

PARTICIPANT

TRAINING PROGRAM

THAILAND 1951-1960

AN
EVALUATION
SURVEY

volume 1 :
the report

AGENCY FOR INTERNATIONAL DEVELOPMENT
UNITED STATES OPERATIONS MISSION TO THAILAND

PARTICIPANT TRAINING PROGRAM

THAILAND 1951-1960

**A Follow-up Evaluation Survey of the Program for Training Thais Abroad Operated
Jointly by the Thai Government and the U.S. Agency for International Development**

Volume 1:

The Report

**The Agency for International Development
United States Operations Mission to Thailand**

This study was carried out

by

Business Research Ltd.,
66 Rajadamri Road, Bangkok.

1963

Participant Training in Thailand

1951-1960

This is a sample interview survey of Thai participants sent to the United States or selected third countries for technical training or as participants in seminars from U.S. Fiscal Year 1951 to March 31, 1960. Participant training is under the joint auspices of the Thai Technical and Economic Cooperation of the National Economic Development Board, and the United States Operations Mission to Thailand of the Agency for International Development. The survey also includes interviews with the immediate supervisors of the sampled participants, and interviews with the USOM Technical Advisors assigned to the Projects under which the participants' training was programmed.

The results of the Survey are presented in two volumes:

Volume I:	The Report
Volume II:	The Appendix

The Report gives the basic findings of the study and recommendations based on these findings, together with supporting tables.

The Appendix includes a full description of the methodology employed as well as additional tables not included in Volume I.

Solely because of cost considerations, only a limited number of copies of *Volume II: The Appendix* have been published. These are available on special request from the Training Division, USOM/Thailand.

PARTICIPANT TRAINING PROGRAM IN THAILAND

1951-1960

Table of Contents

	Page
PREFACE	i
ACKNOWLEDGEMENTS	ii
FOREWORD	iii
CHAPTER I The Research Setting	1
1. Introduction	1
2. A.I.D. Training and Thai Tradition	2
3. History of USOM Participant Training in Thailand	5
4. Purposes of the Evaluation Survey of Participant Training	10
5. General Description of Procedures	11
6. Consideration of Limitations to be Placed on the Findings	12
CHAPTER II Highlights of Survey Findings	16
CHAPTER III Recommendations-Corrective Action Underway	41
CHAPTER IV Survey Findings	49
Section 1. Characteristics of Participants Interviewed	49
Section 2. Utilization of Training	61
A. Are Participants Using Their Training?	61
B. The Participants' Employment as Related to Effective Utilization	64
C. Factors Related to Utilization of Training	70
Section 3. Satisfaction with Training	111
A. Are Participants, Supervisors, and Technicians Satisfied with Training Programs?	111
B. What Factors are Related to Satisfaction with Training?	119

Section 4.	Non-technical Aspects of Training while Abroad	148
	A. Orientation in Country of Training	148
	B. English Language Instruction	148
	C. Community Participation and Hospitality	150
	D. Seminar in Communications	150
	E. Membership in Professional Societies	151
Section 5.	Administrative Practices and Procedures	160
	A. Selection	160
	B. Pre-Departure Preparation	160
	C. Program Management in Country of Training ..	162
	D. Program Changes Made in Country of Training	163
	E. Money and Per Diem	163
	F. Post-Training Contact with USOM	164
Section 6.	Relationship of Various Factors to the Conduct of the Training Program	191
	A. Year of Departure	191
	B. Training Field of Activity	197
	C. Age	206
Section 7.	Responses of Questions Specifically Proposed by USOM/Thailand	269
	A. Evaluation of AUA Orientation Program	269
	B. Obstacles to Thai-American understanding	269

PREFACE

This study was conducted by Business Research Ltd., under contractual agreements with USOM/Thailand. The survey and report were financed by counterpart funds made available by joint agreement between the Thai Government and USOM/Thailand.

The research project in Thailand was under the direction of Frederic L. Ayer, Technical Director of Business Research Ltd., and carried out in collaboration with the USOM Training Office and a Thai-American Research Advisory Committee.

World-wide, the study was under the general supervision of Dr. Forrest E. Clements, Senior Evaluation Officer, International Training Division, A.I.D.

ACKNOWLEDGEMENTS

Those who were concerned with the research operations which led to the publication of this report wish to express their appreciation to Nai Bunchana Attakorn, Deputy Minister of National Development, Thomas E. Naughten, Director of USOM Thailand when the study was initiated and the field work carried out, and John C. Ewer, USOM Director during much of the data processing and report preparation. Their desire to gain insight into the workings of the participant training program in Thailand, and to improve the cooperative operations of the two countries in this field gave impetus to the research project.

It would be impossible to give individual mention to all those who gave advice and assistance in planning and completing this research. The study would not have been possible without the interest and assistance of representatives from both the Thai and American offices concerned with participant training, or the cooperation given by the several Thai Government Ministries involved.

The Joint Advisory Committee on the Participant Evaluation Survey appointed by the Director of USOM with the cooperation of the Director of TTEC proved particularly helpful. The history of this committee is described in detail in the Foreword.

Special recognition is extended to Mr. M. George Goodrick, Chief Training Officer of USOM, who permitted the contractor to interrupt the routine of the Training Office on numerous occasions to provide data or services urgently needed during the course of the study, and who prepared the section of Chapter 1 on the historical background of the Participant Training Program.

The contractor is most particularly appreciative of the unstinting labors of Mr. Valter V. Monroe, Training Officer, whose services were provided by USOM during the processing of the data and the writing of the report. Mr. Monroc was not only available to answer questions and give technical advice during the processing phases, but voluntarily assisted us on Sundays and holidays during the final phases of interpreting and reporting the results. While any omissions or shortcomings of this report are the sole responsibility of the contractor, its good qualities are due in no small measure to his invaluable assistance.

The three respondent groups — the participants who comprised the sample, their supervisors, and the American USOM Technical Advisors — deserve specific mention. We are grateful for the patience they displayed and the friendliness with which they cooperated in answering the often tediously long list of questions from which this report has been compiled. Their evident sincerity in wanting to help the future improvement of the training program has contributed immeasurably to whatever effectiveness the study may have.

Chiochan Kiengsiri
Managing Director
Business Research Ltd.

FOREWORD

Throughout the conduct of the final planning, field work, and reporting of this survey, the Training Office and the contractor were assisted by the "Joint Advisory Committee on the Participant Evaluation Survey" appointed in November 1960 by the Director of USOM in cooperation with the Director of NEDB.

This Committee, at the outset, included the following Thai and American Officials:

Professor Snoh Tanbunyuen
Head of Department of Mathematics
Chulalongkorn University

Dr. Choop Karnjanaprakorn, Permanent Lecturer
Institute of Public Administration
Thammasat University

Nai Praween Nanakorn, Chief
Discipline and Appeal Division
Civil Service Commission

Dr. Amnuay Viravan, Chief
Fiscal and Accounting Systems Division
Comptroller General Department

Nai Suratin Bunnag, Assistant Director for Training
Thai Technical and Economic Cooperation
National Economic Development Board

Nai Dejo Savanananda, Instructor
College of Education, Prasanmitr
Ministry of Education

Mrs. Emily Krueger, Regional Consultant
United States Information Service

Dr. Robert Van Duyn, Chief
Education Division
United States Operations Mission to Thailand

Mr. Floyd Arnold, Chief
Agricultural Institutions Branch
Agriculture Division
United States Operations Mission to Thailand

The first objective of the Committee was to review the questionnaire issued by ICA/W and to consider whether there should be additional questions specifically related to the experience with the participant training program in Thailand. Committee members were invited to make suggestions and from these suggestions a list of ten questions was added to those supplied by Washington and these were asked of all respondents during the survey.

The second and continuing objective of this Committee was to consult with the contractor from time to time and with the Training Office of USOM concerning the progress of the survey and to offer suggestions and advice concerning any problems that arose. At one point the contractor reported that he had encountered considerable difficulty in getting a number of participants either to go to Chulalongkorn University for interviews or to be interviewed in their offices. The Committee as a whole heard the contractor's description of his problem and appointed a subcommittee to deal with it. This sub-committee sought out on a man-to-man basis those participants who had failed to respond and attempted to ascertain their reasons for their non-cooperation. As a result of the efforts of the sub-committee nearly all of the reluctant participants were induced to cooperate.

Because of the delay in the receipt of coding instructions, the contractor was not able to proceed with the processing of data for a period of more than six months. During this period and for some months thereafter the Committee was dormant. It was reactivated in April 1962 with some changes in membership.

Nai Sak Ratanasart, Chief of the Administrative Division of the National Economic Development Board was designated as a member of the reactivated Committee. Nai Vibool Phinit-Akson, who in the meantime had been assigned responsibility for training activities at TTEC took the place of Nai Suratin Bunnag. Mr. Dan Camp, who had succeeded Mrs. Emily Krueger at USIS, took her place on the Committee, and Dr. Fred Shipp, who had succeeded to the position of Chief, Education Division of USOM, took Dr. Van Duyn's place on the Committee. In December 1962, Mr. O.J. Scoville replaced Mr. Arnold who had completed his tour of duty.

While the scope of the survey and the general outlines of the report were pretty well prescribed by AID/W, the Committee considered and recommended the format and final content of the Thailand report. They were among the first to read the report in draft, and their valuable suggestions have in a large part been incorporated into the version here presented.

M. George Goodrick
Chief, Training Office
USOM/Thailand

CHAPTER I

THE RESEARCH SETTING

1. INTRODUCTION

In the age in which we live, travel has become both swift and safe. This situation has given impetus to the beliefs and aspirations of member nations of the Free World that all can benefit from an exchange of knowledge. We accept the truth that none of us know everything, and that we all can benefit from an exchange of techniques and ideas. Furthermore, we believe that learning one from another, in respect to both mechanical and human engineering, is a requirement for survival in this period of nuclear power, marked by the surging upheaval of established political and socioeconomic systems.

Educational programs for training outside the home country have existed for many years both in the United States and in other countries. Of relatively recent origin, however, are government to government cooperative projects for the training of persons from countries seeking more rapid progress toward social and economic growth. An exemplification of this type of program is the activity of the Agency for International Development and its predecessor agencies.

On a world-wide basis, these U.S. agencies, in cooperation with the governments of some sixty other countries have programmed training for approximately 70,000 participants during the past decade. In essence this training may be characterized as the transfer of various kinds of skills and knowledge for the purpose of accomplishing a variety of development projects. The skills transferred have, of course, varied from country to country as the needs of the countries varied. Also, the amount of training in relation to the cooperative projects launched has varied with the existing level of skill and the indigenous opportunity for their acquisition within the cooperating country.

The nature of the skills required for development projects, the availability of such skills, and the opportunities for learning them have varied widely from country to country. In every case an effort has been made to develop training programs which will meet the needs of developmental objectives, and A.I.D.¹ training programs have varied widely from country to country.

The following report deals with a specific research project to ascertain the success of the A.I.D. training program in one country: Thailand. To better understand the findings and the conclusions drawn, some knowledge of the Thai situation in which the participant training program operates is required.

2. A.I.D. TRAINING AND THAI TRADITION

As is true of other elements of the U.S./Thai cooperative program, which is now in its twelfth year of operation, participant training has been almost entirely in the public sector of the Thai economy. Of the 3,000 Thais who have participated in the program

¹ Throughout this report the letters A.I.D. are used to refer to both the United States Agency for International Development and its predecessor agencies such as the International Cooperation Administration, the Economic Cooperation Administration, the Mutual Security Agency, and the "Point IV" Program.

to date, only a very few have come from agencies other than governmental. Consistent with the agreed upon needs of the Kingdom, participants have been drawn from the various Thai government agencies, including educational institutions. This is also consistent with a long established policy of the Thai government which sent its first scholars for foreign study in the latter part of the eighteenth century. Since that time, the kings of Thailand, and later the Civil Service Commission have awarded scholarships or grants first to children of royalty or of high government officials and then to qualified citizens of all classes for the specific purpose of studying abroad in order to return to government service and aid in the development of the kingdom.

In assessing the findings of the present study, it is imperative that due weight be given to the Thais' frame of reference: the setting in which the local citizens perceive the training program. There are many parallels between the participant training program *as carried out* by USOM-Thai government cooperation and the various unilateral Thai government training programs which have been in operation for more than a century. It is only natural that there would exist a tendency to confuse both practices and purposes, and where the traditional program and the contemporary USOM program differ, to assume the traditional rather than the new.

Discussing the behavior of Thai people in public administration, Mosel stated:

"This great continuity of tradition has led to an important result: a situation where the formal structure of government and administration resembles familiar analogues in the West; but where the administrative behavior occurring within this structure is largely a continuance of patterns antedating the structure. This behavior is not what we would predict from a knowledge of the formal structure, given Western premises; it is an expression of the national culture and is typically Thai.

"... the observer assumes the formal structures to have the same functions as they do in Western society. Actually, these structures have been reinterpreted; they have assumed new functions as a result of transplanting, functions which fit the need of the indigenous behavior system."²

In its operations in Thailand, USOM has, in effect, extended an existing program for training government officials. To put the USOM program into proper perspective, it is in order to sketch the history of the underlying foreign study program in Thailand upon which it has been superimposed.

Nearly two hundred years ago members of the Court were sent to Europe to gain knowledge to aid in the country's progress. During the next hundred years succeeding Kings continued sporadically to send students to accompany diplomatic missions to foreign countries. In the reign of King Rama V (King Chulalongkorn) the procedure was systematized with the establishment of the King's Scholarships awarded through competitive examination, first to members of royalty, and later extended to the public. Successful candidates were expected to serve in the government after their return from training. This program was continued and expanded during successive reigns until the

² "Thai Administrative Behavior," James N. Mosel; in *Toward the Comparative Study of Public Administration*, W.J. Siffin, ed. Indiana University 1957.

coup d'état in 1932 which established the present Constitutional Monarchy.

After the *coup* the responsibility for selecting candidates and administering the government scholarship program was vested in the Civil Service Commission where it continues to lie today. The Commission expanded both the scope and number of scholarships and revoked restrictions on the requirement of government service after training. After World War II, government service was again made obligatory for returned grantees, and Ministries and Departments of the Government were permitted to send for foreign study personnel specifically committed to their organizations. In fact, the successful candidate was required to sign a contract with the appropriate ministry before departure for training. Scholarships under this program were with few exceptions awarded to winners of competitive examinations—usually prepared and administered by the Civil Service Commission—examinations so difficult that it was not unusual for half the available number of scholarships to go untaken for lack of personnel able to meet the required standards. Since the Civil Service Commission has been administering government scholarships, an average of about fifty people have been sent abroad each year for study.

Some salient characteristics of this operation are worthy of note: (1) since 1932 those sent abroad to study under government sponsorship have been selected primarily through competitive examinations—such study thus limited to those of proven capability; (2) except for a brief period of about ten years, recipients of government funds for their study abroad have been expected and required to work for the government after their return. In general, the requirement was that the recipient returned and worked for the sponsoring government agency. However, there is some evidence that if it could be demonstrated that the change was for the general good of the government, the transfer of a grantee to another agency of the government was usually approved; (3) scholarships under this program have consistently been pointed to the attainment of the individual's academic goal (and since World War II this has been almost always a university or graduate degree), and have included the tacit encouragement of a period of observation and or work experience after the formal academic program is completed, since applications by scholarship recipients for such extensions are in practice usually given favorable consideration.

In addition to the more or less formal scholarships which provide all study, travel and living expenses, the Civil Service Commission has since 1938 administered a program whereby more than 500 government officials per year may be granted official leave with pay to study abroad at their own expense or as recipients of study funds from non-government sources.

In either case — the formal government scholarship or official leave with pay to study abroad — an inherent part of the program has been an extended stay abroad usually for the purpose of individual enhancement through the attainment of a degree.

In this regard, officials of the Thai Technical and Economic Committee had this to say:

“It can be regarded as a fact that the Thais are extremely ‘degree-conscious’

people for the fact that it has been accepted as a custom that respectability, among other things, comes with a higher degree of learning. So deep is this trend of thinking that it could be regarded as the 'habit' of an average Thai. This is not at all surprising. Since the receiving of an advanced degree . . . would automatically lead to promotion.

"An example [to illustrate this point is that] a university graduate upon entering the government will be classified as a third grade officer receiving the salary of approximately Bt. 1000, with the position of 'attached to the section'. If the person should go abroad for additional training and . . . return with a master's, his salary in accordance with the CSC regulation will automatically be increased to about Bt. 1,900 an increase of Bt. 900, which normally would take at least five years without higher degree.

"But more importantly, comes with it higher position, more respectability and authority. This is by no means an overlooking of the importance of the need to be thoroughly project-oriented. But on the contrary, no matter how well-trained the returned participant may be, no amount of newly acquired knowledge and skills could be utilized or disseminated effectively project-wise, if the person has not gained [the respect of his colleagues and subordinates, along with] authority through appropriate promotion."³

Since, as has been noted, there are many similarities between the traditional Thai program and that sponsored by USOM, it is not surprising that the average Thai probably views the latter as merely an expansion of that to which he has long been accustomed. Though differences exist between the two, they are actually few in number, and Thai officials understandably find it easier to overlook or misinterpret these differences than to accept the new concept inherent in the USOM program of "project oriented" training with emphasis on the attainment of a specific skill to accomplish short-range project objectives.

It is only logical that Thais find it difficult to assimilate into the traditional pattern short-range concentrated training in which the emphasis is on accomplishing project objectives, and in which the individual may or may not gain the personal recognition, status and satisfaction that has long been associated with study abroad. Similarly, officials in a sponsoring Thai Government agency may not wholeheartedly endorse a policy of restricting a returned participant to a *specific project* within the agency, particularly if they feel that the returnee's qualifications might be of better service to them in some other position.

In a similar fashion, the A.I.D. policy in regard to participant selection deviates from Thai tradition and creates confusion. The history of the Thai program shows only two methods of selection predominating: by competitive examination generally open to all who could meet minimum qualifications, or by the unrestricted choice of a

³ Sak Ratanasart and Vibool Phinit-Akson, "Comment on Survey of USOM Participant Training Program", Memorandum No. 2143/2506 (January 1963). Office of the Thai Technical and Economic Cooperation, NEDB, to Mr. M. George Goodrick, USOM.

person in authority. It would be only natural that foreign study be perceived either as an award for proficiency, or as a result of being reasonably well qualified and in the right department at the right time and known to the right person; and that the two — at least subconsciously — would be felt to be mutually exclusive.

In short, the USOM program of sending Thais abroad to attain skills and knowledge is not a new concept in Thai culture. While the program has an expressed purpose which is different from the traditional and is spoken of operationally in new and different words there is a strong predilection for Thais to look upon it and accept it as just another means through which the education of civil servants abroad has been expanded.

In fact, the program in any given year has included only a fraction of the civil servants who go abroad for study.⁴

3. HISTORY OF USOM PARTICIPANT TRAINING IN THAILAND

Participant training has been an important part of the technical cooperation program of A.I.D. and predecessor agencies in Thailand since its beginning in September 1950.

These agencies have been operating on the premise that the essential ingredient for the development of a modern state is trained man-power. Technical advisors from abroad may provide short term assistance in their fields of specialization. The importation of commodities and equipment can help to bring about dramatic changes within a short period of time. But the ability of a developing nation to make effective use of technical advice, commodities, and equipment, and, more importantly, its ability to generate and sustain a self-sufficient rate of economic, technical, and social progress will depend over the long run on the knowledge, skills and insights of its own leaders and the men and women who are responsible for the continuing operations of government and private enterprise.

The leaders of Thailand are well aware of the importance of trained man-power as evidenced by the fact, noted earlier, that for generations they have been sending the best of their young men and women abroad for education and training. Moreover, they have given their support and encouragement to the improvement of the educational system and the development of institutions of higher learning in Thailand.

Scope of Training by Functional Field

To the effective date of the participant survey herein reported a total of nearly 1800 men and women had completed participant training and had been back on their jobs in Thailand for not less than six months.

This is not a large number when compared to the thousands of Thais who have studied abroad in recent years. But the training of these participants differed significantly from the traditional patterns of study abroad in that the pattern for training each

⁴ According to Thai Civil Service Commission records, more than 1,000 Thais on the Civil Service list were on leave for study in United States in 1962, of whom less than one-third were USOM participants.

participant specified joint planning by a Thai official and his American advisor to meet specific needs in a specialized aspect of Thailand's program for economic, technical and social development.

In accordance with the basis on which U.S. funds were made available, planning for participant training has been based on the fiscal year cycle of the U.S. government, i.e. from July 1 to June 30; each fiscal year being identified by the calendar year in which it ends.

A summary of the functional distribution of participants sent abroad for training by reference to the fiscal year in which the training was planned is set forth in Table 1-1. The collective judgments of the Thai officials and their American advisors with respect to the relative importance of various fields of training during the period are reflected in this table.

Table 1-1
Number of Participants by Fiscal Year in
which Training was Programmed

<i>Functional Field</i>	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	Total
Agriculture	12	28	37	74	32	37	59	59	153	113	604
Industry & Mining	2	15	19	15	13	17	17	2	9	19	128
Transportation	3	8	14	18	26	35	36	22	16	30	208
Labor	—	—	—	—	3	4	7	—	—	—	14
Health & Sanitation	61	8	41	79	59	33	38	25	24	31	399
Education	—	7	26	81	58	68	124	95	168	83	710
Public Safety	—	—	—	—	—	—	3	25	35	34	97
Public Administration	—	18	10	21	25	29	37	55	52	39	286
CD. Housing	—	—	—	—	—	1	4	—	—	7	12
General & Misc.	—	—	—	—	—	2	20	17	24	9	72
Total	78	84	147	288	216	226	345	300	481	365	2530

In the first year (FY 1951) by far the greater number of participants (78%) were programmed for study in the field of Public Health. During the second year the field of Agriculture accounted for more participants than any other (33%) in a total program that first included participants in the fields of Education and Public Administration.

In FY 1953 Public Health once again accounted for more participants than any other function, but in FY 1954, a year in which the program nearly doubled in size (from 147 to 288 participants), the field of Education accounted for more participants than any other (81 or 28%). Education thereafter accounted for more participants each year until FY 1960, when the number of Agriculture participants was greatest.

As indicated elsewhere, nearly all participants have been employees or officials of the Government. Thai civil servants are strategically situated to participate in important developmental activities, not only through the performance of the usual govern-

mental functions but also in the actual implementation of operating programs in industrial activities such as those related to transportation, power and communications. Nonetheless the relatively small number of participants programmed for the fields of Industry and Mining (most of whom are concerned with various aspects of Public Works activities) is noteworthy.

Because well trained teachers in the public schools are in a strategic position to make important contributions to the development of Thailand, emphasis was placed on projects in Teacher Training. In implementing this part of the total program, a contract between USOM and Indiana University was signed in 1954. Under the contract a total of 150 Thai teachers were sent abroad for advanced training. Most of them returned as members of the faculty of the College of Education, which has increased in enrollment from two hundred in 1954 to 2500 in 1962.

A high proportion of skilled craftsmen is essential to a modern industrial society. To meet the need for such persons the Government of Thailand has fostered the development of technical institutes in Bangkok, Chiangmai, Korat, and Songkhla. A total of fifty-three educators since 1952 have received at least one year of participant training in the United States to prepare them for better service in the vocational education program of Thailand.

As part of the Thai-American cooperative program to improve agricultural methods more than 100 Thai Agricultural extension workers were trained in the U.S. and other countries, beginning in April 1954.

For several years the Thai-American cooperative program has been sending participants abroad for specialized training in electronics, air traffic control, communications, airport design, and related fields, to help enable the Bangkok airport handle its rapidly growing volume of air traffic. Eighty-eight participants have been trained in this field.

These are but a few of the examples that might be given of the types of participant training during the last twelve years.

Operation of the Participant Program

It is misleading to speak of the Participant Training Program of USOM/Thailand, for the activities reported under this general identification include many programs. Neither is it entirely accurate to speak of an Agricultural participant training program, or a Transportation training program; for the work in each of these fields has been subject to a series of specific projects operated under established policy which requires that specific training needs be identified and plans made to meet those needs on the project level. However, from an administrative standpoint participant training can be and is grouped by broad fields of activity as represented by USOM's several Technical Divisions. All projects requiring training come under these divisions.

Under the terms of the bilateral agreement it is expected that project technicians and their Thai counterparts decide not only the fields of specialization in which training is needed, but also select the persons to be trained and draft the descriptive statements

of training desired. Technicians also have the responsibility for explaining to the participants the purpose and nature of the training they are to receive, to work with participants when they return, and with their supervisors to see to it that the training is effectively applied toward the achievement of project goals.

Role of the Training Office

The Training Office is responsible for seeing to it that agency policies and procedures with respect to the Participant Training Program are understood and observed by all concerned and for formulating and administering local policies and procedures which will facilitate the programming, selection, and processing of several hundred participants each year, and their subsequent reassimilation in project-related employment.

Staff assistance and support for participant training was first identified as a distinct function in the USOM organization by the assignment of Mr. Hans Farber, in the Spring of 1955, as a Training Program Advisor in the Program Office of USOM.

Mr. Raymond Towle succeeded Mr. Farber in this position in the summer of 1957. A few months thereafter the Training function was assigned to the Training Division in a newly established Office of Technical Services. This office included several other functions as well and operated under the supervision of Mr. Joseph Garber as Assistant Director for Technical Services.

Mr. George Goodrick arrived in March 1960 to take up the position of Chief of the Training Division within the Office of Technical Services. In the summer of 1960, with the departure of Mr. Garber the Office of Technical Services was discontinued and the Training Division was designated as the Training Office and became one of four staff offices in the Office of the Director.

The persons responsible for the training function in USOM have had their primary liaison with the Thai Government through officers assigned to Training activities at TTEC. Training Officers of USOM have not dealt with Ministry officials except upon the invitation of the USOM technicians who had primary responsibility for liaison with such Ministry officials.

Working cooperatively, training representatives of TTEC and of USOM have sought to acquaint Thai officials and American technicians with the policies, procedures and qualifying criteria as established by A.I.D. and predecessor agencies for the Participant Training Program and to facilitate the operation of that program through the issuance of relevant local policies and procedures and the expeditious processing of training proposals.

Participants are nominated to USOM by TTEC, usually on the recommendations of the Ministries which have had the advice and assistance of USOM technicians in selecting candidates for training. Nominees have been accepted for participant training only after they have met all qualifying requirements including adequate competence in the use of the English language (unless interpreter services are to be used).

English Language Testing and Training

It was recognized early that adequate command of the English language was perhaps the most formidable barrier confronting Thais otherwise qualified to receive participant training. During the first few years of the program in Thailand men and women were selected as participants who were of relatively high positions in the government and who had, generally speaking, a good working knowledge of the English language. In successive years, however, as training has been programmed for men and women at lower echelons, as well as for persons who have lived for the most part outside Bangkok, the problem of English language training has become progressively more acute.

USOM/Thailand has been fortunate in having available the services of a bi-national center to provide English language instruction and testing services. This bi-national center was established on June 14, 1951 by collaboration between USIS and the American University Alumni Association of Thailand. It began to offer English language instruction in January 1952.

There is no record of any formal arrangement during the first year whereby USOM sponsored English language training at the AUA language center. It is probable, however, that persons who had been selected as participants made some use of this facility in improving their English language skills.

A year later, however, a special English language brush-up and orientation program was organized as a special service to persons who had been nominated for participant training under sponsorship by the Special Technical and Economic Mission (STEM), predecessor to USOM. This program which began on March 2, 1953 was financed in full by STEM. Classes met 3 hours a day for 5 days a week for 4 weeks. Of the total of 60 hours, 50 hours were devoted to intensive English language study and 10 hours were devoted to orientation on life in the U.S. The course was concluded with a proficiency examination which was developed and administered by AUA.

Approximately 150 people participated in this special program during calendar year 1953. During 1954 and 1955 the course was progressively expanded, first to 40 hours of English instruction with 20 hours of cultural and practical orientation, and finally to 80 hours of instruction of which 60 hours was devoted to English and 20 to orientation.

In his report for the second quarter of calendar year 1955 the Director of AUA bi-national center noted that participants' competence in English "was markedly inferior to the original group for which the brush-up was planned." He also noted that USOM was receiving many adverse reports from universities and other training agencies in the U.S. concerning the inadequate English language abilities of Thai participants. To deal with this situation he recommended the establishment of a 320 hour program, the development of new materials, including recorded tapes and the establishment of a sound laboratory. USOM accepted the proposal.

The program recommended by AUA was installed on a modified basis in January 1956. Under the new plan the course was to meet for 6 hours a day 5 days a week for 6

weeks, thus providing a total of 180 hours. But it was to be repeated for those participants who needed further instructions. Tape recorders were installed at that time and the use of tapes became an important part of the program. One hour of each day during the 6 weeks was devoted to orientation.

In 1959 ICA asked whether AUA would participate in the use of new text materials which had been developed by English Language Services on a pilot basis. This proposal was accepted and the pilot course was given on August 24-September 18, 1959. The course was well regarded here as well as by ICA and text materials developed by ELS became the basis of English language intensive training at AUA in January 1960.

Prior thereto, AUA had used text materials of its own making. They also had developed a series of proficiency tests. In the Summer of 1957, however, they began to use tests prescribed by ICA/W which had been developed by the American University Language Center. These tests were used in conjunction with the AUA tests and for the next 3 years the standard of English language competence required for participants training in the U.S. was a weighted score which included scores on the AULC written test, the AULC oral test and the AUA comprehensive test. With the introduction of the ELS text materials it was possible to have a succession of three 6 weeks courses each of which made use of material progressively more difficult. Also, the written texts were supplemented by a complete set of related tapes.

With the introduction of these materials AUA organized conversation classes which met for 6 weeks following the intensive program. These classes were organized in groups of 6 or 7 and met for 3 hours a day, 5 days a week for a period of 6 weeks in the home of the teachers, most of whom were wives of American personnel posted to Bangkok.

4. PURPOSES OF THE EVALUATION SURVEY OF PARTICIPANT TRAINING

As early as 1957 USOM and Thai officials considered the question of the personal interview survey to ascertain the success of their participant training program.

In fact, discussions and some preliminary planning occurred in 1957, considerably in advance of learning of the interest of the International Cooperation Administration (ICA) in a world-wide survey. With the development of the latter, country plans were shelved, and the decision made to participate in the worldwide study under the direction of ICA (A.I.D.) Washington, which prepared the questionnaires, guidelines instructions, codes and related materials.

As a general statement, the purpose of participating in the worldwide survey was two-fold:

- A. To ascertain the extent to which the participant training program in Thailand may be considered successful.
- B. To permit the addition of the experience in Thailand to the global picture

of participant training and its value as a means of furthering development assistance.

As stated by ICA/Washington the major objectives of the survey research undertaken were:

- A. To ascertain whether the participants (1) are returning to the positions for which they were trained, (2) are effectively utilizing their training, and (3) are transmitting to others their newly acquired knowledge and skills.
- B. To identify significant factors which contribute to or hinder utilization of training and communication of knowledge and skills.
- C. To ascertain if the technical training provided by ICA is at the appropriate level, of good quality, and relevant to the needs of the participants in the context of the home country situation.
- D. To ascertain if the non-technical aspects of the training programs, that is, pretraining orientation in the U.S. overseas missions and in Washington or in the third country of training, community participation and hospitality, and instruction in the economic, social, and cultural factors influencing the specific profession or field of activity, were emphasized in the right proportion and were effective.
- E. To ascertain if the administrative practices and procedures of ICA are adequate and effective and to identify weaknesses and causes of dissatisfaction.
- F. To produce other reliable information concerning matters about which there is presently only speculation; such as, the relative merits of U.S. vs. third-country training, the relevance of the age of the participant of the accomplishment of a successful training program and subsequent utilization of the training and the like.

The AID/W research objectives stemmed from a United States Congressional Mandate which set forth the need for "systematic, periodic evaluation studies of returned participants on a world-wide basis, and [the utilization of] information resulting from these studies to (1) determine the extent to which the participant training program is meeting its objectives and (2) to improve future and current training programs."⁵

5. GENERAL DESCRIPTION OF PROCEDURES

As designed, the evaluation survey of returned participants may best be characterized as an opinion or attitude survey, involving a personal interview with those in the best position to speak as to the success or failure of the program.

Interviews were conducted with a sample of returned participants, their immediate

⁵ Evaluation of Participant Training, International Cooperation Administration, a paper, Nov. 1959.

supervisors, and the U.S. technicians concerned with the projects under which training was sponsored.

In the participant interview a battery of questions was used to ascertain the participant's attitudes and opinions, and his level of knowledge and behavior patterns in respect to the pre-departure phase of his training, the period while he was away, and the period following his return.

The supervisors were questioned about their participation in the selection, orientation, and program planning phases of the participant's training and their opinions as to the participant's utilization of the training received and its value to the project.

American Technical Advisors were questioned concerning their knowledge of the participant and his training program; the amount and nature of their post training participant contacts, and their opinion as to the utilization of training being made by the participant and Thai administrators.

The questionnaires used with the three respondent groups appear as a part of the complete methodological report on the study in Volume II, Appendix I.

6. CONSIDERATION OF LIMITATIONS TO BE PLACED ON THE FINDINGS

A primary consideration when looking at the survey results against the stated objectives of the congressional mandate is whether there is a reasonable degree of conformity between the objectives of the participant training program as exemplified by development assistance legislation and basic policy orders, and the concepts under which the program operates at the country mission level. This consideration is important because the research design (personal interview technique, respondent groups, questionnaires, etc.) appears to assume that the objectives of the participant training program are clear cut, and uniformly understood and accepted. For example, the questionnaire appears to assume that participants for training abroad are selected only to fill pre-determined training "slots" which are set up solely for the purpose of satisfying a project need for skills and disciplines which cannot be otherwise obtained, and the absence of which seriously jeopardizes the attainment of project goals. This assumption is exemplified by the fact that the questionnaire does not ascertain whether the participant returned to a project related position, the duration of his work on the project or the extent to which training furthered the accomplishment of project goals. Neither does it ascertain whether the participant's pre-departure work was related to the project which sponsored training. Therefore, the research objective to ascertain the extent to which the participant training is an effective "input" in accomplishing project goals is not, on a case-by-case basis, adequately covered by the questionnaire.

Perhaps an even more serious limitation of the results due to the research design is the fact that a number of the questions which were framed against an AID/W concept of the objectives of participant training were likely answered on the basis of a concept somewhat different.

For example, Thai supervisors⁶ were asked: "Do you think that this training program [for a specific participant] was worth the cost and difficulty it caused your organization, or was it not worth it?" In the first place, the "cost" to a department supervisor is likely to be seen at *most* as the salary of the participant during his absence on the training program. This is the only monetary cost which would be carried in the departmental or section budget. Even for this, however, additional funds may be budgeted for paying the salary of a replacement. Since such funds would be normally requested from higher government authority there is an understandable tendency to perceive this as a *gift* either from the Thai or U.S. government, not to see it as a *cost* item. Moreover, there is a distinct relationship between the value of the answer to this question and the *respondent's* concept of the objective of any participant's being sent abroad. If the supervisor's concept of the participant training program is simply that it is another scholarship program through which deserving Thai government officials are sent abroad for foreign training, the answer is almost certain to be "Yes". Thai supervisors are also USOM participants. Fifty-four per cent of the supervisors interviewed had been USOM participants, and 84% of the participants interviewed reported that their supervisor had studied abroad (Tables 4.2-62 and 4.3-24). If the Thai supervisor answering had not yet himself received such a grant, he was in all likelihood in line for one.

There is no doubt but that "participant training" is a concept synonymous with "scholarship" among the Thais. The King's Scholarships, and later the Thai Government Scholarships (discussed in Part I of this chapter) have long sent people abroad for training in programs analogous in many respects to the training programs now sponsored by joint USOM/Thai action and grants from other sources such as Fulbright, UNESCO, WHO, and the Colombo Plan under which Thai officials are also eligible for study abroad.

In addition, the only conceivable way to translate the constantly recurring phrase in the AID/W questionnaire, "your training program abroad" was by a Thai phrase which is also used to express the English word "scholarship."

Thus, there are several reasons why there is no assurance that the Thai supervisor compared the value of the "input" (the application of the skills and knowledge acquired in training in accomplishing project goals) against "outgo" (the loss of the participant's services to the project for the duration of the training, Baht cost for travel and salary, etc.) when answering the survey question.

It is suggested that to the extent that the foregoing consideration did not enter into the supervisor's thought processes when answering the survey question, the question actually answered was not the one framed by those who developed the questionnaire. By the same token, the validity of the survey results as an indication of the extent to which the participant training program is meeting its objectives depends largely on the concepts of the program's objectives. As was stated earlier, in many respects the objec-

⁶ Those interviewed were the *immediate supervisors* of the participants as identified by the participants themselves. The study design called for interviews with these people as those being in a strong position to evaluate the participants' effectiveness (see Appendix 1). Many of the questions relating to "supervisors" relationships with USOM officials, then, may be somewhat unyielding, since USOM officials normally work with Thai "counterparts" who may or may not be the *immediate* supervisor of a participant.

tives of participant training under A.I.D. concepts parallel or coincide with those which underlie traditional Thai scholarship programs for study abroad. To the extent that this is true, the survey data speak very favorably of the success of the program.

A further consideration in respect to the survey results stems from the fact that almost without exception the respondents (participants, supervisors, technicians) all worked directly for announced sponsors of the research—the Thai and American governments. Furthermore, those who conducted the interviews with Thai respondents were also employees of the Thai government.

