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TRAINING FOR DEVELOPMENT



A Survey of the Participant Training Program
In Morocco

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An Evaluation of the
Agency for International Development
Participant Training Program
in Morocco

This report was prepared at U.S.A.I.D./Morocco
under the direction of a Consultant hired for
the purpose of the Survey.

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SUMMARY AND CONCLUSIONS

For practical purposes an evaluation report of this kind, based as it is on a great amount of detail, must, to be useful, translate the detail into statements of a general nature which are guides to judgment and action. The questionnaire tended to allow for a wide diversity in many questions of opinion, but at key points when the choice of answers was limited there was impressive agreement. The conclusions here stated depend on more than the sum total of the responses to the questionnaire. The local setting, the quality of Moroccan social and intellectual life, and to some extent the political forces at work cannot be ignored in the conclusions. On the other hand, these considerations cannot always be specified, if at all, in any but the briefest way.

The following conclusions arise from the study in the broadest sense:

1. The participants and their superiors were well satisfied with the training programs.
2. Some modifications in the training programs would have improved them for specific cases.
3. The supervisors were not particularly helpful to the participant in utilizing his training.
4. About half the participants said they were able to use their training to some extent, but almost all said

they were able to pass on to others what they had learned.

5. Most of the participants had no contact with the Mission after their return from their training program. Only four worked in contact with U.S.A.I.D. projects.

6. There is little or no understanding by supervisors or participants of the nature and intention of the participant training program.

When given the opportunity during the interview, participants and supervisors expressed many varied reservations about the program. Some of this reaction can be attributed to a displaced dissatisfaction by the participants with present job or opportunity, but supervisors' comments brought out more thoughtful reasoning.

These factors contribute to the reservations: The training program in many cases was not planned with the supervisor and the participant in direct relation to the job the participant was doing.

Predeparture orientation and consultation apparently omitted an essential ingredient: "You are going to learn this..., which will contribute to the job you have ahead of you." Usually the participants were sent off with adequate travel and living information, but the vague admonition: "You are going to have an experience; you will learn something..." The actual training program itself frequently fitted no pattern understood in the context of the dominant French philosophy of education. If the training was to increase professional competence it should have been a disciplined course of theoretical training. If it was to enrich practical capability it should have provided on-the-job work experience (as for instance a medical internship does).

Post-training contacts with the Mission failed to capitalize on the new orientation achieved by the training programs.

The fact is that in almost every case the above reservations ignore the very real value of the "Training" programs: a new way of looking at the problems in Morocco. In this context, the participant's appreciation of the "American way of life" was exemplified in comments about American independence, hard work, informality, hospitality and drive. In this the participants were impressed and repeatedly requested renewed contact to recall for them the impressions their experience had had on them. (The very interview itself although conducted by a young Moroccan stimulated and renewed their enthusiasm for the trip they had made. Almost spontaneously the former participants themselves undertook to organize a club so as to be able to carry out group activities designed to maintain and further contact between the participants and to continue stimulating contact with the U.S.A.I.D.).

BACKGROUND

Since April 1957 with the signing of the agreement on Technical Cooperation the United States has been involved in a variety of projects designed to advance the economic development of Morocco. Each year the predominant U.S. financial commitment to this effort has been devoted to construction or extension of irrigation, roads, forestry, housing and soil conservation throughout the country. But increasing attention has been paid recently to the training of Moroccans in key skills relevant to development projects. While the overwhelming proportion of education in Morocco follows the French academic system and is assisted by French experts, the role of the U.S.A.I.D. has increasingly been to provide specialized courses, orientation visits and technical training in connection with the specific projects undertaken jointly with Moroccan ministries. In many fields the Moroccan specialists have come to realize the value of American methods and their applicability to Moroccan problems.

The effectiveness of the Participant Training Program in Morocco must, however, be viewed in the light of special circumstances which exist here:

Economic development in Morocco depends in large measure on the rapid increase in technically trained and experienced personnel; this in the face of a traditionally rigid educational system and a conservative and over-burdened bureaucracy.

There is customary deference to literary or theoretical education as opposed to practical training in a specialized field with a view toward application.

The heretofore regrettably low level of general education in the population (there are probably not more than 500 thousand males over 14 years old with a primary school certificate or better in the total population of about 12 million people) severely handicaps broad development programs.

Particularly in the fields of public administration there is a significant shortage of personnel trained for problems of economic development. To mention a few areas: there is not even the concept of epidemiology in public health work, nor of accounting controls and centralized purchasing for public services.

In agriculture: farmers' cooperatives are only just beginning, agricultural credit and other functions languish for lack of administrators experienced in their development.

