table 42A). The differences are small, however, when compared with most of the those previously documented and smaller than expectations about how prior attitudes might affect subsequent behavior would have led one to predict.

A similar index was constructed to represent satisfaction with the nontechnical aspects of the program. This index was based on the evaluations of three nontechnical elements of the program: money

allotted, free time allowed for personal interests, and planned social activities. Each respondent was classified by how many of the three elements he evaluated favorably. One-third of the participants were satisfied with all three elements.

There is no relationship between utilization of training and satisfaction with the three nontechnical aspects of the program included in this index (Table 42B). By the criterion 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, by themselves and especially when compared with other objective conditions and circumstances, they have demonstrably little significance for utilization of training. Satisfaction with nontechnical factors was strongly influenced by the training site. Participants trained in Lebanon, who were the lowest utilizers, were more satisfied with the nontechnical aspects of training than were others.

Utilization and the Post-Training Period

Time back since completing the program is related to ultimate use. Only one-quarter of those back less than two years, but two-fifths of those back five years or more had utilized a great deal of their training (Table 43). A few factors may be operating here; some minimum time may be necessary to reorient oneself before making efforts at using the training received. And some period of time may be necessary

before one can form a judgment about the success of one's efforts. In another sense, time may also be a limiting factor on the opportunity to use training in that career mobility may have effects on utilization.

The particular pattern or history of job-changing since the program, which was in part influenced by training, also is related to contrasting patterns of utilization (Table 44). Participants who had returned to new jobs which were expected utilized more of their training, than did those who returned to unexpected new jobs. Those who had returned to the same jobs but have changed jobs since then used more of their training than did those who continued in their pretraining positions.

These findings document the complex ways in which training, personal career achievement, organizational responsiveness and ultimate utilization are all interrelated. The contours of a man's subsequent career are partly shaped by his training, and in turn influence his scope of opportunities and his motivations to use the skills and techniques that the training has supplied.

Assessment of the training program's career value--its effects on current job placement or promotion--is strongly related to utilization (Table 45). Those who viewed the program as enhancing their careers were far higher utilizers than those who judged their programs to be irrelevant, or, particularly, those few who actually felt their training to have been detrimental. This finding gives firm support to the conception of personal gain or commitment as a crucial element in

determining the effectiveness of a training program. National development and personal development are, in this sense, compatible goals for returned participants to pursue; to an extent, they can be mutually reinforcing.

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 higher utilizers than were those whose supervisors were characterized as being less helpful, indifferent, or even hostile in some cases (Table 46). The supervisor's attitudes and actions concerning utilization are key aspects of the work environment of the returned participant. As a "gatekeeper" of organizational resources and response, the supervisor's role can prove decisive for the success or failure of his subordinate's attempts to introduce new techniques, institute new procedures and impart renewed vitality to the performance of his work tasks.

Another influential set of post-program circumstances concerns 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 assistance of some kind, or by U. S. technicians' offering help as part of their "follow-up" responsibilities. However it comes about, contact is related to utilization. Half of those who worked for USOM or on a jointly-sponsored project, but only slightly more than one-quarter of those who had no contacts with USOM

were very high utilizers (Table 47A). Similarly, half of those who had frequent contact with U. S. technicians, but only three in ten for whom no technician was available utilized a great deal of their training (Table 47B). And those who had requested and received assistance from USOM were much higher utilizers than those who did not request help (Table 47C).

The link between United States contacts and participant's utilization is further elaborated when it is recalled that the Mission can also influence the supervisor's activities related to the program process, and thus multiply the environmental supports for personal efforts to use one's training. By its policies and practices, the U. S. Mission can act directly and in diverse ways to help returned participants derive a greater measure of value from their training.