The extent to which the results are colored by “courtesy bias” (the social scientist’s term for the tendency of a respondent to give the reply which he feels would be most acceptable to the interviewer and research sponsor) remains unknown. Business Research Ltd. was aware of the problem and exercised every possible precaution to minimize such bias. In discussing their rationale for not only permitting, but in some cases *choosing* younger government officials as interviewers, Business Research Ltd. had this to say:

“We firmly believe that consistent with Thai behavior patterns, when investigation is put in the frame of reference of *improving* an existing product, organization, or program, and anonymity is reasonably guaranteed, respondents are more likely to be frank and speak critically to a “peer” group (particularly if their peers are somewhat younger and of creditable status, as was the condition in this study where interviewers were young university lecturers) than they would to “outsiders” whose personal feelings must be considered out of courtesy. A Thai government official will feel able to complain about certain U.S. government practices to another Thai government official, where politeness would not allow him to make those statements to a U.S. government official, and loyalty would deter him from making them to a non-government Thai. He feels that another government official is acquainted with the same things, so there is little harm in discussing them with him.

“On the other hand, bias may certainly result from a tendency to avoid “biting the hand that feeds”; while frank and honest answers could be inherent in helping to *improve* the program, where an answer to a question might be perceived as jeopardizing the continuance of the program, or in reducing the chances for colleagues and compatriots to “win scholarships”, there is every likelihood of bias, no matter who the interviewer. Allowance for this type of bias must be taken into consideration in making generalizations from the results obtained.”

In addition to the limitations which stem from the research technique, there is the limitation to be noted as a result of the decisions in sampling, and the inability to get better sample coverage. The sampling procedure and results are described fully in Volume II, Appendix I.

Deserving specific mention here is the fact that though interviews were taken “up-country” (outside of Bangkok), the respondents were not selected with any known probability. Therefore, the 52 interviews completed are not considered to be representa-

tive of all up-country participants. The up-country interviews were tabulated separately and the results with some comment appear in Volume II, Appendix 3.

The reader is duly reminded that the sections comprising the body of this report were developed solely from the results of the Bangkok sample. All generalizations, observations, and recommendations presented in the analysis apply only to participants whose address of record was Bangkok⁷ at the time of sampling, and who were found to be in Bangkok at time of interview.

Finally, the writers of the report are cognizant of the fact that the data at their disposal have by no means been fully exploited. To explore fully the possible interrelationships of many of the variables for which the necessary information is already punched on data cards would require considerable additional time and funds. It is estimated that several months could be devoted solely to the empirical experimentation with multiple correlations of various factors possibly related to utilization of and satisfaction with training.

The report, then, is more limited in scope than the survey itself. While an earnest effort has been made to answer the most important and most obvious questions, there is no doubt but that questions will occur to the reader for which answers could be developed from the data, but are not reported here.

The foregoing notwithstanding, the reported results of the survey do provide valuable insights into the participant training program in Thailand, and pinpoint certain administrative and operational deficiencies which require corrective action. These are highlighted in Chapter II; and Chapter III reports corrective action now underway.

⁷ Includes metropolitan area consisting of Bangkok City proper, Thonburi, and Samuthprakarn Provinces.

CHAPTER II

HIGHLIGHTS OF SURVEY FINDINGS

The survey deals with the responses of participants to over 150 questions, and of their supervisors and the USOM Technical Advisors¹ assigned to their project to nearly 50 additional questions. The results were collected into about 500 tables, several hundred of which are reported in Chapter IV, "Survey Findings" and in Volume II, Appendix 2. This chapter presents in brief form some of the major survey findings related to the conduct of and the success of the participant training in Thailand.

A detailed report of the survey data together with comments appears in Chapter IV, and supporting tables will be found either in the appropriate section of that chapter or in Volume II, Appendix 2.

There are several approaches one could adopt in presenting the highlights of the results of research of this type; the one chosen has been to organize this chapter in the order of the sequence of events in the training process, identifying where possible those operational phases of the program which, according to the data, appear to be strong and those which appear to be weak, thus indicating need for corrective action.

In identifying the strength and weakness of the conduct of the program, the findings are evaluated against the objectives of participant training set forth in basic policy orders and procedural guidelines, and accepted concepts of effective personnel training.

The activity comprising the total training process relates to three specific time divisions:

- The pre-departure period,
- The period while abroad, and
- The post training period.

Taken in the order of mention the major findings are:

Pre-departure Period**A. CHARACTERISTICS OF PARTICIPANTS SELECTED**

The survey data show that participants departing from Thailand to other countries for training do in general meet the basic requirements as set forth in A.I.D. and USOM policy statements.

At the time of selection the participants interviewed were in most instances mature, well educated, and experienced in their particular field of work—coming from policy-making or management positions of a relatively high level. Moreover, possessing the characteristics of maturity, experience, and status, those selected have not been so old as to limit seriously the period of time subsequent to training in which they could function

¹ Throughout this report, although not always stated, reference to the participant's "supervisor" always means the Thai official who was reported by the participant to be his immediate supervisor; the terms "Technical Advisor" and "Technician" are used interchangeably to refer to the USOM personnel assigned to projects in an advisory capacity.

effectively as agents of change in their country's development. The profile of the typical participant interviewed speaks well as to the caliber of the Thai participants selected. The profile is:

Age	35.5 (median)
Sex	Male (72%)
Marital Status	Married (65%)
Education	16.4 years (median) (Actually, 46% had completed 17 or more years of formal education, 79% had attended a university and 52% held a university degree)
Experience	9 years (median) (45% had 10 or more years' experience)
Position	Professional or sub-professional (53%)

Furthermore, selection has been consistent with the overall program in Thailand of concentrating on projects in the public sector: almost all participants interviewed (99%) were employed by the government and nearly two-thirds were selected for training in the fields of Education, Agriculture and Public Health—thus conforming with country needs as indicated by the cooperative agreement between USOM and the Thai Government.

Only four per cent had been on more than one A.I.D. sponsored program.

FIGURE 1

(N= 460)

Participant Characteristics at Time of Selection

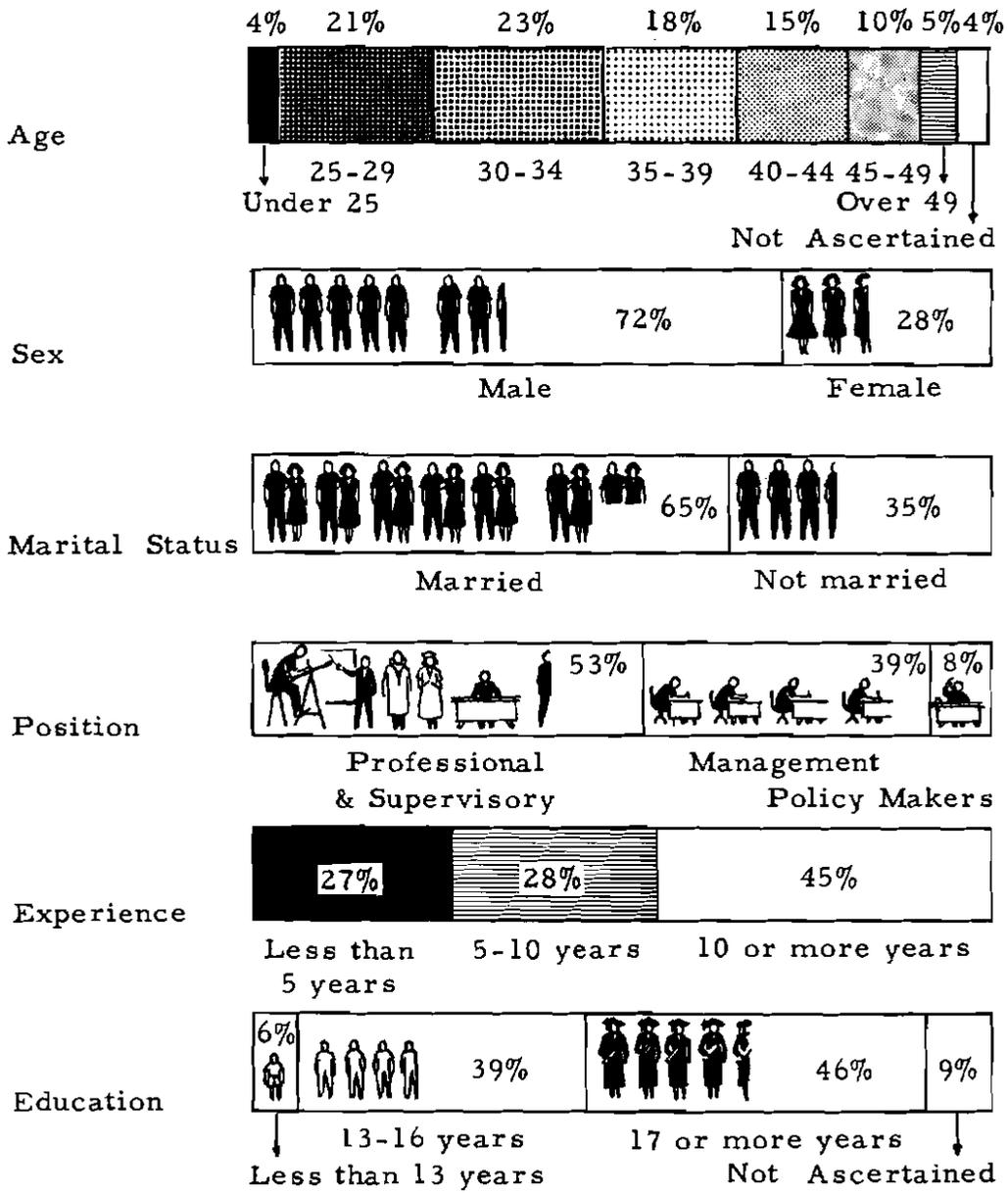
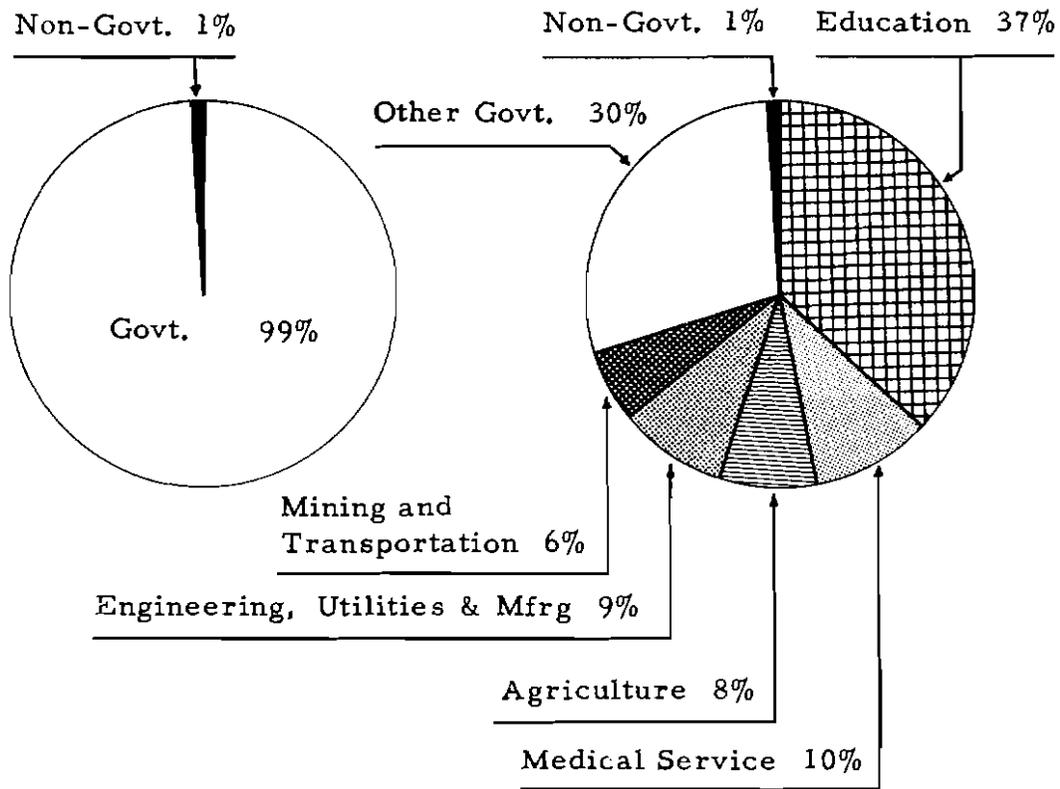


FIGURE 2

(N= 460)

Employment at Time of Selection



B. SELECTION PROCESS

The foregoing strongly indicates that generally speaking there had been an adequate number of qualified Thais from which to select participants. Indirectly, at least, the data give some insight into how those receiving training were actually selected. So far as participants are concerned, it is apparent that they see the selection process as inherently local and unilateral. If their selection is a joint process in which USOM Technical Advisors play an active role they are largely unaware of it. While over 80% of the participants said that their immediate supervisor played at least some part in their selection, only seven per cent mention USOM personnel as participating. Nine per cent of the participants said they were not selected—that they had made application; five per cent

said they had won a scholarship, and two per cent reported that they had selected themselves.

Regardless of the way in which participants perceive their method of selection for training, a high per cent regard their personal ability, educational and professional qualifications, English language proficiency, and the needs of the job as very important considerations in their selection. Only ten per cent said their personal contacts was a very important factor in their selection.

The data from Thai supervisors support, in part, that given by the participants. The supervisors said that they had encouraged the selection of four-fifths of the participants interviewed who were working for them at the time of selection.

The survey results do not present a clear and complete picture of the way the selection process works. Of particular concern, however, is the amount of dissatisfaction with the selection of participants voiced by both supervisors and USOM Technical Advisors. Nearly half (45%) of the Thai Supervisors were critical of the selection *process*. Of those who expressed dissatisfaction, 70% felt that the criteria for selection were unsatisfactory. More than a quarter emphasized that proficiency in English should be given greater weight in determining who was selected for training (although 12% said that English proficiency was over-stressed). One out of six supervisors cautioned that more attention should be paid to the job needs when selecting people in order to assure that participant qualifications would be appropriate to the training programmed. Fifteen per cent stressed that the selection should be made by the immediate supervisor or another superior at the place of employment.

It is significant that in their criticism and suggestions for improving the selection process, Thai supervisors made *no* mention of USOM personnel or their participation in the selection process.

Though USOM Technicians were not so specific in their comments as the supervisors, nearly a quarter stated that participant selection is an area which needs improvement, and 23% of those interviewed suggested specific changes in the selection criteria, when questioned about how greater benefits could be obtained from the participant training program. Moreover, when asked to name the areas in which they were dissatisfied with what USOM had done to insure utilization of training, 14% of the Technical Advisors volunteered that "Selection of participants is not such as to insure or provide for the best utilization."

C. PRE-DEPARTURE PREPARATION

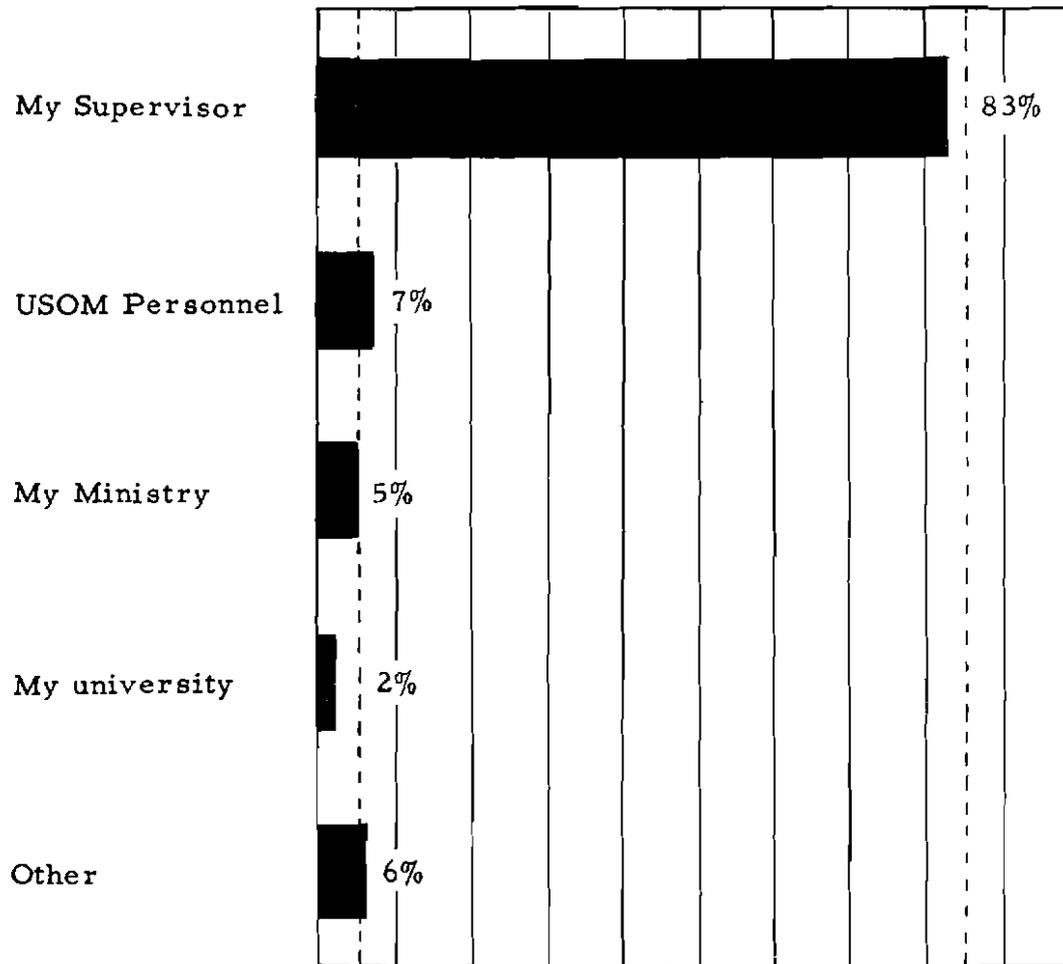
The survey findings in respect to pre-departure preparation fall into two major areas of interest.

- (1) Participant orientation in respect to how to get along in the country of training.
- (2) Participant orientation in respect to the substantive aspects of the program undertaken.

FIGURE 3 ¹

(N=460)

Who Selected You ?



¹ Percentages total more than 100 because some participants named two or more selectors.

(1) ORIENTATION FOR LIFE IN A "STRANGE LAND"

In respect to orientation for life in a "strange land" it appears that the conduct of the program has been relatively strong. In only one area—religious practices in the country of training—do the results indicate that the orientation program might have been inadequate. About 40% of those interviewed said they had insufficient information on this point, which was twice the number reporting dissatisfaction with orientation in what to expect in regard to manners and customs, use of currency, food, restaurants, behavior in public places, and the like. More than half of those interviewed said they received all the information needed to adjust to all aspects of life in the country of training. Only eight per cent reported that they did not receive adequate information for such an adjustment.

Nearly two-thirds of the sample had attended orientation sessions conducted by the American University Alumni Language Center. Almost two-fifths of those who had attended these orientation sessions found them completely adequate and could make no suggestions for improvement. The most frequently mentioned suggestion was for more instruction in English language—a feature which is not a programmed part of the orientation sessions.

(2) ORIENTATION IN REGARD TO TRAINING PROGRAM

In respect to orientation in the substantive aspects of the training program undertaken the survey results give a somewhat different and much less favorable picture.

One out of three (35%) of the participants interviewed said they had received no information about their training program prior to their departure, either from their immediate supervisor or the Ministry which sponsored them. Moreover, those who reported receiving information expressed considerable concern over the fact that they did not receive sufficient information or that the information received came too late—it was not timely. In speaking of weaknesses of the training program completed—things they would want corrected if they were to do it over—29% mentioned this point specifically.

Of those receiving program information about half said they got information from their supervisor at their place of employment and a fifth said they learned about their program from USOM personnel.

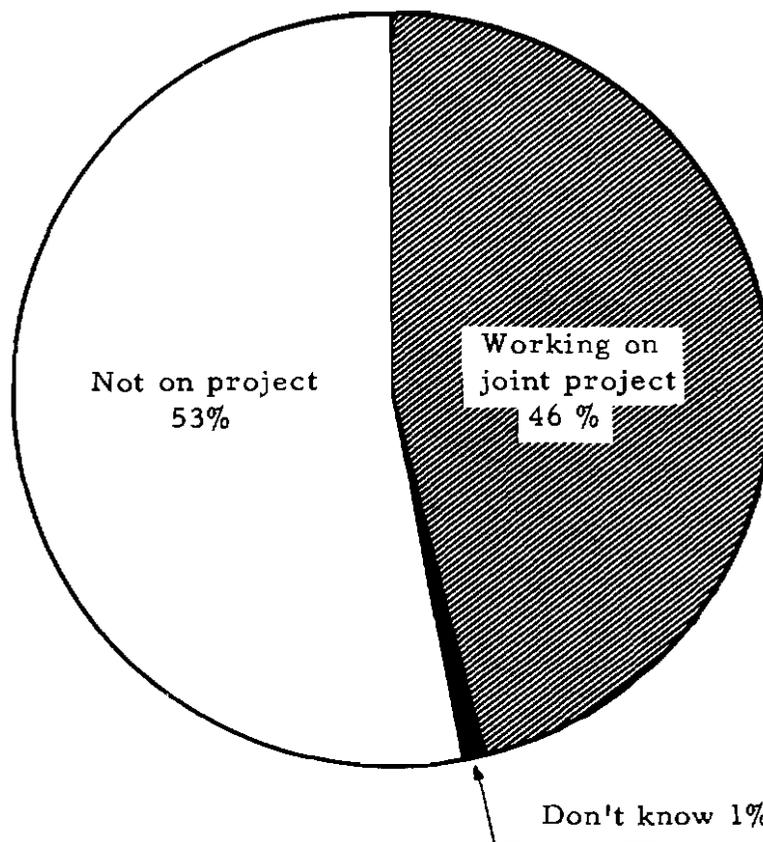
In general, the information received was reported as being non-specific information about the subject matter of the program; 73% said they were not told anything about the level of their program prior to departure; only five per cent said they were told anything from any source about the use of their training subsequent to their return to Thailand.

While more than one-third reported receiving no information at all, less than one-third (29%) said that the program information received was completely adequate. Additional evidence of the weakness of this aspect of program operations is the fact that more than one out of five stated that at the time of their departure they had so little information that they had no basis for feeling either "satisfied" or "dissatisfied" with what they were undertaking.

FIGURE 4

(N= 460)

Working on a Joint USOM/THAI Project at Time of Selection



The survey also revealed that an almost unbelievable number of participants left for training completely unaware that their pre-departure job was connected with a joint Thai-American effort. USOM records show that the policy of selecting Thai participants from joint USOM/Thai Government projects has for the most part prevailed, yet when participants were asked:

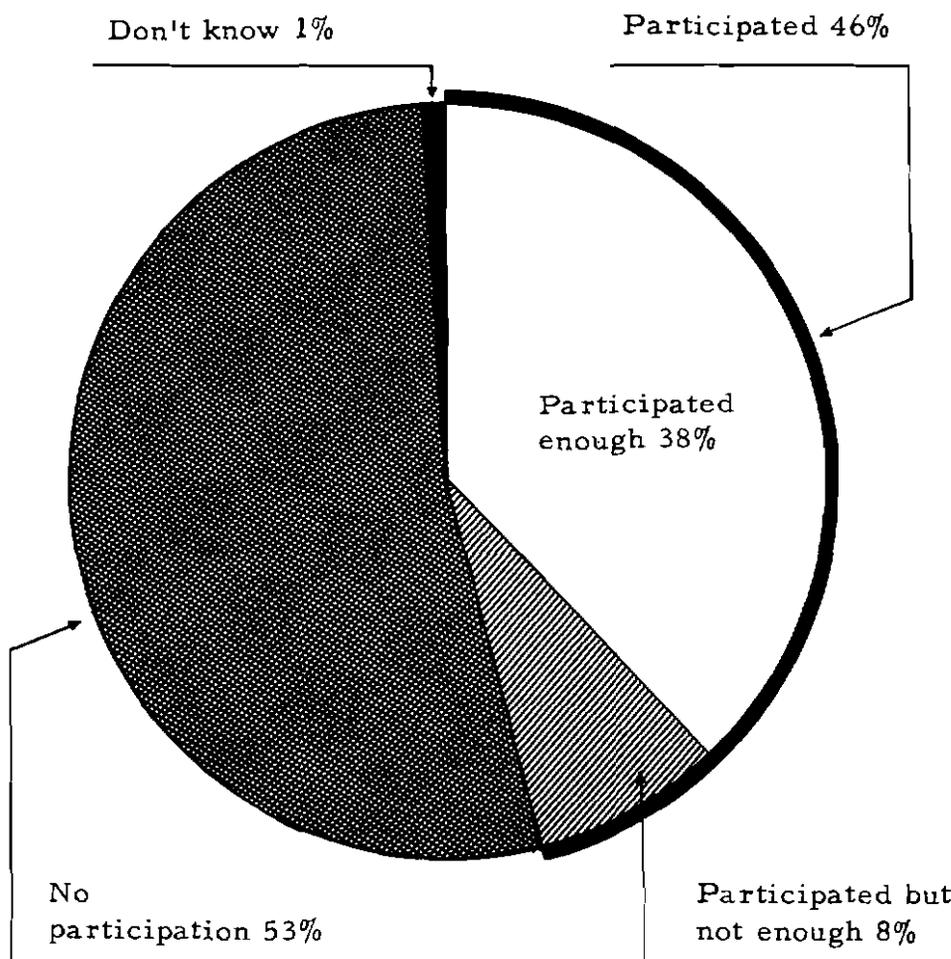
“Were you working with USOM or working on a joint USOM/Thai Government project at the time you were selected?”

only 46% answered the question "Yes", moreover, 45% stated that insofar as they knew at the time of interview, their work prior to their selection had *never* had any connection with such a project. It is obvious that pre-departure preparation and program orientation has not succeeded in impressing participants with the fact that their work and their training are both directly related to joint Thai-American activity.

FIGURE 5

(N= 460)

Participation in Program Planning



D. PARTICIPATION IN PROGRAM PLANNING

The number reporting that they actually participated in the planning of their program exceeded the number who said they had been adequately informed—46% as compared to 29%. However, 18% of those taking part in the planning said they did not participate to the extent they would have liked. Of those who said they had no opportunity to participate in planning their program 84% felt that their program would have been improved if they had done so.

A related finding is that the immediate supervisors of participants appear to have played only a limited role in planning the training program. Three hundred and sixty-six of the participants in the survey were at the time of interview working for the same immediate supervisor that they worked under at the time of selection. In only 59% of these cases did the supervisor say that he participated in planning the training program. Supervisors also reported that the training program originated in their office for 59% of the cases; 17% were originated by USOM, six per cent by the Ministry, and a rather startling 11% by the participants themselves.

Although in 92% of the cases the supervisor said his office had a project which could use the training, 64% of those who did help in program planning report that their participation was limited to suggesting a subject for study; only 20% said they discussed the program in general, and six per cent said they planned the entire program. Less than one per cent said they had participated in establishing either the level or the length of the training planned.

It would appear that the immediate supervisors of Thai participants have had relatively little opportunity to participate in the planning of all aspects of training programmed for their operations.

E. ADEQUACY OF PROGRAM PLANNING

Generally speaking the participants surveyed found the program they had completed to be satisfactory. Eighty per cent say that the level of the program completed was about right even though less than half had taken part in the planning and 73% claimed to have been unaware of the level of training at time of departure.

The participants' satisfaction with the level of their program was corroborated by their Thai supervisors. Seven out of ten of the supervisors interviewed rate the level of all A.I.D. training programs with which they are familiar as being in general satisfactory. Though the number of the instances when the level of the training is not in accordance with the participant's background and ability is relatively small (no more than ten or twelve per cent of the participants surveyed) the level is more often "too advanced" than "too simple."

Other findings which speak to the fact that those planning training programs have in general done a good job are:

(1) Only one out of six of the participants interviewed reported changing their program to any major extent after arriving in the country of training. Most of those so

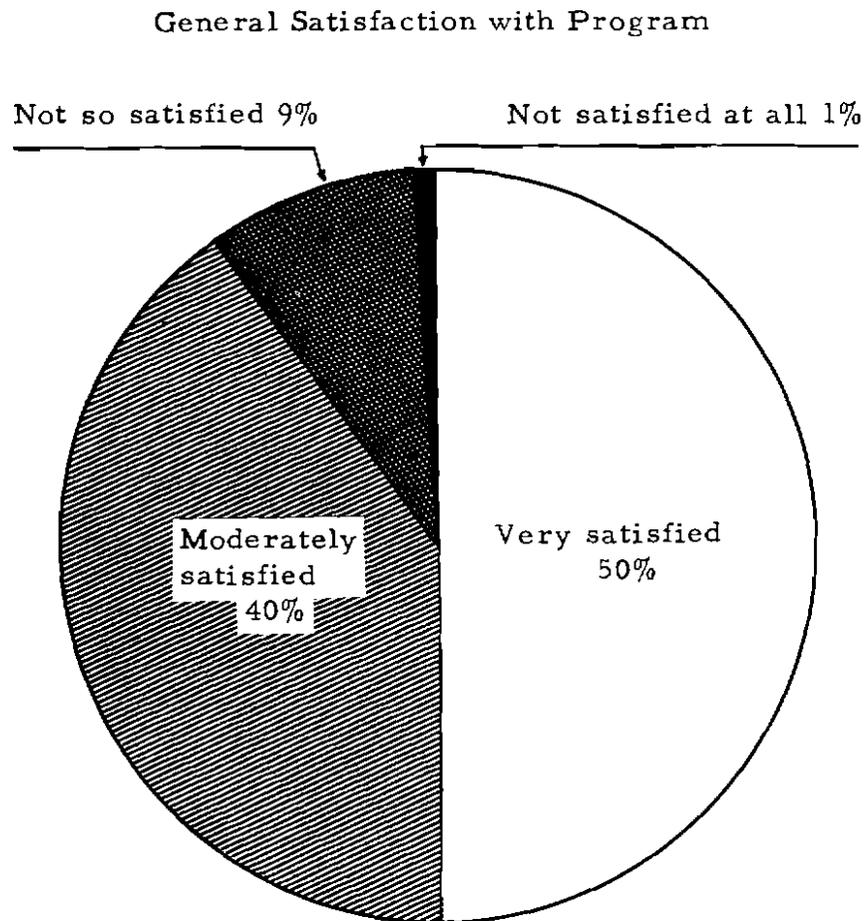
reporting said they had personally requested the change or at least had agreed that the proposed change was necessary.

(2) Half of the participants said the training program as a whole was "very" satisfactory, and an additional 40% said it was "moderately" so. More significantly, 71% felt their training experience was the most important thing that had ever happened to them.

(3) Supervisors overwhelmingly felt that the investment in sending participants in their charge had paid off; 93% of the participants were so rated, and in 92% of the cases

FIGURE 6

(N= 460)



the supervisor said the training was "essential" or "very important" to the ability of the participant to perform his present job.

F. INADEQUACY OF PROGRAM PLANNING

Even though the data show that general satisfaction with the training program prevails with both the participant and his supervisor, both are critical of certain aspects. Both felt that A.I.D. training programs were often of far too short a duration, and supervisors in particular voiced considerable concern that adequate provision for sufficient practical experience of the right kind was a weakness in program planning. Only 58% of the supervisors interviewed were satisfied with this aspect of the programs with which they were familiar. About 20% of the participants said their program, if repeated, could be improved by adding more practical or observation experience.

G. SUMMARY: PRE-DEPARTURE PERIOD

In summary the major findings of the survey in respect to the pre-departure period are as follows:

Participants covered by the survey were at time of selection mature individuals, well equipped with professional experience and other highly desirable characteristics. Moreover, most of them depart for training equipped with the knowledge and understanding required for adjustment to life in the country of training.

Though they and their immediate supervisors have had rather limited opportunity to participate actively in planning the training programs undertaken, program planning appears in general, to have been satisfactory. Both the participants and their supervisors express overall satisfaction with the training completed, with seven out of ten of the participants characterizing their experience as the "most important thing that ever happened to them," and supervisors reporting that the training of nine out of ten of the participants in their charge was "essential" or "very important" to their ability to perform current assignments.

None-the-less the data definitely speak to the fact that some aspects of the pre-departure phase of training have not been conducted as well as they should, or could have been. Though the process of participant selection remains pretty much unknown, the data from those in the best position to know strongly imply that selections have not always been made in accordance with accepted criteria, or have not always been the result of a joint consideration as to what was best for the project. Regardless of how selected, the data show that participants in large numbers have departed for training inadequately informed as to the program they were undertaking and its project-related objectives. In fact, no more than about half of those covered by the survey were aware that their work had been in any way related to a joint Thai-American project.

Period Abroad

The participant's time abroad logically divides into two types of experience: that related to the content of the program (technical) and that related to the life in the country of training.

A. TECHNICAL EXPERIENCE ABROAD

(1) PROGRAM ARRANGEMENT, GUIDANCE AND COMPLETION

In the eyes of the participants those who were in charge of their program in the country of training² have done a very creditable job. More than nine out of ten of the participants surveyed reported that they were met after their arrival by either their project manager or some other official who discussed their program with them. Nine out of ten also said that their program had been arranged in at least partial detail at the time they arrived. However, ten per cent said that their program was not set up at all.

Although this latter group is small it deserves particular attention since an analysis of the data shows that these people are more likely to report both dissatisfaction with their program and low utilization of training.

Nearly all the participants (95%) say they received some guidance on their program and only one out of ten felt that the guidance he received was inadequate.

When a change in the program was made after the participants' arrival, the change was initiated by the participants in half the cases. It is of interest to note that these changes were most often changes in the location of the training. The next most frequent in mention was a change to a "degree" program. This characterizes 20% of the changes made—yet, as previously pointed out, one of the most frequent criticisms of the A.I.D. Training Programs made by participants' immediate supervisors was that they provided too little practical experience. Only four per cent of the participants reporting a program change said that the change was to include more practice or more observation.

Ninety-five per cent of the participants report completing the training for which they went abroad, and only two per cent say they failed to complete the program because of the way it was arranged.

(2) EXTENSIONS

Though only 15% of the participants report that there was a major change in their program after their arrival in the country of training, almost one quarter of those who answered the relevant survey question said that they had received an extension. Moreover, the data show that when an extension is granted it is initiated more often than not by the participant himself. Almost half of the participants who say they themselves requested an extension also received one. For those who say they did not personally request an extension, only about one out of eight reported receiving one.

(3) LANGUAGE PROBLEM IN THE COUNTRY OF TRAINING

The data show that:

- Nearly nine out of ten of Thai participants required a knowledge of English to complete their program.

² Ninety-two per cent of the sample were trained in the United States.

- Almost half of *all Thai participants* arrived in the country of training feeling a necessity to improve their English *by additional* instruction.
- Yet, only 38% of those whose program required proficiency in English actually took lessons after their arrival.
- Eighty-nine per cent of those who took lessons felt *more* instruction would have been helpful.
- And 59% of those who did not take lessons on arrival felt that instruction in English would have been useful.
- No matter how adequate participants felt their English proficiency was on arrival or how much additional instruction they had, 57% of the sample experienced some difficulty in English, and those who report having the most trouble with language are those who also reported taking additional English instruction.

(4) MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

About one-third of the Thai participants surveyed have joined a U.S. professional society and 25% were members at the time of interview. An additional seven per cent reported that they were members of a professional society other than U.S., while 68% did not hold membership in a professional society of any country. Lack of professional affiliation, however, does not indicate lack of access to professional publications as a source of information on professional and technical developments. Even though only a quarter of the participants belonged to U.S. professional societies at the time of interview, three out of five say they receive U.S. professional publications. Moreover, 36% of all participants report that they receive professional journals from some country other than the U.S.

B. NON-TECHNICAL EXPERIENCE ABROAD

(1) ORIENTATION IN THE COUNTRY OF TRAINING

The study shows that seven out of ten of the participants arriving in the country of training during the period covered by the survey attended a general orientation session which exceeded one full day in length. Better than 90% of those who attended orientation sessions did so in the United States and most of these were oriented at Washington International Center.

Those attending sessions in the U.S.A. view this experience as highly valuable—only 14% thought this time could have been better spent, and more than half thought the program was well organized, complete and requires no improvement of any kind.

