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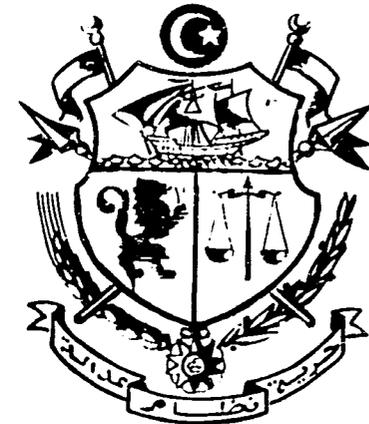
THE PARTICIPANT TRAINING PROGRAM

1957-1962



in

TUNISIA



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• SPECIAL MISSION FOR
ECONOMIC AND TECHNICAL COOPERATION

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AN EVALUATION OF THE
AGENCY FOR INTERNATIONAL DEVELOPMENT
PARTICIPANT TRAINING PROGRAM
IN TUNISIA

FINAL REPORT

By Dalton Potter

April 1964

Best Available Document

Training for Development

A Survey of the Participant Training Program

In Tunisia

"Economic development depends on engaging the energies, the talents, and the personal commitments of millions of human beings."

W. W. Rostow
August 13, 1963

Agency for International Development
Department of State
TUNIS-Tunisia

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TABLE OF CONTENTS

	Page
PREFACE	ii
LIST OF TABLES	iv
LIST OF ILLUSTRATIONS	ix
SUMMARY AND RECOMMENDATIONS	1
INTRODUCTION	5
A Note on the Social Context of the Training Program in Tunisia	10
The Participant Training Evaluation Survey	13
CHAPTER	
I. The Participant	20
II. The Preparation for Training	33
III. The Period of Training	50
IV. Return to the Job	66
V. Communications and Training	93
APPENDIX A	
Tables A-1 through A-23	A-1
APPENDIX B	
Occupational Categories	B-1

LIST OF TABLES

Table	Page
1. Area of Residence.	22
2. Participants' Occupation or Type of Employer	23
3. Training Field of Activity of Participants	24
4. Total Years of Education at the Time of Selection.	25
5. Location of University Attended Prior to Selection for Training	26
6. Occupational Category of Participants.	28
7. The Number of Participants Returning From Training Each Year.	29
8. Distribution of Participants in Training Fields of Activity in Different Years	30
9. Selection of Participants.	34
10. Opinions of Participants About the Importance of Factors in Their Selection.	35
11. Total Time in Field of Specialization at the Time of Selection	37
12. Participants Employed by USAID or in a Project Run Jointly by the AID Mission and the Tunisian Government at the Time of Selection.	38
13. Participants Taking Part in Planning Their Own Program	40
14. Views of the Desirability of Taking Part in Planning Among Those Who Did Not Do So.	40
15. Utilization of Participants Who Did and Did Not Have an Opportunity to Take Part in Planning Their Own Program.	41
16. The Degree to Which Participants of Different Occupational Levels Took Part in Planning Their Training Programs	42
17. Participants Taking Part in Planning Their Program by Year of Departure	43

Table	Page
18. The Degree to Which Participants in Different Fields Took Part in Planning Their Programs	43
19. Adequacy of Briefing on Program as Planned	44
20. Relation Between Adequacy of Briefing and Utilization Index.	45
21. Information Received About Program When It was Being Planned.	46
22. Source of Information Received Prior to Departure.	47
23. Information Received by Participants When Program was Being Planned.	48
24. Primary Geographical Area of Training of Participants by Year of Departure	50
25. Program Satisfaction	53
26. Satisfaction With the Program as Related to Total Time in Training	54
27. Social Satisfaction.	54
28. Length of Training in Different Fields of Training Activity.	56
29. Total Time Spent in Training by Participants of Different Occupational Levels.	57
30. Types of Training Received by the Participants and Average Time for Each.	59
31. Patterns of Types of Training.	60
32. Utilization of Training by Participants With Different Lengths of Training.	61
33. The Utilization Indices of Participants Who Attended University During Their Training Compared to Those Who Did Not.	62
34. Number of Participants Who Received Academic Degrees at Different Levels.	65
35. Participants' Satisfaction With Program and Experiences.	66

Table	Page
36. Global Satisfaction of Different Occupational Levels	68
37. Utilization Indices of Participants Returning Each Year.	69
38. Jobs of Participants After Training.	70
39. Changes in Participants' Jobs Since Return From Training.	72
40. Utilization Index Scores of Participants Specifying Difficulties of Applying Their Training.	73
41. Help From Supervisors in Utilization of Training	75
42. The Views of University-Trained Participants of the Value of an Academic Degree for Their Future Careers in Different Fields of Training Activity	77
43. Utilization Indices of Participants With Different Views on the Value of an Academic Degree	78
44. Degree of Contact With USAID After Return From Training and Utilization	79
45. The Utilization Indices of Participants With Different Degrees of Contact With U. S. Technicians.	80
46. Participants' Suggestions for Changes or Improvements in the Training Programs	82
47. Utilization Index Scores of Participants Attending a Communications Seminar With a Breakdown for Use and Non Use of What Was Learned.	85

Appendix A

A-1. Employment Pattern of Participants After Return From Training.	A-1
A-2. Use of New Skills or Knowledge by Participants After Return From Training	A-2
A-3. Opportunity or Ability to Communicate to Others What the Participants Had Learned.	A-3
A-4. Plans of Participants for Applying Their Training.	A-4
A-5. Completion of Training Program as Planned.	A-4

Table	Page
A-6. Participants' Statements About How Satisfactory Was Their Training Program	A-5
A-7. Participants' Statements About the Importance to Them of Their Training Program.	A-5
A-8. How Satisfied the Participants Were With Their Training Programs Prior to Their Departure	A-6
A-9. Participants' Satisfaction With Predeparture Briefing on General Problems of Adjustment	A-7
A-10. Adequacy of Briefing on Program Aspects Prior to Departure	A-8
A-11. Types of Difficulties Faced by Participants in Applying Their New Skills and Knowledge to Their Jobs After Their Return.	A-9
A-12. Need for English During Training Program	A-10
A-13. Preparation in English for Those Whose Program Required English	A-10
A-14. Academic Degrees Obtained by Participants.	A-11
A-15. Helpfulness of Degree in Future Career	A-11
A-16. Opinions of Participants Who Attended Universities on the Value of an Academic Degree in Their Future Careers	A-12
A-17. Participants' Answers to the Question: "Suppose You Had Not Gone on the Training Program, What Kind of Job Would You Now Have?"	A-13
A-18. Preparation of Training Program Prior to Departure of Participant	A-13
A-19. Participants' Views of the Adequacy of Briefing on Program as Planned.	A-14
A-20. Participants' Contact With AID After Return From Training.	A-15

Table	Page
A-21. Contact With an USAID Technician Since Return From Training.	A-15
A-22. Participants' Opportunity to Take Part in the Planning of Their Programs	A-16
A-23. Views of Those Participants Who Did Not Take Part in Helping Plan Their Programs	A-16

LIST OF ILLUSTRATIONS

Figure	Page
1. Number of Participants Departing and Returning by Calendar Year (Data on Participants Interviewed).	15
2. Utilization Index Distribution	17
3. Phasing of Survey.	18
4. Participant Representation in the Survey	21
5. Summary of Participants' Characteristics at Time of Selection.	32
6. Primary Countries of Training.	51

SUMMARY AND RECOMMENDATIONS

The survey of the participant training program of the USAID Mission to Tunisia has been based on carefully analyzed statistical data from 454 interviews with returned participants. This group constituted over 70 percent of the participants who had returned to Tunisia to apply their training to their jobs at least six months prior to the conduct of the survey fieldwork in August, September and October 1963.

This summary reviews briefly the salient findings and presents some recommendations which may be appropriate. The participant training program over the past eight years in Tunisia appears to show a satisfactory growth toward its objective: (Table numbers refer to tables in Appendix A)

. . .90 percent of the participants returned to jobs which were anticipated by them before their training began (A-1).

. . .55 percent of the participants state they have been able to use on their jobs at least some of the skills or knowledge they had acquired on their training program (A-2).

. . .70 percent of those interviewed felt they had been able to communicate something of what they had learned to others (A-3).

. . .60 percent stated that they have plans for further using their training which they have not yet been able to carry out (A-4).

. . .Of those who described their unfulfilled plans, 45 percent have definite plans as opposed to conditional ones (A-4).

. . .90 percent completed their training programs (A-5).

. . .88 percent felt their training program to have been moderately or very satisfactory (A-6).

. . .38 percent accepted the description of their training as "the most important thing they had ever done" (A-7).

. . .Among those participants expressing an opinion, 82 percent said they had been well satisfied with their programs prior to their departure (A-8).

. . .66 percent had no criticism of the predeparture briefing they received about their training programs specifically such as location, length, level, content, date of departure (A-10).

. . .40 percent of the participants said there were no difficulties facing them in applying their new skills and knowledge (A-11).

Contrasting with this picture are some problem areas which may be in the process of resolution.

1. English training

. . .Of the 202 participants who said their programs required a knowledge of English, 41 percent said they had received no English language instruction in preparation for their program (A-12, A-13).

2. Career enhancement

. . .Of the 44 participants who received a university degree as a result of their training, in expressing an opinion, 58 percent said the degree would not help in their careers at all (A-14, A-15).

. . .This opinion is confirmed by the 88 participants who attended a University but did not receive a degree. Of this group expressing an opinion 56 percent said a degree would not have helped their careers at all (A-16).

. . .82 percent said that if they had not gone on the training program they would have had about the same jobs or better jobs than they now have (A-17).

3. Preplanning of programs

. . .30 percent said their training programs had been set up only partially or not at all prior to their departure (A-18).

4. Prior orientation for training

. . .About 32 percent said they did not get enough information about what they were going to be learning on their training program (A-19).

5. Prior involvement in planning

. . .78 percent said they did not have the opportunity to take part in the planning of their program (A-22).

. . .Of the 348 who did not participate in planning their program 64 percent felt it would have been helpful (A-23).

6. Follow-up

. . .76 percent of the participants said they have had no contact with the USOM since their return from training (A-20).

. . .Of the 140 of the participants who said there was a USAID Technician available to them, only 58 percent had ever met him (A-21).

In general, the survey of the participant training program in Tunisia shows the participants to be returning to the jobs planned for them beforehand. In most cases they use their training and pass it on to others. They were satisfied with their training and with their pre-departure preparation. This impressive general statement cannot however

be taken unequivocally. The participants had many specific criticisms and suggestions for changes on various aspects of their predeparture preparation and of their programs.

While bearing in mind that about 60 percent of the participants are employed by the government of Tunisia and their selection and post-training jobs are controlled by government officials, it is apparent from the survey data that an effort should be made to improve the following aspects of the participant training program:

The briefing of the participant specifically on what he is going to be learning should be improved.

The participation of the prospective trainee and his supervisor in the planning stage of his program should be encouraged.

The mission should attempt to assure itself that the university degree is specifically appropriate and valued in the future position of the participant who is sent for academic training toward a degree.

USAID contact with the participants should be kept up after their return. Even if a technician is not available in the participant's field of specialization, some mission contact with the participant can be helpful.

INTRODUCTION

The economic development of few countries has been the object of so much intensive effort per capita with such rewarding potential as in Tunisia. Since Tunisian independence in 1956 the United States Government has undertaken a program of loans, grants and technical assistance to the Tunisian Government toward raising the economy of the country to a level of self-sufficiency capable of further independent growth. The United States Government has not been alone in this effort; assistance has been provided by other countries and international institutions. The justification for committing considerable outside financial resources to raising the level of the Tunisian economy is twofold. There is a demonstrated capacity in the Tunisian Government to insure that the necessary balances are maintained in the various sectors of the economy so that scarce capital is not wasted, and secondly that adequate provision is made to develop the resources of the country, both material and human. An essential element of a program of economic development is that of raising the productivity of the members of the society in the course of development. Ultimately this depends on raising the level of skills and discipline at the disposal of the society for the exploitation of its resources.

The detailed implementation of a plan of human resources development; training, apprenticeship, education, etc., requires, however, an energy, experience, and imagination which transcends the measured procedures of bureaucratic routine. Training for development is a constant challenge. It involves in addition to introducing new skills, the

instilling of new attitudes and values, new techniques that are acquired with practice and discipline under competent supervision.

In order to understand the process of training for development several distinct phases should be distinguished. The first phase of selection and orientation is characterized principally by the process of sensitizing the candidate to the forthcoming training period. The selection of a candidate is based on his level of ability, his maturity and his capacity to learn new skills, which predispose him toward a positive, cooperative approach to his future training. His respect for the training program and his commitment to it are enhanced by participating in planning parts of the program and his growing understanding of the scope of what he will be learning and how his experiences will fit him for the job awaiting him after his return.