These then are some of the areas where participant training programs can be of great benefit and will dovetail with capital intensive programs. Feasibility studies (done by Porter International under A.I.D. grant for the Moroccan Government) clearly indicate the need for further participant training specifically in "how to do it" frame of reference rather than in academic preparation to do something.

Several officers of international organizations have expressed similar conclusions: there is a great gap between the politically sophisticated leaders who are preoccupied with problems of leadership and the body of petty bureaucracy carrying out administrative formulae rigorously but with little imaginative application to current problems.

THE STUDY

Following the pattern established for the World Wide Participant Training Evaluation Survey, this study of the trainees sponsored by the U.S.A.I.D. in Morocco was conducted in the fall of 1962. Those 194 trainees who had returned to Morocco before January 1, 1962 were sought for an interview of 146 questions.

The following table shows the results of the interviewing effort:

Table I

Status Participants Included in Survey		
Interviewed		147
Whereabouts unknown	11	
Inapplicable cases	2	
Out of the country	7	
Inaccessible	22	
Refused to be interviewed	<u>5</u>	
		<u>47</u>
		194

A team of 9 Moroccan college students were trained as interviewers. The interviews were conducted for the most part in French (111), but also in Arabic (25), Berber (7), and Spanish (4). The participants were scattered throughout the country, and over half the addresses on the records were incorrect. The rapid shifting of people in government service in Morocco added greatly to the problem of conducting the interview.

Table II

Geographic Distribution of Moroccan Participants	
Rabat	69
Casablanca	27
Fez-Meknes	34
Marrakech	21
Tangier-Tetuan	14
Kenifra	8
Agadir	7
Oujda	4
Beni-Mellal	4
Nador	4
Ksar-Es-Souk	1
Safi	<u>1</u>
	194

The questionnaire forms were in French, and answers were recorded in French.

The 22 superiors or supervisors who were interviewed for their opinion about the program were able to comment on 37 of the participants. The three technicians responsible for Agricultural, Educational and Industrial Development respectively were interviewed about 32 participants familiar to them. Unfortunately, the overlap between superiors and technicians constituted 5 participants.

Coding was done in Morocco by bilingual coders. The local branch of International Business Machines performed the punching, sorting and tabulating of the cards.

THE PARTICIPANTS

The participants in the present study cannot be considered a representative group of Moroccans. They are a selection or sample drawn for special purposes of the participant training program. The period covered by the study covers participants from the first four years of the Mission's operation in Morocco. So it is understandable that the selection processes could not have been applied either by the Mission or the cooperating Ministry with as much care as is possible under long established programs. The range of fields covered is also understandably limited. The group of participants in the study should, therefore, be considered a sample from a hypothetical universe of potential participants, and since the fields of activity are not necessarily part of a continuum it is important to think of the agricultural or education participants in the study as representatives of a larger group of future participants in those fields.

The limited objectives embodied in the programs for these participants illustrate, on the other hand, the special training role of the Mission in Morocco. It is not so much a problem of augmenting the numbers of technically proficient personnel. That burden is undertaken by French aid in technical education and through large scale introduction of experts. The objective is rather to provide stimulus and breadth of experience to those

whose education and career are already well advanced. In this connection it is worth mentioning the considerable difficulty of translating the central idea of "Participant Training." There is nothing in the French language that corresponds to it, and the English word "training" is so vague that it defies and violates French educational principles. As a result the French oriented bureaucracy tends to depreciate the value of the program. Another factor in the situation is the ambiguous meaning of the term "participant." Only 4 participants said they had worked in a joint project with U.S.O.M. since their return from training.

However, the Participant Training program in Morocco is growing rapidly and constitutes a sound base on which to build further activity as the joint development projects grow in importance.

Table III

Number of Participants Departing for Training Each Year (01:24-25)*			
<u>1958</u>	<u>1959</u>	<u>1960</u>	<u>1961</u>
16	26	44	61

* Numbers in parenthesis in heading of each table indicate deck and column number for basic coded data as it appears in IBM cards.

Table IV

Number of Participants Returned from Training Each Year (01:28-29)			
<u>1958</u>	<u>1959</u>	<u>1960</u>	<u>1961</u>
1	23	45	78

It is undoubtedly true that as the program becomes more stabilized and more superior personnel are drawn into it the specific contribution the participant training program makes to Moroccan development will be appreciated more widely.

The age distribution of the participants underlines one of Morocco's greatest problems: over half the population is under 20, and there is a severe shortage of mature experienced administrators.

Table V

Age of Participants at Time of Departure for Training (01:55)		
	<u>Number</u>	<u>Percentage</u>
Under 25 years	46	31
25 to 29 years	29	20
30 to 34 years	32	22
35 to 39 years	15	12
40 to 44 years	13	9
45 to 49 years	8	5
50 to 54 years	1	-
55 years and older	2	1
Not ascertained	1	-
	<u>147</u>	<u>100</u>

The participants in the study fall naturally in groups which can be dealt with as entities. Their internal consistencies are more important than their similarities to other groups.