(2) A.I.D. ALLOWANCE

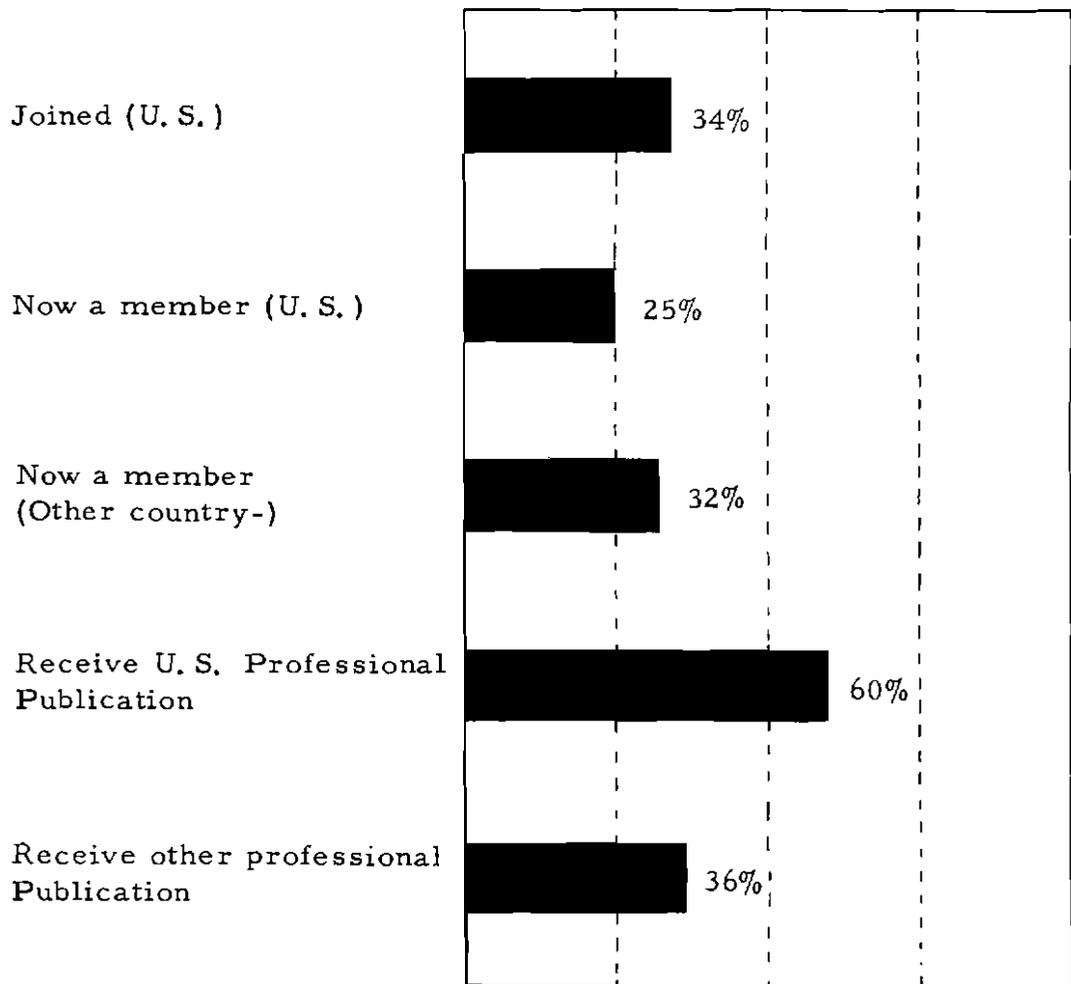
Two-thirds of the sample found the per diem and other allowances provided by A.I.D. adequate, and one per cent felt they could have got along on less. Of those who

felt the amount should have been greater, many were older participants on short-term programs, who, in general, held policy-making positions in the Thai Government.

FIGURE 7

(N= 460)

Membership in Professional Societies



(3) COMMUNITY PARTICIPATION AND HOME HOSPITALITY IN THE COUNTRY OF TRAINING

The opinion has been expressed that A.I.D. participants who go to the U.S. from Thailand rarely get acquainted with the American people and their institutions well enough to gain any real understanding of American cultural values, group action, and individual aspirations. It has been said that because of the language problem, Thai participants must spend such a disproportionate amount of time with their books and related training materials that they have insufficient leisure time for more rewarding social contacts. The survey data provide interesting commentary on this opinion.

While six out of ten of the sample said their program allowed enough time for their personal interest, 37% felt that too little time was available. Only two per cent said that they had too much spare time.

On the other hand, over 90% of the participants said they were invited into private homes and seven out of ten reported meeting with local people on a social basis as often as three times a week or more. Except for a rather insignificant three per cent who claimed they did not like these visits, participants said the home visits were valuable because they gave a chance to (1) learn about the country and its people, (2) make friends, and (3) exchange ideas.

About 40% of those going to the U.S. say that there are no difficulties to Thai-American understanding. Over a quarter mentioned that general differences between the two cultures make it difficult for Thais and Americans to understand each other and almost a quarter stated that the language problem was a major barrier to mutual understanding, while eight per cent felt that the personal attitudes of Americans caused some difficulty. They said that Americans look down on foreigners, and Americans are not sincere. Three per cent said that Americans do not make friends as easily as Thais.

(4) PARTICIPATION IN A COMMUNICATION SEMINAR

Less than a quarter of the participants attended a seminar in communication prior to return to Thailand. Of those attending about 70% say they have used materials or ideas in their work which were obtained from the seminar experience. The remainder either said that the seminar offered nothing which was useful to them in their work, or that they had not as yet had an opportunity to use what they had gained.

About one-third of those attending were at the seminar run by Michigan State University under a contract arrangement with AID/W.

Post Training Period

A. EMPLOYMENT

The research shows a healthy picture in respect to the returnees' opportunity to use training through full employment.

Almost all of the participants surveyed report being employed continuously since their return. Better than three-fourths returned to the same job they had at time of selection and 73% of those who returned to something different got the position they had expected.

Almost half of the participants had a different job at time of interview than they had immediately after return. However, regardless of job shifts, an overwhelmingly high per cent of those who returned to a different job, or later changed jobs, were working for the Thai government at time of interview.

The data show that job shifts, regardless of when they occur, usually result in a better job for the participant: three out of four said that the change resulted in more salary, more responsibility, etc.

Though participants return and continue to work for the government the proportion who actually work in positions related to the project sponsoring training remains unknown. Just as half of the participants failed to identify their pre-training work as being related to a joint Thai-American project, more than one-third say that their post training work has not been related to a project.

Assuming that the participants surveyed were sent from and returned to project-related jobs, the data show that about four per cent of the participants were assigned jobs on return which did not require their training, and indicate that at least 16% transferred out of project work sometime between the date of return and time of interview. However, in these cases the data do not permit a calculation of the length of time spent on the project prior to transfer.

B. POST TRAINING CONTACT WITH USOM

As has been reported the data show that many participants depart with no true concept of the relationship of their work to a joint Thai-USOM project. The picture is not much different after their return. All participants in the sample had been back in Thailand at least six months at the time they were interviewed, yet no more than two-thirds of them reported having had *any* contact with USOM.

Moreover, a third of those who claim to have contact with USOM say they have never worked on a joint project since their return to Thailand.

Regardless of the fact that USOM records showed 77% of the participants interviewed were presumably assigned to a project for which USOM technical advisors were aboard at the time of interview, only 44% of the participants said there was a USOM technical advisor available to give technical recommendation and advice where they currently worked.

Of this group slightly more than half reported they had as much as "frequent" contact with the technician which is about the same proportion of all participants surveyed who reported that they had since their return requested USOM assistance.³

³ Of those who did request help, however, 80% said that they received — at least partially — what they asked for. While about half these requests were for equipment or financial assistance, the remainder were mostly for technical advice, and training assistance.

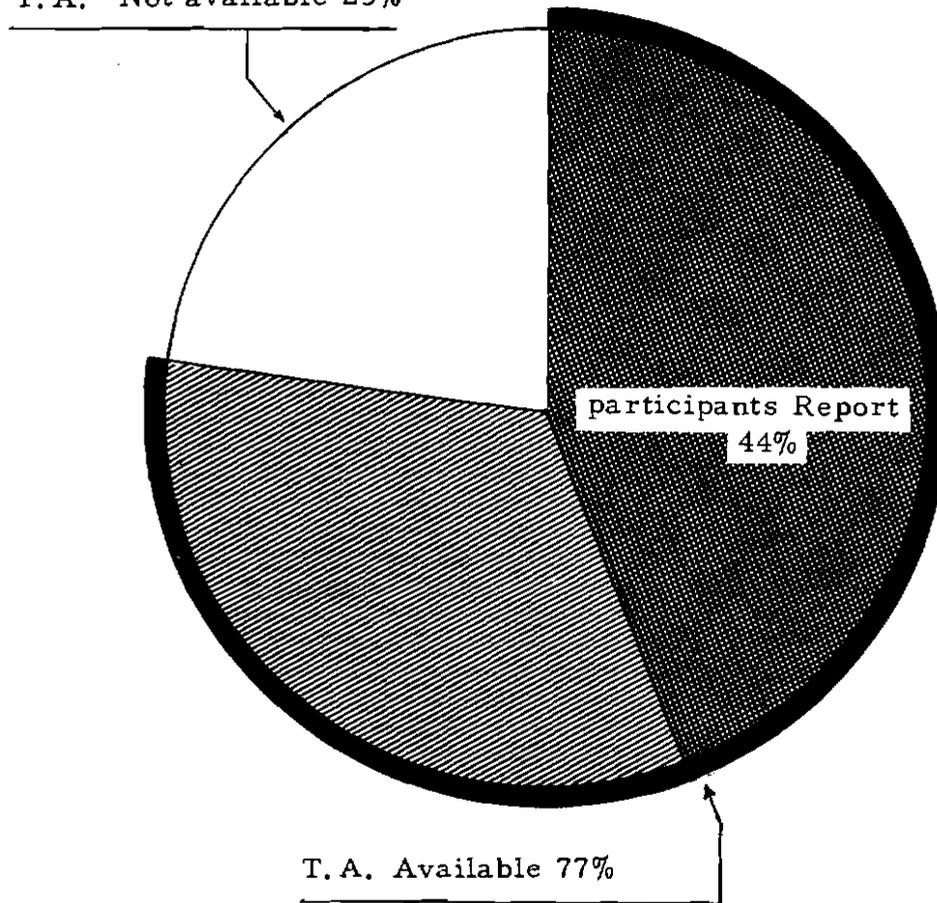
FIGURE 8

(N= 460)

Availability of USOM Technician to Advise Participant.

USOM Records Show :

T. A. Not available 23%



The participants' reports indicating low identification with joint projects and limited USOM contacts are well borne out by the reports from the technical advisors interviewed.

The technical advisors were able to give information on less than half of the 357 participants who, according to USOM records, were assigned to projects with which they were concerned.

Furthermore, of the participants in the sample who had departed and returned since the technical advisors interviewed had been in their current assignments, only 54% were known. This is most surprising since presumably the technical advisor participated in the organization of the training program for those participants, and in their selection, preparation, and placement on return.

Moreover, technicians were unable to answer questions related to utilization for 29% of the participants whom they knew well enough to talk about in other respects.

Yet, in general, the USOM advisors reported relatively little interference with their contacting participants as much as they thought desirable. They said nothing interfered with their seeing about one-third of the participants they knew—and that their own workload interfered with their seeing about ten per cent of the participants known.

The data show that those participants known by the USOM technical advisors for which they report “no interference with contacts” are the ones which they say they contact less often. Those for which they report some kind of interference are in general those which they report seeing frequently or regularly.

In summary the data show post-training contacts between USOM and the participants to have been relatively low. A higher proportion of participants say they met with USOM technical advisors than technical advisors reported meeting. This is logical. USOM personnel no doubt have contacts with returned participants whom they are unable to identify by name, but whom they would know in face-to-face contacts. Thus, the proportion of known contacts as reported by the findings is perhaps lower than the actual contacts which have been made.

None-the-less the fact that only two-thirds of the participants say they have contacted USOM since their return, and that less than half of these say that there was a technical advisor available to give recommendations and advice, plus the fact that only 27% of all participants have requested assistance or advice from USOM, strongly indicates that post-training relationships have been considerably short of program objectives.

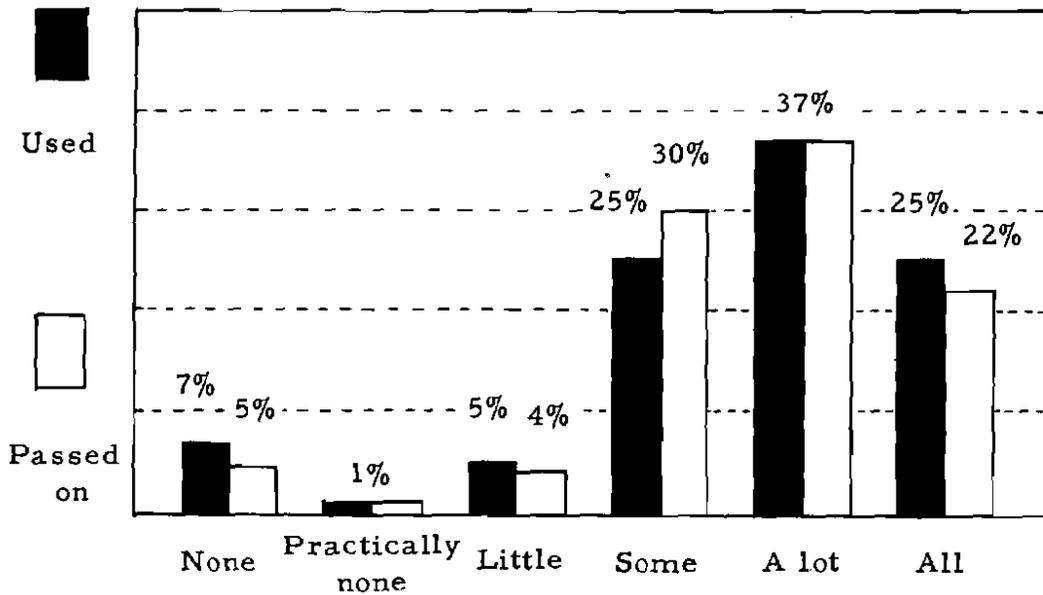
C. UTILIZATION OF TRAINING

The survey data speak highly favorably of the extent to which participants use the training received in their current jobs, both in respect to direct on-the-job application and in its transmission to others. Over nine-tenths of returned participants said they had used “something” from their training on their current jobs; three-fifths said they had used “quite a bit” or “almost everything”. Training acquired knowledge and skill has been passed on to others in nearly the same proportions. Technicians and supervisors substantially corroborated these responses for participants whom they knew.

FIGURE 9

(N= 460)

Use & Transmission of Training Acquired



Of the 167 participants reported on by Technicians, 75% were judged by the Technicians as being "satisfactory" in the utilization of their training.

The immediate supervisors of the participants surveyed strongly support the participants' claim of high utilization. The supervisors said that 92% of the 440 participants on which they reported had conveyed to others in their organizations the skills and knowledge acquired in training.

Both the participants and their supervisors frequently characterize the way in which transmission has occurred as being in a "formal" situation. This strongly indicates that the "multiplier effect" of training is accomplished in Thailand as a programmed part of the returned participant's activity.

The survey gives some evidence that participants returning to Thailand function effectively as agents of change. Both the plans for future use of training and the post-training accomplishments which participants' report speak to this fact. In respect to

the reported plans for future use of training, 23 per cent were classified by content analysis as being plans to institute "new" organizations, institutions, operational procedures, or services. Though only about half of the participants reported any notably outstanding accomplishment since their return, over 40% of the accomplishments reported fall into the categories of improving an established organization or procedures, or instituting something new. More significantly, the role of the participant in these cases was clearly that of the innovator.

In summary, the data show that a high per cent of Thai participants return and utilize their training, both in respect to direct on-the-job application and by transmitting it to others. Furthermore, the data show that in the utilization of the training received the participants play a significant role as agents of change in their respective fields of endeavor.

In analyzing the data the relationships between reported utilization and other items of information covered by the survey questionnaire were investigated. In this process each participant was scored on a 100 point utilization scale developed by AID/W.

In application, an individual participant's score could be as low as "0" or as high as "100" on a scale developed for each of the three reporting sources.⁴

The results of the scoring show that three-fourths of the participants scored 74 or higher on the scale developed from the participants' questionnaire. Four-fifths scored 80 or higher on the scale developed from the supervisor questionnaire, and over half scored 74 or higher on the scale developed from the Technician Questionnaire.⁵

In the aforementioned investigation of factors which relate to utilization only the participants' utilization scores were used. By applying a technique commonly used in test item analysis, "high" and "low" utilizers were identified by rank-ordering the utilization scores of all participants, and dividing the distribution at the natural breaking points closest to the upper and lower 27%.

This resulted in the classification of 96 participants as "high" utilizers and 108 as "low" utilizers.

The relationship of high and low utilization with various factors measured by the study was explored through cross-tabulations, and several statistically significant relationships were revealed. While no one of the factors measured shows a high correlation with utilization (all the correlation coefficients computed were less than .50), and it is impossible from the data to assume that any one or any combination of these factors causes high utilization,⁶ it is possible to present a composite picture of the "typical" high utilizer.

⁴ See Volume II, Appendix 4.

⁵ Proportions are based on the number of participants for which questionnaires were completed; Supervisor Questionnaire, 440; Technician Questionnaire, 167.

⁶ See the fuller description of the limitations of interpreting correlations in Chapter IV, page 71.

The participant who is a high utilizer of his training was likely to have these characteristics at the time of interview:

- he had been back from training six years or longer
(23 % of the high utilizers; 10 % of the low group)
- in retrospect he rated the training program he had completed as being “very satisfactory”
(63 % of the high utilizers; 41 % of the low)
- he believed his training program was the “most important experience” he had ever had
(85 % of the high group; 56 % of the low)
- he reported his immediate supervisor “very helpful” to his ability to utilize his training
(72 % of the high utilizers; 29 % of the low)
- he finds the major obstacles to the application and transmission of his training are the lack of resources in Thailand, and the lack of adequately trained personnel
(51 % of the high group mentioned difficulties related to country resources, compared to 26 % of the low; 31 % of the highs mentioned difficulties related to people, compared to 18 % of the lows)
- he said his supervisor had been abroad
(89 % of the high group; 81 % of the low)
- he felt his current job was a better one than he would have had without AID training
(56 % of the high utilizers; 31 % of the low group)
- his supervisor felt that the training received was essential or very important to the participant’s ability to do his work
(96 % of the high; 87 % of the low utilizers)
- he was aware of the availability of a USOM Technical Advisor to give him advice and consultation, and reported “frequent” contact with him
(29 % of the high; 15 % of the low group)
- his program abroad was at least partially arranged when he arrived in the country of training
(95 % of the high; 89 % of the low)
- his training was at least in part at a university
(64 % of the high group attended a university; 47 % of the low utilizers)
and

- he had received a degree (64% of the high utilizers who attended a university got a degree; 39% of low utilizers who were in a university received one)
- an observation tour was not part of his program (62% of the low utilizers went on an observation tour as part of their program; 44% of the high utilizers)
- he spent two or more years abroad in training (8% of the high utilizers; 1% of the low) and regardless of the length, felt that his program was too short (54% of the high; 42% of the low group)
- he had had 10 or more years of experience in his field of specialization prior to departure (55% high, 38% of the low utilizers)
- he left for training feeling he had adequate information particularly in regard to the substantive aspects of his program (39% of the high group, 27% of the low said they had adequate information in all five *program* areas investigated; 59% of the highs, 49% of the lows had adequate information in all five *non-program* areas questioned in the survey)
- he had participated in the planning of his program (55% of the high utilizers; 40% of the low)
- he was in Public Health or Education (33% of the highs, 10% of the lows were in the field of Public Health; 31% of the highs and 21% of the lows were in the field of Education)
- his program was under the direction of a USOM contract group (16% of the high utilizers; 9% of the low)

Up-country Participants Interviewed

As has been pointed out in Chapter I, the responses from up-country participants do not constitute an adequate and precise *sample* of those returned participants who were working up-country at the time of the survey. Since locations for interviews up-country were chosen with an eye to concentrations of returned participants, the 52 interviews completed probably do not give an unbiased picture for all up-country returnees. This was recognized at the time the research was planned.

The main purpose for including this "group" of up-country participants in the survey was to determine the likelihood of presence or absence of differentiating characteristics which might make more rigorous sampling procedures outside the capital city area advisable on future studies.

Based on the findings, some of the possible differences which may exist between participants in the Bangkok area and those up-country are described briefly below.

A. PARTICIPANT CHARACTERISTICS

- Those interviewed up-country tended to be *younger* than the Bangkok sample; the median age of the 52 interviewed was 32 as compared to a median of 35.5 in Bangkok.
- Forty-five of the 52 had had university training as compared to 79% of the Bangkok sample, and 40 of the 52 had college degrees; About half the Bangkok participants held college degrees prior to training.

B. SELECTION

- Forty-six of the 52 said their supervisors had participated in their selection, and only 3 of 14 supervisors were dissatisfied with the selection process; in Bangkok, 86% of the participants said that their supervisors had played some role in their selection but 36% said they were not satisfied with the selection process.
- Attitudes and responses of participants about predeparture information and activities appear to follow about the same pattern as those of their Bangkok colleagues. However, up-country *supervisors* in a significantly large amount would like a larger share in the planning of participants' programs.
- A smaller proportion of the up-country participants surveyed were satisfied with their orientation at AUA than were the Bangkok sample, but they were far less specific about what they felt needed improvement.

C. ENGLISH LANGUAGE

- It appears that considerably more of those participants from up-country areas have difficulty with English than do their Bangkok counterparts. Forty out of the fifty-two in the group said they felt they needed additional instruction after they arrived in the country of training, and 30 of them took extra language training.

D. ACTIVITIES IN COUNTRY OF TRAINING

- Three-fifths of the group studied abroad for one year or more, and fewer of them were on short programs than were those surveyed in Bangkok. Nevertheless, a higher proportion of the rural group thought that their program was too short.
- Ten of the 52 said the money A.I.D. supplied was insufficient; two-thirds of the main sample were satisfied with the amount they received.
- Indications are that more variety of program and activities abroad would be appreciated by those coming from outside Bangkok, although they had about the same amount of social contacts and community activities as those in the primary sample.

E. POST-TRAINING EXPERIENCES

- Seventeen of the 52 returned to different jobs, and 21 had changed jobs between their return and time of interview, most to a better job.
- Thirty-four of the 52 said they would not have had so good a job without USOM training; 46% of the Bangkok sample replied thus.
- Forty-two of the group felt that the training program was the most important thing that ever happened to them; 71% in Bangkok were this enthusiastic.
- While it might be expected that those up-country would have less contact with USOM than the two-thirds who report this in Bangkok, still over half the up-country group said they had some contact with USOM since their return.
- While it is difficult to determine any indications about relative proportions of participants *having* contact with Technicians, about half of those who do report contact, report "frequent" contact.
- Those interviewed tended to show a much greater variety in the ways in which they put their training into practice. Thirty-three of the group mentioned at least two "outstanding" ways in which they had used their training, and a much larger proportion of this group said they had transmitted training through informal discussion and writing, than did those in the city.
- Of the 46 whose supervisors were interviewed, the supervisors said they had discussed with the participants what they had learned during their programs. This appears to be much more prevalent than in the metropolitan area.

F. CONCLUSIONS

The foregoing clearly indicates that an earnest effort to obtain a sufficient valid sample of up-country participants on any future evaluation surveys is not only warranted but strongly advisable.

CHAPTER III

RECOMMENDATIONS—CORRECTIVE ACTION UNDERWAY

This section may be appropriately started with a preamble consisting of the words of U.S. Secretary of State Dean Rusk.¹

“Without pointing my finger at you, I should like to suggest to all of us, whether in Government or in the private field, that when we are talking about education, and particularly when we are talking about bringing young people from other countries to the United States for training, that the emphasis had perhaps better be on the quality of the job, rather than the numbers of those who might be somehow involved.

“Two halves don't make a whole in this matter. Two ill-prepared or half-prepared young people going back to their country cannot make the contribution which one well-prepared person can make. And if you have six young people who come here for training, who go back disappointed or frustrated, or with a sense of failure, there may be six young people who had better not have come in the first place.

“And so I would urge both those of us in Government and those us in private organizations to take this business of playing with the lives of people with the greatest of seriousness. And if we involve young people abroad in this process of education by any effort of ours, we do so determined to do it right, whatever the numbers involved”

Though the remarks of Secretary Rusk were directed to those in the United States who are concerned with training as a tool in accelerating Social and Economic Development around the world they apply equally well to both the Americans and Thai who are engaged in the training aspects of the program in Thailand.

RECOMMENDATIONS

On the basis of the findings in this evaluation study, the following recommendations are made.

1. *It is recommended that the selection process be re-examined and appropriate written criteria for selection be established; and that procedures in making selections be adopted which will assure that the established criteria are rigidly adhered to.*

In this examination and development, consideration should be given to the opinions and suggestions of the Thai officials under whose immediate supervision the participants are to work upon their return.

Improving criteria and procedures for selection are mentioned more frequently than any other aspect of A.I.D. training as needing improvement. Almost half of

¹ Address to the National Conference on International Social and Economic Development, December 1, 1961.

the supervisors were dissatisfied with this aspect of the program and their criticism was supported by the opinion expressed by a significant number of USOM Technical Advisors.

2. It is recommended that project training needs be more thoroughly examined, and where it can be justified in terms of project objectives and A.I.D. policy, that longer term academic type training leading to a degree or diploma always be given preference.

In addition to the fact that participants completing programs of less than one year's duration are more likely to be "low" utilizers, the data clearly indicate that training resulting in a diploma or a degree is strongly associated with both participant satisfaction and high utilization. Furthermore, two-thirds of the participants whose attendance at a university led neither to a diploma nor a degree said that such an attainment would have been helpful in their work.

A sharply distinguishing feature of the Thai Government bureaucracy from the American is the extremely high premium placed on academic degrees in relation to demonstrated proficiency through job performance. Though the Thai system recognizes and encourages the latter, it is rarely accepted as a substitute for the former.

As emphasized in Chapter I of this report, Thai tradition accepts the degree as a "proficiency" credential for higher pay, respect, and influence. The degree provides both the individual's social and professional identity in the administrative hierarchy of superior-subordinate relationships which have been described so well by Dr. Mosel in his discussion of Thai Administrative Behavior. Hence, in planning training programs for Thais, consideration must always be given to the attainment of a credential which places the individual in a position to function as an agent of change, as well as assuring that he gain the skills and knowledge required for him to do so effectively.

3. Consistent with the foregoing it is recommended that when short-term, non-academic training is planned, the participants be selected from those who within their own organizational power structure have already attained the required level of authority and respect to use effectively the training programmed.

4. It is strongly recommended that both the supervisor and the participant have an opportunity to share more fully in program planning. Recognizing that the data, by and large, show the program planning phase of the operation to have been in general satisfactory, and recognizing that participant involvement at this level may not always be feasible, the fact remains that in only about half of the programs covered by the study did the participant or his supervisor claim to have been included in the planning process. Moreover, participants specifically state that their programs would have been better if they could have shared in planning.

5. The opinion of Thai supervisors that A.I.D. training has far too frequently failed to provide participants with practical experience provides the basis for a further recommendation that when a degree program is planned, adequate time be

provided and an arrangement made for subject-matter related practical experience upon completion of the academic work. The most pronounced criticism of program content made by supervisors was that programs "do not provide sufficient practical experience" for the participant.

6. Just as there has been an established program to orient participants for life in a country which is both culturally and climatically different, *it is strongly recommended that there be developed a program or programs to orient systematically each participant in respect to his particular program, its relationship to development objectives which are being jointly undertaken and the post-training responsibility which the program implies.*

The data show that neither the Thai nor the American effort in this area has been adequate. In fact the data imply that the effort at best has been a hit-or-miss proposition which resulted about as often in a complete miss as it did in an adequate hit. While 29% of the participants claim in retrospect that they received adequate information, 35% said they received too little information from their employer or ministry, and almost one-quarter claim to have known so little about their program prior to departure that they had no basis for feeling either satisfied or dissatisfied with what they were undertaking.

Furthermore, there is strong evidence that many participants depart and return completely unaware of the true reason for their having the "most important experience that had ever happened" to them. Forty-five per cent said that in-so-far as they know, they had never done work prior to their departure which was connected with a joint Thai/USOM project, and an almost equally high per cent claimed at the time of interview that they had never worked on such a project since their return.

To implement a program to change radically the picture just presented, it is suggested that there be appointed for each project or training activity, Thai and American "Technical Orientation Officers." The function of those so designated would be to develop and schedule regular technical orientation sessions which participants would be required to attend. In the conduct of such a program the respective Technical Orientation Officers should have the services as required of those in their organizations who are best prepared to lead the scheduled topic for discussion. This program should start early in the predeparture phase of training, coinciding perhaps with the participant's enrollment for A.U.A. English Language instruction. Possibly, the technical orientation officers concerned would find a joint program most productive. Space arrangement to conduct sessions in carrying out the program could perhaps be scheduled and held at A.U.A.

7. There is no doubt but what the picture of inadequate participant preparation as shown by the data is in part related to the fact that in a high per cent of cases participants depart prior to the Mission's having received the program set up in the country of training. This occurs either because the Mission fails to provide the programming country adequate lead time, or because the programming

country fails to live up to its programming commitment. In any event this situation jeopardizes the success of the overall training objective.

Therefore, *it is recommended that where circumstances dictate that a program cannot be adequately prepared and forwarded to the Mission for review and consideration by both the American and Thai personnel concerned, including the participant, prior to the departure date, the training request be cancelled or postponed.*

Such a policy would not only assure an opportunity for the departing participant to be more completely informed about his program, but would insure that the program be completely arranged upon the participant's arrival. The survey data show that prior to April 1, 1960 about ten per cent of the participants arrived in the country of training to find their program had not been arranged, and that these participants tend to be low utilizers.

8. *It is recommended that both USOM personnel in Thailand and Project Managers in the United States include in their discussions with participants encouragement to join appropriate U.S. professional societies, pointing out that initial costs of such membership are, under current policy, borne by A.I.D.*

A high per cent of the participants surveyed were trained in the United States where there are appropriate associations or societies for those engaged in professional and technical fields. The survey finding that only 35% of the participants had joined such an organization and that 25% were members at time of interview is considered unfavorable to accomplishing the objective of the formation of lasting association with American organizations and institutions.

9. *The participant follow-up procedures now specified by USOM Policy Order No. 75 (September 10, 1962), "Participant Follow-up Program", should be continued, giving additional emphasis to that aspect of the program concerning activities following the participants' return. The shortcomings shown by the data in respect to participant's awareness of the availability of a USOM Technical Advisor, and the extent to which known contacts occur between participants returning to a project and the assigned Technical Advisor, is related to and as serious as the findings in regard to pre-departure orientation.*

The stage for an effective follow-up relationship between the technical advisor and the participant is set during the planning, selecting and preparation phase of the program. If there is an absence (and the data show that there has been) of contacts and discussions in the earlier phase, there is a strong likelihood that this will persist following the participants' return.

10. *It is recommended that both USOM and the Thai Government should re-examine on a project basis the allocation of the technical advisor's time and that of his counterpart, to the pre-departure and follow-up phases of participant training. Such an examination must take into account the relative importance or magnitude of training as a project input as compared to other inputs such as technical consultation, commodities, and the like. Flagrant disproportionate time allocations,*

if revealed, should be immediately corrected. Where it is found that due to pressure of other recognized project responsibility, the project lacks sufficient personnel to program and carry out the pre-departure preparation and follow-up phase of the training for the number of participants being sent, it is suggested that the following advice given by Mr. Fowler Hamilton, formerly Administrator of the Agency for International Development be given careful consideration:

"If you don't have the administrative resources to do a job well, you must cut it down to size. Either do it well or don't do it at all. If you have more than you can effectively undertake, I urge you to establish a priority of assignments. If you have to cut out a project in order to avoid being spread too thin, go ahead and eliminate it. Otherwise, you'll be 'in trouble.'"²

11. Related to the conduct of the training program, the research experience uncovered some short-comings, the corrections of which may well expedite the operational aspects of the program.

A thorough reorganization of the USOM Participant files is strongly indicated, to insure that pertinent data are not only on file for each participant, but also that such information is easily accessible and locatable.

In preparing the sample of participants for this study, the contractor used what was purported to be the latest available information (to USOM) on location of the participants in the sample drawn. Participants who had returned prior to April 1960 were included, and the Directories provided were dated as late as March 1960. Yet out of a sample of 428 participants listed in the Directories as being in Bangkok as of March 1960, nearly fourteen per cent were found to be up-country, five per cent were outside the country, four people had died, and six per cent could not be located at all (Volume II, Appendix 1, Table 2), either through the efforts of TTEC, USOM, or the contractor. Presumably if time had permitted, the whereabouts of the latter six per cent could have been determined, but they were unlocatable within a two-month period.

Much of the data reported as "Characteristics of Participants" was abstracted prior to interview from material in USOM files. Some of these "vital statistics" had to be extracted from correspondence in the file, some other information was not available at all. For example, for eighteen per cent of *all* participants sent during the period under consideration, the date of birth was not listed in the files. For four per cent of all participants not even the *number* of countries of training was known (Volume II, Appendix 1, Table 4). Most participants going to the United States since 1957 have been given the AULC Language Test, yet out of nearly 200 participants in the sample who left Thailand after 1956, AULC English Grade Scores were located for less than sixty. The amount of formal education received prior to selection was not available from files for ten per cent of the sample, mostly from those who had left since 1958.

² Speech given at the First Policy Report Conference, State Department Auditorium, Washington, D.C., November 9, 1962.

CORRECTIVE ACTION UNDERWAY

Some operational weakness of the Participants Training Program highlighted by the survey findings were apparent upon completion of the straight tabulations of the questions in the Participant's Questionnaire in July 1962. Also in some instances the findings served primarily to verify the existence and establish the magnitude of suspected "soft" spots in the conduct of the program. Hence for several months prior to the publication of this report certain plans and programs have been crystallized and launched which have a bearing on the recommendations set forth earlier in this chapter.

The corrective action now underway falls into the categories of predeparture and post training activities.

A. PRE-DEPARTURE ACTIVITIES

(1) At the project level the procedure has been changed from that of selecting and naming a "principal" and an "alternate" as *nominees* to fill an established training slot, to that of selecting as many as three *candidates* for A.U.A. language training with the understanding that *nomination* of the "principal" and "alternate" will be made from those who meet the required level in language proficiency.

(2) American project officials have been directed (USOM Policy Order No. 75) to develop jointly with their Thai counterparts and set forth in writing specific criteria against which each possible candidate is judged in filling the training "slots" established for the project.

These changes represent several specific advantages over procedure previously followed:

(a) For some projects criteria of selection have been developed to assure that the qualifications of candidates are in line with the *type* and *level* of training required by the project, and procedures have been adopted to assure that equal and fair consideration be given to each potential candidate.

(b) Enrollment of *candidates* at A.U.A. instead of *nominated* "principals" and "alternates" eliminates the delay which often occurs due to a "late" signing of the project agreement (pro-ag), thus permitting language preparation to commence earlier in the year in which training is funded. Of equal importance is the fact that candidates now enter A.U.A. language training on equal footing—none have the psychological advantage or disadvantage of entering this extremely important phase of preparation carrying a *first* or *second* choice label—hence each has the incentive to do his best. Also since this procedure permits more time, the success of the following steps inaugurated in June, 1962 is enhanced.

(c) Beginning with those departing for FY 62 training, participants are being systematically queried about their program and their pre-departure experience to ascertain:

1. their level of information.
2. elements which comprise their satisfaction-dissatisfaction pattern, and
3. their perception of the relationship between their work, their selection, the training program and joint Thai-USOM activity.

This procedure has two principal objectives:

1. to provide a continuous measurement of the overall adequacy of the predeparture phase of participant training, and
2. to identify specific areas of pre-departure activity which are weak, and indicates the nature of the corrective action which is most urgent.

(d) Beginning in June, 1962, special orientation sessions were held for participants completing their last week of pre-departure preparation. These sessions emphasized the relationship of participant training to USOM-Thai projects and the functional role of USOM, the Thai ministries and NEDB (TTEC) in project development and implementation. The session with each group of departing participants followed their completion of the aforementioned questionnaire and is considered to have been at best only a stop-gap in correcting a serious deficiency in pre-departure participant indoctrination as to the training program being undertaken. The groups worked with represented many projects from various functional fields—imparting program information to fit individual needs was not feasible. Effective action in this respect must be launched at the project level by those responsible for program planning.

(e) The USOM Training Office has audited the six-week (one hour a day) orientation course given at A.U.A. to prepare the participant for life in the U.S.A. Though, in general, the survey revealed this program to be satisfactory and meeting with participants' approval, reports on the audit are now being examined with an aim of general improvement, particularly strengthening those information areas shown by the survey results to be relatively weak.

(f) Related to the above, in June 1962 there was launched by the American Women's Club of Bangkok a Home Hospitality Program for the purpose of extending to each Thai going to the U.S.A. an opportunity to experience "living" orientation before his departure. This undertaking was given strong encouragement and assistance by both USOM and USIS.

Through this program most FY 62 participants visited in the home of an American family in Bangkok prior to departure and had the opportunity at a luncheon or dinner actually to eat the "different" American food and observe the "different" behavior pattern of American family life which had been discussed in A.U.A. orientation.

B. POST TRAINING ACTIVITIES

The action underway in respect to "post training activities" is set forth in USOM Policy Order No. 75, September 10, 1962, "Participant Follow-up Program."

Encompassed in this Policy Order, the following directives related to survey findings are now in effect:

- (1) Criteria of selection are jointly developed by Thai-American project officials and are a matter of recorded agreement.
- (2) Follow-up reports on participants who have completed a training program of six months or more in duration are now being submitted six months following the participants' return by:
 - (a) USOM technical advisors on the project sponsoring training, and
 - (b) the participants themselves.
- (3) "Thai-American Program Notes", a participant's news-letter, is now a regular quarterly publication.
- (4) In addition, the "Participant Follow-up Program" embraces the following policy procedures:
 - (a) Guideline directives to both the USOM project technical advisor and his Thai counterpart in respect to their role in pre-departure "technical" orientation and preparation of the participant.
 - (b) Advance notice of the participant's return (one month if possible) to the Thai official concerned via the project technical advisor; permitting joint pre-return discussions and considerations of the returnee's job placement.
 - (c) Interviews on return, both by the USOM Training Office and Technical Advisors.
 - (d) Personal follow-up contacts subsequent to the participant's return by the project Technical Advisor to:
 - (1) give consultation, advice and encouragement as required; and
 - (2) evaluate the extent to which training is being utilized and the job-situational factors which appear to be fostering and hindering full utilization.