During the second or training phase two distinct things should happen: The trainee should, of course, learn proficiency in a new skill or technical discipline, but he should acquire, as well, personal attitudes which complement the skills and without which the skills tend to degenerate. Pride in his new accomplishments, responsibility for maintaining his new standards, enrich his experience during training and are an intimate aspect of training.

In the third phase, the return to the job in his home country, the trainee is as yet an unexploited resource. Money and time have been invested to produce a potential contributor to economic improvement. A trained worker, without the scope to use and develop his skills and attitudes, quickly loses them. Work in a job will exercise the new skills; but without encouragement and supervision, the worker's newly

acquired attitudes and values will tend to revert to those of his surroundings. The supervisor on the job is the key factor in this process. To achieve the maximum potential from the trained participants the supervisor should have an intimate knowledge also of the essential elements of the training program and of the skills and attitudes that are expected to result from it. Ideally the training should be planned with cooperation of the immediate supervisor of the candidate for training. From time to time renewed contact with a technician in his field of activity and the training officer will further assist the trainee in unforeseen problems of his job and reinforce the skills and attitudes he had learned.

In the years that have passed since the Inauguration of the United States Special Mission for Economic and Technical Cooperation to Tunisia (March 1957) the training program has sent approximately 970 Tunisians abroad for training of various kinds. Of these, about 650 had returned in time to be included in the survey lists. The overall effort is to bring to Tunisia skills and attitudes that will materially assist the growth of the national economy.

The specific administrative mechanism of the training program is relatively straight-forward. Under a budgeted program, a project document is prepared and funds allocated for the purposes specified and a group of candidates for training are proposed, sometimes by the candidates' superiors, sometimes by the personnel section of a ministry, sometimes by an American technician assigned to the program. A review of their qualifications is ideally a cooperative procedure involving the American technician, his Tunisian counterpart, the training officer of

USAID and sometimes a representative of the responsible ministry. In effect this group selects the candidates for participant training. The term "participant" is applied to all persons whose travel, training expenses or educational costs are provided by USAID. (Some local currency costs are met from counterpart funds generated by the sale of surplus commodities.) The training programs vary in content depending on the needs of the project or of the participants and their jobs. There have been observation tours for specialists; on-the-job training for teachers or skilled workers; and academic instruction sometimes involving special courses, sometimes regular academic programs. Combinations of programs are often appropriate in special cases. The fields of training have covered agriculture, industry, transportation, labor, education, public administration, public safety, communications media, and community development.

The supervision of the participant training program within the Tunisian government is done by the Ministry of Plan and Finance, and there the formal arrangements are handled between USAID and the appropriate officials of the other interested ministries. While the US contribution to Tunisian economic development has been principally through loans or grants there is a substantial training program complementing the capital investment.

The training office of USAID in Tunis is the focal point for the administrative arrangements for the participants at the various stages of their programs: in coordinating programs with the American technicians and the responsible officials in the ministry during selection and preparation of the program prior to the participants' departure; in

communicating with Washington for planning the implementation of the training; and in coordinating the American technician's efforts and consulting with the supervisors during the follow-up program to assist the participant after his return. Some programs require a considerable amount of special attention from all concerned; others involve a minimum of administrative supervision; but in all cases the success of the program depends on assuring the appropriateness of the participant's training to his job and the exercise of supervisory responsibilities after his return.

Parenthetically, the need of Tunisia, in the opinion of a sociologist with considerable experience in the Moslem world, might be best expressed as a sense of workmanship and personal discipline in any job, akin to that which characterized Moslem tradition during its greatest periods of scholarship and the arts. The fulfillment of this need is being stimulated by Tunisia's leaders through a resurgence of national pride.

The participant training program is designed to introduce not only specific skills and knowledge relevant to Tunisian economic development but attitudes and values which extend far beyond. That a participant has been trained abroad is not so exceptional: about half the participants worked with others who had likewise been trained abroad. That they should have for the most part been trained in the United States puts a particular responsibility upon them and upon the USAID to assure the training is used appropriately and is respected.

A Note on the Social Context of the
Training Program in Tunisia

The analysis of the data from the survey of the participant training program is considerably more meaningful if something of the social context from which the trainees come is recognized as having a direct bearing on their reactions. Until recently, the economic life of Tunisia was largely dominated by French administrators and technicians. The proportion of educated, literate Tunisians in the general population is therefore very small, and the professional cadres are likewise very restricted (approximately 160 Medical Doctors, not all of whom are Tunisian, serve a population of 4.5 million).

The young Tunisian with any degree of specialized training suitable for a job related to the national effort of economic development is very much in demand. As a potential participant trainee he is in a very real sense one of the elite, and he is well aware of it. On the other hand, his system of values is derived from the Arab-Islamic tradition which assigns different status to occupational categories than those familiar to Americans. As an example, the driver-operator of a bulldozer or other machine has higher status than the diesel engine mechanic who maintains a group of machines. The government wage rates for these occupations reflect this status differential, in spite of the shortage of skilled mechanics and the greater time and money necessary to train them, as compared with the operators. Similarly, an office clerk is accorded higher status and authority than a laboratory technician, again in spite of the skill differentials involved.

A further factor contributing to a different value system is the dominant position of French educational philosophy and French technological traditions. American academic sequences, examinations, and diplomas do not have an exact equivalence in the French system, and the subject matter differs particularly in its greater emphasis on theoretical as opposed to practical experience in course work. As a consequence the young Tunisian is defensively skeptical of the value of American academic training and American technological methods.

The Tunisian sense of individualism is sometimes severely frustrated by the requirements of proper administration to minimize individual initiative and to rely on a high degree of centralization of authority and responsibility.

As can be appreciated from the above very brief attempt to highlight some aspects of the social context of the Tunisian participants, they will react in general with considerable reserve to their exposure to new and different skills and values. Their concerns are well illustrated by their answers to the question: "What was the most useful and valuable part of your experience?" The participants' answers revealed a preoccupation fundamental to the problem of training for development. While two thirds mentioned various details of their training, over a third of the participants said, in effect: "The most useful and valuable part of my experience was to see how people worked, their discipline and the team work of the staff, their honesty, cooperation, and friendliness, a respect for labor and hard work, their punctuality." It might be expected that the participants would be more impressed with the modern equipment and technology they saw and the new methods and

skills they learned. But they showed, by this assertion, a remarkably profound insight into the fundamental problems they faced. They expressed a realization of the human and social consequences of economic development.

The Participant Training Evaluation Survey

This survey of the USAID participant training program in Tunisia was designed to assess the effectiveness of that program and indirectly shed light on the extent to which the development effort is being complemented by the training given. To be sure, the USAID training program is only a small part of the total effort to increase the skills and disciplines needed in Tunisia but it is an integral part of U. S. technical assistance.

Since the survey seeks to appraise the investment in human resources, the reactions of the participants provide one key source for evaluating the impact of that training. The questionnaire employed in the survey was designed to cover nearly every feature of the participant's experiences and to measure his reactions. The interviews were conducted in French and the answers to the 146 questions were recorded at the time of the interview by the interviewers, a group of Tunisian university students specially trained for the job.

The participants included in the survey represent the 454 who could be located from a list of about 650 which was prepared by the USAID Training Office in Tunis specially for the survey. The list included the names of all the participants who had returned to Tunisia from training prior to January 1963. This date was used to conform to stipulated requirement of the survey design, i. e. that the participants have spent at least 6 months back on the job prior to interviewing. Unfortunately the basic biographic data and current addresses were not up to date and the present activity and location of about 120 participants is unknown. Nearly 75 participants were inaccessible because of

lack of time or an excessive expense involved in interviewing them. Among these were the participants who had gone abroad for further training.

It is very important to note that the number of participants departing and returning each calendar year, as shown in Figure 1, are for those actually interviewed. From July 1961 to the end of 1962 fewer and fewer participants departed who returned in time to be available for interviewing. This decrease is a result of the emphasis being given to longer training programs and will be examined later in the report.

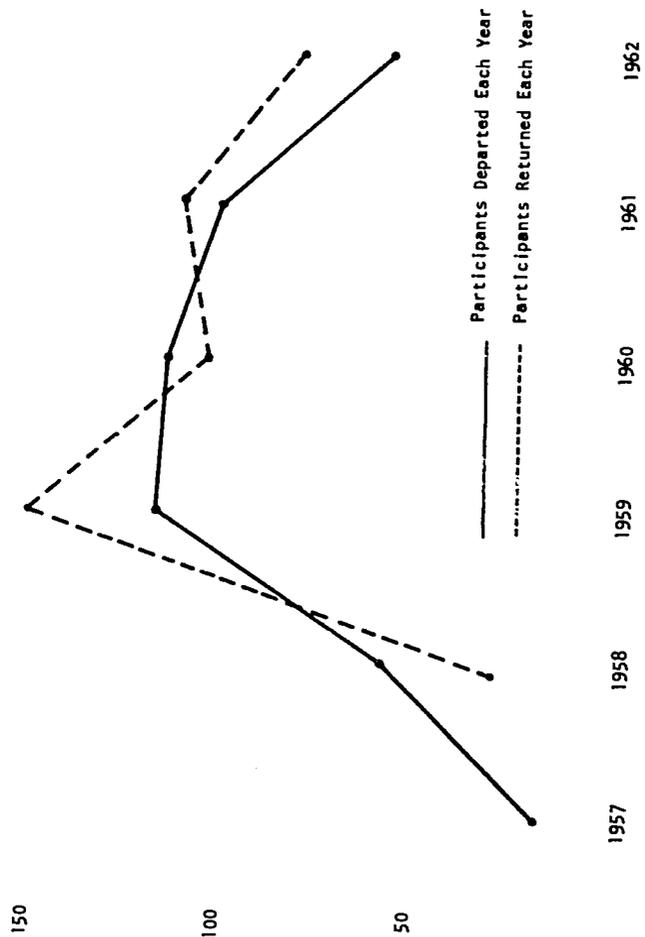


FIGURE 1
NUMBER OF PARTICIPANTS DEPARTING AND RETURNING BY CALENDAR YEAR
(DATA ON PARTICIPANTS INTERVIEWED)

The interviewing was done under the jurisdiction of the demographer of the Service of Statistics of the Ministry of Plan and the interviewers were provided with official Interviewer Identification cards by the Government of Tunisia. While Tunisian laws concerning such surveys make answering mandatory, the laws also provide that the answers are privileged and cannot be used for purposes other than those directly pertinent to the survey. It is impossible to say whether the official nature of the interview affected the validity of the results by introducing bias or reservations in the answers, but the interviewers reported very little hesitation on the part of the former participants in answering questions.

The answers on the questionnaires were translated, coded, and processed for statistical tabulation by IBM machines. The coding was done by bilingual coders from coding instructions printed in English. The IBM cards were punched and the tabulating was performed by the Service Mecanographique of the Ministry of Plan and Finance.

The data in the tables represent the frequencies with which participants either chose answers presented to them as alternatives, or expressed, in their own words, ideas which could be subsequently classified under headings given in the code. A number of indices have been developed which incorporate answers to several questions in a single ordinal measure. These indices include: satisfaction with the training program, satisfaction with the social aspect of the program, felt language proficiency, utilization (use of training and conveying to others skills and knowledge acquired during training), and over-all (or global) satisfaction. Throughout the report, cross tabulations will be used to

show the significance of certain factors in the experience of attitudes of the participants for ultimate utilization or satisfaction with the training program.

For convenience the Utilization Indices are grouped into three broad headings. Figure 2 shows the distribution of the participants in the categories of the Utilization Indices and the groupings used in the report. The three categories of utilization are to a certain extent arbitrary, but the extremes of the scale are reasonably unequivocal. The participants who said they were able to use and communicate to others "quite a bit" or "almost everything, everything" of their new skills and knowledge received a score in the HIGH category. Those who were not able to use or communicate more than "some" of what they had learned were scored in the LOW category.