Table VI

Number of Participants in Each Area of Activity (01:75)		
Agriculture	23	15.6
Education (teacher)	26	17.6
Government (including educational admin.)	70	47.7
Industrial Development	18	12.3
Other	<u>10</u>	<u>6.3</u>
	147	100.0

Although by no means the largest group, the men listed under agriculture have direct concern with Morocco's most important development sector. A few already trained men in various phases of agricultural research were sent for specific training, but the largest proportion of the group consisted of independent farmers, large landowners responsible for some of the most productive land in the country. They included leaders of opinion in their local communities and on a national level. Their "training" consisted of visits of somewhat over a month's duration to farms in various parts of the United States where conditions are similar to those in Morocco. The very basis in planning their programs was to provide an opportunity for exposure to new ideas and to stimulate constructive innovations upon their return home. The

independent landowners had no supervisors. They are the leading figures in Moroccan agriculture and have considerable influence on government agricultural policy.

The group classified under "education" includes only the teachers; educational administrators were put in the "Government" category. The Moroccan educational system is very centralized on a national basis, and little or no independent initiative is possible at any level. The teachers are almost without exception government employees. But many of them said that they had no immediate superior, often referring to the Minister of Education. This arises from the fact that at the local level the directors of schools are responsible for housekeeping, administrative matters and discipline of the students, but not for academic programs or curriculum.

The pattern of program for the teachers is less well defined than for those in agriculture. Some groups of teachers spent several months in the United States at universities (Kansas State Teachers College and Ohio State). Other groups (a total of 32) have attended teacher training institutes during the summers at the American University of Beirut. This program has been used especially for the Arabic speaking teachers in the Moroccan Islamic studies programs since there are Arabic speaking professors at Beirut.

The men in the category "government" were not generally sent on training missions in large groups as

were those in agriculture and education, with the exception of the educational administrators who also attended summer sessions at the American University of Beirut. The classification of participants by occupational category (by level or rank in the economic system) who were drawn from government shows an interesting distribution. Nearly seventy percent of them were drawn from the second or subordinate administrative level.

Table VII

Number of Participants in Each Occupational Category Who Were Drawn from Government	
1. Top Policy Makers, Executives and Administrators, National Level and/or National Impact.	1
2. Policy Makers, Executives and Administrators, Second Level and/or National Impact	15
3. Subordinate Management, Program and Administrative Officials line or staff	33
4. Engineers, Professional-operating and Research Development	3
5. Professional Occupations, Operating and Research Development	5
6. Sub-Professional Occupation, Operating and Research and Development	4
7. Other (not classified elsewhere, students and semi-skilled labor)	<u>9</u>
	70

The only group of participants who make up the Industrial Development category were a group of independent

businessmen, industrialists and leaders of Chambers of Commerce.

One important element which affects the data of this survey is the changing pattern of Mission policy with respect to the participant training program. During the first two years of the Mission's activity, in spite of the formal agreement between the Moroccan and American governments, there was little cooperation on the part of the ministries. Procedures for selection of participants were haphazard. The appointment of individuals was often left to the last minute before departure time so that very little, if any, prior orientation could be undertaken, and the planning of the training could not be done with the consultation of the participant's superior or with the participant himself.

The increased care in selection and planning for training may be reflected in the significant increase in the proportion of high utilization scores among participants in the last year.

Table VIII

Utilization Scores for Participants Who Departed for Training in Different Years (01:25, 05:68)			
Utilization Scores			
<u>Year of Departure for Training</u>	<u>Less than 50*</u>	<u>Above 50</u>	<u>Total</u>
1958	7	9	16
1959	17	9	26
1960	20	24	44
1961	22	38	60
Total	66	80	146

*Including no scores.

CONCLUSIONS OF THE STUDY IN RELATION TO
MISSION POLICY

The brief summary and conclusions require considerable amplification if there is to be effective implementation of changes based on the results of the study. For convenience, the stages of the participant program are used for simplicity in presenting the main headings under which the data are presented:

1. Selection
2. Predeparture Contact
3. Training Experience
4. Utilization Performance

1. Selection

The selection of participants tends to be in the hands of the ministry officials responsible for liaison with U.S.A.I.D., and in the past the Mission has accepted the list of candidates as given. In the cases of the independent farmers and the independent businessmen, the Mission representatives were more active in the selection process. Since this is a major point at which the Mission has direct access to the factors contributing to a successful training program, the Mission is actively seeking increased participation in the selection process.

THE STUDY showed the participants considered professional and educational qualifications to be most important for selection. In questionnaires of this kind the answers tend to be an expression

of (belief in) what ought to be rather than what really was the basis for selection. Nevertheless, the participants in agriculture gave more weight to personal contact as a factor in selection than did participants in any other of the fields of activity.