CHAPTER IV

SURVEY FINDINGS

Section 1. Characteristics of Participants Interviewed

A. RELATED TO TRAINING POLICY

Information available from the questionnaires on the *Evaluation Survey of Thai Participants* demonstrates quite clearly that in selecting participants in Thailand, basic A.I.D. concepts and USOM policy as to who should be trained have in general prevailed.

Thai participants have been selected from age groups which give a reasonable assurance that those who were trained are mature, and have earned recognition in their respective fields. However, given these characteristics, those selected have been neither so old as to limit seriously the period of time subsequent to training in which they could function effectively, nor so young that they could not have the requisite respect of their colleagues and subordinates in actively serving their country in accomplishing project goals.

Over 75% of the participants with which the survey dealt were between 25 and 44 years of age, with no more than five per cent of the 460 either under 25 or over 50 (Table 4.1-1).¹

Professional maturity and position status of the participants is vouched for by the fact that a strong minority (45%) had ten years or more experience in their field of specialization, and 73% of the sample had had at least five years' such experience prior to their departure for training (Table 4.1-2). Furthermore, Thai participants had at the time of selection already achieved positions of relatively high level. Almost half were in policy making or management positions, with slightly more than half having a professional or sub-professional status in their field. It is significant that more than 99% departed for training from positions higher than the supervisory level (Table 4.1-3).

Thai participants have departed for training with a relatively high level of formal education. Almost half of the sample had completed at least 17 years of education at the time they were selected (Table 4.1-4). More noteworthy is the fact that 79% attended a university prior to their selection, and of that group, 93% had received degrees (Table 4.1-5 and 4.1-6). In addition, the selection process appears to have adhered to the A.I.D. concept that training be reserved for those who have not had prior training abroad. Of the 365 participants in the sample who had attended a university prior to training, 84% had obtained their college training in Thailand (Table 4.1-7).

¹ All tables referenced in this chapter appear in their order of mention at the end of each section with an appropriate footnote to indicate the source of the data. The footnote designation for the participant questionnaire is Q P followed by the survey question number; that for the Thai supervisors is Q S; and for the USOM Technical Advisor Q T.

Furthermore, of the participants in the sample, only four per cent had been on a previous A.I.D. training program (Table 4.1-8).

B. OTHER CHARACTERISTICS OF PARTICIPANTS

Out of the total sample, 72% were male, (Table 4.1-9), and 65% were married at the time of their departure for training abroad (Table 4.1-10). Almost all (99%) were employees of the Thai Government at the time of their selection (Table 4.1-11), a strong minority (37%) of whom were engaged in some type of educational services (Table 4.1-12).

As shown in Table 4.1-12, *Kind of Work Done at Time of Departure for Training and at Time of Interview*, Thai participants do return to work in the same general fields from which they left. In no instance is the small percentage shift shown for a category in the table statistically significant.

Moreover, the study shows a distinct trend to shift upward in the level of position held at time of interview as compared to that held at time of departure for training (Table 4.1-13). This shift is indicative only of the per cent of participants who, by a change in level, are in a more *responsible* position subsequent to their training. The per cent who are in a higher position salarywise would be considerably greater. The Thai Civil Service policy awards an automatic salary increase where a degree is obtained in certain countries abroad,² and an increase in civil service rank with a corresponding pay increase within the same job position is almost always possible after return from foreign training. The questionnaires used in the present study did not ascertain such increases in pay or civil service rank.

The training program for approximately 28% of the 460 participants surveyed terminated with a degree's being obtained (See Table 4.3-39 in Section 3 of this Chapter).

Participants at the time of selection did not supervise very many subordinates. As shown by Table 4.1-14, over half of the sample reported supervising fewer than twenty people at the time of departure; the majority of these reported no supervisory functions.

As shown by Table 4.1-15, *Name of Ministry Sponsoring Training Program*, the sample included participants sponsored by nine different Ministries of Thai Government, plus miscellaneous departments and agencies, most of which fall directly under the Office of the Prime Minister.³ The Ministries of Education (25%), Public Health (18%), and Agriculture (15%) accounted for the sponsorship of over half of the participants covered by the study. This picture conforms well with the programming of training by USOM Technical Divisions is shown in Table 4.1-16, *Training Field of Activity*.

² A degree from a university in the U.S. entitles one to such promotion; almost all of the participants in the sample receiving a degree went to the U.S.A.

³ In general, training of these participants was programmed through USOM's Public Administration Division, or by contract groups.

A strong majority (87%) of those covered by the study were sent abroad under regular A.I.D. sponsorship (Table 4.1-17). About half had left prior to July 1956, and half had returned prior to April 1957 (Tables 4.1-18, 4.1-19).

Cross tabulation shows that at time of selection female participants were slightly younger than the male (Appendix 2, Table A2.1-8). Where the median age for male participants in the sample was 38.2 years, females showed a median of 32.

Total time in field of specialization, level of position, and the number of people supervised at time of selection all show the expected relationships to age and to each other. In general, the older participant has spent more time in his speciality, has a higher level position, and reports a larger number of subordinates (Appendix 2, Tables A2.1-5, A2.1-6 and A2.1-7).

SUMMARY

As shown by this survey, the profile of the typical participant when he left Thailand for training was as follows:

<i>Age</i>	35.5 years (median)
<i>Sex</i>	Male (72%)
<i>Marital Status</i>	Married (65%)
<i>Education</i>	16.4 years (median) Attended University (79%) University degree (52%)
<i>Employment</i>	Thai government (99%)
<i>Experience</i>	9 years (median)
<i>Position</i>	Professional or sub-professional (53%)
<i>Supervision</i>	Fewer than 20 subordinates (57%)
<i>Sponsorship</i>	Regular ICA (87%) Ministry of Education, Health, or Agriculture (53%) USOM Functional Field: Education, Public Health or Agriculture (65%)
<i>Prior ICA Training</i>	None (First Program-96%)

Table 4.1-1
Age at Time of Departure for Training¹

Base	(460)
	----- %
<i>Age in Years</i>	
under 25	4
25-29	21
30-34	23
35-39	18
40-44	15
45-49	10
50 and older	5
Not ascertained	3

Total per cent	100% ²
Median	35.5 years

¹ Q P-7: Age at time of departure.

² Due to rounding.

Table 4.1-2
Total Time in Field of Specialization at Time of Departure¹

Base	(460)
	----- %
<i>Number of Years in Field</i>	
10 years or more	45
5 to just under 10 years	28
Lower than 5 years	27
Not ascertained	+

Total per cent	100%

¹ Q P-4: Total time in field of specialization at time of departure.

+ Less than 0.5%

Table 4.1-3
Level of Position at Time of Departure for Training¹

Base	(460)
	%
<i>Level of Position²</i>	
Top and second-level Policy makers	8
Subordinate Management	39
Professional, Sub-professional and Supervisory ³	53
Not ascertained	+
Total per cent	100%

¹ Q P-5: Kind of work done (at time of departure).

² Level of occupation was coded according to standard ICA codes in Lists I and II of Manual Order 1363.7, "Fields of Specialization for Individual Participants." The three categories shown in the table can be defined as follows:

Policy makers: Occupations concerned with highest and second-level policy making or administration of a central government activity, large enterprise, or organization whose policies, programs, organizational activities, or operations are national in scope and/or interest, or top level policy making or administration of regional or local government activities, enterprises, or organizations.

Subordinate Management: 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.

Professional, Sub-professional, and Supervisory: Those working at a level requiring knowledge similar to that acquired through at least four years of college work; those primarily concerned with the application of research, applied or related engineering, scientific, educational, or creative techniques, procedures, or methods, laboratory analysis and testing or field operations, demonstration, survey or collection activities which include the exercise of judgement by persons who have had some specialized training or equivalent experience in any field of engineering, science, health, arts, or humanities; occupations concerned primarily with carrying out program or production objectives by laying out, supervising, directing, instructing, checking, inspecting the product or output of clerical, manual or service workers engaged in staff, service, sales, production, construction, or maintenance activities.

³ Includes less than 0.5% "Supervisory".

+ Less than 0.5%.

Table 4.1-4
Total Years of Education at Time of Departure¹

Base	(460)
	<u> </u>
	%
<i>Number of Years of Education</i>	
Less than 13 years	6
13-16 years	39
17 years or more	46
Not ascertained	10
	<u> </u>
Total per cent	100 [†]
Median	16.4 years

¹ Q P-9: Total years of education at time of departure.

[†] Due to rounding.

Table 4.1-5
Attendance at University Prior to ICA Training¹

Base	(460)
	<u> </u>
	%
Attended University	79
Did not attend University	21
Not ascertained	1
	<u> </u>
Total per cent	100% [†]

¹ Q P-13: Attendance at university prior to ICA training.

[†] Due to rounding.

Table 4.1-6
Participants Receiving University Degrees Prior to ICA Training¹

Base*	(365)
	<u> </u>
	%
Received degree	93
Did not receive degree	7
Not ascertained	+
	<u> </u>
Total per cent	100%

¹ Q P-17: University degrees before ICA training.

* Reported only for those who attended university prior to their ICA training program.

+ Less than 0.5%

Table 4.1-7
Location of University Attended Prior to ICA Training¹

Base*		(365)
		%
<i>Location</i>		
In Thailand		84
Outside Thailand		15
U.S.A.	6	
England	3	
Philippines	3	
Japan	1	
Germany	+	
Belgium	+	
Australia	+	
Not ascertained	1	
Not ascertained		1
Total per cent		100%

¹ Q P-15: Location of university attended prior to ICA training program.

* Reported only for those who attended university prior to their ICA Training Program.

+ Less than 0.5%

Table 4.1-8
Type of Participant Questionnaire Form Coded¹

Base		(460)
		%
Participated in a single program only		96
Participated in more than one program		4
Total per cent		100%

¹ Q P-page 1

Table 4.1-9
Sex of Participant¹

Base		(460)
		%
<i>Sex</i>		
Male		72
Female		28
Total per cent		100%

¹ Q P-8: Sex of participant.

Table 4.1-10
Marital Status at Time of Departure¹

Base	(460)
	%
Married	65
Not married	34
Not ascertained	1
Total per cent	100%

¹ Q P-10: Marital status at time of departure.

Table 4.1-11
Type of Employer at Time of Departure¹

Base	(460)
	%
<i>Employer</i>	
Government	99
Private business	1
Other	+
Total per cent	100%

¹ Q P-2: Type of employer at time of departure.

+ Less than 0.5%

Table 4.1-12
Kind of Work Done at Time of Departure for Training¹
and at Time of Interview²

Base*	Departure	Interview
	(460)	(457)
	%	%
<i>Kind of Work Done</i>		
Agriculture, Forestry and Fisheries	8	8
Mining and Quarrying	2	2
Manufacturing, Maintenance and Repair	2	2
Engineering and Construction	5	5
Electricity, Gas, Water and Sanitary Services	2	1
Transport, Storage and Communication Services	4	5
Commerce, Banking and Insurance	2	3
Educational Services	37	37
Medical Services	10	9
Welfare, Community Development, Housing	2	2
Other Government Services including Public Safety	25	27
Total per cent	100% †	100% †

¹ Q P-5: Kind of work done at time of departure.

² Transmittal Sheet of Participant Questionnaire: Present Position.

* Reported only for those who were employed.

† Due to rounding.

Table 4.1-13
Level of Position at Time of Departure for Training¹
and at Time of Interview²

Base*	Departure	Interview
	(460)	(457)
	%	%
<i>Level of Position</i>		
Top and second-level Policy makers	8	11
Subordinate Management	39	44
Professional, Sub-professional and Supervisory ³	53	45
Not ascertained	+	+
Total per cent	100%	100%

¹ Q P-5: Kind of work done at time of departure.

² Item 7, Factual Data Sheet of Participant Questionnaire: Present Position.

³ Includes less than 0.5% "Supervisory".

* Reported only for those who were employed.

+ Less than 0.5%

Table 4.1-14
Number of People Supervised at Time of Departure¹

Base	(460)
	%
<i>Number of People Supervised</i>	
None	34
1-19	23
20-499	24
500 or more	3
Not ascertained	16
Total per cent	100%

¹ Q P-6: Number of people supervised at time of departure.

Table 4.1-15
Name of Ministry Sponsoring Training Program¹

Base	(460)
	%
<i>Ministry</i>	
Education	25
Public Health	18
Agriculture	15
Communications	9
Interior	8
Finance	5
Defense	4
Industry and Mining	4
Foreign Affairs	1
All other agencies	12
Non-Government Sponsored	+
Not ascertained	+
Total per cent	100%

¹ Q P-19: Name of ministry sponsoring training program.

+ Less than 0.5%

Table 4.1-16
Training Field of Activity¹

Base	(460)
	%
<i>Field of Activity</i>	
Agriculture and Natural Resources	20
Industry, Mining and Transportation	16
Health and Sanitation	20
Education	25
Public Administration, Labor, Community Development, Miscellaneous	12
Public Safety	7
Total per cent	100%

Table 4.1-17
Participant Sponsorship¹

Base	(460)
	%
<i>Sponsor</i>	
Regular ICA	87
University contract	12
Independently financed	1
Total per cent	100%

Table 4.1-18
Date Left for Training Program¹

Base	(460)
	%
<i>Year</i>	
1951-1954	29
1955-1956	28
1957-1958	35
1959-1960	8
Total per cent	100%

Median: July 1956

¹ Q P-page 1

Table 4.1-19
Date Returned from Training Program¹

Base	(460)
	%
<i>Year</i>	
1952-1954	16
1955-1956	24
1957-1958	32
1959-1960	28
Total per cent	100%
Median: April 1957	

¹ Q P-page 1

Section 2. Utilization of Training

A. ARE PARTICIPANTS USING THEIR TRAINING?

Participant training, though educational in a broad sense, does not have as its end objectives the self-enhancement of the individual. In short, the purpose of participant training is to bring to bear the specific knowledge and skills required to complete a particular Thai/American project.

The purpose, as stated, inherently provides for the development of project training objectives and the selection of individuals to accomplish these objectives—to serve, in a sense, as a reservoir in which the required knowledge and skills are shared, and transported to the project.

The stated purpose of participant training, however, does not inherently provide that those selected and trained will always function as a sufficient reservoir, or that the expertise stored will be applied in furthering project goals.

Training as such does not imply use—nor does the participants' use of the knowledge and skills acquired in training necessarily imply utilization on the project of concern.

This section deals with the extent to which Thai participants are utilizing their training on return.¹

The survey design elicited information to shed light on this subject from three sources; the participant, his supervisor, and the USOM technician on the project.

Ideally, utilization of participant training takes two forms; (1) direct use of the acquired skills and knowledge in job performance, and (2) the sharing—imparting of the acquired skills and knowledge to others (whose project job function would benefit accordingly).

As measured, the study shows Thai participants in general to be high utilizers of training. A series of questions in the participant's questionnaire was used to ascertain both of the job application and dissemination aspects of training utilization. When asked about their use of training in their current jobs over 90% reported that *something* was being used. As shown in Table 4.2-1, over 60% said they were using quite a lot, or nearly all they had learned.

An equally high per cent (94%) reported that they have conveyed their acquired skills and knowledge to others. Again, almost 60% said that they had conveyed quite a lot, or almost all of what they had learned (Table 4.2-2).

Those who say they have conveyed their training to others add validity to their claim by mentioning specific ways in which the transmittal occurs (Table 4.2-3).

¹ The reader should bear in mind that the data collected give insight only into whether or not the skills and knowledge acquired in training had been used in the job held by the participant at the time of interview. Neither the *amount* of skills or knowledge acquired nor the *regularity* with which they were used is measured.

It is significant that 67% of those who say they transmit to others mention two or more different ways which they used in doing so. Perhaps even more significant is the fact that a high per cent of the reported ways indicates that transmission occurs in a formal setting which is indicative of programmed activity². Other data from the survey strongly corroborate the participant's report on the extent to which training has been utilized.

Of the 167 participants reported on by USOM technicians, 75% were judged by the technicians as being "satisfactory" in the utilization of their training (Table 4.2-4).

Data from the participants' supervisors covered 95% of the 460 participants interviewed. Table 4.2-5 shows that in response to the supervisor's question: "Has (participants name) passed on to the other people in this office what he acquired from the training program?" The supervisors answered "yes" for 92% of the participants in their charge.

The supervisor's report that participants do convey their training to others is given additional weight by their mention of more than seven different ways in which they know that training has been transmitted (Table 4.2-6).

In the supervisors' report on the participants' conveyance of skills and knowledge to others, the high frequency with which transmission in a formal setting is mentioned is considered very significant. This duplicates the report by participants and gives weight to the evidence that in Thailand the attainment of the "multiplier effect" of participant training is a programmed part of the returned participant's job activity.

The fact that this process perhaps stems from long-standing Thai tradition (see Chapter 1) in no way detracts from its value in terms of A.I.D. objectives.

In addition to the reports on the extent to which training had been applied on the job and transmitted to others, the survey elicited the participants' intentions for using skills and knowledge which, as yet, they had been unable to use. Three out of every four participants interviewed said they had acquired skills and knowledge in training for which there were definite plans for future use (Table 4.2-7).

They further reported the type of future use which had been planned (Table 4.2-8).

It is significant that in answering the free response question: "Can you tell me something about these plans (for future use)?", 45% of the plans mentioned fall into categories which indicate that participant training in Thailand is resulting in "change". Twenty-two per cent of the mentions indicate participants' interest and concern with instituting new organizations, services, and the like as a result of their training.

The fact that the attainment of the A.I.D. objective that those trained under A.I.D. sponsorship function as "agents of change" is being approached, is further borne out by the participants' reports on work completed, which they considered "notably outstanding" accomplishments.

² See table 4.2-6.

Participants were asked: "After your return from the training program, do you think you have ever done one or two pieces of work which were notably outstanding?"; "Can you tell me something about that?"; "Have you used anything from your training program on that?" The responses to these questions were coded on four dimensions: (1) degree of participant's initiative indicated, (2) nature of the activity reported, (3) field of activity in which accomplishment occurred, and (4) use of training in the accomplishment. The results appear in Tables 4.2-9, "Degree of Initiative Displayed", 4.2-10 "Nature of Activity", 4.2-11 "Field of Economic Endeavor", and 4.2-12 "Use of Training".

The participant is credited with initiating the activity reported in more than half the cases (Table 4.2-9). In Table 4.2-10, in the case of the first activity reported, over 40% of those reported exemplify the participant's role as an "agent of change". Thirty-two per cent represent changing or improving established organizations or procedures, and an additional ten per cent represent instituting something "new". Though in the case of the second activity reported this "change" role of the participant is not quite so pronounced, the 35% falling into the aforementioned categories represent a strong minority.

It is interesting (Table 4.2-11) that notably outstanding accomplishments by "Field of Economic Endeavor" distribute here about in the same proportion as the total sample of participants is distributed by (USOM) functional fields of training (Table 4.1-16).

Table 4.2-8, 4.2-9, and 4.2-10 all support the thesis that a fairly high per cent of Thai participants return in a frame of mind to bring about change in their respective field of endeavor, and that a reasonably high number of them proceed to do so. Table 4.2-12 shows that more than eight out of ten appear to have used the skills and knowledge from their training in their accomplishments.

However, it is to be noted that in response to the questions dealing with "notably outstanding" accomplishments since return, only about 54%—slightly more than half—of those interviewed recalled such an activity. Though this compares rather unfavorably with the fact that over 90% reported that they had both used their training on their jobs, and shared it with others, it is pretty much in agreement with the fact that about 60% reported that quite a bit, or almost all of their training had been utilized.

The participants' high utilization of training and his function as an effective agent of change, as evidenced by the foregoing could not have just happened. As stated at the outset of this section, training as such does not imply use. Even the most well prepared and enthusiastic of returnees may be completely thwarted by an unreceptive or indifferent attitude on the part of those with whom he is to work. In Thailand these persons are almost invariably government officials who are in high positions in their respective ministries or departments. As shown earlier, the participants themselves are officials with several years experience and relatively high status.

The fact that so high proportion of the participants reported effective utilization of their training, and the fact that this report was by and large supported by Thai supervisors and USOM technicians strongly indicates that, in general, the working

situation to which Thai participants return is quite favorable. That is, they return to positions which require their newly acquired skills, and they work under enlightened and receptive supervisory management.

Some survey results testify that the foregoing is true. USOM technicians were asked to evaluate the participant's supervisor, and his ministry or department on a satisfied-dissatisfied-can't rate scale, in respect to utilization of training. Though such a rating was obtained for only 167 of the 460 participants interviewed,³ the result gives a highly favorable picture (Table 4.2-13, 4.2-14).

The USOM technicians voiced satisfaction with the role of both the participant's supervisor and his ministry in utilization of training for about three-fourths of the cases rated.

In addition, in talking with participants about their current jobs, the question was asked: "Now, talking about the supervisor of your present job, how much does he help you to apply the knowledge acquired (in training) usefully?"⁴ The coded results show:

Table 4.2-15
Helpfulness of Supervisor in Utilizing Training

Base	(460)
	%
Helps considerably	50
Helps some	31
Does not help at all	14
Indifferent, not ever interested	3
Has no supervisor	1
Not ascertained	1
Total per cent	100%

The fact that one-half reported their supervisors as helping "considerably" and an additional 31% said their supervisors helped "some" is significant—additional evidence that the work situation to which Thais return is favorable for full utilization of training.

B. THE PARTICIPANTS' EMPLOYMENT AS RELATED TO EFFECTIVE UTILIZATION

As shown by the foregoing section, the reports of participants, their supervisors, and USOM technicians clearly indicate a high level of training utilization both in respect to on-the-job application and dissemination. It is to be emphasized, however, that these reports concern the activity of the returned participant in his position at the time of interview.

It will no doubt be agreed that "effective" utilization of A.I.D. training depends first of all on the returnee's being placed in project-related positions requiring the skills and knowledge acquired and the use made of training, through time, in accomplishing

³ The technicians report deals with only this portion of the sample. See description of procedures, Volume II, Appendix 1.

⁴ Q P-121

project goals. In other words, the fact that training has had an impact on the participant's work and that of his colleagues, becomes truly significant as an indicator of the success of the training program only as the impact related to project or country program activities.

For this reason a series of questions was included in the participant questionnaire concerning the participant's work prior to, and subsequent to training. Unfortunately, the questions did not elicit a clear, complete picture of employment in relation to joint Thai-American program activities.

The picture does show, however, the extent to which participants have been employed, shifts in employment, and to some extent the nature of their employment.

Participants were asked to report on their employment at the time they were selected for training: "Were you working with USOM or working on a joint USOM/Thai Government project at the time you were selected?"⁵ The response was:

Table 4.2-16
Participants Stating Connection with a USOM/Thai Government
Project at Time of Selection

Base	(460)
	%
Working on a joint project	46
Not working on a joint project	53
Don't know or don't remember	1
Not ascertained (one case)	+
Total per cent	100%

Those who responded "Not working on a joint project" to the foregoing question were asked: "Prior to your being selected to go abroad, had you ever done work in connection with any project of USOM?"⁶ They answered as follows:

Table 4.2-17
Participant Stating Connection with a USOM/Thai Government
Project Prior to Selection*

Base*	(249)
	%
Had worked on a joint project	13
Had not worked on a joint project	83
Don't know or don't remember	1
Not ascertained	3
Total per cent	100%

+ Less than 0.5%

* Reported only for those who stated they were not working on a joint project at time of selection.

⁵ QP-28

⁶ QP-30

The foregoing tables present a significant, and, to some extent, disquieting picture.

First of all, in retrospect, less than half (46%) of the participants interviewed identify their positions prior to training as being directly related to USOM/Thai Government projects. Secondly, as they now view their work prior to training, more than half (53%) say that they had never done work in connection with such a project.

From a factual standpoint, the picture is certainly misleading. Though no doubt there have been a few instances where the departing participants had not previously worked on a USOM/Thai Government project, the bilateral policy that participants be selected from those in project related positions has, as a matter of record, largely prevailed. Thus, it is disturbing that a relatively high per cent of Thai participants do not identify their activity prior to training as project related.

Equally disturbing is the fact that more than one-third of the participants reported that their work subsequent to training was not on a joint project (See Section 5, Table 4.5-43).

These insights into the program strongly indicate that the relationship of training to USOM activities has not been clearly established in the minds of a surprisingly large number of participants. This observation is substantiated further by the fact that USOM personnel get relatively few mentions for participating in the selection process (See Section 5, Table 4.5-1).

Though training is jointly programmed to meet the needs of joint Thai/American projects, the bilateral nature of this process is not perceived by many Thai participants. Though it is not offered as justification, an explanation for this situation is the fact that joint projects launched by a given USOM technical division and the Thai government are frequently broad in scope and embrace a training need in various disciplines. Thus, the participants programmed by a USOM division are drawn from many different fields of work (Table A2.2-4, Volume II, Appendix 2).

The research shows a healthy picture in respect to the returnee's opportunity to use training by full time employment. Four hundred and fifty-eight (99.5%) of the 460 participants interviewed reported being continuously employed since their return. Only two reported periods of unemployment and both of these were retired at the time of interview. Though not clearly shown, it is believed that their reported unemployment was due to their own retirement (Table 4.2-18 and 4.2-19).

By and large, Thai participants returned to positions held prior to training. To the extent that they departed from project-related positions, they returned to these positions. As shown by Table 4.2-20, 77% get the same job on return that they held prior to departure.

Those who returned to a "different" job, in general (73%), got the job they expected to get (Table 4.2-21).

Thus, as shown by the tables mentioned above, more than nine out of ten of the participants sent either returned to the same job or one which they had reason to

expect. Unfortunately, the questioning procedure did not establish the number of those returning to the same job who departed expecting to return to something different. Therefore, the extent of participant satisfaction with return assignments as might be discerned by the correlation of return assignments with expectations remains unknown.

It is shown, however, that of the small number (22) who returned to a different and unexpected position, a strong minority (43%) received assignments which gave them more salary, more responsibility, more important work and prestige than they had in the position from which they had departed (Table 4.2-22).

It is further shown that those who returned to a different job than that held prior to departure, regardless of expectations, supervise more subordinates than they did at the time of their departure (Table 4.2-23).

The reports of job-shifts occurring between the time of return and time of interview afford some interesting observations. Almost half of the participants (49%) had a different job at the time of interview than they had immediately after return (Table 4.2-24).

From the participant's standpoint, the reason for the change is quite evident. The shift for three out of every four who reported this change resulted in a better job (more salary, more responsibility and status, etc.), with a larger number of subordinates (Tables 4.2-25, 4.2-26, and 4.2-27).

The foregoing tables give some speculative insight into the question as to the extent to which the already demonstrated high use of training results in project implementation.

It is to be noted that in talking about the differences between their current job and the one returned to, at least 16% of the mentions indicate a high probability that if we assume that the participant originally returned to a project-related position, he transferred out of it some time prior to the time of interview. Also, another four per cent quite clearly indicate that the immediate job on return did not require the training which had been received. Of course, since the questioning did not ascertain the elapsed time period preceding the job change, whether or not the acquired skills and knowledge were brought to bear on project problems for an effective length of time is not known.

It is known that an overwhelmingly high per cent of the participants remain in the service of the Thai Government. At the time of interview, 97% of those who returned to different jobs were government employed (Table 4.2-28).

Also, a high per cent was doing work at the time of interview which falls into the same general classification as that done at the time of departure (Table A2.2-5, Volume II, Appendix 2).

It is interesting that those who had a different job on return are also the ones who are most likely to change jobs later. As shown by Table 4.2-29, 61% of those who returned to a different job had again switched jobs prior to the interview, while only 45% of those who had returned to the same job did so.

Though the difference in job "shift-rate" between the two groups is not explained,

most shifts reported resulted in a better job and almost half (46%) of the participants felt that they would not be in so good a position without the training program. The question was asked: "Supposing you had not gone on the training program, do you think you would be working in the same position as you have now, or in a better one, or not as good?" The response is shown in Table 4.2-30.

With respect to the above, it was found that participants who credit their supervisors with selecting them are more likely to feel that they would not have had as good a job without training (Table A2.2-3, Volume II, Appendix 2).

Although over nine-tenths of the participants claim that they both use their training and pass it on to others, slightly more than half of them reported some difficulty in doing so. In response to the question: "Generally speaking, what do you think are the main obstructions in using or in passing on to other people the knowledge obtained from the training program?" 45% said they had no difficulties at all, one per cent could not remember any, and no reply was obtained from an additional one per cent. Of the remainder, four-fifths reported difficulties related to the resources or conditions of the country, almost all mentioning lack of equipment or money. About half of those with difficulties said that the trouble was related to other people, predominantly their lack of education and training.

Only two per cent of all participants in the sample asserted that any difficulties they had were the fault of the training program itself. While a significant number of participants blame their superiors for not being receptive to new ideas, or feel that their job is such that it gives them no opportunity to utilize their training, no more than a tenth of all participants believed any one of these was important enough to mention. No more than one out of a hundred participants thought that USOM was not helping him enough. In the eyes of the participants the major obstacles to utilization and transmission of their training appear to be in areas which are integrally related to the goals of the country program: the building up of the material and human resources of Thailand (Table 4.2-31).

SUMMARY

Section 2A & B: Utilization of Training

Ninety-two per cent of the participants interviewed say that they have *used something* from training in their current jobs. Sixty-two per cent say they have used quite-a-bit or almost everything.

Ninety-four per cent of the participants say that they have conveyed something acquired in training to others; 59% say that they have conveyed quite-a-bit or almost all of their training to others.

Over sixty per cent mention two or more ways in which their training has been passed along, and conveyance in a "formal" situation best characterizes the procedure followed (Comprises 75% of the mentions).

* * *

The participant's supervisor and his USOM technician (if the Technical Advisor knows him) both corroborate the participant's report on utilization:

USOM technicians were "satisfied" with the utilization made by the participant in 75% of the cases reviewed. They were "satisfied" with the role of the participant's supervisor and his ministry in assuring high utilization for three out of every four cases rated.

Thai supervisors report that 92% of the participants under their supervision do convey their training acquired skills and knowledge to others.

* * *

Eighty-one per cent of the participants say their supervisor is "very" or "somewhat" helpful in their useful application of the knowledge acquired.

* * *

Almost all (over 99%) of the participants interviewed were given employment on their return and have never been unemployed.

Seventy-seven per cent returned to the same job they had prior to training and a high per cent (73%) of those assigned to a different job got the one they had expected to get.

Almost half (49%) of the participants had a different job at time of interview than they had immediately after their return.

The job-shift resulted in a "better" job in three out of every four cases.

Ninety-seven per cent of the participants were working for the Thai Government at the time of interview, and, in general, participants were working at the time of interview in the same "kind of work" they were doing at the time of selection.

Participants who returned to a different job are also the ones who are most likely to change jobs later. Whereas 61% of these participants switched jobs between the date of return and the date of interview, only 45% of those returning to the same job did so.

Though a high per cent of Thai participants report both on-the-job use and dissemination of the skills and knowledge acquired in training, 55% say they have difficulty in doing so. In most instances the difficulty experienced is attributed to a lack of resources with which to work (42%), or to the short-comings of the people with whom they work (26%).

* * *

As shown by the system developed¹ to arrive at a composite utilization score for each participant:

Three-fourths of Thai participants scored themselves 74 or higher on a 100 point scale (Table 4.2-32).

Of the participants rated, 53% were scored 75 or higher on a 100 point scale by USOM technicians (Table 4.2-33).

Of the participants rated, 81% were scored 81 or higher on a 100 point scale by supervisors (Table 4.2-34).

2C. FACTORS RELATED TO UTILIZATION OF TRAINING

One of the primary objectives of the research reported was to ascertain which of the various factors covered by the questionnaire, if any, relate to utilization. In looking at the results of this investigation, a word about the development of utilization score if in order.

The utilization scores reported in this study from the participant questionnaires are derived from six questions. By accepted ranking and judging procedures A.I.D./W assigned weights to various types of response to these questions to obtain a score that would vary directly with the amount that a participant said he used his training in his job.² The questions deal with actual employment, use of skills or knowledge gained, transmission of skills or knowledge gained, and future plans for use of training as reported by the participant. The scoring system functions so that the more utilization is reported, the higher the score. In application an individual participant's score could be as low as "0" or as high as "100".

In order to provide a realistic picture of the relationship of various factors to the utilization of training in Thailand, a technique commonly used in test item analysis is employed. In selecting objective test items, the usual practice is to take the 27% of the group tested who score highest on the base test, and the 27% who score lowest,³

¹ See Volume II, Appendix 4 for a full report on the development of the system.

² See Volume II, Appendix 4.

³ These proportions were determined empirically in the early 1950's as those including the largest number of the tested group necessary to estimate a biserial correlation with less than one per cent error.

and to measure the discriminating power of an individual item by the proportion of the "High" and "Low" groups which passes or fails the item. Thus an item which discriminates perfectly would be "passed" or answered correctly, by all of the High group, and "failed", or answered incorrectly, by all of the Low group. Such an item would show a correlation of +1.00 with the total score. In practice, of course, this rarely occurs, for in that case a one-item test would be sufficient. The rule-of-thumb generally used in item selection is to retain those items which show a correlation of plus or minus .50 with the total score on the test (the direction of the correlation is immaterial, since it can be changed by altering the wording of the item or the sign of the score points assigned).

In the application of this technique to the present study, any question which shows a statistically significant relationship with "High" and "Low" Utilization Scores as measured by all six of the questions mentioned above can be considered to have *some* relationship with the utilization of participant training. In this connection it may be pointed out that the term "statistically significant" means that such a shown relationship is not likely to have occurred by chance alone; it does *not* mean that the shown relationship is necessarily a close one. For example, in this study a correlation of .09 of any factor with utilization as measured is *significant* at the five per cent level (i.e., a measured relationship that large is not likely to occur by chance more than five times out of 100), but a correlation as small as .09 gives a very weak predictability of one factor by the other (we would have to take more than 200 measures on one of the factors in order to predict accurately *one* score or rating on the other). It is also essential to remember that *relationship* between two factors (such as Utilization Score and Field of Training) does not imply that one factor *caused* the other, although that may be true or partially true, but means only that the two factors are *related* to each other or to the same other factors. For example an agricultural study in the United States showed a high correlation between the number of flies in a county and the county's production of milk; this did not mean that flies produced milk, or that increasing the number of flies would increase the amount of milk produced; the two factors both have a direct relationship with the number of cows in the county. Thus while Utilization Score and Field of Training may be related, it is not safe to say that a high or low score on Utilization as measured by this questionnaire is a *result* of being in a particular training field.

In the Utilization Score tables which follow, *statistical significance* of relationships is indicated by the following symbols in the "correlation" column:

- 0 means no statistically significant correlation.
- + or — means a correlation significant at the 5% level⁴
- + + or — — means a correlation significant at the 1% level⁴
- + + + or — — — means a correlation significant at the 0.1% level⁴
- + is positively correlated, i.e., the more of one, the more of the other.
- is negatively correlated, i.e., the less of one, the more of the other.

⁴ For a base of 450-460, $r = .09$ or better is statistically significant at the 5% level, $r = .13$ or better at the 1% level, and $r = .15$ or better at the 0.1% level.

The High and Low group were determined by arranging the total utilization scores in rank order, and dividing the distribution at the natural breaking points closest to the upper and lower 27%. This resulted in the following:

Table 4.2-35
Distribution of Total Utilization Scores

<i>Group</i>	<i>Scores</i>	<i>No.</i>	<i>Per cent</i>
High	90 or above	96	21
Middle	74-89	246	53
Low	73 or lower	108	23
No total score		10	2

All cross-tabulations of participants' utilization scores, then, are reported by the 96 high utilizers and the 108 low utilizers, with the middle group not reported since it is non-discriminating.

The research design also developed measures of utilization from the interviews with supervisors and technicians, a full description of which is contained in Volume II, Appendix 4. In interpreting the results, however, these were found to be not particularly useful in this study. For the 440 participants rated by supervisors, more than 80% were given a score higher than 80 with practically no distribution which would provide any discrimination. Technicians' comments were available for only 167 (36%) of the total sample, and nearly a third of these were not known well enough to be given a utilization rating. Thus, while supervisors' ratings were not discriminatory enough to show meaningful relationships, technicians' ratings covered too small a portion of the sample to be used as an accurate measure of utilization in general.

Cross-tabulations made on the applicable cases show that three-quarters of those participants who rated themselves low on utilization, according to the developed scale, were rated high by their supervisors (Table 4.2-36). Of the 163 rated by both supervisors and technicians, supervisors gave a high rating to nearly nine-tenths of those whom the technicians had put in the low category (Table 4.2-37). There was also little agreement between the technicians rating of those they knew and the scores from those participants' questionnaires (Table 4.2-38).

Table 4.2-39 shows that there is significant positive correlation between utilization score and training in the fields of Education and Public Health. This may in part be due to the presence of a higher proportion of teachers in these two fields than in others, since the questions used in construction of the utilization score tends to favor those in teaching positions. However, a cross-tabulation of Utilization Score by the occupation of the respondent at the time of interview shows only a slight (though significant) positive relationship between being employed in a teaching capacity and high utilization (Table 4.2-39 and 4.2-40).

Experience in the field of specialization shows a highly significant relationship with the ability to utilize training, according to the participant's evaluation. More than half the high utilizers had ten years or more in their field prior to departure. At the same time, more than four-fifths of those reporting low utilization had less than ten years' experience (Table 4.2-4). Not only those with more experience but also those who left for training prior to 1955, had more than two years' training abroad and have been back for more than five years tend to fall in the high utilization category. While relationships are not particularly strong, the direction is significant, and the tendency for association between these aspects of training and the putting of that training into practice is important to consider. It would appear that people who feel secure in their special field by virtue of long experience, long training, and an extended length of time after training in which to initiate innovations may be better able to utilize their training (Tables 4.2-42, 4.2-43, 4.2-44 and 4.2-45).