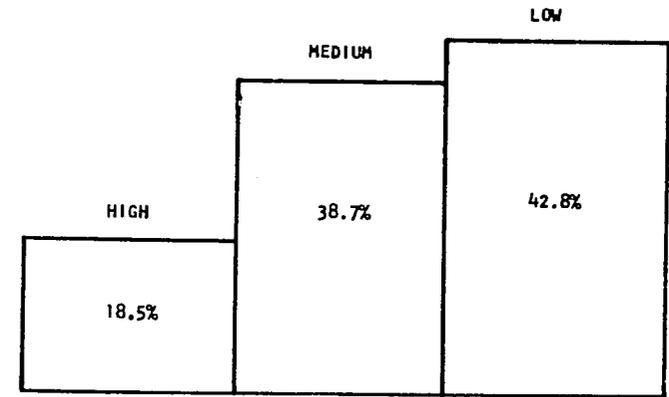


FIGURE 2
UTILIZATION INDEX DISTRIBUTION

The survey report is not intended to be exhaustive and the body of the text contains tables primarily expressed in percentages. In the text we attempt to examine the data in terms of the three phases of the participant training program along several of the principal dimensions, in some cases for purely descriptive purposes, in other cases as they seem to affect the participant's effectiveness in the use of his training.

The conduct of the survey was under the official sponsorship of the Ministry of Planning and Finance but was supervised by a consultant retained by USAID. The phasing of the survey is shown in Figure 3. At the request of USAID in Tunis the initial report was expanded and rewritten in Washington by the Consultant at the Bureau of Social Science Research in March, April and May 1964.

9

The survey director would like to acknowledge the help and cooperation he received from the staff of the Service de Statistics of the Ministry of Plan and Finance, in particular M. Tarifa; from the Service Mecanographique, especially M. Kodjet and M. Derouiche; and above all the encouragement he received from M. Jaïbi of the Ministry of Plan and Finance.

He would also like to express his appreciation for the assistance and support he received from all the members of the USAID in Tunis, in particular members of the Training Office staff and Mr. J. Otis Garber, Chief of the Human Resources Division.

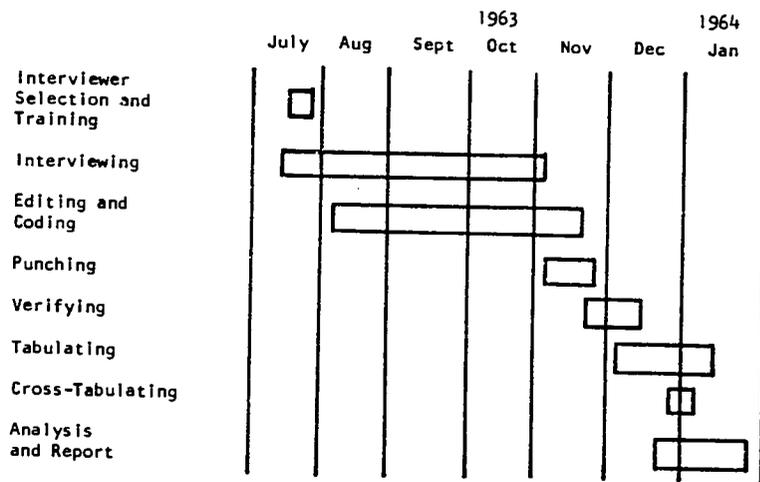


FIGURE 3
PHASING OF SURVEY

CHAPTER I

The Participant

The participants covered by the survey represent 70 percent of the group included in the training office's list as having returned prior to January 1963. Throughout this report therefore, in the absence of any indication that a selective bias has occurred, the text will speak of the participants as a whole but will be based on the data obtained from those actually interviewed.

The fact that nearly 20 percent of the returned participants could not be located, while a result, in part, of the difficulty of maintaining contact with the participants (with the consequence of progressive obsolescence of the training office records), also may be a result of the training program itself. The stimulus of the participants' exposure to new and different skills and attitudes might tend to increase their occupational and residential mobility.¹

Table I shows the residence of the participants at the time of selection and at the time of interviewing. There was no appreciable change in the over-all proportions between residence in the Tunis area versus residence in provincial cities, although there was a small movement between the provinces and Tunis. This will be examined in more detail later.

¹It was not felt appropriate to make an official inquiry into police identity records for a survey of this nature, as a means of locating "lost" participants.

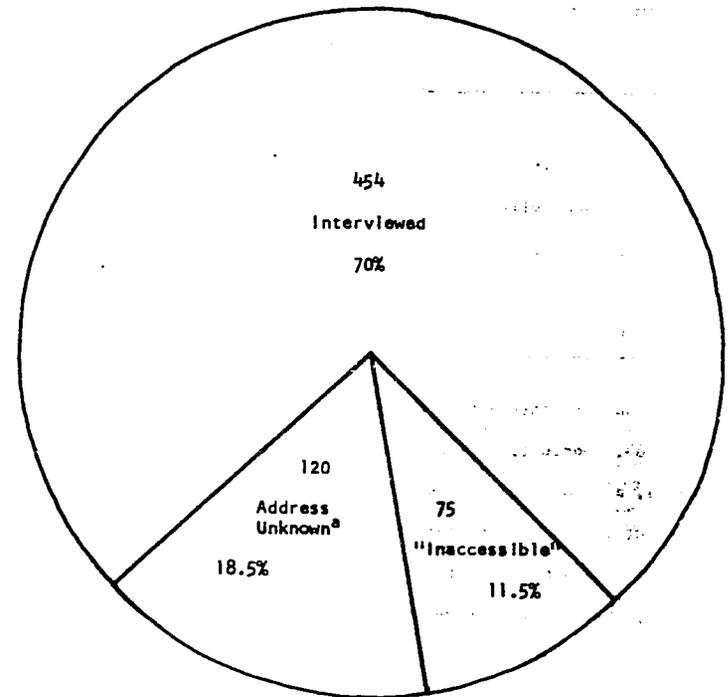


FIGURE 4
PARTICIPANT REPRESENTATION IN THE SURVEY

^aThe addresses shown in the training office files were obsolete and no information could be obtained from the former employer.

TABLE 1
AREA OF RESIDENCE
(In Percentages)

Areas	At Time of Selection	When Interviewed
Tunis	57.0	57.5
Provincial city	42.5	41.4
Rural place, village	-	.2
Not ascertained	.5	.9
Total N =	100.0 (454)	100.0 (454)

The participants were predominantly employed by the Tunisian government, 64.7 percent. Private business employed 18 percent of the participants, and the professions 7.5 percent. At the time of selection 7.5 percent of the participants had been students.

There has been a shift of returned participants from their predominantly government employment at the time of selection to private business. This shift did not occur immediately upon their return but after a year or so (see Table 2).

TABLE 2
PARTICIPANTS' OCCUPATION OR TYPE OF EMPLOYER
(In Percentages)

Occupation or Employer	At Time of	
	Selection	Interview
Government	64.7	59.7
Private Business	18.0	24.9
Profession	7.3	8.3
Trade Union	1.0	.7
Student	7.5	3.0
Nationalized Industry	1.0	.9
Other	.5	2.5
Total N =	100.0 (454)	100.0 (454)

There were three major fields of concentration for the selection of participants during the period of 1957 to 1962. The largest groups of participants were in the field of agriculture and natural resources, and mining and industry with 29 percent in each of these general fields and 23.3 percent of the participants selected in the field of public administration (see Table 3).

TABLE 3
TRAINING FIELD OF ACTIVITY OF PARTICIPANTS^a
(In Percentages)

Categories	Participants
Agriculture and Natural Resources	29.0
Industry and Mining	29.0
Public Administration	23.3
Education	8.6
Labor	4.6
Community Development	2.4
General and Miscellaneous	2.2
Transportation	.7
Health and Sanitation	.2
Total N =	100.0 (454)

^aCategories based on Manual Order 1053.4, of October 21, 1959.

Data on the educational level of the participants was not available for over half of the cases; however, in the cases where it was known, the average number of years of schooling was about 12, or the equivalent of a U. S. high school diploma. In Tunisia the first Bacca-laureat examination, similar to the French system, concludes the secondary educational phase and may be taken after about 12 years of schooling. Table 4 shows the distribution for years of schooling of the 203 participants for whom data exists.

TABLE 4
TOTAL YEARS OF EDUCATION
AT THE TIME OF SELECTION
(In Percentages)

Number of Years	Participants
0 - 5 years	4
6 - 8 years	19
9 - 11 years	23
12 - 14 years	31
15 years and over	23
Total N =	100 (203)

Among the participants for whom educational data was available, 74 had attended a university prior to their selection for training (Table 5), 50 percent of them at a French university. The University of Tunis, which was also French in educational philosophy and its staff almost wholly French-trained, was attended by 33.7 percent.

TABLE 5
LOCATION OF UNIVERSITY ATTENDED
PRIOR TO SELECTION FOR TRAINING

Location	Participants	
	Number	Percent
Tunisia	25	33.7
France	37	50.0
Algeria	4	5.4
Switzerland	2	2.7
Other	1	1.4
No Information	5	6.8
Total	74	100.0

The occupational level of the participants shows an interesting cross-section of the leadership and technical personnel of the country and is, in a sense, a measure of the potential contribution of the training program to economic development in Tunisia. Table 6 shows the range of occupational levels at the time of selection and at the time of the interview.¹ When selected, 10.1 percent of the participants were policy makers at the national and secondary level, and 13 percent of them were at these levels at the time of interviewing for the survey. The subordinate management, engineers and professional occupations levels constituted 32.9 percent of the participants at the time of

¹See Appendix B for list of occupational categories and examples.

selection and 33.5 percent of the participants at the time of interviewing. The remaining participants or 53.8 percent of the participants at the time of selection were in subprofessional, supervisors-foremen or artisan and craftsmen levels and included among the category of "not elsewhere classified" the 40 listed as students. At the time of interviewing, this group of categories included 48.5 percent of the participants. It is curious to note that among the participants interviewed 14 gave their occupation as "student" at the time of interviewing.

22

TABLE 6
OCCUPATIONAL CATEGORY OF PARTICIPANTS^a

Category	At Time of:			
	Selection		Interview	
	Number	Percent ^b	Number	Percent ^b
Top policy makers, national impact	16	3.8	20	4.7
Policy makers, secondary level or nonnational impact	30	7.0	39	9.1
Subordinate management	57	13.4	59	13.8
Engineers	15	3.5	12	2.8
Professional occupations	64	15.1	77	18.0
Subprofessional, technicians	34	8.0	35	8.2
Supervisors, foremen	35	8.2	48	11.3
Artisans, craftsmen	42	9.9	46	10.8
Other, including students	133	31.1	91	21.3
Not known	28		27	
Total	454	100.0	454	100.0

^aList 1 of Manual Order 1363.7 "Fields of Specialization for Individual Participants." (See Appendix B.)

^bExcluding those "Not known."

It is to be expected that a group of people, classified by occupational category or level, might, after a period of time, be distributed slightly differently. While the shift in proportions in these data is not very great, it is consistently toward higher level categories.

TABLE 7
THE NUMBER OF PARTICIPANTS RETURNING
FROM TRAINING EACH YEAR

Year	Participants	
	Number	Percent
1958	27	6.0
1959	142	31.3
1960	102	22.5
1961	106	23.3
1962	76	16.7
Not Ascertained	1	.2
Total	454	100.0

The shift in proportions of participants from lower to higher occupational categories as shown in Table 6 is to a certain extent to be expected in view of the data in Table 7. The majority of participants returned about three years prior to the time of the survey. There is unfortunately no independent data on the rate of occupational mobility of a similar group of participants. The least that can be said is that those listed as students (at the time of selection) would be expected to change occupational category.

As was shown in Figure 1 the largest group of participants interviewed had departed for training during the years 1959, 1960 and 1961. Table 8 shows the high proportion of participants in the training fields of Agriculture, Industry, and Public Administration departing during

those years. The sharp drop in number of participants departing during 1962 indicates only that the few who had already returned in time to fall within the surveyed group were interviewed. Other participants who departed in 1962 either had not yet returned or had returned too recently to be included in the survey.

TABLE 8
DISTRIBUTION OF PARTICIPANTS IN TRAINING FIELDS
OF ACTIVITY IN DIFFERENT YEARS

Training Fields	Years of Departure					
	1957	1958	1959	1960	1961	1962
Agriculture	1	5	55	30	24	17
Industry	5	8	32	29	51	7
Education	-	2	8	17	5	7
Public Administration	8	29	12	26	10	20
Other	-	8	11	10	5	2
Not Ascertained	-	2	-	4	4	-
Total	14	54	118	116	99	53

Summary:

As a group the participants represent a varied selection of relatively young Tunisian men, slightly over half of them unmarried. Although most of them had not had university level schooling they were working in managerial, professional, or subprofessional level jobs at the time of their selection for training. Over two thirds were

government employees. Slightly over half the participants are now living and working in the capital.

There appears to be a relatively high stability in the affairs of the participants. Only 13 of them changed residence in the period between selection and the time of interviewing. Over 70 percent returned to the same jobs they had held before training and at the time of interviewing 67 percent had the same job they had held when they first returned.