In half of the cases the supervisors themselves had recommended the participants and had plans for the use of the returned participant after training. In terms of the participants' ultimate use of their training (utilization), those who had spent the previous five years or more in their field of specialization made a much better record.

2. Predeparture Contacts

After the participant has been selected for a training program, his attention is focused ahead. He is undergoing a preparation for training. This period will set the pattern for his receptivity later.

THE STUDY shows that most of the participants had never had any contact with the Mission prior to their selection. They had no part of the planning of their program and felt they did not have enough information about the training itself before they left. Half of them expressed themselves as well satisfied before they left, but over a third felt they did not have enough information

to be able to judge. A sixth said they did not know where their training was to take place before they left for the United States. It is also significant that among the supervisors interviewed, none had taken part in the planning of the training program for the participants under their authority. While the interview tended to encourage a wide variety of particular sources of irritation or lack in the predeparture preparation, except for specific information about the training part of their programs the majority felt they had been given sufficient information about other aspects of their program and problems they would face in the United States.

Most of the participants took part in an orientation session on their arrival in the United States and considered it a valuable part of their program.

Half of the participants felt their program required a knowledge of English and of those, a third did not receive any instruction prior to departure. The question of English is a difficult one in Morocco since for most participants French is already a second language. The government offices hesitate to spare a valuable candidate for the training program, and while he is still in Morocco he has difficulty finding time prior to his departure to study English.

3. The Training Experience

The participants' programs varied greatly, and their reactions to their experiences were equally complex. But within the diversity, two objectives were identifiable: the specific job-oriented knowledge and skills and the general psychological re-orientation of the participant's outlook toward his job.

The effort in designing a program goes to emphasize specifically job-oriented aspects, and indeed this is the point at which critics place emphasis. But a particular schedule of courses, associated with the additional training on the job and/or observation visits, does not in itself ensure the success, nor does the content of the program. The most successful programs are those whose impact on the participant radically altered his point of view toward his job. One new idea or constellation of skills may achieve this re-orientation. But the emphasis must be there when the program is designed in order to produce that effect.

THE STUDY shows that the participants and their supervisors felt the training programs to be worth the time, effort and expense involved. Nearly 60% of the participants said categorically that their training program was the most important thing they had ever done. This is a measure of the enthusiasm generated and the degree of impact for re-orientation of the participants' outlook.

In contrast to the general impact, from the purely technical point of view most of the participants felt they were unable to use very much of their new skills or knowledge. The supervisors also felt the training per se to be relatively unimportant to the job when the participant returned. This is undoubtedly associated with the fact that the supervisors were not familiar with the details of the programs and had little or no part in the planning phase. The lack of cooperation of the supervisors in helping the participants use their new skills or competence also reflects the supervisors' lack of understanding of the objectives of the training.

Without attempting to itemize here the great variety of detailed suggestions, sometimes very vague, for changing the nature, scope, etc. of the programs, two points stand out: the participants said their programs should have been a little longer. But more particularly the programs should, they felt, have been more intensive and job-oriented. They would have liked to spend more time in on-the-job training. (Incidentally, none of the participants included in the study were enrolled in university programs culminating in an academic degree).

4. Utilization Performance

In the analysis of the results, the assignment of a numerical value to answers to certain questions makes it possible for a score to be taken as a rough measure of the participants utilization of their newly acquired skills and knowledge. The "score" reflects in a sense a very subjective evaluation by the participant of his use of his training, since it depends largely on questions about the extent to which he believed he had used or planned to use or conveyed to others the new knowledge and skills he had acquired.

THE STUDY shows a grouping of 65% of the participants at the high end of the utilization score range and suggests that those participants are engaged in passing on to others what they have learned, planning and executing projects that also apply that knowledge in their jobs.

The Supervisor and Technician interviews were also scored to evaluate the utilization of his training by the participant. The pattern of scores is substantially the same in each set of interviews although in the latter sets the number of cases was not large enough for elaborate interpretive comparisons.

The 4% of the participants who had no utilization scores, or very low ones, were those who said they had not been able to use their

training or pass it on to others. The largest proportion of the non-utilizers were in the job category "Government." The low utilization group also had very low incidence of contact with U.S.A.I.D. after their return from training. However, utilization scores were not apparently affected by the attendance at a communications seminar prior to departure from the United States. The participants who were sent to AUB for summer training were more likely to be high utilizers than those in regular I.C.A./A.I.D. programs. There is also some indication that the low utilizers were the younger men, but this may be associated with the figures showing that men with 5 years and over in their fields of specialization were more likely to be the higher utilizers.