In general, from the standpoint of utilization, the data support the thesis that the substance of the programs, the character of the participants, and a supportive home country environment are far more important than a set of satisfying personal experiences while on training. The image of the program as a professional rather than a personal experience is the controlling factor. And, of the factors affecting utilization considered in terms of the phases with which they are linked, those relating to post-program conditions and circumstances are, as a group, the most powerful set of determinants of all. This generalization can serve to underline the value of projecting the goals of training as far into this latter period as is feasible,

and to stress the importance of maintaining liaison with the participants, through personal contacts if possible, as they seek to apply the lessons of their training. The continuous involvement of participants, supervisors, and U. S. program personnel, both throughout the course of the program and subsequently, is the indispensable prerequisite for an effective program.

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

Country	First Year	Participants		
		Number Interviewed	Weighted Number ^a	Weighted Per Cent
India	1951	1449	1594	21
Turkey	1949	1207	1569	21
Pakistan	1951	610	1281	17
Iran	1951	541	920	12
Greece	1950	372	781	10
Jordan	1951	254	508	7
Israel	1951	369	443	6
Egypt	1951	217	434	6
Total		5019	7530	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 Near Eastern and South Asian 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.

North Africa: Tunisia, Libya, Ethiopia, Morocco, Sudan.

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.

TABLE 2

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

Personal Characteristics	Near East and South Asia	All Regions
A. <u>Sex</u>		
Male	92%	90%
Female	8	10
B. <u>Age</u> ^a		
Under 25	8%	9%
25 - 29	17	19
30 - 39	45	43
40 - 49	24	23
50 and over	6	6
C. <u>Marital Status</u> ^b		
Married	75%	73%
Single	25	27

^aExcludes "Not Ascertained" (124 respondents in the Near East and South Asia and 247 in All Regions).

^bExcludes "Not Ascertained" (61 respondents in the Near East and South Asia and 166 in All Regions).

TABLE 3

PRIOR EDUCATION OF PARTICIPANTS
(In Percentages)

Prior Education		Near East and South Asia	All Regions
<u>Received University Degree</u>		71%	60%
Some Specialized Training ^a		11	10
No Specialized Training		60	50
<u>Some University Attendance</u>		6%	9%
Some Specialized Training		2	3
No Specialized Training		4	6
<u>No University Attendance</u>		23%	31%
Some Specialized Training		13	17
No Specialized Training		10	14
Total	% (N)	100 (7530)	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

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

Type of Employment	Near East and South Asia	All Regions
Government	83	75
Private Business	7	10
Student	3	2
Trade Union	2	2
Nationalized Industry	1	5
Professions	1	3
Other	3	3
Total ^a	100	100
% (N)	(7281)	(23,104)

^aExcludes "Not Ascertained" (249 respondents in the Near East and South Asia and 269 in All Regions).

TABLE 5
OCCUPATIONAL STATUS AT THE TIME OF SELECTION
(In Percentages)

Occupational Status	Near East and South Asia	All Regions
Top Policy Makers, Executives	1	1
Second Level Policy Makers	10	7
Administrative Officials, Managers	24	30
Engineers	13	10
Other Professionals: Scientists and Teachers	36	32
Subprofessionals, Technicians	8	10
Supervisors, Inspectors and Foremen	3	3
Artisans and Craftsmen	1	2
Workers and Others	1	3
Students	3	2
Total ^a	100	100
%		
(N)	(7406)	(23,171)

^aExcludes "Not Ascertained" (124 respondents in the Near East and South Asia and 202 in All Regions).

TABLE 6

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

Area of Economic Activity	Near East and South Asia	All Regions
Agriculture, Forestry and Fisheries	21	16
Education	19	20
Government Administration (n.e.c.)	17	19
Manufacturing and Mining	10	9
Health and Sanitation	6	8
Transport and Communications	6	6
Engineering and Construction	4	5
Utilities	4	3
Commerce and Banking	2	4
Labor	2	2
Community Development	2	1
All Others	2	3
Inactives, N.A.	5	4
Total	100	100
%	(7530)	(23,373)
(N)		

TABLE 7

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

Time Employed in Specialty		Near East and South Asia	All Regions
Ten years or more		45	37
Five to ten years		24	25
Two to five years		18	22
Less than two years		9	13
None		4	3
Total ^a	%	100	100
	(N)	(7292)	(22,587)

^aExcludes "Not Ascertained" (238 respondents in the Near East and South Asia and 786 in All Regions).