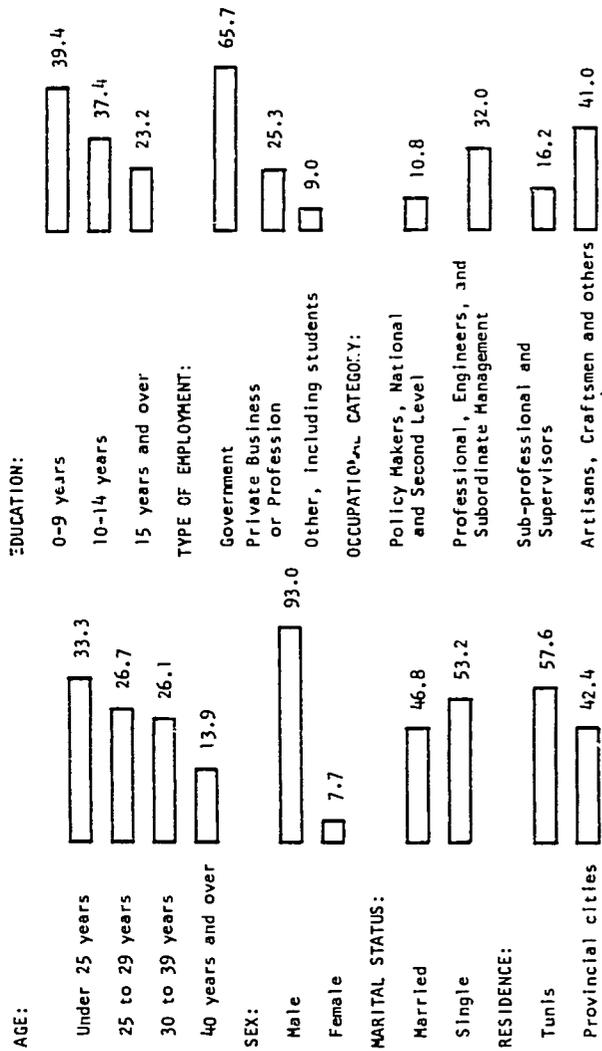


FIGURE 5
SUMMARY OF PARTICIPANTS' CHARACTERISTICS
AT TIME OF SELECTION
(in Percentages)

CHAPTER II

The Preparation for Training

The selection of participants is perhaps the most crucial point in the entire training program. Unfortunately the data available here reflect only what the participant himself understood of the selection process. As was pointed out in the Introduction, selection is a complex cooperative effort involving Tunisian government officials, American technicians and representatives of the Training Office. The technicians with whom the survey was discussed commented that currently the Tunisian officials make up the lists of prospective participants, and in most cases little or no consultation occurs with either the technician or with the training officer about alternative candidates. As shown in Table 9 the participants state that they were selected by the various superior officers in the organizations to which they belonged. Just over one half were selected by their supervisors; the rest were chosen by some other supervisory official in their ministry or organization.

27

TABLE 9
SELECTION OF PARTICIPANTS

Selector	Number of Participants	Percent ^a
Supervisor	223	54.5
Ministry or other government official	67	16.4
Labor Union or Trade Association official	50	12.2
University official	14	3.4
Special board	9	2.2
USAID personnel	5	1.2
Employer if not listed above	17	4.2
Other	24	5.9
Don't know, don't remember, not applicable	45	
Total	454	100.0

^aExcluding "Don't know, don't remember, not applicable" cases.

The participants' beliefs about the relative importance of the factors involved in their selection for training shows a confidence in the validity of the selection process. Table 10 shows the emphasis given by the participants to the factors of personal ability, professional qualifications, and needs of the job while depreciating the importance of personal contacts or language ability.

TABLE 10
OPINIONS OF PARTICIPANTS ABOUT THE IMPORTANCE OF FACTORS IN THEIR SELECTION

Factor	Importance		
	Very	Not Very	N
Professional qualifications	89%	11%	443
Personal ability	88%	12%	431
Needs of the job	84%	16%	439
Language ability	39%	61%	429
Personal contacts	17%	83%	398

The selection of candidates on the other hand does not appear to favor the already-trained. Among the Tunisian participants only 17 percent had had any university education prior to their selection for participant training. This may reflect the fact that the programs with which the USAID Mission is concerned are those primarily requiring specific technical skills in the participants rather than higher professional training. Or on the other hand Tunisians with university level training are in such demand in their present responsibilities that they cannot be released for further training. Still another factor may be the inclination to favor French higher education for preparation for the highest technical and administrative positions.

That language ability is not considered to have been a very important factor in selection by the participants may well reflect that fact that very few participants had any knowledge of English, and would need instruction if they were to depend on it for a training program in the

United States. As was shown in Table A-13 the programs of about 45 percent of the participants required a knowledge of English and it is expected that this percentage will increase sharply as the emphasis of the USAID Training programs is shifted away from third country training. Table 24 on page 50 shows, however, that no such shift occurred during the period surveyed.

The appropriateness of the selection procedures in terms of the needs of the jobs in view of the shortages of certain skills cannot be made from the survey data, but as Table 11 shows the participants had spent an average of over 5 years in their field of specialization at the time of their selection for training. It is worth noting that although the numbers are small there is some indication that the participants with from 5 to just under 10 years of specialization had lower utilization indices than the rest for whom the data exists.

TABLE 11
TOTAL TIME IN FIELD OF SPECIALIZATION
AT THE TIME OF SELECTION

	Number of Participants	Percent
None	11	5
Less than one year	9	4
1 to just under 2 years	53	24
2 to just under 5 years	66	30
5 to just under 10 years	41	18
over 10 years	42	19
Sub Total	222	100
Not ascertained ^a	232	
Total	454	

^aData missing in Training Office Files.

The participants were, according to their answers, presented in Table 12, working in jobs wholly unconnected with USAID at the time of their selection for training.

TABLE 12
 PARTICIPANTS EMPLOYED BY USAID OR IN A PROJECT RUN JOINTLY
 BY THE AID MISSION AND THE TUNISIAN GOVERNMENT
 AT THE TIME OF SELECTION

	Number of Participants	Percent
Yes	9	2
No	430	95
Don't know or don't remember	2	-
Not ascertained	13	3
Total	454	100

The percentage of participants who never had any contact with a USAID program prior to their selection was also over 90 percent. The question is raised by these data of the degree of mission participation in the selection process or even an acknowledged role in the development programs in which the participants are working. (In a later chapter we will see that 75 percent of the participants said they had had no contact with the AID Mission since their return from training.)

While, for various reasons, the training programs are sometimes completely planned before the participants are selected, as shown in Tables 13 and 14, 222 participants specifically expressed the opinion that their program would have been improved if they had had an opportunity to take part in the planning. Table 15 shows that among those participants who did take part in planning their programs a greater proportion were more effective in the use of their training afterwards.

Two factors may be at work here. The occupational level or rank of the participant may have been such that his desire to have some say about the planning of his program could not be ignored, and secondarily higher ranking participants may be able to exercise their new skills, knowledge and attitudes more effectively by virtue of their rank. On the other hand, participants who were brought into the planning phase of their program may have been made to feel more personally and actively involved in the success of the program and more inclined to exert themselves in applying their training later. The occupational level has a definite relation to the participant's opportunity to take part in planning his program as shown in Table 16. Table 17 shows however that there has been almost no change in the percent of participants taking part in planning their own programs during the last several years. Participants in different fields of activity had different degrees of opportunity to take part in planning their programs as shown in Table 18.

22

TABLE 13
PARTICIPANTS TAKING PART IN PLANNING
THEIR OWN PROGRAMS

	Number of Participants	Percent ^a
Took part in planning	98	22
Did not take part in planning	348	78
Don't know, don't remember, not ascertained	8	
Total	454	100

^aOmits those not ascertainable.

TABLE 14
VIEWS OF THE DESIRABILITY OF TAKING PART
IN PLANNING AMONG THOSE WHO DID NOT DO SO

Participation Would Have Been:	Number of Participants	Percent ^a
Very desirable	222	79.6
Immaterial	57	20.4
Don't know, didn't care, don't remember, not ascertained	69	
Total	348	100.0

^aExcludes "Don't know, didn't care, don't remember, not ascertained" category.

TABLE 15
UTILIZATION OF PARTICIPANTS WHO DID AND DID NOT HAVE
AN OPPORTUNITY TO TAKE PART IN PLANNING THEIR PROGRAMS

Utilization Index	Participation in Planning				Don't know Don't remember Not ascertained
	YES		NO		
	Number	Percent	Number	Percent	
High	30	30.6	53	15.2	1
Medium	36	36.7	138	39.7	2
Low	32	32.7	157	45.1	5
Total	98	100.0	348	100.0	8

There appears to be a direct relation between the opportunity to take part in planning their training program and the participant's utilization index scores. Among those who did take part, 30.6 percent were high utilizers, whereas only 15.2 of those who did not take part in planning were high utilizers. Conversely among those who did not take part in planning 45.1 percent were low utilizers as compared to 32.7 percent who did take part in planning. It is not intended, however, to imply that a role in planning is the only factor making for high utilization. Other factors will be shown also to have an effect.

TABLE 16
THE DEGREE TO WHICH PARTICIPANTS OF DIFFERENT
OCCUPATIONAL LEVELS TOOK PART IN PLANNING
THEIR TRAINING PROGRAMS

Occupational Level At Time of Selection	Took Part in Planning					
	Took Part in Planning				Don't Know Not Ascertained	
	YES		NO		Number	Total
	N	% ^a	N	% ^a		
Top Policy National Level	6	43	8	57	1	15
Policy Nonnational Impact	8	27	22	73	-	30
Subordinate Management	16	28	41	72	-	57
Engineers, Professional	4	30	9	70	-	13
Professional Occupations	10	16	53	84	1	64
Sub-Professional	11	37	19	63	3	33
Supervisors, Foremen	4	11	31	89	-	35
Artisans, Craftsmen	5	12	38	88	-	43
Others (including students)	18	18	80	82	2	100
Sub Total	82	(21)	301	(79)	7	390
Not ascertained	16		47		1	64
Total	98		348		8	454

^aExcluding cases of "Don't Know, Not Ascertained". Percentages calculated within occupational levels.

TABLE 17
PARTICIPANTS TAKING PART IN PLANNING THEIR
PROGRAM BY YEAR OF DEPARTURE

Year of Departure	Took Part in Planning					Total
	YES		NO		Don't Know Not Ascertained	
	N	% ^a	N	% ^a		
	Number					
1957	6	43.0	8	57.0	-	14
1958	14	27.0	38	73.0	2	54
1959	26	22.6	89	77.4	3	118
1960	17	14.6	99	85.4	-	116
1961	23	23.4	75	76.6	1	99
1962	12	23.5	39	76.5	2	53

^aExcluding "Don't Know, Not Ascertained".

TABLE 18
THE DEGREE TO WHICH PARTICIPANTS IN DIFFERENT
FIELDS TOOK PART IN PLANNING THEIR PROGRAMS

	Took Part	Did Not Take Part	N
Agriculture	21%	79%	129
Industry	17%	83%	132
Education	18%	82%	38
Public Administration	30%	70%	102
Other	22%	78%	45

The percentage of participants in public administration who took part in planning their own programs was somewhat higher than for the other training fields.

The amount of information the participants received at the time their programs were being planned may have had an important effect on the participants' sense of personal involvement in their training. The interview asked specifically about several aspects of the predeparture briefing: Location of Training, Duration, Timing of Departure, and Level and Subject Matter of Training. Table 19 shows the percentages of the participants' responses to the inquiry about adequacy of their briefing on these points. Taking the number of questions answered "yes" as a rough scale of adequacy of briefing, and setting it against the degree of utilization of the training, we find some indication that the participants who felt they had been given insufficient briefing were those whose utilization indices were lower, as shown in Table 20.

TABLE 19
ADEQUACY OF BRIEFING ON PROGRAM AS PLANNED
(In Percentages;^a N = 441)

	Received Enough Information
Length of Training	96.2
Timing of Training	95.4
Location of Training	87.9
Subject Matter of Training	67.8
Level of Training	42.2
All Other Aspects	79.6

^aExcluding not ascertained.

The participants felt their briefing to have been weakest on the subject of the level of their training. Their desires to have more information on what they would be studying is indicated elsewhere and is connected with the problem of level. The reason for this is that in a French-oriented system differences of level have great importance for personal prestige. They were not, however, dissatisfied with the level of their training; 85 percent were satisfied, 5 percent thought it to have been too advanced, and 10 percent thought it too simple.