5. Over-all Impact

The most successful areas of the participant training program in Morocco have been Agriculture, Administration, Mines and Industrial Development.

The following examples of specific innovations mentioned by former participants affecting Moroccan development have been extracted from the interviews.

A. A farmer with diverse interests, grain, fruit trees and cattle, said, "Everything I saw and learned on my orientation visit has been of direct benefit to my farm. I have taught my workers new methods of planting and

irrigation; I have adapted American silage methods to local crops and conditions; I have introduced new fertilizers, seeds and sprays; and I have installed automatic watering and milking machines. Neighboring farmers are frequent visitors and are eager to copy the new methods. The increase in production of the new ways amounts to from 40 to 60 percent over the old."

B. A farmer with diverse interests in grain and cattle said, "The new methods I learned during my trip to the United States have made my farm a gathering place each month for our farmers' association. We meet to hear a lecture about new techniques and to discuss problems with other farmers who have not had opportunities to see for themselves. I have introduced feed lot methods for fattening, and I have reduced disease by rebuilding my barns to modern designs. The traditional methods are not scientific and are not healthy."

C. An accountant for the port authority said, "I have introduced property control and purchasing methods that I learned during my year of courses. No one in Morocco ever employed such systematic and rationalized methods before. It has been possible to achieve substantial economies in purchasing and to improve the control over quality by centralizing the administration of purchasing in one department."

D. A Chief Administrative Officer of the Ministry of Commerce and Industry said, "Although my training course

in the United States was too short, I learned the concept of American administrative methods, especially pertaining to centralized purchasing, which is needed in Morocco. I have established a system of central control over purchasing in the Ministry of Commerce and Industry."

E. A Chief Engineer of the Bureau of Mines said, "I have been able to introduce a fairly large number of improvements, directly as a result of the orientation visit to America, in the fields of maximum exploitation of ores and decrease in waste loss and in increased mechanization of ore transport. I also introduced a hitherto unknown method of explosives which is very effective and inexpensive."

F. The President of the Chamber of Commerce and Industry of the second largest port of Morocco, and President of the Canned Food Industries of Morocco, said, "My orientation visit to the United States was the most important thing I have ever done. America is an entirely different way of life. As a result of that experience, I have introduced new methods of merchandising and exports, and new administrative methods in the Chamber of Commerce and Industry."

A quotation from one of the supervisors, an official of the Bureau of Public Works, is also worth repeating:

"Our men don't need further theoretical training; they need on-the-job experience, two to three weeks in different kinds of experience. The younger ones are not sophisticated enough to appreciate what they are seeing. The programs

should be tightly planned to fulfill the objectives. We are not impressed with touristic visits."

To conclude, the following quotation is from one of the participants who is an official in the Ministry of Agriculture, and agricultural expert in direct contact with the leading figures in Moroccan agriculture:

"I was impressed by two big things on the visit across the United States. First in education. The place of the land grant agricultural colleges and the county agent system are powerful means of helping the farmer help himself. Rather than being run by educationalists, the agriculture schools are run by men devoted to agriculture and any farmer is welcome to come for advice and help. The county agents likewise have a responsibility to be of service to the community, not agents of the government. Second, the role of the agricultural cooperatives for credit, for education and for marketing is a tremendous influence for increasing the competence and productivity of the farmers. You see it is not Morocco that is underdeveloped, it is the Moroccans."

RECOMMENDATIONS

Since Moroccan independence, American technical and economic assistance has played an increasing role in Moroccan development. Loans and technical advice have been complemented by a still growing program of training for young Moroccan technicians and government officials. Indeed, the impact of this training program is much greater than the numbers of men or costs involved in it. Overwhelmingly the reaction of the returned trainees has been heightened awareness of their own problems and a sense of inspiration to attack them. The practical approach and freedom to apply new methods were the two innovations the Moroccan trainees saw as most impressive in their visits to America. They returned infected with an enthusiasm to learn more and to apply their training to their jobs.

Inevitably, in some cases disillusionment and disappointment followed their frustration by the inertia of the bureaucracy. Program planning could not obviate the changes in policy and personnel in the Moroccan Government and the consequent lack of continuity. The second phase of the training program begins with the return of the trainee, when his training is systematically exploited under the supervision of the program technician.

In view of the findings of the study and the above comments, the following specific recommendations appear appropriate:

1. An information pamphlet (now in administrative jargon) explaining the aims and methods of the training program, not just the technical aspects of the courses but the attitude and psychological changes that take place when a person is exposed to another culture. The problem of job attitudes and pragmatic approaches to problems should be discussed. The steps followed by the trainee should be outlined, and the importance of the different phases should be discussed in terms of their effect on the whole program.