TABLE 8

PRIOR TIME EMPLOYED IN SPECIALTY BY YEAR OF DEPARTURE
(In Percentages)

Prior Time in Specialty	Year of Departure				Total
	1950 or earlier	1951 to 1954	1955 to 1958	1959 or later	
Ten years or more	61	50	41	45	45
Five to ten years	21	20	26	23	24
Two to five years	10	17	18	19	18
Two years or less	3	7	10	11	9
None	5	6	5	2	4
Total ^a					
%	100	100	100	100	100
(N)	(116)	(1816)	(3602)	(1753)	(7287)

^aExcludes "Not Ascertained" (N=243).

TABLE 9

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

		Near East and South Asia	All Regions
A. <u>Major Country of Training</u>			
Mainland United States Only		82%	69%
Mainland United States Primarily		9	9
Some United States: Puerto Rico, Hawaii, Canal Zone		-*	6
Lebanon		6	4
Taiwan, Japan, Philippines		-*	4
All Other Non-U.S. Sites		3	8
		<hr/>	
Total	%	100	100
	(N)	(7530)	(23,373)
B. <u>Year of Departure</u>			
1950 or earlier		2%	2%
1951 - 1954		25	18
1955 - 1958		49	53
1959 or later		24	27
		<hr/>	
Total	%	100	100
	(N)	(7530)	(23,373)

*Less than 0.5%.

TABLE 10
COUNTRY OF TRAINING BY YEAR OF DEPARTURE
(In Percentages)

Country of Training	Year of Departure				Total
	1950 or Earlier	1951 to 1954	1955 to 1958	1959 or Later	
Mainland United States Only	94	88	82	71	81
Mainland United States Primarily	4	6	6	19	9
Some United States: Puerto Rico, Hawaii, Canal Zone	1	-*	1	-*	-*
Lebanon	-	4	8	5	6
All Other Non-U.S. Sites	1	2	3	5	4
Total ^a					
%	100	100	100	100	100
(N)	(122)	(1866)	(3696)	(1791)	(7475)

*Less than 0.5%.

^aExcludes "Not Ascertained" (N=55).

TABLE 11
 MAJOR TYPES OF TRAINING AND LENGTH OF PROGRAMS
 (In Percentages)

		Near East and South Asia	All Regions
A. <u>Major Types of Training Programs</u>			
Any observation tours		73%	69%
Any university studies		54	52
Any on-the-job training		46	44
Any special group training not at a university		18	30
Total ^a	%	191%	195%
	(N)	(7530)	(23,373)
B. <u>Length of Training Programs</u>			
Under two months		4	10
Two to under four months		15	17
Four to under six months		11	10
Six months to under one year		38	31
One to under two years		29	29
Two years or more		3	3
Total ^b	%	100	100
	(N)	(7421)	(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" (109 respondents in the Near East and South Asia and 188 in All Regions).

TABLE 12

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 Months or More		
<u>Any University</u>	1	13	38	48	(4024)	11.8
University only	2	7	30	61	(713)	14.6
University plus other	-*	14	40	46	(3311)	11.4
<u>Any On-The-Job Training</u>	1	17	48	34	(3394)	10.0
On-the-job training	3	24	52	21	(623)	8.6
On-the-job training plus other	-*	15	48	37	(2771)	10.3
<u>Any Observation Tour</u>	4	31	36	29	(5411)	8.4
Observation tour only	14	64	19	3	(1526)	3.6
Observation tour plus other	1	18	42	39	(3885)	10.4
Total ^a	4	26	38	32	(7421)	9.7

*Less than 0.5%.