TABLE 20
RELATION BETWEEN ADEQUACY OF BRIEFING
AND UTILIZATION INDEX
(In Percentages)

Utilization Index	Adequacy of Briefing	
	4 to 5 yeses ^a "Good" (N = 357)	1 to 3 yeses ^a "Poor" (N = 94)
High	19	17
Medium	42	29
Low	39	54
Total	100	100

^aNumber of yes answers about briefing on subjects shown in Table 19.

While this relation does not appear to be so valid for the participants who were high utilizers of training, it is very clear for those of medium or low degrees of utilization. More than half of those who felt their briefing to be inadequate reported that they received

11

information about their training programs while they were being planned as shown in Table 21.

TABLE 21
INFORMATION RECEIVED ABOUT PROGRAM
WHEN IT WAS BEING PLANNED
(N = 428)

	Percent
Received information	56
No information received	44
Total	100

The source of the information about the program varied considerably and may be the reason for the deficiencies the participants felt existed in specific areas of their briefing.

30

TABLE 22
SOURCE OF INFORMATION RECEIVED
PRIOR TO DEPARTURE
(N = 209)

	Percent
Supervisor	52
AID Personnel	27
Ministry or government official	9
Labor Union or Trade Association official	5
Colleague or friend	2
Other not covered above	5
Total	100

It is not, of course, beyond the bounds of possibility that the people giving the participants their briefings were able to do so, in a more personal and informal way than can be achieved in highly organized briefing sessions, but it appears not to have been uniformly effective and adequate in all cases.

Table 23 presents a picture of the briefings the participants received in terms of source as well as of types of information. The categories covering source are not mutually exclusive: (Seventy-five participants said they received information from someone at their place of employment or at school as well as from someone from the sponsoring ministry and 159 said they received no information from either.)

TABLE 23
INFORMATION RECEIVED BY PARTICIPANTS
WHEN PROGRAM WAS BEING PLANNED

Types of Information	Source of Information			
	Someone at Place of Employment or School		Someone from Sponsoring Ministry	
	Number	Percent	Number	Percent
Received information:				
General (not specified further)	62	27.2	22	26.8
Administrative details	28	12.3	13	15.9
Subject matter, places, methods of study	102	44.7	34	41.5
Cultural, social, and economic details of country of training	21	9.2	1	0.1
Post training job plans	7	3.1	9	11.0
Other	8	3.5	3	.4
Don't know, don't remember, not ascertained.	39		55	
No information received	187		317	
Total	454	100.0	454	100.0

The types of information were about the same from both sources but the source at the place of employment or school gave more information on Cultural, Social and Economic details of the country of training. In general, it is not possible from these data to be sure how appropriate the briefings were but the fact that a substantial percentage

(about 40 percent) said they received no information: leaves some doubt as to the adequacy of coverage of the briefings. It should be remembered too, that the answers by the participants are in effect answers in retrospect. They received some preparation or briefing before their departure and at least a year after their return were asked if they had had adequate information given them prior to their training.

To recapitulate what seem to be a significant series of findings at this point: 32 percent of the participants said they would have liked to have had more information about their training, what they would be learning; 80 percent of those who did not take part in the planning of their programs felt it would have been very desirable; (only 22 percent of all participants did take part in planning their programs). Later (see Chapter IV), we shall see their suggestions for changes indicate strongly their desires for more information on the content and subject matter of their programs.

It is pertinent to suggest that the whole predeparture preparation of the participants could be improved by increased attention to the problem of planning with the participant and briefing the participant more fully on the specific content and scope of the training he is to receive.

CHAPTER III

The Period of Training

In this chapter the actual training programs of the participants will be examined and the various dimensions which were the subject of the participants reactions will be explored.

Among the participants in the survey, 64 percent were sent to the United States for their training; 31 percent spent their time in Europe; and the remaining 5 percent were scattered in other countries. From Table 24 it appears that there has been a slight increase in the proportion of participants sent to the United States in the last several years.

TABLE 24
PRIMARY GEOGRAPHICAL AREA OF TRAINING OF PARTICIPANTS
BY YEAR OF DEPARTURE

Year of Departure	Training Area						Total
	U S A		Europe		Other		
	N	%	N	%	N	%	
1957	4	28.6	9	64.3	1	7.1	14
1958	31	57.4	23	42.6	-	-	54
1959	76	64.4	37	31.4	5	4.2	118
1960	90	77.6	22	18.9	4	3.5	116
1961	57	57.6	37	37.4	5	5.0	99
1962	35	66.0	11	20.8	7	13.2	53
Total	293	64.0	139	31.0	22	5.0	454

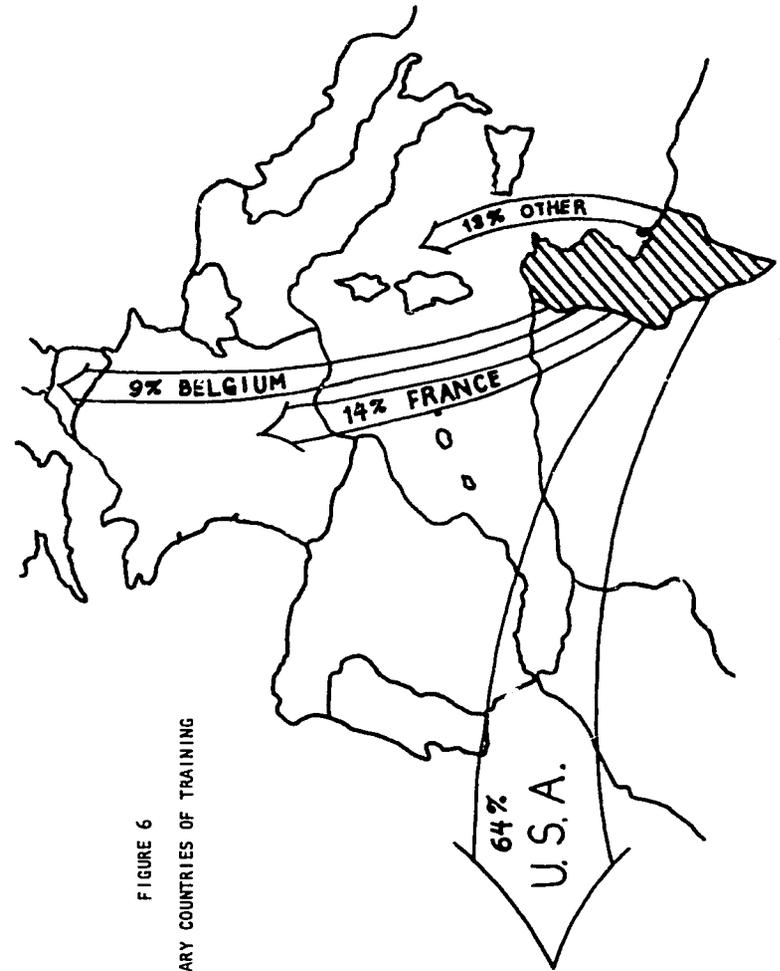


FIGURE 6
PRIMARY COUNTRIES OF TRAINING

22

Upon arrival at their training location, they were met by the project manager or specialist concerned with their programs. In 21 percent of the cases someone else met them--another American government official or an university official. Arrangements for housing, money, contracts, had in general been made and the program as arranged began. Only about 7 percent of the participants felt they did not receive enough attention from the person who met them and discussed their programs and the immediate problems facing them.

During the course of the training, the participants had a wide variety of reactions which they described during the interview. It has been found useful in making the analysis to separate program-related aspects of training from social aspects of the training experiences. By comparing other dimensions of their programs with their reactions in these two areas valuable insights into the problems faced by the participants can be gained.

For this purpose two measures of satisfaction have been developed which are based on the participants' reactions to two series of questions. The program satisfaction index encompasses the participants' reactions to the length, level, and variety of experiences included in their programs, and the social satisfaction index reflects their reactions to the amount of social activities planned for them, the money given them for expenses, and the amount of free time available for personal interests. Tables 25 and 27 indicate quite clearly the sense of satisfaction with which the participants returned from their training, in spite of the variety of specific comments and suggestions for improvement of different aspects of their programs.

TABLE 25
PROGRAM SATISFACTION

Index	Number of Participants	Percent
High (satisfied with 2 or 3 aspects)	245	54
Low (dissatisfied with 2 or 3 aspects)	209	46
Total	454	100

Fifty four percent of the participants expressed high satisfaction with the program-related aspects of their programs. The length of program came in for most criticism, but satisfaction varied with the length of the program. As seen in Table 26 the participants with programs of an intermediate length (4 to 12 months) were the least satisfied group, whereas those with shorter or longer programs were more satisfied.

TABLE 26
SATISFACTION WITH THE PROGRAM AS
RELATED TO TOTAL TIME IN TRAINING

Months in Training	Program Satisfaction Index				Total
	Low		High		
	Number	Percent	Number	Percent	
Less than 2	56	40.9	81	59.1	137
2 to 4	55	47.0	61	53.0	117
4 to 12	86	55.5	69	44.5	155
12 and over	9	25.0	27	75.0	36
Not ascertained	3		6		9
Total	209	100.0	245	100.0	454

A higher percentage of the participants expressed satisfaction with the social aspects of their programs than for the program-related aspects.

TABLE 27
SOCIAL SATISFACTION

Index	Number of Participants	Percent
High	311	68
Low	143	32
Total	454	100

To add a detail about the components of the social satisfaction index, it should be said that about 37 percent of the participants felt there was not enough free time during the program and only about 25 percent felt that there were not enough social activities planned for them.

In general, the participants who were well satisfied with the program-related aspects were also well satisfied with the social aspects of their training programs.

The importance of length of training in the views of the participants led us to examine more deeply the related factors. Table 28 shows the length of training for the fields of training activity. Agriculture participants were sent for programs of less than two months more frequently than was the case for other fields. Those responsible for planning the public administration and industry training tended to favor programs falling between 4 to 12 months in length.

TABLE 28

LENGTH OF TRAINING IN DIFFERENT FIELDS OF TRAINING ACTIVITY

Field of Training	Months in Training								N.A. ^a	Total
	Less than 2		2 to 4		4 to 12		12 and over			
	N	%	N	%	N	%	N	%		
Agriculture	62	47.2	29	22.2	38	18.0	2	1.6	1	132
Industry	36	28.2	38	29.7	48	37.5	6	4.6	4	132
Education	5	13.2	17	44.7	3	7.9	13	34.2	1	39
Public Admin.	22	21.3	20	19.4	49	47.6	12	11.7	2	105
Others	7	20.0	11	31.4	17	48.6	-	-	1	36
Not Ascertained	5	-	2	-	-	-	3	-	-	10
Total										454

^aNot ascertained.

The time spent in training has also varied for different occupational levels. The executive or policy-making levels and the engineering professionals have had the highest proportion of short programs (less than 4 months). The subordinate management level has tended toward longer programs of 4 months to a year. The other categories are about evenly divided between longer and shorter programs and while the numbers involved do not permit fine distinctions to be made there appears to be a tendency to concentrate on programs of less than four months.

TABLE 29

TOTAL TIME SPENT IN TRAINING BY PARTICIPANTS OF DIFFERENT OCCUPATIONAL LEVELS

Occupational Level	Months in Training								N.A. ^a	Total
	Less than 2		2 to 4		4 to 12		12 and over			
	N	%	N	%	N	%	N	%		
Top Policy National Level	9	64.3	5	35.7	-	-	-	-	1	15
Policy Non-National Level	16	53.4	6	20.0	5	16.6	3	10.0	-	30
Subordinate Management	12	22.2	12	22.2	26	48.2	4	7.4	3	57
Engineering	7	58.3	1	8.4	4	33.3	-	-	1	13
Professional Occupation	16	25.4	19	30.2	22	34.9	6	9.5	1	64
Sub-Prof.	10	31.3	10	31.3	12	37.4	-	-	1	33
Supervisors, Foremen	14	40.0	5	14.3	13	37.2	3	8.6	-	35
Artisans, Craftsmen	16	37.3	6	13.9	18	41.9	3	6.9	-	43
Others, including Students	27	27.5	31	31.7	37	37.8	3	3.6	2	100
Not Ascertained	10	-	22	-	18	-	14	-	-	64
Total	137	117		155		36		9	454	

^aNot Ascertained.

It is important to note at this point that the word Training has come to have a special meaning in USAID and its predecessor agencies. The administrative procedures and regulations reflect the breadth of the idea embodied in the term and endow it with a meaning perhaps unappreciated outside the American context in which it has grown. American educational philosophy and the psychological assumptions on which it is based picture the individual as playing an active role in the process of acquiring knowledge, skills, and attitudes. It is not therefore sufficient for a person in "training" to memorize a set of theoretical principles or a set of facts. He is not "trained" until he has had the experience of actively using the content of his training in practice. Furthermore, the skillful use of new knowledge requires attitudes about the working situation which are as much a new element acquired during training as any other part of the experience.