2. A check list of orientation procedures and steps should be provided to the trainee. His program should be discussed in terms of what he is going to learn and how he will use it when he returns. This should also be the pattern of discussion with the supervisors so that it is clear to everyone in contact with the trainee why he is going and how he will be more valuable when he returns.

3. A regular schedule of visits to returned trainees by the follow-up office and/or the technician should be kept. The visits should include the supervisor as well as the trainee. If we don't make it important, it doesn't impress the local government people responsible.

APPENDIX I

The tables reproduced here display the information supporting the text of the report. Many additional tables relating to various items of information about the participants could be constructed and some were, but for the purposes of this report they appeared to be of relatively little value.

Certain reservations should be applied in interpreting the tables. The total number of participants in the survey would normally be considered sufficient for some statistical manipulation, but that would be done only under the assumption that the groups studied be a reasonably representative sample of a larger universe which might potentially be included in the present group. The present group of participants cannot be so considered except at the lowest level of common denominators. They are all relatively young male Moroccans. Their age, social, and educational levels varied widely, and there is no relation that can be established within the scope of this study to show the extent to which they are a representative group. The methods of selection of the participants varied widely and in unidentifiable ways. The divisions of the participants by occupational category (01:75)* is a condensation of the elaborate occupational code given by the standard ICA codes in lists I and II of the Manual Order 1363.7 Fields of Operation for Individual Participants. It is felt that some larger degree of uniformity can be expected within these groups but that the groups have relatively little in common with each other.

* Numbers in brackets indicate the deck number and column number of the IBM cards which contain the coded information.

Condensation of ICA Occupational
Code for Purposes of the Present Study
(01:75)

	<u>ICA Code</u>
Code 1. Agriculture	01-09
2. Government	101-10 ⁴ 8 ⁴ , a, b, and d (educational administrators)
3. Education	8 ⁴ c and e (primary and secondary school teachers)
4. Industrial Development	11-81
5. Other	All others

Since the condensed code corresponds roughly to the major areas of Mission programs that include participant trainees the groupings have a practical if not a theoretical justification.

It should be noted that percentages are not calculated in all cases, because, when the numbers are small, percentages tend to give a spurious precision to what are rather simple proportions.

When cross tabulations include data from decks 05 and 06 the total number of participants is reduced from 147 to 146 because one participant was sent on two training missions and his interview does not include coded material for decks 05 and 06 but rather 07 and 08.

Under the condensed code for occupation, code 1, agriculture, does not include government agricultural technicians but only non-governmental agriculturalists.

A note should be added on the subject of academic training proper. Although as indicated earlier none of the participants in the study were enrolled in courses leading toward an academic degree, 12 answered a question on the subject that they had received one. A hand check of the individual cases shows that in fact they received a certificate or similar document at the end of their training, but that the document had little or no meaning for the Moroccan Ministry for which they worked. They expressed pessimism about the usefulness of the "degree" because of the lack of equivalence to the system in Morocco. The Rural Teacher Trainees were particularly disappointed. One man sent for statistical training by the Ministry of Labor is doing what he was trained for and feels the diploma was important. Another trained in public administration has been completely frustrated and attributes the situation to prejudice on the part of French technicians in public administration against an American trained Moroccan.

The Utilization Scores, employed to give some measure of the relative effectiveness of the training, are based on the participants' answers to six questions scattered during the interview. These questions and the appropriate score assignments are as follows:

<u>Question</u>	<u>Response</u>	<u>Score</u>
#101 Since you have been back from that program have there been any periods when you were not employed?	Yes	0
	No	6
#119 In your current job have you ever been able to use <u>any</u> of the skills or knowledge that you learned on the program we have been discussing?	Yes	20 (Qualifies for Q. 120)
	No	0
#120 Would you say you have used - - - - -	Practically none	0
	Only a little	6
	Some	12
	Quite a bit	18
	Almost everything, everything	24
#124 Have you ever been able to convey <u>any</u> of what you learned in the program to other people?	Yes	15 (Qualifies for Q. 125)
	No	0
#125 About how much of the training have you been able to transmit?	Practically none	0
	Only a little	5
	Some	10
	Quite a bit	15
	Almost everything, everything	30
#127 Do you have any plans for using that training that you have not as yet been able to carry out?	Yes	15
	No	0

The maximum score that a participant could receive was 100. However, participants who said in response to any one of these questions that they didn't know or couldn't remember were given a coded score that could not be totaled. In effect a participant may have said he had been able to convey "Some" of his knowledge to others (scoring 10) or "almost all" his knowledge (scoring 20), and yet, because he had not been able to use any of the skills and knowledge he had learned (or said he didn't know or didn't remember), he would receive no total score and no credit for passing any of his new knowledge on to others.

Number of participants who were able to use their new skills or knowledge and number able to pass it on to others.