^aExcludes "Not Ascertained" (N=109). 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 13

PROPORTION OF PARTICIPANTS ATTENDING A UNIVERSITY
WHO RECEIVED A DEGREE BY YEAR OF DEPARTURE
(In Percentages)

Proportion Who Received a Degree	Year of Departure			Total
	1954 or Earlier	1955 to 1958	1959 or Later	
Received a degree	30	35	24	31
Received a certificate	26	31	31	30
Attended university, no degree received	44	34	45	39
Total ^a	100	100	100	100
	(N)	(1006)	(2041)	(886)
		(1006)	(2041)	(3933)

^aExcludes respondents who did not attend a university (N=3597).

TABLE 14
TRAINING FIELD
(In Percentages)

Training Field	Near East and South Asia	All Regions
Agriculture and Natural Resources	32	26
Industry and Mining	17	14
Educacion	12	14
Public Administration	10	12
Transport and Communications	9	9
Health and Sanitation	8	12
Labor	5	6
Community Development	3	2
All Others	4	5
Total	100	100
% (N)	(7530)	(23,373)

TABLE 15

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

		Near East and South Asia	All Regions
A. <u>Selection Agent</u>			
Supervisor		45%	52%
Ministry, Government		27	20
USOM		9	12
Special Board		7	3
Union, Trade Association		2	4
University Person		3	2
Others		7	7
		<hr/>	
Total ^a	%	100	100
	(N)	(7286)	(22,219)
B. <u>Prior Work Contacts with USOM</u>			
Worked with USOM or joint project		17%	22%
Had other prior work contacts		14	18
No prior work contacts		69	60
		<hr/>	
Total ^b	%	100	100
	(N)	(7460)	(23,076)

^aExcludes "Not Ascertained" (244 respondents in the Near East and South Asia and 1154 in All Regions).

^bExcludes "Not Ascertained" (70 respondents in the Near East and South Asia and 297 in All Regions).

TABLE 16

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

Selection Factor	Near East and South Asia	All Regions
Professional and educational qualifications	91	89
Personal ability	90	88
Needs of the job	88	89
Language ability	66	62
Personal contacts	32	39

^aAll percentages are based on 7530 respondents from the Near East and South Asia and 23,373 from All Regions.

TABLE 17

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

		Near East and South Asia	All Regions
A. <u>Participation in Planning</u>			
Participated sufficiently		29%	28%
Participated, but not sufficiently		6	7
Did not participate		65	65
Total		100	100
%			
(N)		(7530)	(23,373)
B. <u>Sources of Predeparture Information about Program</u>			
Received information at workplace and sponsoring ministry		16%	20%
Received information at workplace only		24	29
Received information at sponsoring ministry only		12	12
Did not receive information at either place		48	39
Total ^a		100	100
%			
(N)		(7348)	(22,622)

^aExcludes "Not Ascertained" (182 respondents in the Near East and South Asia and 751 in All Regions).

TABLE 18

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

		Near East and South Asia	All Regions
A. <u>Index of Satisfaction with Predeparture Information</u>			
High		66%	65%
Moderate		23	26
Low		11	9
	Total ^a	100	100
	%		
	(N)	(7530)	(23,373)
B. <u>Satisfaction with Information about:</u>			
Length of program		94%	94%
Use of money in training country		88	88
Time of departure		85	86
Training site		75	74
Colloquial speech and idioms in training country		72	72
Program content		63	62

^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 19

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	78	46	41	52
Not very well satisfied	7	19	12	11
Can't say	15	35	47	37
Total ^a	%	100	100	100
	(N)	(2184)	(442)	(4875)
				(7501)

^aExcludes "Not Ascertained" (N=29).

TABLE 20

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

		Near East and South Asia	All Regions
A. <u>Attendance at Orientation Sessions in United States</u>			
Attended orientation		75%	76%
Did not attend		25	24
Total ^a	%	100	100
	(N)	(6763)	(18,320)
B. <u>Visits to Private Homes</u>			
Visited private homes		83%	82%
Did not visit private homes		17	18
Total	%	100	100
	(N)	(7530)	(23,373)
C. <u>Attendance at Communications Seminars</u>			
Attended seminar		21%	19%
Did not attend		79	81
Total	%	100	100
	(N)	(7530)	(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 21

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	81	74	25	6	32	
Did not experience any difficulty	19	26	75	94	68	
Total ^b	% (N)	100 (1303)	100 (1121)	100 (347)	100 (3988)	100 (6759)

^aIncludes respondents who reported difficulty being understood (9%), understanding others (10%), or both (13%).