The participant training program may therefore include many activities which do not strictly fall under the heading of education or apprenticeship as understood outside the United States.

The participants did not, of course, all follow identical programs. Nor were their programs exclusively devoted to one type of training experience. Tables 30 and 31 show the complex patterns of training programs.

13

TABLE 30
TYPES OF TRAINING RECEIVED BY THE PARTICIPANTS
AND AVERAGE TIME FOR EACH

Program Type	Number of ^a Participants	Average Time in Program Type
Observation tour	312	2-3 months
On-the-job training	194	5 months
University attendance	132	7 months
Special courses not at a university	37	3 months

^aDoes not add to 454 because of mixed programs.

About 70 percent of the participants had some sort of observation tour as part of their training programs. A little less than 45 percent had some on-the-job training. (The variety of programs can be appreciated when it is realized that "on-the-job training" is as necessary for a teacher or a surgeon as for a diesel mechanic.) About 30 percent of the participants spent some time at a university. Since 85 percent of them were at American universities it should be recalled that the philosophy of education referred to above is expressed in the courses given there. Theoretical knowledge is only a part of what is gained. Practical skills and attitudes toward knowledge are intimately associated with training at an American university.

The patterns of types of programs followed by the participants shows, in Table 31, the heavy emphasis given to observation tours only. Admittedly those tours were on the average short and perhaps intensive

but as shown in Table 32 the utilization of training does not appear to be so high for participants whose programs were less than 4 months in length.

Perhaps the participants sense this. Among the 215 who were not satisfied with the length of their programs, 78 percent felt the programs should be over four months long and most recommended programs of over a year in length.

TABLE 31
PATTERNS OF TYPES OF TRAINING

	Number of Participants	Percent
Observation tour only	184	40
On-the-job training only	78	17
University only	26	6
Observation and O.J.T.	49	11
Observation and university	40	9
Observation, O.J.T. and university	39	9
O.J.T. and university	27	6
Special group not at a university, and unclassifiable	11	2
Total	454	100

TABLE 32
UTILIZATION OF TRAINING BY PARTICIPANTS
WITH DIFFERENT LENGTHS OF TRAINING
(In Percentages)

Utilization	Length of Training	
	Less Than 4 Months N = 254	Over 4 Months N = 200
High	13	26
Medium	42	35
Low	45	39
Total	100	100

It is also interesting to note that as shown in Table 33, utilization was not affected by attendance at a university. The distribution in each of the categories was approximately the same as for the whole group of participants. On the other hand, over half of all participants who only went for observation tours were in the low utilization category and accounted for half of all the low utilization scores.

TABLE 33

THE UTILIZATION INDICES OF PARTICIPANTS
WHO ATTENDED UNIVERSITY DURING THEIR TRAINING
COMPARED TO THOSE WHO DID NOT
(in Percentages)

Utilization Index	University Attendance	
	Yes (N = 132)	No ^a (N = 322)
High	18.6	18.5
Medium	37.2	39.5
Low	44.2	42.0
Total	100.0	100.0

^aIncluding Don't know and not ascertained.

Parenthetically, among the participants who attended a university 27 said they were regular students. The others were special students (59), or members of a group program (41) for periods ranging from under two weeks to as long as two years.

The list of universities attended by the participants shows wide geographical distribution with perhaps somewhat more concentration in the central and southwestern areas of the United States.

List of Universities Attended by Tunisian Participants

	Number of Participants
American Universities:	
California State Polytechnical Institute (San Luis Obispo, California)	3
University of California (Davis, California)	1
University of California (Santa Barbara, California)	1
University of Southern California (Los Angeles, California)	1
Riverside City College (Riverside, California)	1
Northwestern University (Evanston, Illinois)	4
University of Indiana (Bloomington, Indiana)	3
Indiana University (Indianapolis, Indiana)	2
Purdue University (Lafayette, Indiana)	1
Kansas State Teachers College (Emporia, Kansas)	1
Kansas State University (Manhattan, Kansas)	1
University of Louisville Medical Center (Louisville, Kentucky)	2
Saint Johns College (Annapolis, Maryland)	4
Michigan State University (East Lansing, Michigan)	6
University of Missouri (Columbia, Missouri)	2
Saint Louis University (Saint Louis, Missouri)	1
Washington University (Saint Louis, Missouri)	13
Columbia University (New York City)	7
Radio Corporation of America Institute (New York City)	1
Syracuse University (Ithaca, New York)	1

List of Universities Attended by Tunisian Participants
(Continued)

	Number of Participants
Ohio State University (Columbus, Ohio)	6
Oklahoma State University (Stillwater, Oklahoma)	4
University of Oklahoma (Norman, Oklahoma)	1
University of Oregon (Eugene or Portland, Oregon)	1
Texas Agricultural and Mechanical College (Arlington, Texas)	3
University of Texas (Austin, Texas)	2
Utah State University (Utah)	2
University of Utah (Salt Lake City, Utah)	6
University of Vermont (Burlington, Vermont)	5
Virginia Polytechnical Institute (Blacksburg, Virginia)	1
Washington State University (Pullman, Washington)	4
Georgetown University (Washington, D. C.)	1
French Universities not specified	8
Belgian Universities not specified	10
Others not listed above	17
Total	117

Among the participants who attended universities, 44 of them received some academic degree or diploma. Table 34 shows the breakdown of the types or level of degrees received by the participants.

TABLE 34
NUMBER OF PARTICIPANTS WHO RECEIVED ACADEMIC DEGREES
AT DIFFERENT LEVELS

	Number	Percent
Bachelor Level	32	80.0
Master's Level	1	2.5
Doctoral Level	2	5.0
All others not included above	5	12.5
Sub Total	40	100.0
Not ascertained	4	
Total	44	

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CHAPTER IV

Return to the Job

On completion of their training the participants brought home with them a wider view of their job and the world abroad. Looking back at the time of the interview they expressed moderate to high satisfaction with their training program. The sense of confidence that they were better equipped to do their jobs perhaps plays a part in their sense of satisfaction. Table 35 gives the participants' choices of answers as a 'global satisfaction index,' to the questions "How satisfactory was that training program?" and "How important was that training program?"

Taken by itself, the unequivocal expression by 21 percent of the participants that the program was "very satisfactory" and "the most important thing they had ever done" is impressive. However, when it is considered that the low index includes all those who said their training program was "not too satisfactory" and "not satisfactory at all" or said the program was "a waste of time," then the 13 percent becomes a matter of some concern. Table 36 shows the global satisfaction indices of the participants grouped by occupational level. It should be borne in mind that the numbers in each subdivision are quite small so that too much confidence should not be placed on the absolute magnitude of the percentages. The relative proportions do indicate a general trend in the distribution.

TABLE 35
 PARTICIPANTS' SATISFACTION WITH
 PROGRAM AND EXPERIENCES

Global Satisfaction Index	Number	Percent ^a
High	95	21
Moderate	297	66
Low	58	13
Not Ascertained	4	
Total	454	100

^aExcluding "Not Ascertained."

TABLE 36
GLOBAL SATISFACTION OF DIFFERENT OCCUPATIONAL LEVELS
(in Percentages)

Occupational Level	Satisfaction Index			100	Number
	High	Moderate	Low		
Top policy makers national level	54	33	13	100	15
Policy makers non-national level	17	76	7	100	30
Subordinate management	23	59	18	100	57
Engineering professional	8	77	15	100	13
Professional occupations	19	65	16	100	64
Subprofessional	21	67	12	100	33
Supervisors-foremen	17	80	3	100	35
Artisans, craftsmen	16	54	30	100	43
Others	24	64	12	100	100
Not Ascertained					64
Total					454

It is gratifying that of the 45 policy makers (national and non-national levels together) 90 percent had "Moderate" to "High" satisfaction index scores. The relatively large percentage of artisans and craftsmen who had "Low" satisfaction scores is disturbing; this may reflect some dissatisfaction with their subsequent chances of advancement or other subjective disaffection with the program.

Ultimately it is not the satisfaction of the participant that has the greatest bearing on the program evaluation; rather it is the participants' utilization of their training. The distribution of utilization indices was given in Chapter 11; Table 37 shows how the groups of participants returning from training each year were able to use their training.

TABLE 37
UTILIZATION INDICES OF PARTICIPANTS
RETURNING EACH YEAR
(in Percentages)

Utilization	Year of Return from Training				
	1958 N = 27	1959 N = 142	1960 N = 103	1961 N = 106	1962 N = 76
High	37.1	19.7	15.5	17.9	14.5
Medium	44.4	37.3	41.8	40.6	32.9
Low	18.5	43.0	42.7	41.5	52.6
Total	100.0	100.0	100.0	100.0	100.0

There appears to be a moderate increase in the proportion who are low in utilization in recent years. In 1958, 80 percent of the participants had indices of high or medium. In subsequent years 80 percent or over fell into the medium to low index groups.

We have considered the dimensions of the problems facing the participants upon their return with the following general results:

The participants' geographic distribution within the country did not change appreciably. There was neither a large shift of participants

from the countryside or provincial town to the capital nor vice versa. Of the 258 participants who lived in Tunis before their training 253 were there at the time of the interview. Four had shifted to a provincial city and one to a rural area. Of the 192 who lived in a provincial city at the time of selection, 8 had moved to Tunis by the time of the interview. This pattern is relatively stable, not heavily weighted in favor of participants living at or near the political and economic center of power. Table 38 shows the employment pattern of the participants since their return from training.

TABLE 38
JOBS OF PARTICIPANTS AFTER TRAINING

Job of Participants	Number	Percent
Returned to same job	311	69
Returned to different job, but expected	80	18
Returned to unexpected different job	43	9
Never had a job since return	10	2
Don't remember or not ascertained	10	2
Total	454	100

42

In the case of employment after training we find much the same stability (87 percent returned to anticipated positions) as in the case of residential location. On the other hand, since their return from training about 32 percent of the former participants have had some change in their career. Table 39 shows the kinds of changes that have occurred. A third of the participants say they have a better job than the one they had upon their return from training. The others omit to say whether their present job is better or not and confine their remarks to references to field of activity or employer.

TABLE 39
CHANGES IN PARTICIPANTS' JOBS
SINCE RETURN FROM TRAINING

	Participants	
	Number	Percent
My present job is better, more salary, more responsibility, more prestige	46	23.3
My present job is worse, less prestige, lower salary, lower status	0	0
I changed from one part of the government to another	11	8.0
I changed from one non-government organization to another	3	2.2
I changed from a government position to private business, industry or profession	15	10.9
I changed from private business, industry or profession to a government position	11	8.0
My present job is more related to my training	5	3.6
My present job is not in the field in which I was trained	2	1.4
I changed to a different job in the same general field	21	15.2
I changed to a completely different profession, trade, or skill, from the one I first had	7	5.1
When I returned I had no job; now I have a job	3	2.2
Other differences not classifiable above	14	10.1
Sub Total	138	100.0
Did not change jobs since return from training	290	
Not ascertained, not applicable	26	
Total	454	

In answers to questions about the kinds of difficulties encountered in applying and passing on to others the training they received, about 38 percent of the participants said they had had no difficulties. The utilization index scores of the participants are closely associated with the difficulties they had after their return. Among those with high utilization index scores, 51 percent said they had no difficulties, whereas among those with low scores only 23 percent said they had no difficulties. It is of greater interest, however, to examine the kinds of difficulties the participants encountered. For this purpose the percentages of participants' answers will be shown in relation to the utilization score of the participant citing a particular type of difficulty. Among the 254 participants who described their difficulties 31 percent of them mentioned more than one type of difficulty. Table 40 shows the percentages of types of difficulty mentioned by participants with different utilization index scores.

TABLE 40
UTILIZATION INDEX SCORES OF PARTICIPANTS SPECIFYING
DIFFICULTIES OF APPLYING THEIR TRAINING
(in Percentages)

Utilization (Percent of all participants in category shown in brackets)	Type of Difficulties			
	Lack of Money, Equipment or Facilities N = 132	Lack of Receptivity from Colleagues or Superiors N = 52	Inappropriate Training for Job and Other Difficulties N = 149	No Diffi- culties N = 172
High (18.5)	10	19	14	27
Medium (38.7)	45	35	29	44
Low (42.8)	45	46	57	29

The percent of all participants in each category of utilization is given as a reference. The largest group of participants said that lack of money, equipment or facilities hampered their application of new skills and knowledge. The percentages of this group in the medium and low utilization categories exceed those of the whole group of participants. The participants who said that their difficulties were a result of inappropriate training or found themselves in a job situation unrelated to the training show even stronger tendencies for their utilization scores to be lower. The inclusion of "other difficulties" (not classified elsewhere) in the column with "inappropriate training" does not affect this tendency. Both categories contribute equally to the percentage distribution.