	<u>Yes</u>	<u>No</u>
Used new knowledge	87	49
Passed on to others the new knowledge acquired	121	21

Table 1

The Importance of Certain Factors in the Decision to Send the Participants for a Training Mission * (02:41 - 45)			
	<u>Very Important</u>	<u>Not Very Important</u>	<u>Don't Know</u>
Personality	132	8	7
Needs of the Job	130	11	6
Personal Contacts	103	36	8
Language Ability	98	43	6
Professional and Educational Qualifications	138	6	3

* In the French questionnaire the question implies a decision by others, the codebook refers to the participant's own decision.

Table 2

Condensation of Cross Tabulation Utilization Scores and Number of Years in Field of Specialization (05:68, 01:43)			
Number of Years in Field of Specialization	<u>Utilization Scores</u>		
	None to 49	50 to 100	Total
Over 5 years	20	46	66
Less than 5 years	34	22	56
Not ascertained	12	12	24
Total	66	80	146

Table 3

Supervisor's Opinion of Plans Made by Participant's Organization Prior to his Departure for Use of Participant Training (10:24)	
Plans Made	Number Participants for Whom These Plans Were Made
Yes	23
No	1
Don't Know	1
Unfamiliar with Participant	13

Table 4

Degree of Satisfaction of Participant with His Program before Departure (02:36)		
Well satisfied	73	50%
Didn't have enough information	50	34%
Not very well satisfied	23	16%
Totals	<u>146</u>	<u>100</u>

Table 5

Date of Departures for Training of Participants by Occupational Category (01:25, 01:75)						
	Agri- culture	Govern- ment	Educa- tion	Indus- trial Develop- ment	Other	Total
1958	1	6	8	-	-	15
1959	-	16	-	10	-	26
1960	12	18	6	-	8	44
1961	9	29	12	8	4	62
	<u>22</u>	<u>69</u>	<u>26</u>		<u>12</u>	<u>147</u>

Table 6

Participant's Opinion of Amount of Information He Received about Various Aspects of the Training before Departure			
	Received Enough	Did not Receive Enough	Don't Know Not Ascertain- ed
1. About the training itself (02:46)	65	78	4
2. About place of program (02:50)	105	40	2
3. About date of departure (02:54)	136	10	1
4. About length of program (02:58)	130	17	0
5. About other aspects of program (02:62)	76	68	3

Table 7

Participant's Opinions About the Kind of Information He Should Have Had About His Training Program Before Departure* (C2:47 - 48 - 49)	
	<u>Number of Participants</u>
1. More information about my training program in its entirety; information not specific.	35
2. More about the subjects I would study, the type of work I would do or the things I would see while on program.	19
3. More about university procedures, requirements, types of examinations, degrees, etc.	5
4. More information on the level of the training program, how elementary or advanced it would be.	4
5. More information on how to apply my training after returning, how or where I would use my training in the future.	0
6. Background about my field of work or specification as it is carried on in the country of training.	6
7. Information was not timely, received too late to prepare properly for departure.	12
8. Other categories not covered above.	8
9. Don't know or don't remember.	1
10. Not ascertained	14
	<hr style="width: 10%; margin: 0 auto;"/> 104

*These were open ended questions; participants commented.

Table 8

Number of Participants Who Said They Had Taken Part in the Planning of Their Training Programs (02:37)		
Took part in planning	26	18%
Did not take part in planning	120	82%

Table 9

Number of Supervisors Who Said They Took Part in Planning the Participants' Programs (10:21)	
Did not take part in planning	25
Did take part in planning	0
Not applicable (supervisor not familiar with participant before training)	13

Table 10

The Importance of the Training to the Participant by Fields of Activity (06:53, 01:75)						
	Agriculture	Government	Education	Industrial Development	Other	Total
The most important thing I ever did	14	32	18	11	7	82
In between	7	30	7	6	4	54
Waste of time	-	3	1	1	1	6
Not ascertained Don't Know	1	3	-	-	-	—
						146

Table 11

Number of Participants Who Did and Did Not Have Contact with USAID after Their Return to Jobs (05:73, 01:75)						
	Field of Activity					
	Agriculture	Government	Education	Industrial Development	Other	Total
Had contact with USAID	8	29	7	5	3	52
Did not have contact with USAID	14	39	19	13	9	94
						— 146

Table 12

Participants' Report on the Need for English on their Program and Whether They Received English Instruction (05:14, 15)		
	Program required English	English Instruction Received
No	75	106
Yes	70	38
Not ascertained	1	2
	---	---
Total	146	146

Table 13

Participants' Satisfaction with Training Program after Return (06:52)		
	Number of Participants	%
Very satisfied	66	45
Moderately satisfied	67	46
Not too satisfied	10	7
Not satisfied	1	7
Not ascertained	2	1
	---	---
Total	146	100