^bExcludes participants whose program did not require English (N=274), participants not trained in their occupational specialty (N=413), and "Not Ascertained" (N=84).

TABLE 22
CONTACTS WITH USOM SINCE RETURNING FROM TRAINING^a
(In Percentages)

		Near East and South Asia	All Regions
A. <u>Contacts with USOM</u>			
Worked with USOM or joint project		20%	25%
Some other contact		28	30
No contact		52	45
		<hr/>	
Total	%	100	100
	(N)	(7078)	(22,147)
B. <u>Contacts with USOM Technician</u>			
Frequent contact		15%	19%
Occasional contact		15	17
Never met technician		2	3
No technician available		68	61
		<hr/>	
Total	%	100	100
	(N)	(7087)	(22,179)
C. <u>Assistance Requested and Received from USOM</u>			
Requested assistance and received some		13%	17%
Requested assistance, did not receive any		5	4
Did not request assistance		82	79
		<hr/>	
Total	%	100	100
	(N)	(7085)	(22,098)

^aAll tables exclude participants who were not trained in their occupational specialty (413 respondents in the Near East and South Asia and 1017 in All Regions) and the components exclude "Not Ascertained."

TABLE 23

PATTERN OF CAREER MOBILITY SINCE TRAINING PROGRAM
(In Percentages)

Career Mobility	Near East and South Asia	All Regions
No job changes since selection	34	37
Returned to same job, but changed since	39	36
Postprogram job change (expected)	15	14
Postprogram job change (unexpected)	9	10
Unemployed since return	3	3
Total ^a	100	100
(N)	(7094)	(22,196)

^aExcludes participants not trained in their occupational specialty (Near East and South Asia 413; All Regions 1017) and "Not Ascertained" (Near East and South Asia 23; All Regions 160).

TABLE 24

SUBJECTIVE CAREER VALUE OF TRAINING BY DEGREE RECEIVED ON PROGRAM
(In Percentages)

Without Training Current Job Would Be:	Degree Received on Program			Total
	Received University Degree	Attended University, No Degree	Did Not Attend University	
Worse (training helped)	35	25	20	24
About the same	54	63	68	64
Better (training hurt)	5	5	4	4
Can't say	6	7	8	8
Total ^a	100	100	100	100
% (N)	(1168)	(2576)	(3126)	(6870)

^aExcludes participants not trained in their occupational specialty (N=413), "Unemployed" (N=221), and "Not Ascertained" (N=26).

TABLE 25

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

		Near East and South Asia	All Regions
A. <u>Work Colleagues Trained Abroad</u>			
Supervisor trained abroad		41%	41%
Other colleagues trained abroad		26	29
No work colleagues trained abroad		33	30
		<hr/>	
Total ^a	%	100	100
	(N)	(6843)	(21,472)
B. <u>Supervisor's Helpfulness in Utilizing Training</u>			
Very helpful		46%	44%
Somewhat helpful		23	27
Neither helpful nor unhelpful		19	13
Not helpful		12	16
		<hr/>	
Total ^b	%	100	100
	(N)	(6024)	(18,265)

^aExcludes participants not trained in their occupational specialty (Near East and South Asia 413; All Regions 1017), "Unemployed" (Near East and South Asia 221; All Regions 589), and "Not Ascertained" (Near East and South Asia 53; All Regions 295).

^bExcludes participants who had no supervisor (including unemployed) (Near East and South Asia 1010; All Regions 3752), were not trained in their occupational specialty (Near East and South Asia 413; All Regions 1017), and "Not Ascertained" (Near East and South Asia 83; All Regions 339).