Related also to utilization is an attitude that predeparture information given was entirely adequate. Participants who said they had been given an opportunity to take part in the planning of their program also were slightly more likely to be found among the high utilizers (Tables 4.2-46, 4.2-47 and 4.2-48).

The importance of prior planning to ultimate utilization of training skills and knowledge is further indicated by the fact that 95 % of those who obtained high utilization scores said that their program was at least partly arranged when they arrived in the country of training. Those whose program was not set up at all before their arrival, or who could not remember anything about it were more likely to be among the group attaining lower utilization scores (Table 4.2-49).

The question of whether all training should come directly under A.I.D. control, or whether the present practice of letting portions of the participant training program on contract to universities should be continued or expanded has long been a matter of controversy. Though they comprised only 12% of the total number surveyed, the study gives some evidence that insofar as reported utilization of training is concerned, those who studied under a university contract were somewhat more likely to be in the high utilization group (Table 4.2-50).

Much discussion has also revolved around the advisability of university training, particularly on a degree program, as against observation tours and on-the-job experience. In responding to the pertinent questions, participants in the sample were not too clear about whether or not they had received on-the-job training under A.I.D. sponsorship⁵; there was little question, however, about the reliability of their recollections about university training and observation tours. There is a highly significant correlation between receiving a degree from university training and a high utilization score (Table 4.2-51 and 4.2-52).

On the opposite side of the picture there is an almost equally high negative correlation between participation in an observation tour and post-training use and

⁵ The number of participants who reported on-the-job training was considerably higher than the proportion so trained according to USOM records. It is probable that respondents tended to interpret *any* work experience abroad as on-the-job training, even though it may not have been specifically a part of their planned program.

transmission of knowledge gained. Those who had had an observation tour tended to fall among the low utilizers (Table 4.2-53).

The data seem to support the position that those who have obtained a university degree during their training program are more likely to be using their training in their work, and be passing this training on to others.

The participant's general outlook and attitude toward his training program and its importance is strongly associated with the degree to which he puts that program into practice. Eighty-five per cent of the high utilizers said they thought their training program was the most important thing they had ever done compared to only a little over half the low utilizers who responded thus (Table 4.2-54). This was partially corroborated by the supervisors, who also stated that for 96% of the high group, their training was "most important" to their work ability in their current job. [Supervisors, however, said in addition that the training was "most important" for 87% of the low group (Table 4.2-55).]

While the opinions expressed by supervisors and Technicians seem to support the desirability of an increased amount of third-country training, the data show that for the period covered by the study, training in third countries tended to be associated with low utilization. There is a low, but statistically significant positive correlation between the United States as a primary country of training and high utilization, and a corresponding negative correlation between third country training and utilization (Table 4.2-56).

More than half of the high utilizers thought they would not have had so good a job if they had not had the training, while an almost equally large proportion of the low utilizers felt that they would have been working on about the same level even without the ICA training (Tables 4.2-57). The majority (63%) of the high utilizers were "very satisfied" with their training program in general, although 54% of them would have liked it to be longer (Tables 4.2-58 and 4.2-59). The low utilizers were, on the other hand, only moderately satisfied with their total program, or not satisfied at all, and more of them tended to feel their program was too long. The participant's assessment of the level of the program seems to have little relationship with utilization of training, unless he felt that the training was too advanced for him. There is a highly significant correlation between low utilization and feeling that the program was on too high a level (Table 4.2-60).

In general it appears that the same people who are likely to attach great importance to their training program, to feel that it has contributed to their job advancement, and who were satisfied with everything but its length, are also likely to be high utilizers of that training.

The helpfulness of Thai supervisors, and contact with USOM and the American Technical Advisor, are significant factors in the degree of participant utilization of training. There is a highly significant correlation of .43 between high utilization and the participant's believing that his supervisor is "very helpful" in making useful application of his knowledge. However, if the participant believes that his supervisor

is only "somewhat helpful" he is more likely not to be putting very much of his training into practice (Table 4.2-61).

Also, the investigation discloses that participants who report their supervisors were trained abroad are more likely to report high utilization (Table 4.2-62). Interestingly, those who report other colleagues trained abroad are equally likely to be low utilizers along with those who say none of their colleagues (including supervisor) were trained abroad.

Actually 84% of the participants had a supervisor who had been trained abroad. Of this group 52% said their supervisor had been very helpful in their making useful application of their training and 48% said their supervisor was something less than very helpful. However, 46% of the participants whose supervisor had not been trained abroad also rated the supervisor as very helpful, and 54% thought otherwise. Though the picture appears to favor the concept that supervisors of participants should all be trained abroad, there is no statistically significant evidence in this respect (Table 4.2-63).

As shown by Table 4.2-64 only 24% of the participants interviewed reported having "frequent" contact with USOM technical advisors since their return. Actually, as high as 35% said they had not made any contact with USOM. Yet, the absence or presence of such contacts do associate with utilization. Those who have contacted USOM and have had frequent contacts with the USOM technicians are certainly more likely to be high utilizers. A check was made to ascertain how "occasional" contacts related to utilization and, interestingly enough, a negative correlation resulted. Only when the participant describes his contacts with the USOM technician as "frequent", do we get a positive relationship. The reader might be reminded that the association here discussed does not necessarily imply causation. That is, the evidence is not sufficient to say that absence of contacts between technicians and returned participants results in low utilization. Neither can we assume that "frequent" contacts will insure "high" utilization. However, the existence of a relationship is unquestionable, and this alone warrants that every effort be made for frequent contacts.

There is some indication for speculation that those who are low utilizers are often those who return to jobs in a relatively low status in respect to their colleagues. A comparison of the patterns of response to the question, "Generally speaking, what do you think are the main obstructions in using or passing on to other people the knowledge obtained from the training program?" shows that the high utilizers tend to see the major obstacles related to lack of physical equipment and finance, and lack of a trained group of subordinates and colleagues. The low utilizers, on the other hand, are more likely to blame the circumstance in which they find themselves—the "government", the "bosses", or the job—as standing in the way of their effective use of their training (Table 4.2-65).

The high utilizers' only complaint about their jobs in this respect was that it did not leave them time enough to transmit their training to others (three per cent), but

eight per cent of the low utilizers said that the kind of job (or position) they had did not allow them to use their training, either because it was unrelated, gave no opportunity, or did not carry with it enough authority. The fact that the high utilizers associate difficulty of use of training with a lack of material things and with insufficient education of colleagues and subordinates, while the low utilizers associate difficulty with "the bosses", strongly implies that the low utilizers feel that they are subordinate to other people, while the high utilizers seem to feel themselves in positions of authority, but subordinated to physical conditions and the limitations of the staff which they work.

In addition to the tables described above, cross-tabulations on these variables showed no relationship with utilization of training:

Age in Year at Time of Departure

Sex

Technician's Rating of Job Importance

Country of Training for Those Whose Program Was Less Than One Year

In summary, the information in the survey shows that high utilization is associated with these factors:

Strongly Associated

- Ten or more years of experience in the field of specialization prior to departure for training.
- Attendance at a university during training, and receipt of a degree or diploma.
- High degree of satisfaction with the program in general.
- Belief that the training program was "the most important thing [the participant had] ever done".
- Participant's feeling that he could not have had so good a job without USOM training.
- Participant's belief that his supervisor was "very helpful" to him in utilizing his training.
- Supervisor's belief that the training was "very important" to the needs of the participant's job.
- Obstructions to use and conveyance of knowledge gained primarily related to the resource of the country and the lack of adequate training of colleagues and subordinates.
- Frequent contact with the USOM Technical Advisor.

Moderately Associated

- Public Health or Education Fields of Training.
- Residence in Thailand at least six years since completion of program.
- Participation in planning own program.
- Belief that pre-departure *program* information was adequate.
- Arrangements for program at least partially complete upon arrival in country of training.
- Training under a University contract.
- At least two years of training under the program.
- Absence of an observation tour.
- Participant's feeling that his program was too short.
- Participant's immediate supervisor had been abroad.

Some Association

- Participant's primary job in a teaching position.
- Belief that pre-departure information about other than program activities was adequate.
- United States the primary country of training.
- One to somewhat less than two years of training.

No Association

- Age of participant.
- Sex of participant.
- Technician's rating of the importance of participant's job to the project.
- Country of training for programs less than one year in length.

Table 4.2-1
Amount of Skills or Knowledge from ICA Training Program Used in Current Job¹

Base*	(457)
	<u>%</u>
<i>Amount of Knowledge Used</i>	
None	7
Practically none	1
A little	5
Some	24
Quite a lot	37
Nearly all or all	25
Not ascertained	1
Total per cent	<u>100%</u>

¹ Q P-119 + 120: Now talking about knowledge and other things acquired from the Training Program. There are many participants who had said that not much of what they had learned had been applied to their work. How about you yourself? Could you use some of what you have learned from the program in the work that you do at present? Could you say about how much is used?

* Reported only for those who were employed.

Table 4.2-2
Transmission of Knowledge from ICA Training Program to Other People¹

Base	(460)
	<u>%</u>
<i>Amount of Knowledge Transmitted</i>	
None	5
Practically none	1
A little	4
Some	30
A lot	37
Almost all or all	22
Not ascertained	1
Total per cent	<u>100%</u>

¹ Q P-124 + 125: Talking about passing on what you have learned from abroad to others, have you ever passed on anything of what you have learned to others?

How much have you passed on to others the knowledge obtained?

Table 4.2-3
Number of Ways Used for Transmitting Knowledge Gained from Program¹

Base*	(435)
	%
<i>Number of Ways</i>	
One	33
Two	32
Three	31
Four	4
Not ascertained	1
Total per cent	100% [†]

¹ Q P-126: By what means have you done this?

* Reported only for those who had transmitted knowledge to other people.

[†] Due to rounding.

Table 4.2-4
Technician's Satisfaction with Participants' Utilization of Training¹

Base*	(167)
	%
<i>Satisfaction with Participants' Utilization of Training</i>	
Satisfied	75
Dissatisfied	10
Can't rate	14
Not ascertained	1
Total per cent	100%

¹ Q TI-8C: Are you satisfied or dissatisfied with what the participant himself/herself has done to make for good utilization of the training?

* Reported only for those whose technician was interviewed and who remembered the participant well enough to rate him.

Table 4.2-5
Participants' Transmission of Knowledge Gained on ICA Program:
Supervisors' Report¹

Base*	(440)
	%
<i>Participant:</i>	
Transmitted knowledge	92
Has not transmitted knowledge	3
Don't know	5
Total per cent	100%

¹ Q S1-12: Has (participant) passed on to other people in this office what he has acquired from the training program?

* Reported only for those whose supervisors were interviewed.

Table 4.2-6
Means of Transmitting Knowledge Gained on ICA Program
Supervisors' Report to Other People¹

Base*	(403)
	%
<i>Means of Transmission</i>	
Formal teaching, lectures, seminars, training sessions; radio or television broadcasts; made or showed films or slides	75
Supervision, guidance, or direction of other workers, subordinates, employees	19
Wrote articles, books, manuals, other publications; translated publications	14
Informal discussions on job, conversations	13
Revisions or improvements, in methods, equipment techniques; introduction of new methods, equip- ment, techniques	13
Demonstrations of techniques, equipment	6
Reports given in meetings	1
Other methods	4
Don't know or don't remember	1
Not ascertained	1
Total per cent	147% [†]

¹ Q S1-13: How did he do it?

* Reported only for those participants whose supervisor reported transmission of program to other people.

[†] Total adds to more than 100% because some respondents gave more than one answer.

Table 4.2-7
Plans for Future Use of Training¹

Base	(460)
	%
<i>Participants:</i>	
Had plans for future use	75
Had no plans for future use	25
Not ascertained	+
Total per cent	100%

¹ Q P-127: Have you any plans to make your knowledge from the program useful, but have not had the opportunity to do so?

+ Less than 0.5%

Table 4.2-8
Kinds of Plan for Future Use of Training[†]

Base*	(345) %	(345) %
<i>Definite Plans</i>		107
Plan to change procedures, reorganize an organization or section of an organization, introduce new procedures, change curriculum, change or recommend changes in laws	23	
Plan to institute a new organization or service	22	
Plan to write a book, manual, article, pamphlet, report	15	
Plan to conduct research or survey or census	15	
Plan to teach others, lecture, demonstrate	9	
Plan to introduce, purchase, or install new equipment	4	
Plan to construct something-dam, bridge, building, irrigation system, etc.	4	
All other definite plans	15	
<i>Plan To Be Carried Out Conditionally</i>		17
<i>Generalized Plans</i>		2
<i>Not Ascertained</i>		3
Total per cent		129% [†]

[†] Q P-128: Can you tell me something about these plans?

* Reported only for those who had plans for future use of training.

† Total adds to more than 100% because respondents gave more than one answer.

Table 4.2-9
 First Dimension for Outstanding Activities¹
 Degree of Initiative Displayed

	First activity	Second activity
Base*	(250) %	(125) %
The participant stated or implied that the planning, organizing, operations, changes, etc., which characterize the activity reported <i>were initiated by himself</i>	58	52
The participant stated or implied that the planning, organizing, operations, etc., which characterize the activity reported <i>were initiated by others, or jointly by the participant and others</i> , or he functioned as a consultant or adviser to the initiating individual or group	26	33
The information given concerning the reported activity did not permit a determination of the degree of the initiative displayed by the participant	17	15
Total Per cent	100% [†]	100%

¹ Q P-143: After your return from the training program, do you think you have ever done one or two pieces of work which were notably outstanding?

* Reported only for those who mentioned having accomplished outstanding activities.

† Due to rounding.

Table 4.2-10
 Second Dimension for Outstanding Activities¹
 Nature of Activity

Base*	First activity <u>(250)</u> %	Second activity <u>(125)</u> %
Changed or improved procedures, reorganized an organization, introduced new procedures, changed curriculum, changed or recommended changes in laws	32	26
Taught others, lectured, demonstrated	15	19
Instituted a new organization or service or school curriculum	10	9
Conducted research, survey, or census	10	9
Wrote a book, manual, article, pamphlet, report	8	7
Constructed something-dam, bridge, building, irrigation system, etc.	6	6
Made formal plans for future development (presumably the plans had not been put into effect at the time of interview, but would be in the future)	4	4
Introduced, purchased, or installed new equipment	4	2
Obtained a better job	3	3
Performed regular occupation, farming, practiced medicine, performed occupation in a superior way, took on additional responsibilities, etc.	3	4
Continued own studies, wrote thesis, obtained higher degree	—	1
All other types of activity not included in the above categories	4	8
The information given is insufficient to determine the nature of the activity performed by the participant	2	2
Total per cent	<u>100%†</u>	<u>100%†</u>

¹ Q P-143: After your return from the training program, do you think you have ever done one or two pieces of work which were notably outstanding?

* Reported only for those who mentioned having accomplish outstanding activities.

† Due to rounding.

Table 4.2-11
Third Dimension for Outstanding Activities¹
Field of Economic Endeavor

Base*	First activity	Second activity
	(250)	(125)
	%	%
Education	27	26
Agriculture and natural resources, including any branch of agriculture, land and water resources, agricultural extension, home economics, rural youth, forestry, and fisheries	18	12
Health and sanitation	16	17
Public safety and public administration, including government organization and management, public budgeting, taxes, census and other government statistics	14	14
Industry and mining, including any phase of industry, power, communications, engineering, construction, and marketing	10	9
Transportation, including highways, railways, ship operations, air transport, ports, harbors, waterways, and urban transit	7	9
Community development, social welfare, and housing	2	3
Labor	+	—
All others fields, including mass communications, atomic energy, and others	5	6
Insufficient information is given in the response to the question to determine in what field the participant performed the activity	2	3
Total per cent	100%†	100%†

¹ Q P-143: After your return from the training program, do you think you have ever done one or two pieces of work which were notably outstanding?

* Reported only for those who mentioned having accomplished outstanding activities.

+ Less than 0.5%

† Due to rounding.

Table 4.2-12
Fourth Dimension of Outstanding Activities¹
Use of Training

	First activity	Second activity
Base*	(250)	(125)
	%	%
Used	85	82
Not used	3	2
Not ascertained	12	15
Total per cent	100%	100%

¹ Q P-143: After your return from the training program, do you think you have ever done one or two pieces of work which were notably outstanding?

* Reported only for those who mentioned having accomplished outstanding activities.

† Due to rounding.

Table 4.2-13
Technician's Satisfaction with Supervisors'
Utilization of Participants' Training¹

Base*	(167)
	%
Satisfied	73
Dissatisfied	7
Can't rate	17
Not ascertained	2
Total per cent	100%†

¹ Q T1-8A: Are you satisfied or dissatisfied with the utilization of (participants') training by his/her present supervisor?

* Reported only for those whose technician was interviewed and who remembered participant well enough to rate him.

† Due to rounding.

Table 4.2-14
Technician's Satisfaction with Utilization of Participant's Training
by Department or Ministry¹

Base*	(167)
	%
Satisfied	76
Dissatisfied	3
Can't rate	19
Not ascertained	2
Total per cent	100%

¹ Q T1-8B: Are you satisfied or dissatisfied with the utilization of his/her training by the department or ministry for whom he/she works?

* Reported only for those whose technician was interviewed and who remembered participant well enough to rate him.

Table 4.2-18
Participants' Unemployment Since Return¹

	No. of Respondents
Unemployed for periods	2
Never unemployed	458
Total	460

¹ Q P-101: Since you returned from that program, have you ever been unemployed at any period?

Table 4.2-19
Employment Status at Time of Interview¹

Base	(460)
	%
Employed	99
Not employed	1
Total per cent	100%

¹ Q P-113: Are you working at present?

Table 4.2-20
Job Changes Between Departure and Return¹

Base	(460)
	%
Returned to the same job	77
Returned to different job	23
Not ascertained	+
Total per cent	100%

¹ Q P-108: Talking about the first job you had after your return from the training program, was it the same as the one you had prior to your departure?

+ Less than 0.5%

Table 4.2-21
Job Expectancy on Return¹

Base*	(108)
	%
Returned to expected job	73
Returned to job not expected	19
Don't know or don't remember	7
Not ascertained	1
Total per cent	100%

¹ Q P-109: Was this the job you expected to have when you returned?

* Reported only for those whose first job after return was different from the job at departure.

Table 4.2-22
Difference Between Position at Departure
and
First Position after Return from Training¹

Base*	(22)
	$\frac{\%}{n}$
<i>Participant Returned to:</i>	
A better job	43
A job in different government department	22
A job in his field of training	9
A job in a different field from the one in which he was trained	9
Other differences	13
Not ascertained	4
Total per cent	100%

¹ Q P-110: What was the difference between this job and the one you had previously?
* Reported only for those whose job was not the same as at time of departure nor the one expected.

Table 4.2-23
Number of People Supervised at Time of Departure¹
by
Number of People Supervised on First Job after Return²

	Number of people supervised after return					
	500-1000	20-499	1-19	None	Not ascertained	
Base*	(108)	(1)	(26)	(46)	(32)	(3)
	%	%	%	%	%	%
<i>Number of People Supervised at Time of Departure</i>						
500-1000	1	100	—	—	—	—
20-499	19	—	58	6	6	33
1-19	21	—	4	37	16	—
None	42	—	27	37	59	67
Not ascertained	17	—	11	20	19	—
Total per cent	100%	100%	100%	100%	100%	100%

¹ Q P-6: People supervised at time of departure.
² Q P-111: How many people did you supervise in that job?
* Reported only for those whose first job after return was different from one at time of departure.

Table 4.2-24
Job Changes between Return and Time of Interview¹

Base*	(457)
	<u>%</u>
Had not changed jobs since return	51
Had changed jobs since return	49
Not ascertained	+
Total per cent	<u>100%</u>

¹ Q P-114: Is your present position the same as that when you first returned, or is it different?

* Reported only for those who were employed.

+ Less than 0.5%

Table 4.2-25
Difference between Participant's Present Position
and
the Position to Which He First Returned¹

Base*	(223)
	<u>%</u>
<i>Present Job is:</i>	
Better than the first job after return	76
In different government department	14
Different in the same general field	9
More related to training	4
In different non-government organization	1
Not in the field of training	1
In a completely different profession, trade, or skill from the one in which trained	1
Changed from a government position to private business, industry, or professional practice	+
Other differences	1
Not ascertained	1
Total per cent	<u>108%[†]</u>

¹ Q P-115: What is the difference between your present position and the one you had when you first returned?

* Reported only for those whose present position is different from the one held at time of return.

[†] Total adds to more than 100% because some respondents gave more than one answer.

Table 4.2-26
Number of People Supervised on Changed Job¹

	On the job at time of departure	On the first job after re- turn if dif- ferent from job at de- parture	On present job if differ- ent from first job after re- turn
Base	(460)	(108)	(223)
	%	%	%
<i>Number of People Supervised</i>			
None	34	30	19
1-19	23	42	36
20-499	24	24	37
1000 or more	3	1	6
Don't know or don't remember	—	—	+
Not ascertained	16	3	1
Total per cent	100%	100%	100% [†]

¹ Q P-6: Number of people supervised at time of departure.
Q P-111: How many people did you supervise in that job?
Q P-116: How many people do you supervise in this job?

[†] Due to rounding.

Table 4.2-27
 Number of People Supervised at Time of Departure¹
 by
 Number of People Supervised on Present Job²

	Number of people supervised at present job					Don't know or don't remember	Not ascertained
	500 or more	20-499	1-19	None			
Base	(223)	(10)	(87)	(80)	(42)	(1)	(3)
	%	%	%	%	%	%	%
<i>Number of People Supervised at Time of Departure</i>							
500 or more	1	10	1	1	—	—	—
20-499	22	50	37	6	12	100	67
1-19	24	—	22	38	12	—	—
None	35	20	24	39	52	—	33
Not ascertained	17	20	16	16	24	—	—
Total per cent	100%†	100%	100%	100%	100%	100%	100%

¹ Q P-6: Number of people supervised at the time of departure.

² Q P-116: How many people do you supervise on this job?

† Due to rounding.

Table 4.2-28

Type of Present Employment of Participants Who Returned to a Different Job¹

Base*	(223)
	%
<i>Employer</i>	
Government	97
Private business	2
Foreign government, USOM	+
Not ascertained	+
Total per cent	100%†

¹ Q P-117: What type of job is it?

* Reported only for those whose first job after return was different from the job at departure.

+ Less than 0.5%

† Due to rounding.

Table 4.2-29

Job Changes Between Return and time of Interview¹

by

Job Changes Between Departure and Return²

		Return to same job	Return to different job	Not ascertained
Base*	(457)	(352)	(107)	(1)
	%	%	%	%
Had not changed job since return	51	55	39	—
Had changed job since return	49	45	61	—
Not ascertained	+	—	—	100
Total per cent	100%	100%	100%	100%

¹ Q P-108: Talking about the first job you had after your return from the training program, was it the same as the one you had prior to your departure?² Q P-114: Is your present position the same as that when you first returned?

* Reported only for those who were employed.

+ Less than 0.5%

Table 4.2-30
Kind of Position Expected without ICA Training¹

Base*	(457)
	<u> %</u>
<i>Kind of Position Expected</i>	
Same	38
Better	10
Not as good	46
Don't know	5
Not ascertained	1
Total per cent	<u>100%</u>

¹ Q P-118: Suppose you had not gone for the training program, do you think you would be working in the same position as you have now?

* Reported only for those who were employed.

Table 4.2-31
Major Difficulties in Using Skills Learned
or in Conveying Them to Other People

Base	(460) %	(460) %
<i>Positive Comment</i>		
No difficulties		45
<i>Difficulties Related to Resources of Conditions of Country</i>		42
Lack of equipment, machinery, facilities, materials, books	24	
Lack of money	16	
Government and general organization of the country are not amendable to application of things learned on training program	2	
<i>Difficulties Related to Other People</i>		26
Lack of educational preparation among people with whom participant deals or works	10	
Government, ministers, heads of departments, "bosses" do not want to accept new ideas, do not cooperate	7	
Lack of trained staff	4	
Lack of help from supervisor, supervisor does not know enough, misunderstanding on the part of supervisor	2	
Colleagues, employees, the general public do not want to accept new ideas	2	
USOM does not help ex-participants; they need, or organization needs, help from a technician	1	
<i>Difficulties Related to Participant's Job</i>		13
Lack of time to use or teach what was learned	6	
The job is not related to the field of training	3	
Lack of sufficient authority to apply or teach what was learned	2	
Job gives no opportunity to apply the training	2	
<i>Difficulties Related to the Training Program</i>		2
<i>Other difficulties</i>		5
<i>Don't know</i>		1
<i>Not ascertained</i>		1
Total per cent		135%†

† Q P-142: Generally speaking, what do you think are the main obstructions in using or in passing on to other people the knowledge obtained from the training program?

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.2-32
Total Utilization Score¹

Base	(460)
	%
90 or higher	21
74-89	54
Under 74	23
No total score	2
Total per cent	100%

¹ Total utilization score.

Table 4.2-33
Total Utilization Score¹
Technician's Rating

Base*	(167)
	%
75 or higher	52
18-74	19
Under 18	1
No total score	29
Total per cent	100% [†]

¹ Q T1-8: Total utilization score.

* Reported only for those whose technician was interviewed and who remembered participant well enough to rate him.

† Due to rounding.

Table 4.2-34
Total Utilization Score¹
Supervisors' Rating

Base*	(440)
	%
81 or higher	81
20 to 80	10
19 or lower	1
No total score	8
Total per cent	100%

¹ Q S1-17: Total utilization score.

* Reported only for those whose supervisor was interviewed.

Table 4.2-36
Supervisor's Utilization Score
by
Participant's Utilization Score

	Total	High	Low
Base*	(440)	(89)	(104)
<i>Supervisor's Utilization Score</i>			
High	81	85	76
Low	10	6	13
No total score	9	9	11
Total per cent	100%	100%	100%

* Reported only for those whose supervisors were interviewed.

Table 4.2-37
 Supervisor's Utilization Score
 by
 Technician's Utilization Score

Base*	<i>Technician's Utilization Score</i>			
	Total	High	Low	No total score
	(163)	(86)	(30)	(47)
	%	%	%	%
<i>Supervisor's Utilization Score</i>				
High	81	85	87	74
Low	10	7	3	15
No total score	9	8	10	11
Total per cent	100%	100%	100%	100%

* Reported only for those whose technicians and supervisors were interviewed and remembered their participants.

Table 4.2-38
 Technician's Utilization Score
 by
 Participant's Utilization Score

Base*	<i>Participant's Utilization Score</i>		
	Total	High	Low
	(167)	(38)	(33)
	%	%	%
<i>Technician's Utilization Score</i>			
High	52	37	61
Low	19	21	15
No total score	29	42	24
Total per cent	100%	100%	100%

* Reported only for those whose technician was interviewed and remembered participant.

Table 4.2-39
Functional Field of Training¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			Correlation
	Total	High	Low	
Base*	(460)	(96)	(108)	
	%	%	%	
<i>Field of Training</i>				
Agriculture and Natural Resources	20	11	23	--
Industry, Mining, and Transportation	16	8	24	--
Health & Sanitation	20	33	10	++
Education	25	31	21	++
Public Administration, Labor, Community Development, Miscellaneous	12	9	9	0
Public Safety	7	8	12	--
Total per cent	100%	100%	100%†	

¹ Q P-page 1

† Due to rounding.

Table 4.2-40
Occupational Category at Time of Interview¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			Correlation
	Total	High	Low	
Base*	(457)	(96)	(108)	
	%	%	%	
<i>Occupation</i>				
Teacher	24	29	21	+
Other	76	71	79	--
Total per cent	100%	100%	100%	

¹ Transmittal Sheet.

* Reported only for those who were employed at time of interview.

Table 4.2-41
Total Time in Field of Specialization at Time of Departure¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			Correlation
	Total (460) %	High (96) %	Low (108) %	
<i>Total Number of Years in Field of Specialization</i>				
10 or more	45	55	38	+ + +
5 to just under 10	28	21	31	--
Less than 5	27	23	31	-
Not ascertained	+	1	—	0
Total per cent	100%	100%	100%	

¹ Q P-4: Total time in field of specialization.

+ Less than 0.5%

Table 4.2-42
Year Left for Training Program¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			Correlation
	Total (460) %	High (96) %	Low (108) %	
<i>Year Left for Training</i>				
1959-1960	8	5	13	--
1955-1958	63	59	64	0
1951-1954	29	35	23	+ +
Total per cent	100%	100% [†]	100%	

¹ Q P-page 1

[†] Due to rounding.

Table 4.2-43
 Year Participant Returned from Training Program¹
 by
 Participant's Utilization Score

	<i>Participant's Utilization Score</i>			Correlation
	Total	High	Low	
Base	(460)	(96)	(108)	
	%	%	%	
<i>Year of Return</i>				
1959-1960	28	27	34	0
1957-1958	32	27	27	0
1955-1956	24	24	26	0
1952-1954	16	22	13	++
Total per cent	100%	100%	100%	

¹ Q P-page 1

Table 4.2-44
 Total Amount of Time Spent in Training¹
 by
 Participant's Utilization Score

	<i>Participant's Utilization Score</i>			Correlation
	Total	High	Low	
Base	(460)	(96)	(108)	
	%	%	%	
<i>Number of Years Spent in Training</i>				
Two or more	8	8	1	+ +
One to two	55	64	54	+
Less than one	37	28	44	--
Not ascertained	+	-	1	
Total per cent	100%	100%	100%	

¹ Q P-38-39: In going abroad for your training program, did you go to one country or many for your study?
 Please tell me the names of countries where you went to study or where you went for working experience in the order of attendance. Where did you receive your first training and how long did it take you?
 + Less than 0.5%

Table 4.2-45
Length of Time Since Return¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			<i>Correlation</i>
	<i>Total</i>	<i>High</i>	<i>Low</i>	
Base	(460)	(96)	(108)	
	%	%	%	
<i>Number of Years Since Return</i>				
Six or more	17	23	10	++
Less than six	83	77	89	--
Not ascertained	+	-	1	
Total per cent	100%	100%	100%	

¹ Q P-100: How long has it been since you returned?

+ Less than 0.5%

Table 4.2-46
Adequacy of Pre-departure Information on Program¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			<i>Correlation</i>
	<i>Total</i>	<i>High</i>	<i>Low</i>	
Base	(460)	(96)	(108)	
	%	%	%	
<i>Number of "Yes" Answers to Five Related Questions</i>				
All five "Yes"	29	39	27	++
Less than 5 "Yes"	71	61	73	--
Total per cent	100%	100%	100%	

¹ Q P-37: Prior to your departure for abroad, did you receive sufficient information about the program that was arranged for you? Particularly in connection with: a) Details of study; b) Details of places to attend; c) Scheduled time for departure; d) Duration of program; e) Whether the other details about the program which were given to you prior to your departure were sufficient?

Table 4.2-47
 Adequacy of Pre-departure
 Information on How to Get Along in Country of Training
 by
 Participant's Utilization Score

	<i>Participant's Utilization Score</i>			<i>Correlation</i>
	Total	High	Low	
Base	(460)	(96)	(108)	
	%	%	%	
<i>Number of "Yes" Answers to Five Related Questions</i>				
All 5 "Yes"	53	59	49	+
Less than 5 "Yes"	47	41	51	-
Total per cent	100%	100%	100%	

¹ Q P-40: Prior to your departure, — apart from the information about the program — did you have enough information regarding how to get along in (country underlined in Q. 39)?

For instance: *Information* regarding behaviour (how to do) in restaurants and in public places.
Information regarding idioms and spoken language.
Information regarding the religious practices of the people in that country.
Information regarding the use of currency, i.e. how should it be used, and the prices of articles.
Information regarding manners and customs in general.

Table 4.2-48
 Share in the Planning of Program¹
 by
 Participant's Utilization Score

	<i>Participant's Utilization Score</i>			<i>Correlation</i>
	Total	High	Low	
Base	(460)	(96)	(108)	
	%	%	%	
Shared planning program	46	55	40	++
Did not share in planning	53	44	60	--
Don't know	1	1	—	0
Total per cent	100%	100%	100%	

¹ Q P-32: Did you have any share in the planning of your training program?

Table 4.2-49
Extent of Program Arrangement after Arrival in Country of Training¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			<i>Correlation</i>
	<i>Total</i>	<i>High</i>	<i>Low</i>	
Base	(460)	(96)	(108)	
	%	%	%	
Program arranged in complete or partial detail	90	95	89	+ +
Program not prepared up at all, don't know or don't remember	10	5	11	--
Total per cent	100%	100%	100%	

¹ Q P-48: When you arrived in (country underlined in Q 39), did they arrange the program for you in complete detail or just partly, or did they not prepare anything at all?

Table 4.2-50
Participant Sponsorship¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			<i>Correlation</i>
	<i>Total</i>	<i>High</i>	<i>Low</i>	
Base	(460)	(96)	(108)	
	%	%	%	
<i>Sponsor</i>				
Regular ICA	87	84	89	0
University contract	12	16	9	+ +
Independently financed	1	--	2	--
Total per cent	100%	100%	100%	

¹ Q P-page 1

Table 4.2-51
Participant Receiving a Degree or Diploma¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			Correlation
	Total	High	Low	
Base*	(259)	(61)	(51)	
	%	%	%	
Received an academic degree or diploma	50	64	39	+ + +
Received a certificate or other non-academic citation	12	8	14	--
Received nothing	38	28	47	----
Total per cent	100%	100%	100%	

¹ Q P-58: Did you receive a degree or a diploma?

* Reported only for those who entered university.

Table 4.2-52
Attendance at a University During Program¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			Correlation
	Total	High	Low	
Base	(460)	(96)	(108)	
	%	%	%	
Attended a university ²	56	64	47	+ + +
Did not attend a university	44	36	53	----
Total per cent	100%	100%	100%	

¹ Q P-55 C: Now I would like to ask about your training program. Usually there are many types of training program for those who went. Can you please tell me what type was your training program? There are the Observation Tours which normally take from 3 to 8 weeks, On-the-job-training where participants will have experience from working, Attendance at a University, and Program arranged specially for groups of participants not at a university and not Observation Tours.

² Attendance at a University as an individual or member of a group.

Table 4.2-53
Observation Tour During Program¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			Correlation
	Total	High	Low	
Base	(460)	(96)	(108)	
	%	%	%	
Participant went on an observation tour during program	52	44	62	— — —
Participant did not go on an observation tour during program	47	56	38	+ + +
Not ascertained	+	—	—	
Total per cent	100% [†]	100%	100%	

¹ Q P-55 a: Now I would like to ask about your training program. Usually there are many types of training program for those who went. Can you please tell me what type was your training program? There are the Observation Tours which normally take from 3 to 8 weeks, On-the-job-training where participants will have experience from working, Attendance at a University, and Program arranged specially for groups of participants not at a university and not Observation Tours.

[†] Due to rounding.

Table 4.2-54
Participant Attitude as to Importance of Program¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			Correlation
	Total	High	Low	
Base	(460)	(96)	(108)	
	%	%	%	
<i>Participant Felt That His Program Was:</i>				
Most important thing he had ever done	71	85	56	— — —
Not the most important thing he had ever done	29	15	44	+ + +
Not ascertained	+	—	—	
Total per cent	100%	100%	100%	

¹ Q P-145: Some of those who received the scholarship and have returned have the idea that the training program was the most important thing they had done; some think that it was a pure waste of time; and some compromisingly say that it was somewhere in between. What is your opinion about it?

Table 4.2-55
 Supervisor's Opinion about Importance of Training to Participant's Work Abilities¹
 by
 Participant's Utilization Score

	<i>Participant's Utilization Score</i>			Correlation
	Total	High	Low	
Base*	(440)	(89)	(104)	
	%	%	%	
<i>Program's Degree of Importance to Participant Abilities</i>				
Most or very important or essential	92	96	87	+ + +
Not so important, or not useful	8	3	13	- - -
Don't know or don't remember	+	1	-	
Total per cent	100%	100%	100%	

¹ Q S1-17: Regarding the work abilities of (participant) at present, how important do you think was the fact that he had been on the training program? Most important, very important, helpful but not so important, not useful, or would it have been better that he had not gone for the training?

* Reported only for those whose supervisor was interviewed.

+ Less than 0.5%

Table 4.2-56
 Country of Training¹
 by
 Participant's Utilization Score

	<i>Participant's Utilization Score</i>			Correlation
	Total	High	Low	
Base	(460)	(96)	(108)	
	%	%	%	
<i>Country of Training</i>				
United States	92	94	90	+
Third Country	8	6	10	-
Total per cent	100%	100%	100%	

¹ Q P-39: Please tell me the names of countries where you went for study or where you went for working experience in the order of attendance. Where did you receive your first training and how long did it take you?

Table 4.2-57
Kind of Position Expected without ICA Training¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			<i>Correlation</i>
	<i>Total</i>	<i>High</i>	<i>Low</i>	
Base*	(457)	(96)	(108)	
	%	%	%	
<i>Kind of Position Expected</i>				
Same position	38	31	52	- - -
Better position	10	7	9	0
Not as good	46	56	31	+ + +
Don't know	5	4	7	-
Not ascertained	1	-	-	
Total per cent	100%	100% [†]	100% [†]	

¹ Q P-118: Supposing you had not gone for the training program, do you think you would be working in the same position as you have now, or in a better one, or not as good?