That 29 percent of all participants should say that lack of money, facilities, or equipment hampered their use of their training may also be taken to reflect on the appropriateness of their training to the job facing them, particularly since about 80 percent said they did not take part in planning their training program.

The most important factor in the utilization of the training may well be the role of the participants' supervisors. Table 41 examines this relationship.

TABLE 41
HELP FROM SUPERVISORS IN UTILIZATION OF TRAINING
(In Percentages)

Utilization Index	Helpfulness of Supervisor				Total ^a Number
	Very Helpful N = 122	Somewhat Helpful N = 41	Neither Helpful Nor Unhelpful N = 80	Not Helpful N = 56	
High	28	17	15	18	63
Medium	51	41.5	31	23	117
Low	21	41.5	54	59	119
Total					299

^aExcluding those participants who said they had no supervisor (117) and "Don't know, not ascertained" (38).

Among the participants who said their supervisors had "not helped at all" or "neither helped nor discouraged"¹ the participant in applying their new skills to their jobs, between 54 and 59 percent fell in the low utilization group. The helpful supervisors were most important in encouraging the transmission by the participant of his new skills and knowledge to others. The unhelpful or neutral supervisors interfered with the transmission of training to others but did not have so adverse an effect on the participant's use of his training. Nearly twice the number of participants in the high utilization group said their supervisors were helpful as said they were not helpful or neutral.

¹Literally translated from the French questionnaire.

Since over 45 percent of the supervisors were somewhat less than helpful, the point may well be made that the participants' programs should not be conceived of as existing outside the context of his employment. In the case of planning and later during follow-up activities the supervisor should be drawn in as an active factor in the implementation of the training program.

Another aspect of the participants' program which stands out (the examination of which was begun in Chapter III) is the university training. The subject is raised again at this point because the participants who had some university training were asked about its value in reference to their subsequent careers. From Table 42, while the absolute numbers are small, it can be stated that most of the participants said that an academic degree would not help their future careers in the fields of agriculture, education and public administration. The participants in the field of industry were more inclined to say they did not know but only 26 percent said it would help.

17

TABLE 42

THE VIEWS OF UNIVERSITY-TRAINED PARTICIPANTS OF THE VALUE OF AN ACADEMIC DEGREE FOR THEIR FUTURE CAREERS IN DIFFERENT FIELDS OF TRAINING ACTIVITY (In Percentages)

Value of Degree	Training Field of Activity				
	Agriculture (N = 42)	Industry (N = 23)	Education (N = 29)	Public Admin. (N = 36)	Other (N = 15)
Very helpful	17	13	14	14	20
Some help	12	13	17	11	27
No help at all	40	17	41	47	46
Don't know, not ascertained	31	57	28	28	7
Total	100	100	100	100	100

The "other" fields of activity do not have a large group of participants but their opinions contribute to the broad picture.

The fact that the participants depreciated an academic degree can not be attributed to the location of their university training, because only a slightly greater number went to American universities. Those who obtained degrees in the field of agriculture had the highest proportion of participants depreciating the value of a degree.

TABLE 43

UTILIZATION INDICES OF PARTICIPANTS
WITH DIFFERENT VIEWS ON THE VALUE
OF AN ACADEMIC DEGREE
(In Percentages)

Utilization Index	Value of a Degree		
	Very Helpful (N = 22)	Some Help (N = 21)	No Help At All (N = 57)
High	18	14	16
Medium	41	43	37
Low	41	43	47

The participants who felt that a university degree would be of little value in their careers had very slightly lower utilization indices than those who considered the degree to be of value. It is probable from what is understood of the jobs of the participants that they feel there is relatively little opportunity for individual initiative either in career development or in significantly altering the working methods in the work situation. This applies to the value of an academic degree. The participants are apathetic or fatalistic about their career development, and they are not sanguine about the applicability of new ideas or attitudes. This is not a universal outlook of the participants but may be thought of as reflecting an underlying inertia or conservatism in the work situation facing the participants upon their return from training.

Two other factors in the group of variables associated with utilization were: contact with the USAID mission and contact with the U. S. technician. Table 44 shows the amount of contact with USAID.

TABLE 44

DEGREE OF CONTACT WITH USAID
AFTER RETURN FROM TRAINING
AND UTILIZATION
(In Percentages)

Utilization Index	Contact with USAID		
	Yes (N = 109)	No (N = 340)	Don't Remember (N = 5)
High	25	16	20
Medium	46	37	40
Low	29	47	40
Total	100	100	100

Here is a clear indication that the participants who had contact with USAID had higher utilization index scores. Those with no contact were slightly lower than the distribution of indices among the participants as a whole.

The degree of contact with a U. S. technician shows a similar pattern in Table 45. The columns: "No Technician Available" with 309 participants and "Never Saw" (but said one was available) with 57 participants makes an impressive weighting of low utilizers or nearly 50 percent. The participants who said they saw an U. S. technician occasionally showed a marked trend toward high utilization. Those participants who saw the technician often were grouped even more strongly at the high utilizer end of the scale.

TABLE 45
THE UTILIZATION INDICES OF PARTICIPANTS
WITH DIFFERENT DEGREES OF CONTACT WITH U S TECHNICIANS

Utilization Index	Technician Available ^a			No Technician Available (N = 309)
	Saw Often (N = 28)	Saw Occasionally (N = 51)	Never Saw (N = 57)	
High	50.0	25.5	17.6	15.2
Medium	35.7	50.0	36.8	37.2
Low	14.3	25.5	45.6	47.6

^aDon't Know and Don't Remember were 9 cases.

It should be emphasized before leaving this point that while 75 percent of the participants never had any contact with a U. S. technician after their return from training and tended to be low utilizers other factors also played a part. The helpfulness of the participants' supervisors and the appropriateness of the training to the job have been particularly noted.

To conclude the interview, a series of questions sought the participants' suggestions for changes.

An open-ended question was asked, in response to which the participants made, in some cases, several suggestions for changes in the program of training ("If you were to go on the program again"). These are shown in Table 46. The outstanding group of suggestions for improvement of the training programs recommend broader, longer, more practical, specialized, and specifically job-oriented planning. All the foregoing account for 33.3 percent of all the answers. Another 29

percent of the recommendations suggested improvements in the planning and preparation phases of the program. The participants wanted more information about the program, better language preparation, better planning of their programs and especially to take part themselves in the planning of their programs.

These suggestions were made by about 75 percent of the participants with 25 percent saying "no changes suggested" or "don't know."

TABLE 46

PARTICIPANTS' SUGGESTIONS FOR CHANGES OR IMPROVEMENTS
IN THE TRAINING PROGRAMS

Types of Changes	Number of Participants Suggesting Change	Percent ^a
More, broader, longer training	117	16.2
More specialized training	53	7.3
More specifically related to job needs	41	5.7
More practical work	54	7.5
More theoretical training, academic work ^b	42	5.8
More observation	43	5.9
Better planning, organization and guidance	36	5.0
Participant should take part in planning	47	6.5
Better language preparation	32	4.4
More information on program	37	5.1
Different locale for training	24	3.3
All other suggestions	197	27.3
Total	796	100.0

^aPercent calculated on all answers--some participants gave several answers.

^bOnly 4 participants said they wanted a degree (included in "other" category).

CHAPTER V

Communications and Training

The participants were not impressive in the utilization of their training. A variety of factors have been examined in an attempt to find some interpretation of the problem this raises so that a valid basis for program improvement can be established. While some of the single factors appeared to have preeminent effect on utilization of the training, the multiplicity of factors can be described as revolving about the problem of communications.

Training itself is involved, in the broadest sense, in the application of communications. The participants are not the passive recipients of new skills or knowledge but must actively take part in the process of being trained. This process starts before they are selected and continues after they have returned to their jobs. The briefing they receive sensitizes them to the experience they will have during training. Their participation in the planning of their program from the point of view of what happens to them, rather than what they contribute to it, further prepares them to be aware of the importance of the different kinds of things they will be learning and helps them to understand the effect of the training on the job they will be doing.

They are being prepared for their training by being made receptive to certain kinds of communications. In the same way that a businessman who takes a course in market analysis becomes aware of many factors affecting the marketing of his product, the participant should receive an introduction in his briefing sessions, not in the skills of

his job, but to the way skills are communicated and learned and how new skills and knowledge will affect his job.

The supervisor enters the picture as a key force in mediating the communications process. He should be active in the preparation of the participant for his forthcoming exposure to new ideas and skills. During the training the participant is involved in a communications process which includes various techniques: reading, lectures, discussion and the active practical work of exercising skills. Ideas and attitudes important for his job are transmitted to the participant as operationally functional parts of the work he will be doing. He and his fellow participants share in a process of learning by acting as well as by absorbing new ways of doing a job. The supervisor ultimately facilitates the participant's communicating what he learned to others.

During his training the participant is constantly bombarded with communications of many kinds, ranging in content from conscious factual knowledge to subtle nuances of interpersonal relations. Much of his effectiveness back at his job after training will depend on his being briefed to be aware of many of these communications.

Moreover, one of his principal functions when he returns to Tunisia is to convey to others the skills, knowledge, and attitudes he has learned. This process again involves communicating a variety of kinds of knowledge and understanding. To assist the participants in learning some of the techniques of doing this, a seminar in communications has been organized and was attended by about 36 percent of the participants during the last week of their training program.

49

The effect of attendance at the seminar was to raise the utilization index scores of those who attended slightly from the low to the medium category (Table 47). However those who said they used what they had learned in the seminar tended toward higher utilization and those who did not use what they had learned or who felt they had learned nothing of value tended toward low utilization.

TABLE 47
UTILIZATION INDEX SCORES OF PARTICIPANTS
ATTENDING A COMMUNICATIONS SEMINAR
WITH A BREAKDOWN FOR USE AND
NON USE OF WHAT WAS LEARNED
(In Percentages)

Utilization	Attended Seminar			Did Not Attend Seminar (N = 292)
	Used Material Learned (N = 102)	Did not Use Material Learned (N = 53)	Total (N = 162) ^a	
High	25	6	18	19
Medium	50	28	45	35
Low	25	66	37	46

^aIn seven cases (with medium utilization) the participant did not indicate whether or not he used ideas or material from the seminar.

TABLE A-1
EMPLOYMENT PATTERN OF PARTICIPANTS
AFTER RETURN FROM TRAINING

	Participants	
	Number	Percent ^a
First job after return was the same as before	311	71.6
First job after return was different from previous job but was expected	80	18.5
First job after return was different from previous job and was not the job expected	43	9.9
Not ascertained or unemployed	20	-
Total	454	100.0

^aExcluding "Not ascertained or unemployed," N = 434.

TABLE A-2
USE OF NEW SKILLS OR KNOWLEDGE BY PARTICIPANTS
AFTER RETURN FROM TRAINING

	Participants	
	Number	Percent ^a
Everything, almost everything used	31	7.4
Quite a bit used	98	23.3
Some used	105	24.9
Only a little used	61	14.5
Practically none, none used	126	29.9
Not ascertained, don't know or unemployed	33	
Total	454	100.0

^aExcluding "Not ascertained, don't know or unemployed,"
N = 421.

TABLE A-3
OPPORTUNITY OR ABILITY TO COMMUNICATE TO OTHERS
WHAT THE PARTICIPANTS HAD LEARNED

Participants Said They Had Conveyed To Others of What They Had Learned	Participants	
	Number	Percent ^a
Everything, almost everything	22	5.1
Quite a bit	153	35.6
Some	129	30.0
Only a little	20	4.7
None or practically none	106	24.6
Don't know, not ascertained or unemployed	24	
Total	454	100.0

^aExcluding the cases of "Don't know, not ascertained or
unemployed," N = 430.

TABLE A-4
PLANS OF PARTICIPANTS FOR APPLYING THEIR TRAINING

	Participants	
	Number	Percent
Have plans	268	60.2
Definite plans	(101)	(38)
Conditional plans	(123)	(46)
Not described plans	(44)	(16)
	(268)	(100) ^a
Have no plans	177	39.8
Don't know, not ascertained	9	
Total	454	100.0

^aPercent of the sub category: "Have plans."

TABLE A-5
COMPLETION OF TRAINING PROGRAM AS PLANNED

	Participants	
	Number	Percent ^a
Completed program	405	90
Did not complete program	43	10
Not ascertained	6	
Total	454	100

^aExcluding "Not ascertained."