TABLE 26

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	46	30	36
Somewhat helpful	29	25	27
Neither helpful nor unhelpful	10	15	13
Not helpful	15	30	24
Total ^a	100	100	100
	(N)	(1883)	(2851)
	%		(4734)

^aExcludes respondents with no supervisor (including unemployed) (N=1010), participants not trained in their occupational specialty (N=413), and "Not Ascertained" (N=93).

TABLE 27

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

		Near East and South Asia	All Regions
A. <u>Over-all Satisfaction with Training</u>			
Very satisfied		49%	49%
Moderately satisfied		43	44
Not too satisfied		8	7
Total ^a	%	100	100
	(N)	(7085)	(22,183)
B. <u>Rating of Importance of the Program</u>			
One of the most important things ever done		62%	67%
A waste of time		1	1
In between "most important" and "waste of time"		37	32
Total ^b	%	100	100
	(N)	(7085)	(22,177)

^aBoth tables exclude participants not trained in their occupational specialty (Near East and South Asia 413; 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 28

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	51	2	47	(148)
Two to under four months	60	1	39	(997)
Four to under six months	66	1	33	(794)
Six months to under one year	58	2	40	(2676)
One to under two years	63	1	36	(2138)
Two years or more	88	1	11	(225)
Total	62	1	37	(6978)

^aExcludes participants not trained in their occupational specialty (N=413) and "Not Ascertained" (N=139).

TABLE 29

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 two months	59	39	2	(41)
Two to under four months	66	30	4	(319)
Four to under six months	67	29	4	(249)
Six months to under one year	75	23	2	(1134)
One to under two years	80	18	2	(944)
Two years or more	95	5	-	(61)
Total	75	22	3	(2748)

^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 2885 participants were obtained; "Don't Know" and "No Answer" are excluded (N=137).

TABLE 30

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

Evaluations ^a		Near East and South Asia	All Regions
A. <u>Length of Program</u>			
Satisfactory		46%	46%
Too short		51	50
Too long		3	4
Total	%	100	100
	(N)	(7510)	(23,312)
B. <u>Variety of Training Experiences</u>			
Satisfactory		53%	52%
Insufficient		28	30
Excessive		19	18
Total	%	100	100
	(N)	(7458)	(23,119)
C. <u>Time Free for Personal Interests</u>			
Satisfactory		58%	60%
Too little		40	38
Too much		2	2
Total	%	100	100
	(N)	(7494)	(23,288)
D. <u>Money Available for Living Costs and Travel</u>			
Satisfactory		67%	70%
Inadequate		32	29
Excessive		1	1
Total	%	100	100
	(N)	(7502)	(23,268)
E. <u>Level of Program</u>			
Satisfactory		80%	79%
Too simple		14	15
Too difficult		6	6
Total	%	100	100
	(N)	(7443)	(23,122)

^aExcludes "Not Ascertained."

TABLE 31
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	37	62	1	(285)
Two to four months	39	58	3	(1161)
Four to six months	47	50	3	(828)
Six months to one year	46	51	3	(2738)
One to two years	48	50	2	(2166)
Two years or more	70	26	4	(226)
Total ^a	46	51	3	(7404)

^aExcludes "Not Ascertained" (N=126).

TABLE 32

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

		Near East and South Asia	All Regions
A. COMPONENTS^b			
<u>Use of Training Skills or Knowledge in Current Job</u>			
All or almost all		16%	21%
Quite a bit		33	31
Some		24	23
Little or none		27	25
Total	%	100	100
	(N)	(7097)	(22,173)
<u>Amount of Training Conveyed to Others</u>			
All or almost all		11%	17%
Quite a bit		36	35
Some		31	29
Little or none		22	19
Total	%	100	100
	(N)	(7090)	(22,199)
B. INDEX^c			
<u>Utilization Index</u>			
Very high		34%	38%
High		30	29
Moderate		22	21
Low		14	12
Total	%	100	100
	(N)	(7117)	(22,356)

^aAll tables exclude participants who were not trained in their occupational specialty (413 respondents in the Near East and South Asia 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 33

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	55	56	47	45	52
Do not have plans	45	44	53	55	48
Total ^a	100	100	100	100	100
(N)	(2390)	(2146)	(1596)	(954)	(7086)

^aExcludes participants not trained in their occupational specialty (N=413) and 'Not Ascertained' (N=31).