* Reported only for those who were employed.

† Due to rounding.

Table 4.2-58
Satisfaction with Training Program¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			<i>Correlation</i>
	<i>Total</i>	<i>High</i>	<i>Low</i>	
Base	(460)	(96)	(108)	
	%	%	%	
<i>Satisfaction with Training Program</i>				
Very satisfied	50	63	41	+ + +
Moderately satisfied	40	31	43	- -
Not satisfied	10	6	17	- - -
Not ascertained	+	-	-	
Total per cent	100%	100%	100% [†]	

¹ Q P-144: In general, how satisfied were you with the training program, very satisfied, somewhat satisfied, not so satisfied, or not satisfied at all?

+ Less than 0.5%

† Due to rounding.

Table 4.2-59
Participant's Attitude Toward Length of Program¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			<u>Correlation</u>
	<u>Total</u>	<u>High</u>	<u>Low</u>	
Base	(460)	(96)	(108)	
	%	%	%	
<i>Participant Felt Program Was:</i>				
Too long	6	2	8	— — —
Too short	49	54	42	+ +
Just right in length	45	44	50	0
Total per cent	100%	100%	100%	

¹ Q P-64: Did you think that the length of your training program was too long, just right, or too short?

Table 4.2-60
Participant's Attitude Toward Level of Program¹
by
Participant's Utilization Score

	<i>Participant's Utilization Score</i>			<u>Correlation</u>
	<u>Total</u>	<u>High</u>	<u>Low</u>	
Base	(460)	(96)	(108)	
	%	%	%	
<i>Participant Felt Level of Program Was:</i>				
Too simple	7	8	6	0
About right	80	82	77	0
Too advanced	11	8	15	— — —
Don't know or don't remember	2	1	1	0
Not ascertained	+	—	1	
Total per cent	100%	100%†	100%	

¹ Q P-67: How would you rate the program that was arranged for you? Considering the background and experience which you had at that time, would you say in general that it was too easy for you, just right, or too difficult?

+ Less than 0.5%

† Due to rounding.

Table 4.2-61
 Helpfulness of Supervisor in Utilizing Training
 by
 Participant's Utilization Score

	<i>Participant's Utilization Score</i>			<u>Correlation</u>
	<u>Total</u>	<u>High</u>	<u>Low</u>	
Base*	(457)	(96)	(108)	
	%	%	%	
<i>Helpfulness of Supervisor in Utilization</i>				
Considerably helpful	50	72	29	+ + +
Somewhat helpful	31	16	37	- - -
Not helpful at all	14	8	28	- - -
Indifferent, not ever interested	3	3	5	-
Had no supervisor	1	1	-	
Not ascertained	1	-	+	
Total per cent	100%	100%	100%†	

¹ Q P-121: Now, talking about supervisor of your present job. How much does he help you to apply the knowledge acquired usefully? Can you say that he helps you considerably, some, or does not help at all?

* Reported only for those who were employed.

† Due to rounding.

Table 4.2-62
 Whether Participant's Colleagues Had Gone Abroad¹
 by
 Participant's Utilization Score

	<i>Participant's Utilization Score</i>			<u>Correlation</u>
	<u>Total</u>	<u>High</u>	<u>Low</u>	
Base*	(457)	(96)	(108)	
	%	%	%	
Supervisor had been abroad	84	89	81	+ +
Other colleagues had been abroad	10	6	10	-
No colleagues had been abroad	5	5	9	-
Not ascertained	1	-	-	
Total per cent	100%	100%	100%	

¹ Q P-122+123: Is there anyone working with you who had been abroad? Is he your supervisor?

* Reported only for those who were employed.

Table 4.2-63
 Helpfulness of Supervisor in Utilizing Training¹
 by
 Whether Supervisor Was Trained Abroad²

		<i>Supervisor Trained Abroad</i>		
		Yes	No	Not ascertained
Base*	(454) %	(384) %	(65) %	(5) %
<i>Helpfulness of Supervisor</i>				
Considerably helpful	51	52	49	20
Somewhat helpful	31	33	22	40
Not helpful at all	14	13	22	—
Indifferent, not ever interested	3	3	8	—
Not ascertained	1	+	—	40
Total per cent	100%	100%†	100%†	100%
CR.05 = ±12.27%				

¹ Q P-121: Now talking about the supervisor of your present job. How much does he help you to apply the knowledge acquired usefully?

² Q P-123: Is that your supervisor (who has been abroad)?

* Reported only for those who had an immediate supervisor.

+ Less than 0.5%

† Due to rounding.

Table 4.2-64
 Frequency of Contact with USOM Technician¹
 by
 Participant's Utilization Score

	<i>Participant's Utilization Score</i>			<u>Correlation</u>
	<u>Total</u>	<u>High</u>	<u>Low</u>	
Base	(460) %	(96) %	(108) %	
<i>Contacts with USOM Technicians</i>				
Always keep in touch	24	29	15	+++
Contact occasionally or never at all	76	71	85	---
Total per cent	100%	100%	100%	

¹ Q P-132: Do you always keep in touch with (the Technician who is available) or occasionally or do you never see him at all?

Table 4.2-65
Major Difficulties Encountered in Using or Transmitting Training
Acquired Skills and Knowledge¹
by
Participants' Utilization Score

	<i>Participant's Utilization Score</i>			Correlation %
	Total (460) %	High (96) %	Low (108) %	
<i>Positive Comment</i>				
No difficulties	45	44	45	0
<i>Difficulties Related to Resources or Conditions of Country</i>	32	52	26	+++
Lack of equipment, facilities, materials, books	24	31	13	+++
Lack of money	16	20	9	+++
Government and general organiza- tion not amenable to application	2	1	4	---
<i>Difficulties Related to Other People</i>	26	31	18	+++
Lack of educational preparation among people with whom I work	10	10	8	0
Government, "bosses" do not want to accept new ideas, cooperate	7	2	7	---
Lack of trained staff	4	14	1	+++
Lack of help from supervisor	2	2	1	++
Colleagues, general public do not want to accept new ideas	2	2	1	++
Need help from USOM	1	1	—	0
<i>Difficulties Related to Participant's Job</i>	13	3	15	---
Lack of time to teach or convey	6	3	6	---
Job is not related to my training	3	—	3	---
Job gives me no opportunity to apply training	2	—	2	---
I am not in position of sufficient authority to apply training	2	—	3	---
<i>Difficulties Related to Training</i>	2	1	2	---
<i>All other Difficulties</i>	5	4	3	0
<i>Don't Know</i>	1	1	2	---
<i>Not Ascertained</i>	1	—	2	---
Total per cent	125%†	135%†	113%†	

¹ Q P-142: Generally speaking, what do you think are the main obstructions in using or in passing on to other people the knowledge obtained from the training program?

† Totals add more than 100% because some respondents gave more than one answer.

Section 3. Satisfaction with Training

A. ARE PARTICIPANTS, SUPERVISORS, AND TECHNICIANS SATISFIED WITH TRAINING PROGRAMS?

The extent to which the training program in Thailand has been satisfactory was analyzed with respect to the participant's own experience, the experience of his supervisor, and that of the USOM technicians interviewed. In respect to participant's satisfaction, the analysis deals with the level and length of the program completed; the overall program, and suggested changes in the event the program was repeated. In respect to supervisors, the analysis deals with the supervisors' views of the suitability of the training to the work being done; the value of the training to his organization and his views about the program in general. In respect to USOM technicians, the analysis deals with their general satisfaction in regard to participant training and USOM's role in its utilization.

Level of Program

In general, Thai participants found the level of the program which had been arranged quite satisfactory. Eighty per cent say that the program level was about right even though less than half (46%) had taken part in the planning stage of their program (Section 5, Table 5b-2), and as high as 73% say they were not informed about this prior to their departure (Tables 4.3-1 and 4.3-2).

This picture indicates that those arranging the training have, in general, done a good job in planning programs which are at a level consistent with the participant's ability. However, there is evidence that a better job may be done if the participant shares in this aspect of planning prior to his departure.

Seventy-nine per cent of those who were not informed about the level of their program prior to departure feel that having this information would have been useful (Table 4.3-3). More significant, as is shown in Table 4.2-60, those who feel their program was "too advanced" (eleven per cent of the sample of 460) are more likely to be "low" utilizers.

Participant's satisfaction with the "level" of the training program was vouched for by the 237 Thai supervisors interviewed. On a satisfactory-unsatisfactory scale, 72% of the supervisors rate the level of A.I.D. training programs as being generally satisfactory (Table 4.3-4).

Supervisors who rate the level of the program as generally unsatisfactory agree with participants that the problem is more often that the program is "too advanced", rather than being "too simple" (Table 4.3-5). Program "too advanced" accounts for 29% of the reasons given by those who felt the level of program unsatisfactory; whereas program too elementary accounts for only 14% of the reasons given.

Overall Program

Half of the participants were "very" satisfied with their training program as a whole. The distribution of the total sample on this point is shown in Table 4.3-6.

Forty per cent were "moderately" satisfied with their program. Only one per cent of the sample said they were "not satisfied at all" with their training program.

It is interesting that in comparing the degree of participant's satisfaction with the overall program to utilization of training as measured by the participants' score, it is found that there is a considerable difference between being "very" satisfied as opposed to being "moderately" satisfied. As shown by Table 4.3-7, there is a positive correlation between being "very" satisfied and "high" utilization, while being only "moderately" satisfied has a negative correlation with "high" utilization. The referenced table definitely shows a relationship between high utilization and high satisfaction with the training program as a whole, a relationship which deserves consideration by those in charge of the program.

Though only half (50%) of the participants were "very" satisfied with their program as a whole, 71% thought their training program was the "most important thing" they had done (Table 4.3-8).

As shown by Table 4.3-9, those who felt it was the "most important thing" are definitely more likely to be in the "high" utilizers group than those who felt otherwise.

A close look at Tables 4.3-6 through 9 reveals an interesting and significant observation. Participants who feel their training is the "most important thing" they have done are more likely than not to report "high" utilization regardless of whether they were "very" satisfied with their program as a whole, or only "moderately" so. Thus, the feeling that the training experience is "the most important thing that has happened to me" is held by more participants than the number viewing their overall program as very satisfactory; and, more significant, the former is more likely to be associated with "high" utilization than the latter.

The foregoing voices a need for selecting as participants those, otherwise qualified, who would likely gain the most personal benefit from training abroad.

Participants (325) who said that their training program was the "most important thing" they had done were asked: "Why do you feel like that?" Their reasons were coded into four major categories:

- (1) Specific-personal gain (resulting from training).
- (2) Non-specific personal gain.
- (3) Specific non-personal gain.
- (4) Non-specific non-personal gain.

In the order of their frequency of mention, the results are shown in Table 4.3-10.

Those who view their training as the “most important thing” they had done, do so for a reason which is more often than not “impersonal”. This indicates that the feeling that the training experience is the “most important thing” probably stems from the fact that training has resulted in the individual’s being able to “make a greater contribution” in “solving problems” in his country. Forty per cent of the participants whom the program impressed so strongly gave reasons which fall into this category. An additional 17% gave reasons which were characterized as non-specific impersonal gain.

However, 40% gave reasons of personal gain. This is a strong indication that the accomplishment of personal objectives should always be given consideration in developing the participant’s program. Where this can be done, it no doubt enhances the probability of “high” utilization.

Since only four participants said their training program was a waste of time, a table showing the results of the question “Why do you feel like that?” is not included. One of the four gave as an answer: “The program lacked organization, was poorly handled”. The other three gave reasons indicating the training was “not appropriate to their *personal* needs”.

Length of Program

The length of training is one dimension of the program on which Thai participants are not so well satisfied. When asked: “How was the length of your program—do you think it was too long, about right, or too short?”¹ they responded as follows:

Table 4.3-11
Participant’s Attitude toward Length of Program

Base	(450)
	%
Too short	49
About right	45
Too long	6
Total per cent	110%

They say in effect, “It is the most important thing I ever did (71%) but it didn’t last long enough (49%)”. In other words, Thais, like people the world over, never get enough of a good thing.

It is not believed that the expressed attitude in relation to the length of the program stemmed from a consideration of the actual time allotted to accomplish the training objectives set forth in the PIO-P. Actually, 95% of the participants interviewed said they completed their program. Also, as shown by the cross tabulation “Opinion about the Length of Program by the Actual Time Spent in Training” (Table A 2.3-11, Appendix 2), as high as one third of the participants felt the program was too short even though they were away 3 years or more. More significant, the table shows that those away 2 months to a year, are about as likely to view the length of program as “about right” as those who were away 2 years, or more.

¹ Q P-64

The table indicates that those programed for academic training for a period of one but less than two years² will more often than not be dissatisfied with the length of the program.

Thus, more likely the basis for the attitude expressed stems from the traditional Thai concept of going abroad for educational purposes, as has been described in the introduction to this report.

The survey shows that the "length of training" is not an aspect of the program which Thai supervisors are overly concerned about. The supervisors were asked: "Supposing you were to send another person for the training program like (name of participant), what corrections, in your opinion, should be made?" As shown by Table 4.3-15, only 15% of the supervisors made suggestions related to a change in the length of the program. Fourteen per cent of them mentioned, "Training should be longer." Thus, supervisors indicate for a high per cent of the 440 participants on which they gave information that the length of program was satisfactory.

Changes in the Training Program Suggested by Participants

Although Thai participants were by and large satisfied with the training program as a whole, there were numerous suggestions of ways in which the program might be improved.

Only 15% of the participants had no suggestions at all for improving their program. The remaining 85% gave almost 800 suggestions for change. The suggestions were classified into three major categories:

- (1) Change in arrangement of program.
- (2) Change in emphasis of program.
- (3) Change in type of program.

The results of the classification are shown in Table 4.3-12.

It is significant that in response to the survey questions, which were non-directive, a plurality of the respondents made suggestions concerned with getting more information about the program at an earlier date. Actually nearly one-third (29%) of the participants interviewed specifically mentioned that the information received prior to the start of the program was either inadequate or untimely—was not received early enough.

Of almost equal importance in frequency of mention was the suggestion that there should be "more"; more time for training, a longer program, more places visited, etc.

It will be noted that changes in program arrangements, including "timely" information were mentioned by 89% of all respondents. The request for a change in emphasis accounted for 53% of the sample, and a change in type of program was requested by 36%. Interestingly, only eight per cent of the sample mention that if their program was repeated, it should be for an academic degree.

² Programs of this duration are, as a matter of USOM record, almost always academic.

Supervisors' Views on the Program

Earlier in this section it was pointed out that supervisors tend to rate the level of A.I.D. training programs satisfactory (Tables 4.3-4 and 4.3-5). They also rate the value of the program very high (Table 4.3-13).

Ninety-three per cent say that the program was worth the cost and difficulty. Furthermore, the supervisors appraise the training of those under them as being suitable for the work done in their section, department, or ministry.

As shown in Table 4.3-14, only seven per cent gave comments classified as negative. More to the point, 90% of the 440 participants covered by a supervisor interview were thought by supervisors to have received training which was suitable for the work being done.

In talking about the training program for each of these participants, supervisors made the suggestions shown in Table 4.3-15.

It should be noted that changes were mentioned for only 53% of the 440 participant programs. The categories "General Comments," "Not ascertained," and "Don't know," account for 47% of the cases.

The attitude of Thai supervisors in regard to participants' present work ability is thought to be the best indication the survey affords of how they actually view the value of the training.

The question was asked:

"Regarding the work abilities of (participant) at present; how important do you think was the fact that he had been on the training program?"

The response is shown in Table 4.3-16.

Seventy-one per cent of the participants characterized their program as "the most important thing that ever happened to them" (Table B 4.3-8); supervisors felt that the training was "essential" to the present work ability of 24%. They felt it was "very important" to the work ability of an additional 68%. In 92% of the cases which the supervisors discussed, training was considered "essential" or "very important" to their ability to do their present jobs. In less than one per cent of the cases was the training counted not useful. In other words, for over nine-tenths of the participants, training was making a definite contribution to the work being done at time of interview.

In the interview several questions were asked to elicit the views of Thai supervisors in respect to certain aspects of the A.I.D. training program, without reference to particular participants in their charge. Their attitude toward the "level" of A.I.D. programs was shown earlier (Table 4.3-4 and 4.3-5). Other attitudes expressed are shown in Table 4.3-17 which follows.

The above data show that Thai supervisors are not overwhelmingly satisfied with the A.I.D. program even though they report that training was "very important" for a high per cent of the participants under them. It is true that two-thirds are satisfied with

the "subject matter covered," and the "country of training." Also, as has been shown elsewhere, viewing the *length of the program* as "unsatisfactory" appears to be characteristic of Thai people, stemming from a traditional concept of study abroad, with little or no relation to the actual length of time programmed to complete PIO/P objectives. Hence, in respect to these aspects (b, c, and d, in above Table 4.3-17) remarks here are confined to the reasons given by supervisors which appear in Tables 4.3-18, 4.3-19 and 4.3-20 which follow.

The relatively high per cent of Thai supervisors who express dissatisfaction with participant selection procedure, and the amount of practical experience provided in the training program is significant, and should be of major concern to both the Thai and American officials charged with setting program policy. The reasons set forth for dissatisfaction with the selection process give insight into its apparent weaknesses. Seventy per cent of the supervisors expressing their dissatisfaction with the selection process feel that the *criteria for selection* have not been satisfactory. Of significance is the fact that Thai supervisors feel that proficiency in English is not given sufficient weight. Slightly more than a quarter of those expressing dissatisfaction emphasize this weakness. (However, about half as many said that English was given too much weight.) Next most important is the feeling that the qualifications of those selected be consistent with the needs of the job for which training is given. Seventeen per cent mention this; and the data infer that assurance on this point might be obtained if the selection was always made by the supervisor at the participant's place of employment. The distribution of all reasons given appears in Table 4.3-21.

The need for improving selection procedures was given additional emphasis by Thai supervisors in response to the question, "Is there anything further about the training program on which you can give your opinion?" As shown by the comments in Table 4.3-22, twenty-four per cent of the supervisors again talked about improving the selection process.

Only 58% of the supervisors interviewed were satisfied with the practical experience afforded participants in the A.I.D. training programs. As shown by Table 4.3-23, the major criticism is that programs just do not give enough emphasis to "practical" training. Mentioned considerably less frequently, is the opinion that the practical experience afforded is not appropriate to the need, or it is not related to other parts of the program. In other words, programs suffer from the absence of sufficient practical experience of the right kind (Table 4.2-21).

This concern of the Thai supervisors might explain in part their feeling that A.I.D. programs are "too short". Their criticism of the lack of practical training should not, it is thought, be interpreted that they feel program content should be changed. To the contrary, it is believed that they would retain that which is now included and expand the program to include practical experience. The less pronounced, but still significant concern over the type of practical experience afforded perhaps explain why 22% of those dissatisfied with the country of training say the training should be in countries more like Thailand—Asian countries (including Japan and Philippines See Table 4.3-23).

In speaking their views in regard to A.I.D. training programs Thai supervisors as

a group, have more than their knowledge of the programs of participants from which to draw. Over half of the 237 supervisors interviewed had themselves been participants in an A.I.D. training program (Table 4.3-24).

Technicians' Suggestions in Respect to the Training Program

In the interview with USOM technical advisors, they were asked a series of questions to elicit their suggestions and opinions about the program, without respect to any particular participant. The results are shown in the Tables 4.3-25, 4.3-26, 4.3-27 and 4.3-28.

The data in these tables (4.3-25 to 28) show that the one of the chief concerns of the technical advisors is the placement of participants after their return. Twenty-six per cent of the Technical Advisors voice satisfaction with USOM's participation in assuring that participants are placed in jobs where their training can be used (Table 4.3-25), while an equally high per cent express dissatisfaction that USOM has not played a stronger role in this respect (Table 4.3-26). More significantly, 36% suggest that "participants be placed in positions where training can be properly utilized" as a way for both Thai and American governments to derive even greater benefits from training (Table 4.3-27).

Ten per cent emphasize that participants are not always placed in a job where training can be used to the best advantage. This is mentioned along with the lack of practical, on-the-job training as being one of the major weaknesses of the program (Table 4.3-28). On the other hand, as shown in Table 4.3-25, seventeen per cent of the Technical Advisors feel that it is unnecessary for USOM to be concerned over training utilization, since the Thai government is carrying out this function satisfactorily. Twelve per cent say that USOM provides a "favorable climate" in this respect.

The data show that the Technical Advisors also believe the selection process can stand some improvement. Twenty-three per cent suggest specific changes in the criteria of selection in order to promote greater benefits; and an additional 24% say selection should be improved in general (Table 4.3-27). "Selection of participants is not such as to insure or provide for the best utilization" was a reason given for dissatisfaction with the program by 14% of the technicians (Table 4.3-26).

The expressed concern of both Thai supervisors and USOM Technicians over selection procedures underwrites the wisdom of the recent joint Thai-American directive that criteria for selection of participants be developed project-by-project and be made a matter of record. The suggestions made by the supervisors and technicians who were interviewed in the present survey might well be given serious consideration by Thai project managers and USOM project advisors in complying with this directive.

USOM Technical Advisors were asked: "Are there any techniques or methods of follow-up that you think are particularly good to use?" The responses are given in Table 4.3-29.

Three of the most popular suggestions—personal contacts (33%), systematic

checks to ascertain utilization (21%), and a participant newsletter (10%)—are an integral part of the USOM/Thai Government follow-up program instituted in September of 1962 (USOM Policy Order No. 75).

While the adopted follow-up program does not require periodic reports from Thai supervisors, participants are completing a report six months after their return of the type suggested by 12% of the technicians.

SUMMARY

**Satisfaction with Training Program of Participants,
Supervisors, and Technicians**

- Most participants (80%) and most supervisors (72%) found the “level” of the A.I.D. training program satisfactory.
- Half of the participants said the training program *as a whole* was “very” satisfactory and an additional 40% said it was “moderately” so. More significantly, 71% felt their training experience was the most important thing that had ever happened to them.
- Regardless of their general satisfaction with the programs, the participants make numerous suggestions for changes they would like if they were to go on the same program again. A plurality would want the program information to be more complete and given sooner in advance of the beginning of the training. Most participants also found their program “too short.”
- Supervisors overwhelmingly felt that the investment in sending participant in their charge had paid off; 93% of the participants were so rated, and in 92% of the cases the supervisor said the training was “essential” or “very important” to the ability of the participant to perform his present job.
- Supervisors, too, voice considerable dissatisfaction with some aspects of the training program, particularly in respect to the procedures used in selection of participants, the amount and kind of practical experience included in the training, and the shortness of the program.
- USOM Technical Advisors support the supervisors’ complaint about the selection process, and show strong concern in respect to the placement of participants on their return.

B. WHAT FACTORS ARE RELATED TO SATISFACTION WITH TRAINING?

It has been shown (Sections 2D, and 3A above) that there is a relationship between the degree of participant satisfaction with the training program as a whole, his feeling that the training program was the most important thing he had ever done, and his utilization of training as measured by the study.

In order to ascertain what other variables for which information was collected that are associated with satisfaction, a number of cross tabulations were made. Those which seemed to indicate a relationship are listed and discussed below.

In looking at the tables the reader should keep in mind that it was only for those cases where a participant was “very” satisfied with his program as a whole that a positive correlation with utilization was revealed. Those who report only “moderate” satisfaction as well as those who say they were “not satisfied” tended to be “low” utilizers (Table 4.2-56). This finding was taken into consideration in deciding on the tables to be included in this section.

Sex of Participant

As shown by Table 4.3-30, male participants were more frequently "very" satisfied with the training program than females. Interestingly, females in expressing the extent of their satisfaction tended to avoid the extremes; fewer of them also found their program not satisfactory; more than half said they were "moderately" satisfied, while 55% of the males said they were "very" satisfied with their training program.

Level of Position at Time of Departure

If it is assumed that men are more likely to be first and second level policy makers at the time of selection the data in Table 4.3-30 are perhaps partially explained by Table 4.3-31. This table shows that to some extent the level of position at time of departure is associated with the degree of satisfaction with the program—more of those in higher level positions saying they were "very" satisfied.

Fifty-six per cent of the top and second level policy makers were very satisfied with their program, as compared to 54% of subordinate management, and only 47% of those below the subordinate management level. Only three per cent in the higher level positions found their program unsatisfactory, while eight per cent of the middle level and 12% of the lower level positions found them so.

Satisfaction with Training Program Before Departure

Of those who were "very satisfied" with their program before departure for training, 60% were "very satisfied" with their program as a whole, compared to 37% of those who were "not satisfied" with their program at time of departure (Table 4.3-32).

Participation in Program Planning

In an earlier section it was pointed out that a relatively low per cent of the participants recalled having helped in planning their program. Also it was reported that a high per cent of those who had not shared in this early phase of their training experience felt that their training would have benefited if they had. The figures shown in Table 4.3-33, leave no doubt but that the participant's inclusion in the planning stage of his training experience is associated with his general satisfaction with his program. Sixty per cent of those who shared in planning their program report being "very" satisfied with their overall program; only 41% of those who did not have that experience so report.

Program Guidance in Country of Training

Those who felt they had received "enough" guidance by the project manager or other official in the country of training were more likely to report being "very" satisfied with their training program as a whole. Over half of those receiving sufficient guidance were well satisfied with their entire training program; less than a tenth of this group viewed their program as not satisfactory. Only a third of those not receiving as much guidance as they wanted were "very satisfied" with their program, and one out of five said their program was not satisfactory (Table 4.3-34).

Though the relationship shown by the data is clear, it should be pointed out that a relatively small number of participants (42, or less than a tenth of the number questioned) said that they did not receive enough attention in guiding their program activities abroad.

Scope of Activities While Abroad

About half of those participants who were not particularly satisfied with the number of things they had to do or see during the course of their training tended to be no better than “moderately” satisfied with their whole program. On the other hand, three out of five of those who felt that the amount of activities provided was “about right” were “well satisfied” with their program generally (Table 4.3-35).

Length of Program

Although data cited previously have shown that the participant’s attitude regarding the length of his program has little or no relationship to the actual length of that program, the information in Table 4.3-36 discloses a positive relationship between his attitude toward the length of his program and his degree of satisfaction with the overall program. Six out of ten who feel that their program was “about right” in length are very satisfied with their entire program. Less than half of those who say their program was “too short”, and less than a third of those who say that it was “too long” claim a high satisfaction with the program in general.

Level of Program

About a fifth of those who rate the program planned for them as being too “simple” or too advanced a level say their program was *not satisfactory*, compared to less than a tenth of those who feel the level was “about right”. Over half of the latter say the whole program was very satisfactory compared to 37% of those who found their program “too simple”, and 45% who found it “too advanced” (Table 4.3-37).

Time for Personal Interests

Nearly half of those who found their program in the country of training provided *too little* or *too much* time for their personal interests were only moderately satisfied with their program in general, compared to a little more than a third of those who found their program leaving them *enough* time. Fifty-four per cent of the latter felt “very satisfied” with their program, and a somewhat lower per cent of the former were so inclined (Table 4.3-38).

Receipt of a Degree or Diploma from Training

Participants receiving a degree, diploma, or a certificate at the close of their training are more likely to feel that their program in general was very satisfactory than those received nothing.

As shown in Table 4.3-39, 46% of those receiving nothing say they were "very satisfied" with their program compared to 57% of those receiving a certificate, and 54% of those receiving a degree or diploma. About the same percentage of each group feel their program was moderately satisfactory, but a considerably higher per cent of those receiving nothing say their program was not satisfactory.

Surprisingly, the receipt of a certificate or other non-academic citation seems to associate with training satisfaction about as strongly as receiving an academic degree or diploma. The data lead to a speculation that the award of *something* to verify attendance at an academic institution might lead to more satisfaction with the training program.

Factors Not Associated with Satisfaction

The following variables were found to have only slight or no relationship with satisfaction with training. The pertinent tables will be found in Volume II, Appendix 2.

- (1) Field of activity in which training was given (Table A2.3-6).
- (2) Actual amount of time spent in training (Table A2.3-7).
- (3) Arrangement of training program on arrival in country of training (Table A2.3-8).
- (4) Amount of social activities arranged (Table A2.3-9).
- (5) Difficulty with English (Table A2.3-10).

SUMMARY

Factors Related to Satisfaction with Training

Insofar as investigated, the factors which appear to relate to the degree of participants satisfaction with his training program as a whole are:

- Sex of the participant
- Level of position at time of selection
- satisfaction with program before departure
- Participation in planning his program
- Guidance in program while abroad
- Scope of activities while abroad
- Attitude toward length of program (but not actual length)
- Attitude toward level of program
- Attitude toward amount of leisure time
- Receipt of a degree, diploma, or certificate after university attendance.

Table 4.3-1
Participant's Attitude toward Level of Program¹

Base	(460)
	%
<i>Level of Program Was:</i>	
Too simple	7
About right	80
Too advanced	11
Don't know	2
Not ascertained	+
Total per cent	100%

¹ Q P-67: How would you rate the program that was arranged for you?

+ Less than 0.5%

Table 4.3-2
Pre-departure Information about Level of Program¹

Base	(460)
	%
<i>Participant Was</i>	
Informed about level of program	27
Not informed about level of program	73
Not ascertained	+
Total per cent	100%

¹ Q P-68: Prior to your departure were you ever informed about the level of your program, if it were difficult or easy?

+ Less than 0.5%

Table 4.3-3
Desirability of Prior Information about Level of Program¹

Base*	(338)
	%
<i>Prior Information Would Have Been</i>	
Useful	79
Not useful	12
No interest	8
Not ascertained	1
Total per cent	100%

¹ Q P-69: Do you think it would have been useful if you had been previously informed?

* Reported only for those who had not received information about the level of program.

Table 4.3-4
Supervisor's Rating of Level of Program¹

Base*	(237)
	%
<i>Level of Program Was:</i>	
Satisfactory	72
Unsatisfactory	12
Can't rate	15
Not ascertained	1
Total per cent	100%

¹ Q S2-1C: For this section, I would like to have your suggestions regarding the ICA training program in general. I am going to read the headings to you and would like to have your opinion about each as to whether it is good or not.

C) Level of program — difficult or easy.

* Reported only for supervisors interviewed.

Table 4.3-5
Supervisor's Rating: Reasons for Dissatisfaction with Level of Program¹

Base*	(28)
	%
<i>Dissatisfaction with Program Level</i>	
Program too advanced for participant	29
Program too elementary for participant	14
Level of program not related to job needs, participant's Experience	9
Level of programs good for participants in low-level and middle-level jobs, but not for participants in high-level jobs	3
Other comments	9
Irrelevant	6
No comment, don't know	29
Total per cent	100% [†]

¹ Q S2-1C: And if you should find any which is not good, please also tell me what makes you feel so?

C) Level of program — difficult or easy?

* Reported only for supervisors who mentioned that the level of program was dissatisfactory.

† Due to rounding.

Table 4.3-6
Participant's Satisfaction with Program in General¹

Base*	(460)
	—%—
<i>Satisfaction</i>	
Very satisfied	50
Moderately satisfied	40
Not so satisfied	9
Not satisfied at all	1
Not ascertained	+
Total per cent	100%

¹ Q P-114: In general, how satisfied were you with the training program?

+ Less than 0.5%

Table 4.3-7
Satisfaction with Training Program¹
by
Participant's Utilization Score

	Total	High	Low	Correlation
Base	(460)	(96)	(108)	
	%	%	%	
<i>Satisfaction with Training Program</i>				
Very satisfied	50	63	41	+ + +
Moderately satisfied	40	31	43	- -
Not satisfied	10	6	17	- - -
Not ascertained	+	-	-	
Total per cent	100%	100%	100% [†]	

¹ Q P-144: In general, how satisfied were you with the training program, very satisfied, somewhat satisfied, not so satisfied, or not satisfied at all?

+ Less than 0.5%

[†] Due to rounding.

Table 4.3-8
Opinion about Personal Importance of Program¹

Base	(460)
	%
Most important thing had ever done	71
Waste of time	1
In between	28
Not ascertained	+
Total per cent	100%

¹ Q P-145: Some of those who received the scholarship and have returned have the idea that the *training program* was the most important thing they had done; some think that it was a pure waste of time; and some compromisingly say that it was *somewhere in between*. What is your opinion about it?

+ Less than 0.5%

Table 4.3-9
Opinion About Importance of Personal Program¹
by
Participant's Utilization Score

	Total	High	Low	Correlation
Base	(460)	(96)	(108)	
	%	%	%	
Most important thing	71	96	56	+++
Not the most important thing	29	15	44	---
Not ascertained	+	-	-	
Total per cent	100%	100% [†]	100%	

¹ Q P-145: Some of those who received the scholarship and have returned have the idea that the *training program* was the most important thing they had done; some think that it was a pure waste of time; and some compromisingly say that it was *some where in between*. What is your opinion about it?

[†] Due to rounding.

Table 4.3-10
Reasons for Importance of Program¹

Base*	(325) %	(325) %
<i>Specific, Impersonal Gain</i>		40
Able to work more effectively in field, make greater contribution by applying and transmitting the acquired knowledge, ideas, etc.	25	
Acquired knowledge and ideas and observed systems, methods which were new and applicable in solving problems in own country	15	
Gave a chance to learn about labor unions	+	
<i>Non-specific, Personal Gain</i>		37
It was educational; gave experience	19	
Gave broader insight	14	
Met people, made friends	3	
Learned how to treat others; how to handle people	1	
<i>Non-specific, Impersonal Gain</i>		17
Gave a chance to know a country with highly developed technology and her people, developed mutual understanding, international viewpoint	9	
It was useful to employer or own country	4	
It gave a chance to compare home situations with the situations abroad	4	
<i>Specific, Personal Gain</i>		12
Improved own position	6	
Gave self-confidence, courage	4	
Obtained a degree	2	
<i>Other (reasons not covered by the above categories)</i>		1
<i>No Reason Given, Not Ascertained</i>		2
Total per cent		109% [†]

¹ Q P-146: Why do you feel like that?

* Reported only for those who mentioned the program was most important.

+ Less than 0.5%

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-12
How Program Could Have Been Improved¹

Base	(460) %	(460) %
<i>Type of Change Recommended Change in Arrangement of Program</i>		89
More information in advance	29	
Better planning, more guidance	16	
Participants' participation in planning	14	
More emphasis on the language	8	
More help on living expenses	8	
More planning for utilization	7	
Members of study groups should have the same background	4	
Training in different place	3	
<i>Change in Emphasis of Training Program</i>		53
More, longer, or more general training	24	
Program more specifically related to job, personal, or country needs	15	
More specialized or concentrated program	5	
Shorter, less repetitive program	3	
<i>Change in Type of Training Program</i>		36
More observation	9	
More theoretical or academic	9	
More practical work	8	
Would have liked a degree	8	
Less practical experience	1	
Less academic training	1	
Less observation	+	
<i>No changes</i>		15
<i>Other Negative Comments</i>		4
<i>Not Ascertained</i>		1
Total per cent		198% [†]

¹ Q P-139 - 140 + 141: Now supposing you were to begin your program all over again, what in general, do you think must be corrected in order that the program would be much more useful to you? Why do you think that it has to be corrected so? Have you additional comments or suggestions to make in connection with your program?

+ Less than 0.5%

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-13
Value of Participant's Program: Supervisor's Rating¹

Base*	(440)
	%
Worth cost and difficulty	93
Not worth cost and difficulty	3
Don't know or don't remember	4
Total per cent	100%

¹ Q S1-14: Do you think that (participant's) training program was worth the money spent and difficulties encountered in your work or not?

* Reported only for those whose supervisors were interviewed.

Table 4.3-14
Suitability of Training Program to Participant's Office¹

Base*	(440)	(440)
	%	%
<i>Positive Comments</i>		94
Weak positive comments not further specified	36	
Strong positive comments not further specified	28	
Participant is applying his training in his work	25	
Participant is conveying his training to others	2	
Participant has introduced new methods, techniques, equipment, etc.	1	
Participant has received a promotion, a better job, more prestige, etc.	+	
Other positive comments	2	
<i>Negative Comments</i>		7
Training not appropriate to participant's work	4	
Training was not suitable because it was inadequate, inappropriate, etc., not further specified	1	
Other negative comments	2	
<i>Neutral Comments</i>		+
Training made no difference: it was neither suitable nor unsuitable; didn't matter	+	
<i>Don't Know, Can't Evaluate Suitability of Program, Didn't Know Participant, or Program, etc.</i>		2
<i>Not Ascertained</i>		1
Total per cent		104% [†]

¹ Q S1-15: How much is the (participant's) training program suitable to the type of work of your section?

* Reported only for those whose supervisors were interviewed.

+ Less than 0.5%

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-15
Supervisors' Suggestions for Improving the Program¹

Base*	(440) %	(440) %
<i>Changes Related to Content of Program</i>		
Program should include more practical training, more on-the-job experience	9	23
Program should permit participant to get an academic degree	8	
Content of program should be more specific	3	
Content of program should be different	2	
Program for future participants should include different aspects of the field of specialization	1	
Content of program should be more general; more subjects studied	+	
Program should be more advanced	+	
<i>General Comments</i>		
No changes suggested: no further comments	14	22
No changes suggested because program was good the way it was	8	
Would not send another participant on a training program	+	
<i>Changes Related to Program Planning</i>		
Program should be planned to meet needs of participant, his employer, his country	7	16
Program should be followed as planned, fewer changes made in it	1	
Supervisor should have more important role in planning program	1	
More time needed to prepare program	+	
Other comments relating to planning of program	7	
<i>Changes Related to Length of Program</i>		
Training should be longer	14	15
Training should be shorter	+	
Other comments relating to length of Program	1	
<i>Other (concepts not included in above categories)</i>		
Don't Know, Can't Evaluate Program, don't know enough about program or participant, etc.		2
Not ascertained		23
Total per cent		111%†

¹ Q S1-16: Supposing you were to send another person for the training program like (participants') what corrections, in your opinion, should be made?