TABLE A-6
PARTICIPANTS' STATEMENTS ABOUT
HOW SATISFACTORY WAS THEIR
TRAINING PROGRAM

	Participants	
	Number	Percent ^a
Very satisfactory	156	34.5
Moderately satisfactory	244	54.0
Not too satisfactory	37	8.2
Not satisfactory at all	15	3.3
Not ascertained	2	-
Total	454	100.0

^aExcluding "Not ascertained."

TABLE A-7
PARTICIPANTS' STATEMENTS ABOUT THE IMPORTANCE
TO THEM OF THEIR TRAINING PROGRAM

	Participants	
	Number	Percent ^a
The most important thing I ever did	172	38.2
A waste of time	20	4.4
In between	258	57.4
Not ascertained	4	-
Total	454	100.0

^aExcluding those "Not ascertained."

TABLE A-8

HOW SATISFIED THE PARTICIPANTS WERE WITH THEIR
TRAINING PROGRAMS PRIOR TO THEIR DEPARTURE

	Participants	
	Number	Percent ^a
Well satisfied	287	82
Not very well satisfied	64	18
Didn't know enough, don't know, don't remember how satisfied I was	87	
Not ascertained	16	
Total	454	100

^aExcluding "Didn't know enough, don't know, don't
remember how satisfied I was" and "Not ascertained."

TABLE A-9

PARTICIPANTS' SATISFACTION WITH PREDEPARTURE BRIEFING
ON GENERAL PROBLEMS OF ADJUSTMENT

Area of Information	Percent Satisfied ^a	
Public facilities, restaurants, etc.	88.1	
Colloquial speech and idioms	82.3	
Religious practices	74.3	
Use of money	95.6	
Manners and customs	89.9	
^a Satisfied with information given in:	Number	Percent ^b
all five areas	295	65.6
four areas	72	16.0
three areas	46	10.2
two areas	13	2.9
one area	14	3.1
none of the areas	10	2.2
don't know or not ascertained	4	-
Total	454	100.0

^bPercent excludes "Don't know or not ascertained."

TABLE A-10
ADEQUACY OF BRIEFING ON PROGRAM ASPECTS
PRIOR TO DEPARTURE

Area of Information	Adequacy	
	Number	Percent ^a
What you would be learning		68
Where you would be going		88
When you would be going		95
How long you would be gone		95
Other aspects		77
^a Satisfied with information given in:		
	Number	Percent
all five areas	254	56.2
four areas	104	22.9
three areas	57	11.2
two areas	29	6.4
one area	8	1.8
none of the areas	2	0.5
Total	454	100.0

15

TABLE A-11
TYPES OF DIFFICULTIES FACED BY PARTICIPANTS
IN APPLYING THEIR NEW SKILLS AND KNOWLEDGE
TO THEIR JOBS AFTER THEIR RETURN

	Participants	
	Number	Percent ^a
Difficulties related to:		
Resources or conditions of country	112	26.3
Other people	21	4.9
Participant's job	25	5.9
Training program	36	8.4
Other factors not specified	60	14.1
No difficulties	172	40.4
Don't know or not ascertained	28	-
Total	454	100.0

^aExcluding "Don't know or not ascertained."

TABLE A-12
NEED FOR ENGLISH DURING TRAINING PROGRAM

Program Required English	Number	Percent ^a
No	250	55.4
Yes	202	44.6
Not ascertained	2	-
Total	454	100.0

^aExcluding "Not ascertained."

TABLE A-13
PREPARATION IN ENGLISH FOR THOSE WHOSE PROGRAM
REQUIRED ENGLISH

Received English Preparation	Number	Percent ^a
Yes	118	58.7
No	83	41.3
Not ascertained	1	-
Total	202	100.0

^aExcluding "Not ascertained."

TABLE A-14
ACADEMIC DEGREES OBTAINED BY PARTICIPANTS

	Participants	
	Number	Percent ^a
Bachelor level	32	80.0
Master's level	1	2.5
Doctorate level	2	5.0
All others not included above	5	12.5
Not ascertained	4	-
Total	44	100.0

^aExcluding "Not ascertained."

TABLE A-15
HELPLESSNESS OF DEGREE IN FUTURE CAREER

	Participants	
	Number	Percent ^a
Will help very much	7	17.9
Will help somewhat	9	23.2
Will not help at all	23	58.9
Don't know	4	-
Not ascertained	1	-
Total	44	100.0

^aExcluding "Don't know" and "Not ascertained."

TABLE A-16

OPINIONS OF PARTICIPANTS WHO ATTENDED UNIVERSITIES
ON THE VALUE OF AN ACADEMIC DEGREE
IN THEIR FUTURE CAREERS
(In Percentages)

Value of Degree	Participants	
	Obtained Degree (N = 44)	Did Not Obtain Degree (N = 88)
Would help	41.1	44.2
Would not help	58.9	55.8
Don't know, not ascertained	(5) ^a -	(27) ^a -
Total	100.0	100.0

^aNumber of participants, not included in percentage.

TABLE A-17

PARTICIPANTS' ANSWERS TO THE QUESTION: "SUPPOSE
YOU HAD NOT GONE ON THE TRAINING PROGRAM,
WHAT KIND OF JOB WOULD YOU NOW HAVE?"

	Participants' Answers	
	Number	Percent ^a
Not so good	72	17.5
About the same	300	72.8
Better	40	9.7
Don't know, not ascertained or unemployed now	42	-
Total	454	100.0

^aExcluding "Don't know, not ascertained or unemployed now."

TABLE A-18

PREPARATION OF TRAINING PROGRAM PRIOR TO
DEPARTURE OF PARTICIPANT

	Participants	
	Number	Percent ^a
Program arranged in complete detail	310	70.5
Program arranged in partial detail	101	23.1
Program not set up at all	28	6.4
Don't know, not ascertained	15	-
Total	454	100.0

^aExcluding "Don't know, not ascertained."

TABLE A-19
PARTICIPANTS' VIEWS OF THE ADEQUACY OF
BRIEFING ON PROGRAM AS PLANNED

	Number	Percent ^a	Number	Percent ^a	Not Ascer- tained
	Answered Yes		Answered No		
Briefing adequate on:					
subject of training	304	67.8	144	32.2	6
location of training	398	87.9	55	12.1	1
timing of training	432	95.4	21	4.6	1
length of training	433	96.2	17	3.8	4
other aspects of training	351	79.6	90	20.4	13

^aExcluding "Not Ascertained."

	Number	Percent ^b
Answered yes to:		
all five questions	253	56.0
four questions	104	22.8
three questions	57	12.6
two questions	29	6.4
one question	8	1.8
none of the questions	2	.4
don't know or not ascertained	1	-
Total	454	100.0

^bExcluding "don't know or not ascertained."

TABLE A-20
PARTICIPANTS' CONTACT WITH AID
AFTER RETURN FROM TRAINING

	Participants	
	Number	Percent ^a
Contact with AID	109	24.3
No contact with AID	340	75.7
Not ascertained	5	-
Total	454	100.0

^aExcluding "Not ascertained."

TABLE A-21
CONTACT WITH AN USAID TECHNICIAN SINCE RETURN FROM TRAINING

	Participants	
	Number	Percent
Technician available:		
Frequent contact	28	20.7
Occasional contact	51	37.5
No contact	57	41.8
	136	100.0
No Technician available	278	
Don't know, don't remember, not ascertained	40	
Total	454	

TABLE A-22

PARTICIPANTS' OPPORTUNITY TO TAKE PART
IN THE PLANNING OF THEIR PROGRAMS

	Participants	
	Number	Percent ^a
Opportunity to take part in planning	98	22
Did not take part in planning	348	78
Don't know, don't remember or not ascertained	8	-
Total	454	100

^aExcluding "Don't know, don't remember or not ascertained."

TABLE A-23

VIEWS OF THOSE PARTICIPANTS WHO DID NOT TAKE PART
IN HELPING PLAN THEIR PROGRAMS

Programs	Participants	
	Number	Percent ^a
"Do you think it would have helped if you had participated in planning your program?"		
Yes	222	79.6
No	57	20.4
Don't know, don't remember, not ascertained	69	-
Total	348	100.0

^aExcluding "Don't know, don't remember, not ascertained."

OCCUPATIONAL CATEGORIES

Top Policy Makers, Executives and Administrators--National Level and/or National Impact.

Occupations concerned with highest level policy making or administration of a central government activity, large enterprise or organization whose policies, programs, organizational structures or operations are national in scope and/or impact.

INCLUDES: Such occupations as cabinet members, agency directors, commission members, high court jurists, national legislators, chairmen, presidents, managing directors or executive secretaries of public or private enterprises or institutions, including leading universities, trade unions and labor federations, employer associations, etc.

Policy Makers, Executives and Administrators--Second Level and/or Non-National Impact.

Occupations concerned with secondary level policy making or administration of a central government activity, large enterprise or organization of national scope and/or impact and occupations concerned with top level policy making or administration of regional or local government activities, enterprises or organizations.

INCLUDES: Deputy or assistant agency directors, regional or local legislators, jurists, elected or appointed officials responsible for local program direction, directors or managers of public or private enterprises, college presidents and deans, top local union officials, etc.

Subordinate Management, Program and Administrative Officials--Line or Staff.

Occupations concerned with organizational program management or operating project functions subordinate to basic policy formulation or executive direction and program administration, involving planning, administrative management control and direction of housekeeping and staff services, project supervision and program coordination and evaluation activities.

INCLUDES: Program or project supervisors, production managers, staff planners and management analysts, controllers in the fields of personnel, training, finance, procurement, supply and records, advisors and assistants to top level administrators and policy makers, program division chiefs, union organizers, school superintendents and administrators, public safety and investigative officials, etc.

Engineers, Professional--Operating and Research and Development (Other Than Program and Administrative Officials).

Persons engaged in engineering work at a level which requires a knowledge of engineering equivalent at least to that acquired through completion of a four-year professional course.

INCLUDES: Those using engineering skill and techniques in research, design development, programming, operations and sales of technical products or serving as engineering technical advisors to policy makers, executives, management and administrative officials.

EXCLUDES: Those serving in policy making, executive, managerial and supervisory positions where the principal activity is non-technical in an engineering sense.

Professional Occupations--Operating and Research and Development (Other than Program and Administrative Officials and Engineers).

Persons engaged in work at a level which requires a knowledge of physical, mathematical, agricultural, biological, medical or social science, arts, humanities, languages or educational methods and related activities similar to that acquired through completion of a four-year professional college course.

INCLUDES: Those engaged in research, development, programming and operations as well as those serving as professional or scientific advisors to policy makers, executives, management and administrative officials.

EXCLUDES: Those serving in policy making, executive, manager, and supervisory positions where the principal activity is non-technical in a professional or scientific sense.

Sub-Professional Occupations--Operating and Research and Development.

Occupations primarily concerned with the application of research, applied or related engineering, scientific (agricultural, life, medical, social, physical) educational or creative techniques, procedures or methods, laboratory analysis and testing or field operations, demonstration, survey, or collection activities which include the exercise of judgment by persons who have had some specialized training or

equivalent experience in any field of engineering, science, health, arts or humanities. EXAMPLES: Sub-engineers, engineering aides, surveyors, draftsmen, laboratory testers, laboratory assistants, technical aides, field specimen collectors, agricultural technicians, agricultural demonstrators, nutritionists and dieticians, non-professional nurses, midwives, medical, dental, public health and therapy technicians, sanitary inspectors, research assistants, economic, statistical and administrative aides, interpreters, social welfare aides, etc.

Supervisors, Inspectors, Foremen--
Operations or Shop.

Occupations concerned primarily with carrying out program or production objectives by laying out, supervising, directing, instructing, checking and inspecting the product or output of clerical, manual or service workers engaged in staff, service, sales, production, construction or maintenance activities. EXAMPLES: Supervisor-office, supervisor-shop, supervisor-sales, foreman-shop, foreman-gang, chargehand, inspector, etc.

Artisans, Craftsmen.

Occupations concerned primarily with carrying out manual activities which require the possession of acquired skills or techniques and/or the effective use of hand or mechanical tools or equipment as a result of a fairly long learning period. EXAMPLES: Skilled textile and apparel workers, handicraftsmen, woodworking and metal working craftsmen, building and construction craftsmen, food processing operators, printing and bookbinding operators, electricians, auto and diesel mechanics, etc.

Occupations Not Elsewhere Classified.

Occupations which do not fit into any of the preceding groups and are to be specified in each instance. EXAMPLES: Persons engaged primarily in clerical, sales and related activities not elsewhere classified, including business machine operators, institutional and personal service workers, protective service workers, students, unskilled manual and miscellaneous workers not elsewhere classified.