TABLE 34

UTILIZATION OF TRAINING BY TRAINING FIELD
(In Percentages)

Training Field	Utilization Index				Total (N) ^a (=100%)
	Very High	High	Moderate	Low	
Community Development	40	30	19	11	(227)
Health and Sanitation	39	30	20	11	(621)
Transport and Communications	36	30	23	11	(690)
Agriculture and Natural Resources	35	30	21	14	(2353)
Education	34	31	22	13	(872)
Industry and Mining	32	30	25	13	(1095)
Public Administration	27	31	25	17	(758)
Labor	24	30	30	16	(232)
All Others	37	29	22	12	(269)
Total	34	30	22	14	(7117)

^aExcludes participants not trained in their occupational specialty (N=413).

TABLE 35

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	35	30	21	14	(5845)
Mainland United States Primarily	34	35	22	9	(529)
Some United States: Puerto Rico, Hawaii, Canal Zone	77	13	-	10	(26)
Lebanon	20	30	34	16	(432)
All Other Non-U.S. Sites	26	32	28	14	(262)
Total	34	30	22	14	(7094)

^aExcludes participants not trained in their occupational specialty (N=413) and "Not Ascertained" (N=23).

TABLE 36

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	
Observation, and University	36	32	19	13	(1596)
Observation, and On-the-job training	36	31	20	13	(1103)
Observation, On-the-job training, and University	35	30	22	13	(1127)
University only	32	33	22	13	(703)
On-the-job training, and University	32	25	29	14	(527)
On-the-job training only	31	29	24	16	(617)
Observation only	30	28	27	15	(1297)
Special group not at a university	29	34	25	12	(147)
Total	34	30	22	14	(7117)

^aExcludes participants not trained in their occupational specialty (N=413).

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	25	32	25	18	(152)
Two to four months	31	29	23	17	(1004)
Four to six months	32	31	24	13	(796)
Six months to one year	34	31	22	13	(2686)
One to two years	36	30	21	13	(2145)
Two years or more	33	27	29	11	(225)
Total	34	30	22	14	(7008)

^aExcludes participants not trained in their occupational specialty (N=413) and "Not Ascertained" (N=109).

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	35	31	22	12	(6307)
Not very important	23	26	26	25	(550)
Total ^a	34	30	22	14	(6857)

^aExcludes participants not trained in their occupational specialty (N=413) and 'Don't Know' or 'No Answer' (N=260).

TABLE 39

UTILIZATION OF TRAINING BY EXISTENCE OF PRIOR ORGANIZATIONAL PLANS
FOR UTILIZATION^a
(In Percentages)

Existence of Prior Organizational Plans	Utilization Index				Total (N) (=100%)
	Very High	High	Moderate	Low	
Plans existed	35	38	18	9	(1223)
Plans did not exist	22	33	25	20	(183)
Total	33	37	19	11	(1406)

^aBased on data from interviews with supervisors of an unweighted total of 1497 participants whose supervisors knew them prior to their training; table excludes "Don't Know" and "No Answer" (N=91).

TABLE 40

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

Trainee's Participation in Program Planning	Utilization Index				Total (N) (=100%)
	Very High	High	Moderate	Low	
Participated sufficiently	40	31	21	8	(2075)
Participated, but not enough	32	38	19	11	(423)
Did not participate	31	29	24	16	(4597)
Total ^a	34	30	22	14	(7095)

^aExcludes participants not trained in their occupational specialty (N=413) and "Don't Know" or "No Answer" (N=22).