* Reported only for those whose supervisors were interviewed.

+ Less than 0.5%

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-16
Supervisors' Opinion about Importance of
Training to Participants' Work Abilities¹

Base*	(440)
	<u> %</u>
<i>Program's Degree of Importance to Participants' Abilities</i>	
Most important	24
Very important	68
Helpful but not very important	8
Not useful	+
Don't know or don't remember	+
Total per cent	100%

¹ Q S1-17: Regarding the work abilities of (participant) at present; how important do you think was the fact that he had been on the training program?

* Reported only for those whose supervisors were interviewed.

+ Less than 0.5%

Table 4.3-17
Supervisors' Satisfaction with Various ICA Aspects of Training Program¹

	Total	Satis- factory	Unsatis- factory	No Opinion
	<u> %</u>	<u> %</u>	<u> %</u>	<u> %</u>
a. Procedure by which participants selected	100	55	36	9
b. Subject matter covered	100	68	22	11
c. Length of Program	100	39	56	5
d. Country or countries of training	100	68	30	2
e. Practical experience provided in program	100	58	27	15

¹ Q S2-1: For this section, I would like to have your suggestions regarding the ICA training program in general. I am going to read the headings to you and would like to have your opinion about each as to whether it is good or not. And if you should find any which is not good, please tell me what makes you feel so (Selection of participants; Subjects arranged under the training program; Duration of program; Country visited for the program; Work training under the program).

Table 4.3-18
Supervisors' Reasons for Dissatisfaction with Program Subject Matter¹

Base*	(51)
	%
Subject matter not appropriate	61
Should lead to participant's obtaining an academic degree	6
Amount of observation not appropriate	4
Other	32
Total per cent	103% [†]

¹ Q S2-1b: And if you should find any which is not good, please also tell me what makes you feel so (Subjects arranged under the training program).

* Reported only for those supervisors interviewed and mentioned that the subject matter of the program was unsatisfactory.

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-19
Supervisors' Reasons for Dissatisfaction with Length of Program¹

Base*	(321)
	%
Programs too short, other reason or reasons not further specified	54
Program too short because participants did not have time to get a degree	25
Program too long	5
Other comments relating to length of program	18
Not ascertained	1
Total per cent	103% [†]

¹ Q S2-1D: And if you should find any which is not good, please also tell me what makes you feel so (Duration of program).

* Reported only for supervisors who mentioned that the length of program was unsatisfactory.

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-20
Supervisors' Reasons for Dissatisfaction with Country of Training¹

Base*	(70)
	%
Training should include visits to more countries	42
Training should be given in countries more like participant's home country (with respect to general way of life, problems of the country, climate, economy, technology, political system, language, culture, etc.)	13
Some or all of training should be in Europe (including England)	11
Some or all of training should be in Asian countries (including Japan and Philippines)	9
Some or all of training should be in small countries	6
Some or all of training should be in the United States (not including Puerto Rico)	4
Other comments relating to country or countries of training (not included in above categories)	18
Not ascertained	1
Total per cent	114% [†]

¹ Q S2-1E: And if you should find any which is not good, please also tell me what makes you feel so (Country visited for the program).

* Reported only for supervisors who mentioned that the country of training was unsatisfactory.

[†] Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-21
Supervisors' Reasons for Dissatisfaction with Selection Process¹

Base*	(86) %	(86) %
<i>Criteria for Selection</i>		70
Participant's knowledge of English should be an important criterion of selection	27	
Selection should be appropriate to the requirements of participant's job, supervisor, employer, or needs of country	17	
Participant's knowledge or experience in his field should be an important criterion of selection	12	
Participant's knowledge of English is too important a criterion of selection; participants should be selected even if they do not know English	12	
Selection is too restrictive; more participants should be selected from a given organization, company, or agency	2	
<i>Who Should Select Participants?</i>		18
A participant should be selected by his supervisor, or another superior at his place of employment	15	
Participants should be selected by means of competitions, examinations, etc.	3	
<i>Selection Procedures</i>		2
Selection procedures are careless or hasty; should be more thorough	2	
<i>Other Comments</i> relating to selection (not included in the above categories)		8
Not ascertained		7
Total per cent		105%†

¹ Q S2-1A: For this section: I would like to have your suggestions regarding the ICA training program in general. I am going to read the headings to you and would like to have your opinion on each as to whether it is good or not. And if you should find any which is not good, please also tell me what makes you feel so (About selecting).

* Reported only for supervisors interviewed and mentioned that the selection was unsatisfactory.

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-22
Supervisors' Suggestions for Changes in Other Aspects of Training Program¹

Base*	(237) %	(237) %
Favorable comment only		14
Unfavorable comment only		+
<i>Selection of Participants</i>		24
Participants should be experienced people	8	
More people in my office should be trained	4	
More supervisors should be trained	3	
Language should be more important factor in selection	3	
Language should be less important factor in selection	3	
More people in specific field should be trained	2	
Selection procedures should be improved	1	
<i>Training Program</i>		82
Program should be planned to meet specific needs	20	
Program should be longer	12	
More practical training	10	
Participants should receive academic degree	8	
More places to visit during training	7	
Participants should receive higher per diem	7	
More theoretical training	4	
More social activities with country of training	3	
Program should be improved	6	
Other comments on training program	5	
<i>Post Training</i>		6
Participant should be placed in jobs where training can be applied	5	
Other comments on post training	1	
<i>Other Comments</i>		4
<i>Don't Know or Don't Remember</i>		3
<i>Not Ascertained</i>		11
Total per cent		144%†

¹ Q S2-2: Is there anything further about the training program on which you can give your opinions?

* Reported only for supervisors interviewed.

+ Less than 0.5%

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-23
 Supervisors' Reasons for Dissatisfaction with Practical Experience Provided in Program¹

Base*	(65) %
Practical experience not sufficient; more is needed; not enough time in program allotted to practical experience	63
Practical experience not appropriate to needs of participant's employer or home country; could not be applied in participant's work	9
Practical experience was not related to other parts of program; did not correspond to other things learned or observed in program	3
Practical experience not abroad or varied enough; experience gained in too few areas; not enough different tasks or types of work were included	3
Other comments relating to practical experience (not included in above categories)	22
Don't know or don't remember	2
Not ascertained	5
Total per cent	117%†

¹ Q S2-1F: And if you should find any which is not good, please also tell me what makes you feel so (Work training under the program).

* Reported only for supervisors who mentioned that the practical experience provided in program was unsatisfactory.

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-24
 Proportion of Supervisors Who Had Been ICA Participants¹

Base*	(237) %
Had received ICA training	53
Had not received ICA training	47
Total per cent	100%

¹ Q S2-3: Have you yourself ever received ICA scholarship?

* Reported only for supervisors interviewed.

Table 4.3-25
Satisfaction with USOM Contribution to Participants' Utilization¹
Technician's Rating

Base	(42)
	%
USOM has participated in assuring that participants are placed in jobs where they can use their training, has insisted that the training be put to good use	26
It has not been necessary for USOM to take steps to insure good utilization of training, since the host government has done everything necessary for good utilization	17
USOM has provided a climate favoring utilization which otherwise would not have existed	12
USOM has provided money or material support for programs in which the participants are working	10
USOM has provided technicians to assist participants in the utilization of their training	7
Participants have received better jobs with more leadership	7
USOM has selected good people for training	7
The practice of sending participants to a third country aids utilization	5
Positive non-specific comments	5
Other (4 comments)	9
Not ascertained	10
Total per cent	115% [†]

¹ Q T2-2: In which ways are you satisfied with what USOM has done in this country to make for good utilization of the participants' training?

[†] Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-26
Dissatisfaction with USOM Contribution to Participants' Utilization¹
Technicians' Rating

Base	(42) %
USOM has not insisted, to the degree that it should, that participants be placed in jobs where they can use their training, has not insisted that the training be put to good use. USOM is not able to exert sufficient control over participants' job placement	26
Selection of participants is not such as to insure or provide for the best utilization	14
Training programs abroad need improvement: longer; entirely academic	9
USOM has failed to provide technicians to assist participants in the utilization of their training	5
USOM should improve post-training contacts through recognition of job achievement or an organization of participants	5
Other negative comments (not included in the above categories)	10
Don't know	2
No dissatisfaction	38
Total per cent	109% [†]

¹ Q T2-3: In what ways are you dissatisfied with what USOM has done in this country to make for good utilization of the participants' training?

[†] Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-27
Technicians' Suggestions for Greater Benefits from Training Program¹

Base	(42) %	(42) %
<i>Selection of Participants</i>		47
Selection should be improved	24	
Participants should be selected on basis of experience, ability	17	
Should be more emphasis in language as selection factor	2	
Political factors should be eliminated from selection	2	
Family influence should be eliminated from selection	2	
<i>Content of Training Program</i>		24
Training program should be improved	17	
Programs should be tailored to meet needs of country	7	
<i>Other Comments</i>		71
Place participants in position where this training can be properly utilized	36	
Promote understanding of programs by top officials and supervisors; eliminate jealousy or resentment of participant	9	
Set up regular system for returned participants; train other people	9	
Set up regular system so participant can keep informed on new developments in his field	5	
Other comments	12	
<i>No Comments</i>		9
Total per cent		151% [†]

¹ Q T2-5: In what ways could the host government and the U.S. derive greater benefits from the training program?

[†] Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-28
 Strong and Weak Points of Participant Training Program¹
 Technician Rating

Base	(42) %	(42) %
	-----	-----
<i>Weak Points</i>		63
Participants are not always placed in jobs in which they can use their training to the best advantage	10	
Participants do not get enough practical, on-the-job training	10	
The methods of selecting participants are not appropriate	7	
More participants should obtain an academic degree	7	
The program is not appropriate to the needs of the participant	5	
Participants do not get enough theoretical or academic training	5	
Participants do not have adequate training or experience in their field before they leave on an ICA training grant	5	
Over-all the program is poor, ineffective, inadequate	2	
Participants should be trained in circumstances that are more nearly like those in their own country	2	
Other weak points (not included in the above categories)	10	
<i>Strong Points</i>		50
Over-all the program is good, effective, adequate	36	
The program is particularly appropriate to the needs of the country, or the needs of the participants; the subjects studied are particularly appropriate	7	
A strong point of the training program is that the training received is of high quality	5	
The methods of selecting participants are particularly good	2	
<i>Not Ascertained</i>		5
Total per cent		----- 188%†

¹ Q T2-1: Strong or weak points of participant training program.

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-29
Technicians' Suggestions for Techniques or Methods of Follow-up¹

Base	(42)
	----- %
<i>Methods</i>	
Personal contact between technician and returned participant	29
On a regularly scheduled basis, check up on ex-participants to see if they are using their training and if they need any assistance; annual formal evaluation of utilization	21
Newsletter	10
An organization of ex-participants, so that they can get together from time to time; alumni organization—general, social, or professional	7
Returned participants should be provided written material pertinent to their field	5
Conferences, seminars, workshops	5
Membership in professional societies	2
Other (concepts not included in the above categories)	31
Not ascertained	17
Total per cent	----- 124% [†]

¹ Q T2-4: Are there any techniques or methods of follow-up that you think are particularly good to use?

[†] Total adds to more than 100% because some respondents gave more than one answer.

Table 4.3-30
Satisfaction with Training Program¹
by
Sex of Participant²

		Male	Female
Base	(460)	(329)	(131)
	%	%	%
Very satisfied	50	55	39
Moderately satisfied	40	35	53
Not satisfied	10	10	8
Not ascertained	+	+	—
Total per cent	100%	100%	100%

¹ Q P-144: In general, how satisfied were you with the training program, very satisfied, somewhat satisfied, not so satisfied, or not satisfied at all?

² Q P-8: Sex of participant.

+ Less than 0.5%

Table 4.3-31
Satisfaction with Training Program¹
by
Level of Position at Time of Departure²

		Top and second- level Policy Makers	Subordi- nate Man- agement	Profes- sional, Sub-pro- fessional and Super- visory	Not ascertained
Base	(460)	(36)	(178)	(245)	(1)
	%	%	%	%	%
Very satisfied	50	56	54	47	—
Moderately satisfied	40	42	38	41	100
Not satisfied	10	3	8	12	—
Not ascertained	+	—	—	+	—
Total per cent	100%	100%†	100%	100%	100%

¹ Q P-144: In general, how satisfied were you with the training program, very satisfied, somewhat satisfied, not so satisfied, or not satisfied at all?

² Q P-5: Kind of work done at time of departure.

+ Less than 0.5%

† Due to rounding.

Table 4.3-32
General Satisfaction with Training Program¹
by
Satisfaction with Training Program before Departure²

		Very satisfied	Moder- ately satisfied	Not satisfied	Not ascertained
Base	(460)	(258)	(107)	(95)	(1)
	%	%	%	%	%
Very satisfied	50	60	38	37	—
Moderately satisfied	40	33	50	49	—
Not satisfied	10	7	12	14	100
Not ascertained	+	+	—	—	—
Total per cent	100%	100%	100%	100%	100%

¹ Q P-144: In general, how satisfied were you with the training program, very satisfied, somewhat satisfied, not so satisfied, or not satisfied at all?

² Q P-31: Prior to your departure for abroad, how satisfied were you with your program?

+ Less than 0.5%

Table 4.3-33
Satisfaction with Program¹
by
Participant Participation in Planning Program²

		<i>Helped Plan Program</i>		
		Yes	No	Don't know or don't remember
Base	(460)	(210)	(246)	(4)
	%	%	%	%
Very satisfied	50	60	41	75
Moderately satisfied	40	32	46	25
Not satisfied	10	7	13	--
Not ascertained	+	1	--	--
Total per cent	100%	100%	100%	100%

¹ Q P-144: In general, how satisfied were you with the training program, very satisfied, somewhat satisfied, not so satisfied, or not satisfied at all?

² Q P-32: Did you have any share in the planning of your training program?

+ Less than 0.5%

Table 4.3-34
Satisfaction with Program¹
by
Guidance in the Course of the Program in Country of Training²

		Received enough attention	Did not receive enough attention	Don't know or don't remember	Not ascertained
		Base*	(435)	(387)	(42)
	%	%	%	%	%
Very satisfied	51	52	36	50	50
Moderately satisfied	40	39	43	50	50
Not satisfied	10	9	21	--	--
Not ascertained	+	+	--	--	--
Total per cent	100%†	100%	100%	100%	100%

¹ Q P-144: In general, how satisfied were you with the training program, very satisfied, somewhat satisfied, not so satisfied, or not satisfied at all?

² Q P-51: Do you think that person paid enough attention or gave sufficient recommendations to you during your training program?

* Reported only for those whose program was discussed with someone in country of training.

+ Less than 0.5%

† Due to rounding.

Table 4.3-35
Satisfaction with Program¹
by
Opinion about the Scope of the Program²

		Too many things	Would have liked more	All right as it was	Don't know or don't remember
Base	(460)	(81)	(142)	(230)	(7)
	%	%	%	%	%
Very satisfied	50	36	44	60	29
Moderately satisfied	40	52	42	34	57
Not satisfied	10	12	14	6	14
Not ascertained	+	—	—	+	—
Total per cent	100%	100%	100%	100%	100%

¹ Q P-144: In general, how satisfied were you with the training program, very satisfied, somewhat satisfied, not so satisfied, or not satisfied at all?

² Q P-66: Did you think that the items arranged to be done or to be seen for the training program were too many, or should have been more?

+ Less than 0.5%

Table 4.3-36
Satisfaction with Program¹
by
Attitude Toward Length of the Program²

		Too long	Too short	About right
Base	(460)	(26)	(226)	(208)
	%	%	%	%
Very satisfied	50	31	42	61
Moderately satisfied	40	50	46	32
Not satisfied	10	19	12	7
Not ascertained	+	—	+	—
Total per cent	100%	100%	100%	100%

¹ Q P-144: In general, how satisfied were you with the training program, very satisfied, somewhat satisfied, not so satisfied, or not satisfied at all?

² Q P-64: Did you think that the length of your training program was too long, just right or too short?

+ Less than 0.5%

Table 4.3-37
Satisfaction with Program¹
by
Attitude Toward Level of Program²

		Too simple	About right	Too advanced	Don't know or don't re- member	Not ascertained
Base	(460)	(34)	(369)	(49)	(7)	(1)
	%	%	%	%	%	%
Very satisfied	50	35	53	45	29	—
Moderately satisfied	40	44	40	37	57	—
Not satisfied	10	21	7	18	14	100
Not ascertained	+	—	+	—	—	—
Total per cent	100%	100%	100%	100%	100%	100%

¹ Q P-144: In general, how satisfied were you with the training program, very satisfied, somewhat satisfied, not so satisfied, or not satisfied at all?

² Q P-67: How would you rate the program that was arranged for you? Considering the background and experience which you had at that time, would you say in general that it was too easy for you, just right, or too difficult?

+ Less than 0.5%

Table 4.3-38
Satisfaction with Program¹
by
Attitude toward Amount of Time for Personal Interests in the Program²

		Too much	Enough	Too little	Don't know or don't remember
Base	(460)	(9)	(278)	(172)	(1)
	%	%	%	%	%
Very satisfied	50	44	55	42	100
Moderately satisfied	40	44	36	47	—
Not satisfied	10	11	9	11	—
Not ascertained	+	—	+	—	—
Total per cent	100%	100%†	100%	100%	100%

¹ Q P-144: In general, how satisfied were you with the training program, very satisfied, somewhat satisfied, not so satisfied, or not satisfied at all?

² Q P-80: According to the program arranged, do you think that the spare time for your personal interests was too much, sufficient, or too little?

+ Less than 0.5%

† Due to rounding.

Table 4.3-39
 Satisfaction with Program¹
 by
 Participants Receiving Degree or Diploma from Training²

		Participant received an academic degree or diploma	Participant received a certificate or other non-acade- mic cita- tion	Participant received nothing
Base*	(259)	(130)	(30)	(99)
	%	%	%	%
Very satisfied	51	54	57	46
Moderately satisfied	38	38	40	38
Not satisfied	10	8	3	15
Not ascertained	+	—	—	1
Total per cent	100%†	100%	100%	100%

¹ Q P-144: In general, how satisfied were you with the training program, very satisfied, somewhat satisfied, not so satisfied, or not satisfied at all?

² Q P-58: Did you receive a degree or a diploma?

* Reported only for those who entered university.

+ Less than 0.5%

† Due to rounding.

Section 4. Non-technical Aspects of Training While Abroad

A. ORIENTATION IN COUNTRY OF TRAINING

Seventy-two per cent of the participants report attending general orientation sessions in the country of training, the duration of which exceeded one day. Of those attending, slightly more than eight out of ten (84%) were at the Washington International Center (WIC), Washington, D.C. An additional ten per cent attended sessions in the United States conducted by universities, or government and non-government agencies. Sixty-five per cent of those attending these sessions report receiving a newsletter from the organization which conducted the sessions (Table 4.4-1, 4.4-2 and 4.4-3).

A pronouncedly high proportion (85%) of those attending sessions in the U.S.A. view the experience as valuable, 14% thought the time required to attend could have been better spent (Table 4.4-4). Fifty-three per cent felt the sessions attended were all right—no improvement needed, and those who felt some improvement was desirable, by and large, gave different suggestions which, when categorized, do not have the numerical strength required to dictate that a change is urgently needed (Table A2.4-1, Appendix 2).

B. ENGLISH LANGUAGE INSTRUCTION

Eighty-eight per cent of participants said their program required a knowledge of English, and 46% arrived in the country of training feeling the need for additional instruction in English, (Table 4.4-5 and 4.4-6). Of the 406 whose program required a knowledge of English, 38% took lessons after reaching the country of training. Of this group 89% felt that even more instruction would have been useful. (Tables 4.4-7 and 4.4-8). Of the 250 who did not receive instruction in English after reaching the country of training, 59% thought in retrospect that instruction would have been useful (Table 4.4-9).

Those taking English language training report doing so at the following places:

Table 4.4-10
Place of Additional English Instruction in Country of Training¹

Base*	(156)
	%
American University, Michigan University, or other U.S. Government university contracts connected with the Language Center	36
Classes in university	35
Private tutoring	3
Other places (unspecified)	12
Not ascertained	14
Total per cent	100%

¹ Q P-150: Where did you have these lessons? (This question added by USOM, Thailand.)

* Asked only of those who reported taking additional English instruction.

More than half of those whose program required a knowledge of English reported a language difficulty in completing their program.

In looking at Table 4.4-11, the reader should bear in mind that the participants reporting (406) had, with very few exceptions, received instruction prior to leaving Thailand. Also 156 (38%) of them had taken additional English language training after arriving in the country of training. Nonetheless, less than half of them (43%) report that they had no difficulty with language in their training. More significant, a majority of those who had difficulty, had trouble in both being understood and in understanding others.

The question logically arises: "Did those who had additional language instruction in the country of training have less difficulty than those who did not take additional training?" An investigation results in Table 4.4-12.

It is interesting that those who took additional instruction in English still had the most language difficulty. However, a closer look at Tables 4.4-8 and 4.4-9 reveals that the cross-tabulation shown in Table 4.4-12 merely confirm what one would logically expect. As shown by Table 4.4-8, 89% of those taking additional instruction felt at the time of interview that *more* instruction would have been useful, while only 59% (Table 4.4-9) of those not taking additional instruction thought so.

It appears that a fairly reliable indicator of whether the Thai participant will experience a language difficulty in training is his own personal feeling about the level of his language proficiency. As shown by Table 4.4-13 below, 63% of those who say in retrospect that they felt no need to improve their English upon arrival in the country of training reported no difficulty with language in their training.

On the other hand, only 25% of those who arrived in the country of training feeling that their English needed improvement, reported no difficulty.

It is recognized, of course, that the response to the question: "Did you feel the necessity to improve your English by additional instruction?" was perhaps colored by whether or not language difficulty was recalled.

The foregoing data may be summarized as follows:

- Nearly nine out of ten of Thai participants required a knowledge of English to complete their training program.
- Almost half of *all Thai participants* arrive in the country of training feeling a necessity to improve their English by *additional instruction*.
- Yet, only 38% of those whose program requires proficiency in English actually take lessons after their arrival.
- Eighty-nine per cent of those taking lessons feel *more* instruction would have been helpful,
- and 59% of those who do not take lessons on arrival feel that instruction in English would have been useful.

- Regardless of their feeling of adequacy in English upon arrival, and additional instruction, 57% experience some difficulty, and those having had additional instruction upon arrival are those who report having the bigger problem with language.

Conclusions:

The participants' report substantiates the views of the Thai supervisors. Knowledge of English is a crucial problem, and deserves primary consideration in both the selection and preparation of participants for training abroad.

C. COMMUNITY PARTICIPATION (PERSONAL INTERESTS) AND HOME HOSPITALITY

Thai participants rarely found their program while abroad permitting *too much* spare time for personal interest. In only two per cent of the cases was this true. On the other hand, in 37% of the cases it was felt that "too little" time was permitted. Six out of ten of the participants report that they had enough spare time for their personal interest (Table 4.4-14).

Over 90% of the participants were invited into private homes while they were abroad and of the 429 visiting in homes, 67% liked the visits "very much"; a rather insignificant three per cent did not like these visits (Tables 4.4-15 and 4.4-16).

By and large, the value seen by participants in the home visits was that it gave a chance to: (1) learn about the country of training (48%), (2) make friends (15%), and (3) exchange ideas (11%). An additional 33% said they liked the "hospitality and atmosphere" of the home visits (see Table A.2.4-2, volume II, Appendix 2).

Seventy-three per cent (Table 4.4-17) feel their time abroad was taken up with "about enough" social activities. 22% would have liked more, and five per cent less. Few specific reasons for preferring more or less social activities were given. These appear in Tables A2.4-3 and A2.4-4, Appendix 2.

D. COMMUNICATIONS SEMINAR

Only 22% of Thai participants attended a seminar in communication prior to returning to Thailand. Of those attending about 32% attended the seminar run by Michigan State University, about 30% attended one run by the U.S. Department of Agriculture, and the remainder attended one at some other place. Sixty-nine per cent of those attending say they have used materials or ideas from the seminar in their work, primarily in their dealings with other people. Those who have not used anything from the seminar, by and large, say that they have not as yet had an opportunity (31%), or that there was nothing gained useful, at least useful in their current jobs (32%).

In general, Thai participants attending a communication seminar liked most the exchange of ideas with people from other countries, and the suggestions for adapting what they had learned in training to the Thai situation—including how to communicate their newly learned ideas and skills (Tables A2.4-6 to A2.4-12, Appendix 2).

E. MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

Thirty-four per cent of Thai participants had joined a U.S. professional society, and 25% were still members at the time of interview (Tables 4.4-18 and 4.4-19 respectively). In addition, there were seven per cent of the participants who reported membership in a professional society other than the U.S. (Table 4.4-20). Hence, 32% of the participants belonged to at least one professional society, 68% did not hold any such membership.

Further investigation of those who held membership in a U.S. or "third" country professional society disclosed that 95% belonged to a professional society in Thailand.

Table 4.4-21
Location of Professional Society¹

Base*	(145)
	----- %
In Thailand	95
Other countries (excluding U.S.)	17
Total per cent	115% [†]

¹ QP-151: Was followed by QP-152 which asked "What country?" Only countries other than the U.S.A. were coded.

* Asked only of those who reported membership in a professional society.

[†] Total adds to more than 100% because some respondents gave Thailand, plus, one or more other countries.

Current membership in professional societies does not give the complete picture of the extent to which Thai participants have access to professional journals in keeping abreast of development in their fields. More significant in this respect is the number who receive professional publications.

As shown by Tables 4.4-22 and 4.4-23, 60% of the 460 participants comprising the sample receive U.S. professional publications, and 87% of those receiving say that these publications are "somewhat" or "very" useful.

A further check disclosed that of the 460 participants 36% were receiving professional journals from some country other than the U.S.A. (Table 4.4-24).

Table 4.4-1
Orientation in Country of Training¹

Base	(460)
	<u> %</u>
Yes	72
No	28
Total per cent	<u>100%</u>

¹ Q P-42: When you arrived (in Primary country of training), did you join in any general orientation sessions which took longer than one day?

Table 4.4-2
Place of Orientation in Country of Training¹

Base*	(329)
	<u> %</u>
Washington International Center	84
School or university in U.S.A., n.e.s.	5
Outside the U.S.A.	5
American University	2
Government Department or Agency	2
Private organization in U.S.A.	+
Don't know or don't remember	1
Total per cent	<u>100%†</u>

¹ Q P-43 - 44: What city was that? What was the name of the location where the orientation sessions were arranged?

* Reported only for those who attended orientation session in country of training.

+ Less than 0.5%

† Due to rounding.

Table 4.4-3
Newsletters Received from Orientation Session¹

Base*	(313)
	<u> %</u>
Received newsletters	65
Did not receive newsletters	34
Don't know	1
Total per cent	<u>100%</u>

¹ Q P-45: Did you receive any newsletters?

* Reported only for those who attended orientation session in U.S.A.

Table 4.4-4
Value of Orientation Session in U.S.A.¹

Base*	(313)
	<u> %</u>
Orientation session valuable	85
Prefer time on rest of program	14
Not ascertained	1
Total per cent	<u>100%</u>

¹ Q P-46: Do you think that the time spent in the orientation was useful, or do you think it would have been better to spend it on other parts of the training program?

* Reported only for those who attended orientation session in U.S.A.

Table 4.4-5
English Language Requirement of the Program¹

Base	(460)
	<u> %</u>
Program required English	88
Program did not require English	12
Total per cent	<u>100%</u>

¹ Q P-95: Now I would like to know some things about the English language training. Did your program require knowledge in English language?

Table 4.4-6
Need for Additional English Instruction in Country of Training¹

Base	(460)
	<u> %</u>
Needed	46
Not needed	54
Don't know or don't remember	1
Total per cent	<u>100%†</u>

¹ P-149: When you arrived in the foreign country, did you feel the necessity to improve your English by additional instruction? (This question was added by USOM, Thailand.)

† Due to rounding.

Table 4.4-7
Additional English Instruction on Arrival in Country of Training¹

Base*	(406)
	%
Taken	38
Not taken	62
Total per cent	100%

¹ Q P-96: After your arrival and before commencing your program, did you take any extra or additional lessons in English to prepare yourself?

* Reported only for those whose program required English language.

Table 4.4-8
Adequacy of Additional English Instruction Taken¹

Base*	(156)
	%
<i>More English Instruction Would:</i>	
Have been useful	89
Not have been useful	11
Total per cent	100%

¹ Q P-97: Do you think that more extra or additional lessons in English would be useful to you during the program?

* Reported only for those who received English instruction.

Table 4.4-9
Desirability of Additional English Instruction in Country of Training¹

Base*	(250)
	%
<i>Additional English Lessons Would:</i>	
Have been useful	59
Not have been useful	40
Don't know	+
Not ascertained	1
Total per cent	100%

¹ Q P-98: (If "No") Do you think that if you had had some English lessons, they would have been useful during your program?

* Reported only for those who did not receive English instruction after arrival in country of training.

+ Less than 0.5%

Table 4.4-11
Type of English Language Difficulty Encountered¹

Base*	(406)
	%
None	43
In being understood	17
In understanding others	10
Both	30
Not ascertained	+
Total per cent	100%

¹ Q P-99: If you had had difficulties with your English during the program, was it more so in making yourself understood, or was it to understand other people, or both?

* Reported only for those whose program required English.

+ Less than 0.5%

Table 4.4-12
Type of English Language Difficulty¹
by
Additional English Instruction on Arrival in Country of Training²

		<i>Had Additional English</i>	
		Yes	No
Base*	(406)	(156)	(250)
	%	%	%
<i>Type of Difficulty</i>			
None	43	34	49
In being understood	17	18	16
In understanding others	10	13	8
Both	30	35	27
Not ascertained	+	—	+
Total per cent	100%	100%	100%

¹ Q P-99: If you had had difficulties with your English during the program, was it more so in making yourself understood, or was it to understand other people, or both?

² Q P-96: After your arrival and before commencing your program, did you take any extra or additional lessons in English to prepare yourself?

* Reported only for those whose program, required English.

+ Less than 0.5%

Table 4.4-13
 Type of English Language Difficulty Encountered¹
 by
 Need for Additional English Instruction in Country of Training²

		Needed	Did not need	Don't know or don't remember
Base*	(406)	(201)	(201)	(4)
	%	%	%	%
None	43	25	63	25
In being understood	17	21	12	25
In understanding others	10	13	7	—
Both	30	42	18	50
Not ascertained	+	—	+	—
Total per cent	100%	100%†	100%	100%

¹ Q P-99: If you had had difficulties with your English during the program, was it more so in making yourself understood, or was it to understand other people, or both?

² Q P-149: When you arrived in the foreign country, did you feel the necessity to improve your English by additional instruction?

* Reported only for those whose program required English.

+ Less than 0.5%

† Due to rounding.

Table 4.4-14
 Amount of Time for Personal Interest During the Program¹

Base	(460)
	%
<i>Time for Personal Interest Was:</i>	
Too much	2
Sufficient	60
Too little	37
Don't know or don't remember	+
Total per cent	100%†

¹ Q P-80: According to the program arranged, do you think that the spare time for your personal interest was too much, sufficient, or too little?

+ Less than 0.5%

† Due to rounding.

Table 4.4-15
Invitation to Private Homes¹

Base	(460)
	%
Invited	93
Not invited	7
Total per cent	100%

¹ Q P-81: Were you ever invited to private homes during your program?

Table 4.4.-16

Base*	(429)
	%
<i>Visits Were:</i>	
Liked very much	67
Rather liked	30
Not liked	3
Not ascertained	+
Total per cent	100%

¹ Q P-82: How did you feel about visiting these homes? Did you like it very much, did you rather like it, or did you not like it?

* Reported only for those who were invited to private homes.

+ Less than 0.5%

Table 4.4-17
Opinion about Other Social Activities¹

Base	(460)
	%
<i>Social Activities Were:</i>	
Too many	5
About enough	73
Too few	22
Not ascertained	1
Total per cent	100%†

¹ Q P-84: Now speaking about other social activities, did you think that there were too many or too few of those which were arranged for you?

† Due to rounding.

Table 4.4-18
Membership in U.S. Professional Societies¹

Base	(460)
	%
Joined U.S. professional society	34
Did not join U.S. professional society	66
Total per cent	100%

¹ Q P-135: Have you ever joined any U.S. professional society during or after your training program?

Table 4.4-19
Current Membership in a U.S. Professional Society¹

Base	(460)
	%
Yes	25
No	73
Not ascertained	3
Total per cent	100%†

¹ Q P-136: Are you currently a member of any U.S. professional society?

† Due to rounding.

Table 4.4-20
Membership in Professional Society of Countries Other than U.S.A.¹

Base	(460)
	%
Yes	32
No	68
Don't know or don't remember	+
Not ascertained	+
Total per cent	100%

¹ Q P-151: I have asked you once before about being a member of a U.S. professional society; now I'd like to ask you if you are a member of a professional society of any country?
(Question added by USOM/Thailand.)

+ Less than 0.5%

Table 4.4-22
Receipt of U.S. Professional Publications¹

Base	(460)
	%
Received publications	60
Did not receive publications	39
Not ascertained	1
Total per cent	100%

¹ Q P-137: Do you receive some U.S. professional publications?

Table 4.4-23
Usefulness of U.S. Professional Publications¹

Base*	(279)
	%
<i>U.S. Professional Publications Were:</i>	
Very useful	65
Somewhat useful	22
Only a little useful	9
Not useful at all	1
Not ascertained	4
Total per cent	100%†

¹ Q P-138: How useful are these publications to you?

* Reported only of those who received membership for U.S. professional publications.

† Due to rounding.

Table 4.4-24
Receipt of Professional Journals from Other Countries¹

Base	(460)
	%
<i>Journals from Non-U.S. Countries Are:</i>	
Received	36
Not received	62
Don't know or don't remember	+
Not ascertained	2
Total per cent	100%

¹ P-153: Are you still receiving professional journals from other countries (excluding U.S.)?
(This question was added by USOM/Thailand.)

+ Less than 0.5%

Section 5. Administrative Practices and Procedures

A. SELECTION

Over four-fifths of the participants said that their immediate supervisor¹ played at least some part in their selection to go on their training program. USOM personnel were recognized by less than a tenth of the participants as playing any part in their selection (Table 4.5-1). So far as participants are concerned, it is apparent that they see the selection process as inherently local, thus similar to the time-honored one of past experience with Thai Government scholarships. In spite of the policy that a participant is selected to fill the project needs—a policy which would seemingly require the joint decision of the Thai and American personnel associated with the project—nearly ten per cent of the participants claimed that they “applied” for USOM training (Table 4.5-2). Nearly half of these said that they first learned about the ICA training program from their supervisor (Table 4.5-3).

The Thai supervisors corroborate the participants’ report of their role in the selection process. As shown by Table 4.5-4, supervisors say they encouraged the selection of 83 % of the participants surveyed who worked for them at time of departure.

Regardless of the part that the supervisor played in selection, fewer than a tenth of the participants felt that personal contacts were particularly important in their being selected. Considered “very important” were personal ability, adequate professional and educational qualifications, and the particular needs of the job. Eighty per cent of the participants said that their language ability was an important factor in their being selected (Table 4.5-5). Whether or not participants recognize the project connection of their jobs, it seems certain that they do feel that job needs are an important consideration in selection people to be trained abroad.

B. PRE-DEPARTURE PREPARATION

One out of three participants surveyed said they had received no information about their program prior to their departure for training, either from their immediate employer, or from the ministry which sponsored them. In an earlier section it has been pointed out that the lack of receipt of enough information *on time* was seen as a weakness of the training program by participants. The fact that only two-thirds of them had received any information about their program from either their employer or the sponsoring ministry prior to their departure abroad is worthy of note (Table 4.5-6).

Moreover, of those who did receive information about their program from their place of employment, only about half said they got it from their supervisor, and a fifth learned these things from USOM personnel (Table 4.5-7). The information they got was related mostly to the subject matter of their program, said three out of five. Only five per cent said they were told anything from these sources about the later use of their training on the job (Table 4.5-8). Over half of those whose ministry gave them information said that the information was related to the subject matter of the training (Table 4.5-9).

¹ See footnote Chapter 1.

In fact, only 56% of the participants claimed to be satisfied with their program prior to departure, and about a quarter said they were "not very well satisfied" (Table 4.5-10). On a series of probing questions designed to develop more detailed information about the adequacy of this pre-departure information, less than a third (29%) said that they had received enough information about details of study, places where they would go, the time of their departure, how long they would be gone, and other program-related details (Table 4.5-11).

About nine-tenths of the participants reported that they had received adequate information about the length of their program and when they would be leaving, and nearly two-thirds said they had known where they would be going (Table 4.5-12). However, more than half (54%) said they did not learn enough about the "details of study" of their program before they left, a third of them saying that they needed more information about the *subjects* they would study (Table 4.5-13). This felt inadequacy was given further emphasis in response to the "round-up" question which asked, "Were the other details about the program which were given to you prior to your departure sufficient?" Even after having been previously asked about details of study specifically, 18% of those who said they still needed more information said they had wanted to know more about the subject matter of their program (Tables 4.5-14).

Less than half of the sample say they had any share in the planning of their program abroad (Table 4.5-15). Of those who did help plan their program four out of five were satisfied with their share of it (Table 4.5-16); eighty-four per cent of those who did not participate in program planning felt that such co-operation would have improved their program in general (Table 4.5-17).