Table 14

Supervisors' Views of the Value of the Program in Each Participant's Case (10:34)	
It was worth the cost and difficulty	29
It was not worth the cost and difficulty	2
Don't know	2
Not ascertained	5

Table 15

Technicians' Views of the Contribution of the Training to the Participants' Job Performance (11:31)	
Major contribution	8
Minor contribution	8
No importance	2
Don't know; can't evaluate; not applicable	14
	—
	32

Table 16

Technicians' Judgment of the Contribution of the Training to the Job by Fields of Participant Activity (01:75, 11:31)						
	Agriculture	Government	Education	Industrial Development	Other	Total
Major	3	5	-	-	-	8
Minor	3	2	3	-	-	8
No importance	-	2	-	-	-	2
Don't know; not applicable	3	1	-	8	2	14
	—	—	—	—	—	—
Total	9	10	3	8	2	32

Table 17

Supervisors' Opinions of the Importance of Participant's Training (10:46, 91:75)						
Importance of Training	Occupational Category					
	Agriculture	Government	Education	Industrial Development	Other	Total
Essential	-	1	-	-	-	1
Very important	-	5	-	2	1	8
Helpful but not very important	-	21	1	4	1	27
Not useful	-	1	-	-	-	1
Not ascertained	1	-	-	-	-	1

Table 18

Participants' Opinions of Their Use of Their Training in Different Fields of Activity (05:46, 01:75)						
Amount of Training Used	Fields of Activity					
	Agriculture	Government	Education	Industrial Development	Other	Total
All, almost all	1	-	-	-	2	3
Quite a bit	3	6	4	3	4	20
Some	6	18	6	3	-	33
	<u>(10)</u>	<u>(24)</u>	<u>(10)</u>	<u>(6)</u>	<u>(6)</u>	<u>(56)</u>
Only a little	6	9	8	3	-	25
Practically none	-	1	-	1	3	5
None	5	31	8	8	3	55
	<u>(11)</u>	<u>(41)</u>	<u>(16)</u>	<u>(12)</u>	<u>(6)</u>	<u>(86)</u>
Not ascertained	—	—	—	—	—	1
						<u>146</u>

Table 19

The Participants' Opinions of the Desirable Length for a Training Program Compared to the Actual Length of Their Program (02:80, 04:33)									
Actual training period in months	Desired Length of Training (in months)								Total
	0-1	1-2	2-4	4-6	6-12	12-24	24-36	over 36	
0 - 1	(4)	1	2						7
1 - 2	2	(30)	3	2	7				44
2 - 4		4	(8)	2	1				15
4 - 6				(4)		2	1		7
6 - 12				1	(2)	6	1	4	14
12 - 24				1	1	(17)	3	5	27

The figures in parenthesis indicate the number of participants who found the length of their training about the right length.

Table 20

Distribution of Participants' Utilization Scores (05:68)	
75 or higher	46
50 to 74	34
26 to 49	0
25 to lower	4
No score*	62

*These participants failed to utilize their training in one way or another.

Table 21

Utilization Scores Grouped by Category of Occupation (05:68, 01:75)						
Utilization	Agriculture	Government	Education	Industrial Development	Other	Total
75 and over	9	19	10	4	4	46
50 - 74	7	11	7	6	3	34
26 - 49	0	0	0	0	1	1
25 or less	0	2	1	0	0	3
No Score	6	36	8	8	4	62
Total	22	68	26	18	12	146

Table 22

Degree to Which Participant Felt His Supervisor Had Been Helpful in the Utilization of the Training (05:49)	
Very helpful	19)
Somewhat helpful	17) -- 35%
Neither helpful nor unhelpful	31)
Not helpful	37) -- 65%
	—
	104
No supervisor	24
Don't know, not ascertained, not applicable	18
	—
	146

Table 23

Utilization Scores Grouped for Participants Who Had Attended a Communications Seminar or Not (05:68, 04:69)						
	Utilization Scores					Total
	25 or Lower	26 - 49	50 - 74	74 or higher	No score	
Attended Communications Seminar	2	0	17	23	26	68
Did not Attend Communications Seminar	1	1	17	23	36	78
Total	3	1	34	46	62	146

1
50
1

Table 24

Supervisors' Opinion of Suitability of Participants' Training to Job (10:36 - 37)		
Suitable Highly so	12	
Somewhat so	18	
	<hr/>	30
Unsuitable		4
Don't know, can't evaluate		3
		<hr/>
		37

Table 25

Participants Contacts with USAID by Grouped Utilization Scores (05:73, 05:68)					
	Utilization Scores				
	No Score	49 or less	50 to 74	75 or more	Total
No contact with USAID	43	4	24	23	94
Contact with USAID	19	-	10	23	52
Total	62	4	34	46	146