TABLE 41

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	37	30	22	11	(3731)
Not very well satisfied	29	31	22	18	(770)
Can't say	30	30	24	16	(2590)
Total ^a	34	30	22	14	(7091)

^aExcludes participants not trained in their occupational specialty (N=413) and "Not Ascertained" (N=26).

TABLE 42

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

Indices of Satisfaction	Utilization Index				Total (N) ^a (=100%)
	Very High	High	Moderate	Low	
A. <u>Substance of Program</u>^b					
High	37	31	22	10	(1922)
Moderate	33	32	22	13	(2438)
Low	32	29	23	16	(2757)
Total	34	30	22	14	(7117)
B. <u>Nontechnical Aspects of Program</u>^c					
High	32	33	24	11	(2364)
Moderate	34	30	23	13	(2662)
Low	35	28	20	17	(2091)
Total	34	30	22	14	(7117)

^aBoth tables exclude participants not trained in their occupational specialty (N=413).

^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 43

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	24	34	25	17	(1785)
Two to three years	30	35	21	14	(1165)
Three to four years	34	31	22	13	(683)
Four to five years	38	33	18	11	(599)
Five years or more	41	25	22	12	(2875)
Total	34	30	22	14	(7107)

^aExcludes participants not trained in their occupational specialty (N=413) and "Not Ascertained" (N=10).

TABLE 44

UTILIZATION OF TRAINING BY CAREER MOBILITY
(In Percentages)

Index of Career Mobility	Utilization				Total (N) ^a (=100%)
	Very High	High	Moderate	Low	
Postprogram job change (expected)	41	32	19	8	(1034)
Returned to same job, but changed since	37	31	20	12	(2734)
No job changes since selection	31	32	23	14	(2444)
Postprogram job change (unexpected)	30	27	23	20	(660)
Unemployed since return and not classifiable	2	1	66	31	(245)
Total	34	30	22	14	(7117)

^aExcludes participants not trained in their occupational specialty (N=413).

TABLE 45

UTILIZATION OF TRAINING BY SUBJECTIVE CAREER VALUE OF TRAINING
(In Percentages)

Without Training Current Job Would Be:	Utilization Index				Total (N) ^a (=100%)
	Very High	High	Moderate	Low	
Worse (training helped)	46	28	20	6	(1671)
About the same	31	33	22	14	(4380)
Better (training hurt)	26	21	23	30	(310)
Can't say	40	31	18	11	(498)
Total	35	31	21	13	(6859)

^aExcludes participants not trained in their occupational specialty (N=413), "Unemployed" (N=221), and "Not Ascertained" (N=37).

TABLE 46

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	46	33	17	4	(2794)
Somewhat helpful	28	38	21	13	(1363)
Neither helpful nor unhelpful	24	27	29	20	(1132)
Not helpful	21	22	26	31	(735)
Total	34	32	21	13	(6024)

^aExcludes participants not trained in their occupational specialty (N=413), "Unemployed" (N=221), those reporting no supervisor (N=789), and "Not Ascertained" (N=83).

TABLE 47

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	48	28	18	6	(1409)
Some other contact	36	32	21	11	(1993)
No contact	27	30	25	18	(3676)
Total	34	30	22	14	(7078)
B. <u>Contacts with USOM Technicians</u>^c					
Frequent contact	49	28	17	6	(1060)
Occasional contact	34	37	18	11	(1028)
Never met technician	31	32	24	13	(145)
No technician available	30	29	25	16	(4854)
Total	34	30	22	14	(7087)
C. <u>Assistance Requested and Received from USOM</u>^d					
Requested assistance and received some	54	27	12	7	(915)
Requested assistance, did not receive any	35	28	21	16	(341)
Did not request assistance	30	31	24	15	(5828)
Total	34	30	22	14	(7084)

^aAll tables exclude participants not trained in their occupational specialty (N=413).

^bExcludes "Not Ascertained" (N=39).

^cExcludes "Not Ascertained" (N=30).

^dExcludes "Not Ascertained" (N=33).