It would appear that an effort to expedite and encourage the participant's planning of his program would increase satisfaction with pre-departure preparation and information. Though the surveyed participant's immediate supervisor appears to have been included more often than the participant in program planning, the data show that the supervisor could play a larger role. In speaking of the programs of participants who either worked for them at time of selection or with whose program they were familiar, Thai supervisors said that the programs for 59% originated in their office (Tables 4.5-18, 4.5-19 and 4.5-20).

Also, as shown by Table 4.5-21 the immediate supervisors said they personally helped prepare the program for 59% of these cases. Yet they report that in 92% of these cases their office had a project which could utilize the training (Table 4.5-22).

This indicates that those who are in the best position to evaluate and set forth training needs and to assure utilization upon completion of training are actually involved in the planning of only about two-thirds of the participants.

Moreover, when the immediate supervisor did have an opportunity to help prepare the program, they report that their participation in two-thirds of the cases was limited to suggesting a subject for study. As shown by Table 4.5-23 they appear to have had little to say about the country of training or the level and length of the program.

Pre-departure information in its non-program connected aspects seems to have been more nearly adequate for a larger share of the participants. In answering questions concerning five aspects of "how to get along" in the country of training, over half (53%) said they had received enough information of this kind prior to departure (Table 4.5-24). About four-fifths of the participants surveyed said they had received enough information about how to behave in public places, about the idioms and the spoken language, the use of currency, and manners and customs in general (Table A2.5-3 in Volume II, Appendix 2). However, nearly 40% said that they did not have enough information regarding the religious practices of the people in the country of their training (Table 4.5-25). While 60% of them could not make themselves clear as to *what* they wanted to know about religious practices, the modal responses were in the areas of general information about the local religions and information on how to *behave* in the practice of the religion in the country of training (Table 4.5-26).

That information about the *program* they were to follow was felt to be inadequate received further reinforcement here, when 13% of all participant respondents again said they needed more information on their program when asked in the context of non-program orientation, "Are there still some other points on which you would have liked to be better informed and were not prior to your departure?". The only other request occurring in any significant amount was for additional information on customs and conditions in general (Table 4.5-27).

Though participants seem to have been better satisfied with the adequacy of their pre-departure information about the general aspects of life in the country of training than they were with more closely program related information, there is a definite tendency for those who were better informed in the one to be better informed in the other (Table 4.5-28).

C. PROGRAM MANAGEMENT IN COUNTRY OF TRAINING

Nearly all the participants (95%) say that they received some guidance on their program upon arrival in the country of training (Table 4.5-29). Nine out of ten indicate that someone arranged their program for them in at least partial detail in the country in which they were trained, and half had their programs completely set-up when they arrived (Table 4.5-30).

The project managers seem to have been doing a creditable job in the eyes of the participants. Nearly nine-tenths (87%) of those who received guidance discussed their program with the project manager himself, and of the remainder, discussions were held with some other relatively high level official (Table 4.5-31).

Only ten per cent were not satisfied with the amount of attention they received from the person in charge of their program abroad (Table 4.5-32). All in all, very few participants seem to have any complaints about the amount of official help they received on their program while outside of Thailand.

D. PROGRAM CHANGES MADE IN COUNTRY OF TRAINING

Less than one out of six participants say that any important changes were made in their program once they started on it, and nearly half of those changes were requested by the participant himself (Table 4.5-33) and were felt to be necessary by most of those whose program was changed (Table 4.5-34). Of the changes that were made, nearly a quarter were changes in location of the training (Table 4.5-35). Considering the relationship of the attainment of an academic degree to utilization noted earlier, and the relationship of satisfaction with training to the achievement of some certificate or diploma, it is interesting to note that 20% of the changes in program cited were to a "degree program" (Table 4.5-35).

Furthermore, it has been previously pointed out that many supervisors were concerned about the lack of practical experience in the participant's program. The data in Table 4.5-35 show that only four per cent of the changes made in programs while abroad were to include more "practice".

In answer to this question about "important changes in program", only four per cent of those who said their program was changed say that it was "made longer". The Training Office of USOM Thailand receives many requests for extension of programs after participants arrive abroad. In order to get some insight into the statistical frequency with which this occurs, and to what extent these requests are initiated by the participant himself,² two questions were added to the basic participant questionnaire.

Participants were asked if they had requested and/or received an extension to their program. Through a misunderstanding in field techniques on the part of some interviewers, comparable data on these two questions were obtained for only 357 out of the total sample of 460. However, nearly a quarter of these reported having received an extension to their program, which indicates that at least 14% of the participants who trained abroad during the period covered by the survey had probably received an extension to their original program (Table 4.5-36).³

This table also implies strongly that if an extension is given, the participant is likely to have requested it himself. Nearly half (44%) of those who say they, themselves, requested an extension also received one, while extensions were given to only one out of eight of those who did not personally request it.

E. MONEY AND PER DIEM

It would not be unreasonable to expect that nobody ever receives quite as much money as he wants, yet two-thirds of the participants queried said the money A.I.D. allotted for living cost and travel was "about right" in amount, and one per cent even said they had too much (Table 4.5-37). Of the one-third who felt they got too little

² A.I.D. policy prohibits official action on a request for extension submitted by a participant directly to the USOM Training Office in Thailand. Official requests must originate with an office in Thailand directly connected with the project under which the participant was sent, or with A.I.D. or its official representatives in the country of training. The survey data do not identify to whom the participant's request was made.

³ 24% of 357 = 14% of 460.

money for their needs many explain it by the high cost of living in the country of training (27%), or by the heavy hotel and travel expenses encountered (23%) (Table 4.5-38).

Those whose program included university attendance tended to be better satisfied with the allotment of funds, three-quarters of them having about the right amount of money, and one per cent of them finding that they had more than enough (Table 4.5-39). A slightly different picture emerges from the data supplied by those who went on an observation tour. Almost two out of every five said they did not have enough money for their needs (Table 4.5-40). This is partly explained by the figures shown in Table 4.5-41 where nearly half the top policy makers say they did not have enough money from ICA to meet their needs. Data previously cited show that these people in higher level positions are not only older and better established, they also are more likely to be among those on observation tours, rather than in academic training.

In general it appears that those participants who are established in a fixed situation (such as a university) for their program are sufficiently provided with funds, but those whose program requires travel are not so well satisfied with the money provided for their program connected expenses.

F. POST-TRAINING CONTACT WITH USOM

Though presumably they are being sent from and returning to a joint USOM/Thai project, about one out of three returned participants say they have had no contact at all with USOM since their arrival back in Thailand (Table 4.5-42): moreover, a third of those who claim to have had contact with USOM say that they have never worked on a joint project since their return (Table 4.5-43). The participant to a significantly high degree, is apparently not aware of his connection with a project as has already been noted in Section 2B of this chapter.

The question to gain some insight from participants as to their contact with USOM implied (in Thai) a certain amount of initiative on the part of the participant in establishing it. In assessing the role of USOM in maintaining close relationships with returned participants, the role of the Technical Advisor—the primary liaison between the Mission and participants—was investigated. Of all the participants in the sample, less than half said they had a technician available to them “to give recommendation and advice”, regardless of the fact that USOM records showed that 77% of the participants interviewed were assigned to a project for which USOM technical advisors were present in Thailand at the time of interview⁴ (Table 4.5-44).

Of those who did know that there was a technician available only a little more than half (55%) reported having “frequent” contact with him, and two out of five said they “kept in touch” with him only occasionally; two per cent of them had never seen him at all (Table 4.5-45). On their part, technicians were unable to rate at all more than 47% of those presumably assigned to their care (Section 6, Table 4.6-56); two per cent of them had *never* met, and more than half of them the technical advisors say they meet only occasionally or less (Table 4.5-46).

⁴ See Volume II, Appendix I, Table A1-5.

The survey findings in this respect are conclusive that if there is too little contact between USOM and returned participants, the reasons for this lie squarely on the Mission's doorstep. Moreover, of those participants that technicians said they knew well enough to talk about, they reported no interference with "desirable" frequency of contact for over a third of them (Table 4.5-46). The qualifying word "desirable" is an important one in this context, for the table shows technicians tend to visit less frequently those participants for whom they report nothing interfered with their contacting them as often as they thought desirable. Those participants for whom technicians report some kind of interference are for the most part visited more regularly.

There seems little doubt from the results reported here that more regular and more complete coverage of returned participants by the technicians assigned to their project could increase the usefulness of the training received abroad in the development of the project.

Help Requested and Received from USOM

Nearly three-quarters of the participants interviewed had not requested any help from USOM since their return (Table 4.5-47). It is encouraging to see, however, that of the 125 who did request some assistance, more than four out of five received—at least partially—what they asked for (Table 4.5-48). Requested most often was equipment, or material goods of some kind, or financial assistance (Table 4.5-49). There was also a significant number of requests (33%) for technical advice or assistance from USOM in training others.

Table 4.5-1
Selector of Participant¹

Base	(460)
	_____%
<i>Selected by:</i>	
Supervisor	83
USOM personnel	7
Ministry	5
Winning scholarship	2
University	2
Self	+
Labor union	+
Other	2
Don't know	+
Not ascertained	2
Total per cent	104%†

¹ Q P-22: Who selected you?

+ Less than 0.5%

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.5-2
Method of Initiation of the Training Program¹

Base	(460)
	%
<i>Training Program Initiated by:</i>	
Own application	9
Selection or Invitation	91
Total per cent	100%

¹ Q P-20: Try to think back in connection with the arrangements for going abroad for the ICA training program. Did you apply yourself or were you selected or were you invited to go?

Table 4.5-3
Source of Knowledge about ICA Training Program¹

Base*	(39)
	%
<i>Learned about Training Project from:</i>	
Supervisor	44
Ministry	15
Colleague	10
USOM	8
Friend	8
University official	3
Other	3
Non personal source	10
Total per cent	100%†

¹ Q P-21: How did you learn of the training program project of ICA right from the beginning?

* Reported only for those who made application themselves.

† Due to rounding.

Table 4.5-4
Supervisors' Encouraging of Participants' Selection¹

Base*	(333)
	%
<i>Supervisor:</i>	
Encouraged participants selection	83
Did not encourage participants selection	14
Don't know or don't remember	2
Not ascertained	1
Total per cent	100%

¹ Q S1-2: Did you encourage his (participant's) being given the scholarship?

* Reported only for supervisors who were working with participant at time of departure.

Table 4.5-5
Importance of Selected Factors Affecting Decision to go on Training Program¹

	Personal ability	The needs of the job	Personal contacts	Language ability	Professional and educa- tional qua- lification
	(a)	(b)	(c)	(d)	(e)
Base	(460)	(460)	(460)	(460)	(460)
	%	%	%	%	%
<i>Degrees of Importance</i>					
Very important	87	87	10	80	87
Not so very important	9	13	78	17	10
Don't know	4	+	12	2	2
Not ascertained	+	+	+	+	+
Total per cent	100%	100%	100%	100%†	100%†

¹ Q P-36: To what degree of importance would you say that the following have inconnection with your being selected to go abroad for the training program? Your own ability; Job requirement; Your "arranging" contacts; Language proficiency; Your professional and educational qualifications.

+ Less than 0.5%

† Due to rounding.

Table 4.5-6
Source of Information Received about Program¹

Base	(460) %	(460) %
<i>Participant stated that he received information from:</i>		65
Either employer or ministry or both	18*	
Employer only	38	
Ministry only	9	
<i>Did not receive information</i>		34
<i>Did not know whether he received information or not</i>		1
Total per cent		100%

¹ Q P-23+26: While your program was being arranged, was there someone in your office or at your educational institution who gave you some sort of information? Did the ministry which sponsored you give you any information about your program?

* Includes 17% reporting receipt of information from both.

Table 4.5-7
Source of Information at Place of Employment or School¹

Base*	(257) %
<i>Received Information from:</i>	
Supervisor	53
ICA/USOM personnel	21
Colleague or friend	12
University official, advisor or professor	9
Former participant	4
Ministry or other government official	3
Special board	2
Labor union or trade association official	1
Other organization or person not covered by the above categories	2
Not ascertained	4
Total per cent	111% [†]

¹ Q P-24: Who gave you that information?

* Reported only for those who received information from employer or school.

[†] Total adds to more than 100% because some respondents gave more than one answer.

Table 4.5-8
Kind of Information Received from Employer or School about Program¹

Base*	(257) %
<i>Information:</i>	
Related to subject-matter aspects of training	60
About the training program in general	25
About administrative aspects of program	19
Related to cultural, social, and economic life of country of training	15
Related to participants' post-training job	5
Concerning climate in the country of training	3
About administrative role of own government, financial contribution to be made etc.	1
Other	2
Don't know or don't remember	1
Not ascertained	8
Total per cent	139% [†]

¹ Q P-25: What did you learn about your program from this person?

* Reported only for those who received information from employer or school.

[†] Total adds to more than 100% because some respondents gave more than one answer.

Table 4.5-9
Kind of Information Received from Ministry about Program¹

Base*	(123) %
<i>Information:</i>	
Related to subject-matter aspects of training	56
About the training program in general	24
About administrative aspects of program	20
Information related to cultural, social and economic life of country of training	8
Related to participants' post-training job	7
About administrative role of own government, financial contribution to be made etc.	2
Not ascertained	11
Total per cent	128% [†]

¹ Q P-27: What kind of information about your program did you receive from the ministry?

* Reported only for those who received information from ministry.

[†] Total adds to more than 100% because some respondents gave more than one answer.

Table 4.5-10
Participant Satisfaction with Advance Planning¹

Base	(460)
	%
<i>Satisfaction with Advance Planning of Program</i>	
Very well satisfied	56
Not yet very well satisfied	23
Don't know or don't remember	21
Not ascertained	+
Total per cent	100%

¹ Q P-31: Prior to your departure for abroad, how satisfied were you with your program?
+ Less than 0.5%

Table 4.5-11
Adequacy of Pre-departure Information on Program¹

Base	(460)
	%
<i>Number of "Yes" Answers to Five Related Questions:</i>	
Five	29
Four	25
Three	24
Two	14
One	6
All "No"	2
Total per cent	100%

¹ Q P-37: Prior to your departure for abroad, did you receive sufficient information about the program that was arranged for you? Particularly in connection with: Details of study; Details of places to attend; Scheduled time for departure; Duration of program; Whether the other details about the program which were given to you prior to your departure were sufficient?

Table 4.5-12
Adequacy of Pre-departure Information on Program¹
Participant's Rating

	Length of Program	Date of Departure	Location of Training	Details of Study	Other Aspects of Program
Base	(460) %	(460) %	(460) %	(460) %	(460) %
<i>Amount of Information received:</i>					
Sufficient	93	88	64	45	61
Insufficient	7	12	36	54	39
Not ascertained	+	—	—	1	+
Total per cent	100%	100%	100%	100%	100%

¹ Q P-37: Prior to your departure for abroad, did you receive sufficient information about the program that was arranged for you? Particularly in connection with: Details of study; Details of places to attend; Scheduled time for departure; Duration of program; Whether the other details about the program which were given to you prior to your departure were sufficient?

+ Less than 0.5%

Table 4.5-13
Kind of Pre-departure Information Needed about Study¹

Base*	(248) %
<i>Information Needed about:</i>	
Subjects of study	33
Should have had more information about training program in its entirety	26
University requirements	9
Level of the training program	3
Background in field of work or specialization as it is carried in the country of training	2
How to apply training after return	+
Other	2
Information was not timely, received too late	3
Don't know or don't remember	32
Not ascertained	12
Total per cent	122%†

¹ Q P-37 A: If "No": what kind of information you thought useful should have been given but was not?

* Reported only for those who did not receive enough information about study.

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.5-14
Kind of Pre-departure information Needed about Other Aspects of Program¹

Base*	(177)
	%
<i>Information Needed about:</i>	
Program in general	26
Administrative details	23
Subject-matter	18
Manners and customs in country of training	3
Other	3
Information was not timely, received too late	6
Don't know or don't remember	40
Not ascertained	4
Total per cent	123% [†]

¹ Q P-37 E: If "No": what kind of information you thought useful should have been given but was not?

* Reported only for those who did not receive enough information about other aspects of program.

[†] Total adds to more than 100% because some respondents gave more than one answer.

Table 4.5-15
Participant's Participation in Program Planning¹

Base	(460)
	%
Participated	46
Did not participate	53
Don't know or don't remember	1
Total per cent	100%

¹ Q P-32: Did you have any share in the planning of your training program?

Table 4.5-16
Extent of Participant's Participation in Program Planning¹

Base*	(210)
	%
<i>Amount of Participation</i>	
Enough	82
Not enough	18
Total per cent	100%

¹ Q P-33: Did you have as much participation as you had wanted to?

* Reported for those who had opportunity to take part in the planning of their program.

Table 4.5-17
Possibility of Program Improvement through Shared Planning by Participant¹

Base*	(246)
	%
<i>Participation in Planning:</i>	
Would have improved program	84
Would not have improved program	9
Would not have made any difference	6
Not ascertained	1
Total per cent	100%

¹ Q P-35: Were you to have taken part in some of the planning, would it have made your program better than it was?

* Reported only for those who did not participate in planning.

Table 4.5-18
Work Relation of Supervisor to Participant at Time of Departure¹

Base*	(440)
	%
Participant worked for present supervisor	75
Participant did not work for present supervisor	14
Supervisor was not in that department at Participant's departure	10
Don't know or don't remember	+
Not ascertained	+
Total per cent	100%†

¹ Q S1-1: When (participant) was leaving to go abroad, was he working for you here?

* Reported only for supervisors who were interviewed.

† Due to rounding.

Table 4.5-19
Supervisor's Familiarity with Participants' Program¹

Base*	(108)
	%
<i>At Time of Participant's Departure Supervisor Was:</i>	
Familiar with his program	29
Not familiar with his program	69
Not ascertained	3
Total per cent	100%†

¹ Q S1-3: Prior to (participant's) departure, did you know something about his training program?

* Reported only for supervisors who were not working with participant at time of departure.

† Due to rounding.

Table 4.5-20
Initiator of Training Program¹

Base*	(366)
	%
<i>Initiated by:</i>	
Someone in the organization	59
USOM	17
Participant	11
Ministry	6
University	1
Other	+
Don't know or don't remember	1
Not ascertained	3
Total per cent	100%†

¹ Q S1-4: Who originated (participant's) training program: was it he himself or someone in here or someone in another office?

* Reported only for supervisors who were working with participant or who were familiar with participant's program at time of selection.

+ Less than 0.5%

† Due to rounding.

Table 4.5-21
Supervisor's Participation in Program Planning¹

Base*	(366)
	%
<i>Supervisor:</i>	
Participated in planning program	59
Did not participate in planning program	40
Don't know or don't remember	+
Not ascertained	1
Total per cent	100%

¹ S1-5: Did you help to prepare (participant's) program?

* Reported only for supervisors who were working with participant or who were familiar with participant's program at time of selection

+ Less than 0.5%

Table 4.5-22
Employers' Pre-departure Potential for Utilization of Training¹

Base*	(366)
	%
Had a project which could utilize training	92
Did not have project which could utilize training	4
Don't know or don't remember	3
Not ascertained	1
Total per cent	100%

¹ Q S1-7: Prior to (participant's) going abroad, did this office have any project which could utilize his training?

* Reported only for supervisors who were working with participant or who were familiar with participant's program at time of departure.

Table 4.5-23
Kind of Participation in Planning by Supervisor¹

Base*	(220)
	%
<i>Kind of Help Given by Supervisor in Preparing Program:</i>	
Suggested subject	64
Discussed program in general	20
Suggested country	10
Planned entire program	6
Suggested level of program	+
Suggested length of program	+
Other	4
Don't know or don't remember	+
Not ascertained	6
Total per cent	100%†

¹ Q S1-6: What were the things you helped to prepare?

* Reported only for supervisors who participated in planning program.

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.5-24
Pre-departure Information on How to Get Along in Country of Training
Given Prior to Departure¹

Base	(460)
	%
<i>Number of "Yes" Answer to Five Related Questions:</i>	
All five	53
Four	18
Three	12
Two	4
One	5
All "No"	8
Total per cent	100%

¹ Q P-40: Prior to your departure—apart from the information about the program—, did you have enough information regarding how to get along in (underlined in Q 39)? For instance:

- Information* regarding behaviour (how to do) in restaurants and in public places;
- Information* regarding idioms and spoken language;
- Information* regarding the religious practices of the people in that country;
- Information* regarding the use of currency, i.e. how should it be used, and the prices of articles;
- Information* regarding manners and customs in general.

Table 4.5-25
Participants' Evaluation of the Amount of Pre-departure Information Received about
Religious Practices in the Country of Training¹

Base	(460)
	%
<i>Participant Received:</i>	
Enough information	61
Not enough information	39
Not ascertained	+
Total per cent	100%

¹ Q P-40C: Prior to your departure—apart from the information about the program—, did you have enough information regarding how to get along in (underlined in Q 39)? For instance: C) *Information* regarding the religious practices of the people in that country.

+ Less than 0.5%

Table 4.5-26
Kind of Pre-departure Information Needed about Religious Practices
in Country of Training¹

Base*	(177)
	%
<i>Information Needed about:</i>	
Religious practices in general	10
How to behave	10
Number of kinds of religions	6
Role of religion in the life of the country of training	4
Location of places of worship	2
Other	6
Don't know or don't remember	60
Not ascertained	8
Total per cent	106%†

¹ Q P-40C If "no": What types of information do you think would have been useful which were not previously received?

* Reported only for those who did not receive enough information about religious practices in country of training before departure.

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.5-27
Additional Information Desired before Departure¹

Base	(460) %	(460) %
<i>Would Have Liked Additional Information about:</i>		
Program		13
Content	7	
Background information	3	
Scheduling	3	
Customs and conditions		15
Transportation		5
Housing		4
Restuarants and food		2
Earlier information		2
Language		1
Etiquette		1
Future application of training		+
Other comments		2
No additional information wanted		65
Don't know or don't remember		1
Not ascertained		5
Total per cent		116% [†]

¹ Q P-41: Are there still some other points on which you would have liked to be better informed but were not prior to your departure? If so, what are they?

+ Less than 0.5%

[†] Total adds to more than 100% because some respondents gave more than one answer.

Table 4.5-28
 Adequacy of Pre-departure Information on How to get Along in Country of Training¹
 by
 Adequacy of Pre-departure Information on Program²

		All five "Yes"	Less than five "Yes"
Base	(460)	(134)	(326)
	%	%	%
All five "yes"	53	66	48
Less than five "yes"	47	34	52
Total per cent	100%	100%	100%

¹ Q P-40: Prior to your departure—apart from the information about the program—, did you have enough information regarding how to get along in (underlined in Q39)? For instance:

a) *Information* regarding behavior (how to do) in restuarants and in public places; b) *Information* regarding idioms and spoken language; c) *Information* regarding the religious practices of the people in that country; d) *Information* regarding the use of currency, i.e. how should it be used, and the prices of articles; e) *Information* regarding manners and customs in general.

² Q P-37: Prior to your departure for abroad, did you receive sufficient information about the program that was arranged for you? Particularly in connection with: *Details* of study; *Detoils* of places to attend; *Scheduled* time for departure; *Duration* of program; *Were the other details* about the program which were given to you prior to your departure sufficient?

Table 4.5-29
 Program Guidance on Arrival in Country of Training¹

Base	(460)
	%
Received guidance	95
Did not receive guidance	5
Total per cent	100%

¹ Q P-49: When you arrived, did you meet anyone there who wanted to discuss your program?

Table 4.5-30
Program Arrangement on Arrival in Country of Training¹

Base	(460)
	%
<i>On Arrival Program Was:</i>	
Arranged in complete detail	52
Arranged in partial detail	38
Not set up at all	10
Don't know or don't remember	+
Total per cent	100%

¹ Q P-48: When you arrived in (Country underlined in Q 39), did they arrange the program for you incomplete detail or just partly, or did they not prepare anything at all?

Table 4.5-31
Source of Program Guidance on Arrival in Country of Training¹

Base*	(345)	(435)
	%	%
<i>Source of Program Guidance:</i>		
<i>Project Manager</i>		87
<i>Someone Else</i>		12
ICA official or government official	4	
University official	4	
Director or coordinator of program	2	
Some other person n.e.s.	2	
<i>Don't Know or Don't Remember</i>		+
<i>Not Ascertained</i>		+
Total per cent		100%†

¹ Q P-50: Was he your program manager or program specialist, or someone else?

* Reported only for those who met someone who discussed their program with them.

+ Less than 0.5%

† Due to rounding.

Table 4.5-32
Amount of Attention or Guidance Received¹

Base*	(435)
	<u> %</u>
Received enough attention	89
Did not receive enough attention	10
Don't know or don't remember	+
Not ascertained	1
Total per cent	<u>100%</u>

¹ Q P-51: Do you think that that person paid enough attention or gave sufficient recommendations to you during your training program?

* Reported only for those who met someone who discussed their program with them.

+ Less than 0.5%

Table 4.5-33
Changes in the Program¹

Base	(460)	(460)
	<u> %</u>	<u> %</u>
<i>No Change</i>		85
<i>Important Changes Made:</i>		15
By request of participant	7	
Required by circumstances	6	
Not ascertained	2	
<i>Not Ascertained</i>		+
Total per cent		<u>100%</u>

¹ Q P-70-71: Did you follow the original program or did you make important changes after starting? This does not deal with changes in your traveling plan or stop-overs while traveling, but changes in course of your study. What were the changes?

+ Less than 0.5%

Table 4.5-34
Necessity of Program Change¹

Base*	(70) %	(70) %
<i>Participant Believed Change Was:</i>		
<i>Necessary</i>		76
Because:		
Program more suited to needs	29	
Program more interesting	24	
To obtain a degree	11	
Unavoidable	5	
Other necessary changes	7	
<i>Unnecessary</i>		18
Because:		
Could have been avoided with better planning	4	
Not beneficial to needs	3	
Other negative comments	7	
Not ascertained	4	
<i>Don't Know</i>		4
<i>Not Ascertained</i>		3
Total per cent		100% [†]

¹ Q P-72+73: Did you think that these changes were necessary? Why did you think so?

* Reported only for those whose programs were changed.

† Due to rounding.

Table 4.5-35
Nature of Changes of the Program¹

Base*	(70)
	%
Changed location of training	24
Changed to a degree program	20
Changed the subjects studied	17
Included more academic study	10
More advanced program	6
Made it a shorter program	6
Included more observation	4
Included more practice	4
Made it a longer program	4
Changed program in general	8
Other changes	4
Not ascertained	3
Total per cent	110% [†]

¹ Q P-71: What were the changes?

* Reported only for those whose programs were changed.

[†] Total adds to more than 100% because some respondents gave more than one answer.

Table 4.5-36
Participant's Receiving Extension of Program¹
by
Participant's Requesting Extension of Program²

		Requested	Not requested	Don't know or don't remember
Base*	(357)	(131)	(222)	(4)
	%	%	%	%
<i>Received Extension of Program</i>				
Yes	24	44	12	25
No	76	55	88	75
Don't know or don't remember	+	1	-	-
Total per cent	100%	100%	100%	100%

¹ Q P-156: Did you get an extension?

² Q P-155: Did you, yourself, request an extension of your program?

* Due to misunderstanding of Field Techniques, this question was not asked of 103 participants.

+ Less than 0.5%

Table 4.5-37
Opinion about Amount of Money Supplied by ICA¹

Base	(460)
	<u>%</u>
<i>Amount Was:</i>	
Too little	31
Just right	68
More than needed	1
Not ascertained	+
Total per cent	<u>100%</u>

¹ Q P-78: What is your opinion about the money allotted to you by ICA for living cost and travel during your training program? Can you say that it was too little, just right, or more than needed?

+ Less than 0.5%

Table 4.5-38
Reasons for Amount of Money Being Too Little¹

Base*	(142)
	<u>%</u>
Cost of living was too high	27
The hotel and/or travel expenses were too high	23
The amount of money should be adjusted to meet needs	15
Some expenses had to be paid out of own pocket	8
There were extra expenses due to the nature of training	6
Appropriate standard of living could not be maintained	2
Not sufficient to take advantage of culture activities	1
General statements	10
Other concepts	5
Not ascertained	2
Total per cent	<u>100%†</u>

¹ Q P-79: Why do you think so?

* Reported only for those who said that the amount of money supplied by ICA was too little.

† Due to rounding.

Table 4.5-39
Opinion about Amount of Money Supplied by ICA¹
by
Attendance at University²

		Attended University	Did not attend University
Base	(460)	(259)	(201)
	%	%	%
<i>Amount of Money Was:</i>			
Too little	31	22	41
Just right	68	76	58
More than needed	1	1	—
Not ascertained	+	—	+
Total per cent	100%	100%†	100%†

¹ Q P-78: What is your opinion about the money allotted to you by ICA for living cost and travel during your training program? Can you say that it was too little, just right, or more than needed?

² Q P-55C: Now I would like to ask about your training program. Usually there are many types of training program for those who went. Can you please tell me what type was your training program? There are the: Observation Tours which normally take from 3 to 8 weeks; On-the-job-training where participants will have experience from working; Attendance at a University; and Program arranged specially for groups of participants not at a university and not Observation Tours.

C: Attendance at a University as an individual or a member of a group.

+ Less than 0.5%

† Due to rounding.

Table 4.5-40
Opinion about Amount of Money Supplied by ICA¹
by
Observation Tour During Program²

		Went on Observa- tion Tour	Did not go on Obser- vation Tour	Not ascertained
Base	(460)	(241)	(218)	(1)
	%	%	%	%
<i>Amount of Money Was:</i>				
Too little	31	37	23	100
About right	68	63	76	—
More than needed	1	+	1	—
Not ascertained	+	—	+	—
Total per cent	100%	100%	100%	100%

¹ Q P-78: What is your opinion about the money allotted to you by ICA for living cost and travel during your training program? Can you say that it was too little, just right, or more than needed?

² Q P-55A: Now I would like to ask about your training program. Usually there are many types of training program for those who went. Can you please tell me what type was your training program? There are the: Observation Tours which normally take from 3 to 8 weeks; On-the-job-training where participants will have experience from working; Attendance at a University; and Program arranged specially for groups of participants not at a university and not Observation Tours.

A: Observation Tours.

+ Less than 0.5%

Table 4.5-41
Opinion about Amount of Money Supplied by ICA¹
by
Level of Position at Time of Departure²

		Top and second- level Policy makers	Subordi- nate Manage- ment	Profes- sional, Sub-pro- fessional and Su- pervi- sory	Not ascert- tained
Base	(460)	(36)	(178)	(245)	(1)
	%	%	%	%	%
<i>Amount of Money Was:</i>					
Too little	31	44	29	30	—
About right	68	56	70	70	100
More than needed	1	—	1	+	—
Not ascertained	+	—	1	—	—
Total per cent	100%	100%	100%†	100%	100%

¹ Q P-78: What is your opinion about the money allotted to you by ICA for living cost and travel during your training program? Can you say that it was too little, just right, or more than needed?

² Q P-5: Level of position at time of departure.

+ Less than 0.5%

† Due to rounding.

Table 4.5-42
Participant Contact with USOM Since Return¹

Base	(460)
	%
Contact with USOM	65
No contact with USOM	35
Total per cent	100%

¹ Q P-129: Since your return, have you made any contact with USOM?

Table 4.5-43
Participants Claiming Project-Connected Employment¹

Base*	(297)
	— %
<i>Participants' Job Was:</i>	
Project-connected	67
Not project-connected	33
Not ascertained	+
Total per cent	100 %

¹ Q P-130: Since your return, have you ever worked in USOM or on a joint project of USOM and the government?

* Reported only for those who said they had had contact with USOM.

+ Less than 0.5%

Table 4.5-44
Availability of USOM Technician to Participant¹

Base	(460)
	— %
Technician available	44
No technician available	56
Don't know	+
Total per cent	100 %

¹ Q P-131: Is there a USOM technician who is there to give you recommendation and advice?

+ Less than 0.5%

Table 4.5-45
Frequency of Contacts with USOM Technician¹

Base*	(201)
	— %
Frequent contacts with technician	55
Occasional contacts with technician	43
Never met technician	2
Total per cent	100 %

¹ Q P-132: Do you always keep in touch with him (the technician who is available) or occasionally, or do you never see him at all?

* Reported only for those who had technician who was available.

Table 4.5-46
 Technician's Contact with Participant¹
 by
 Interference with Contact²

	Interference		No Interference
	(167) %	(99) %	(68) %
<i>Technician's Contact with Participant</i>			
Never met	2	—	4
Once or twice	14	8	24
Occasionally	35	28	44
Frequently	36	47	20
Regularly	13	16	8
Total per cent	100%	100%†	100

¹ Q T1-3: Here I am interested in how much contact you have had with each of these participants since his return, aside from contact of a strictly social type. Would you say that you had been in contact with (name of Participant) once or twice, occasionally, frequently, or regularly?

² Q T1-2.0: Many factors sometimes make it difficult to see participants as much as would be desirable. Have any of these factors interfered with your seeing these participants since their return from training?
 O: Nothing interfered with your seeing this participant as much as would be desirable.

* Reported only for technicians who were interviewed and remembered participants.

† Due to rounding.

Table 4.5-47
 Help Requested from USOM¹

Base	(460) %
Requested help from USOM	27
Did not request help from USOM	73
Total per cent	100%

¹ Q P-133: Since your return, have you ever requested any assistance from USOM or ICA?

Table 4.5-48
Help Received from USOM¹

	First mention	Second mention	Third mention
Base*	(125) %	(58) %	(16) %
<i>Help From USOM Was:</i>			
Received	64	69	81
Partially received	16	17	—
Not received	12	7	—
Not ascertained	8	7	19
Total per cent	100%	100%	100%

¹ Q P-134: What sort of assistance did you ask for? (Can you tell me some of it?) What type of assistance did you receive in this connection?

* Reported only for participants who requested help from USOM.

Table 4.5-49
Kinds of Help Requested from USOM¹

	First mention	Second mention	Third mention
Base*	(125) %	(85) %	(16) %
<i>Kinds of Request</i>			
Requested equipment, material	35	31	25
Financial assistance	18	12	19
Technical advice	14	22	—
Assistance from USOM in training staff	12	5	13
Requested training for others	7	9	13
Printed material	6	10	6
Requested an additional training program	1	—	—
Audio-Visual aids	—	—	6
Other	6	7	13
Not ascertained	1	4	6
Total per cent	100%	100%	100%†

¹ Q P-134: What sort of assistance did you ask for? (Can you tell me some of it?) (Write details of requests below and for each request ask further:) What type of assistance did you receive in this connection? (Write details in right hand column.)

* Reported only for those who requested help from USOM.

† Due to rounding.

Section 6. Relationship of Various Factors to the Conduct of the Training Program

In investigating the relationship of factors to the conduct of the training program, selected variables were cross-tabulated with (1) year of participant's departure, (2) training field of activity, and (3) participant's age at time of departure. In each instance the type and number of variables selected differed, and in no instance was the total number of possible comparisons made. In all cases the variables selected for cross-tabulation were those for which a review of the straight tabulations indicated further investigation might prove statistically meaningful and useful in better understanding the conduct of the program. For example, since straight tabulations had disclosed that 99% of the participants comprising the sample worked for the government and 97% resided in Bangkok at time of selection, no further investigation was required in respect to these participants' characteristics (see Section 1 of this Chapter). Regardless of year and age of departure, or training field of activity, these characteristics would not vary significantly.

The following shows the cross-tabulations which were made and the results.

A. YEAR OF PARTICIPANTS' DEPARTURE

In order to ascertain the factors which relate to year of departure, four time periods were established and participants grouped accordingly. The time periods and the number of participants in each were:

1951-1954	(132 participants)
1955-1956	(131 participants)
1957-1958	(159 participants)
1959-1960 ¹	(38 participants)

Age in Years at Time of Departure

Though the median age of Thai participants had remained pretty much the same through time (slightly lower for the 1957-1958 time period), the trend has been to select more young people (25-29 years of age) and those more mature (45-49 years of age) (Table 4.6-1).

Twelve per cent of those departing during the year 1951-1954 were in the 25-29 age bracket as compared to 21% in 1955-1956, and 28% in 1957-1958. Seven per cent of those departing during the years 1951-1954 were in the 45-49 age bracket as compared to 15% in 1955-1956, and ten per cent in 1957-1958.

¹ The defined universe for the study was participants who had returned to Thailand prior to April 1, 1960. Therefore, interviewed participants who departed during the year 1959 and during the first three months of 1960 are not representative of all who departed during this period. Those interviewed who departed during this period are by definition different; their training was relatively short in duration, hence much more likely to be non-academic, third country, and undertaken as a member of a team on Observation Tour.

For this reason, in looking at the following tables the reader is cautioned to ignore the data in the 1959-1960 time period, except where it is specifically referenced by the analyst's comments.

Total Years of Education at Time of Departure

The trend through time has been that those sent abroad for training are better educated—that is, they have completed more years of formal schooling (Table 4.6-2).

Thirty-seven per cent of those departing during the years 1951-1954 had completed seventeen years or more of education, compared to over 50% of those departing from 1955 through 1958. Table 4.6-2 shows an interestingly higher "not ascertained" percentage for the 1951-1954 and 1959-1960 time periods, as compared to the other two periods. Since the information was taken from bio-data records it would appear that the completion of this form by applicants has varied through time.

Level of Position at Time of Selection

In the earlier stages of the program (1951-1954) the participants were departing from slightly higher positions than was the case in later years. Fifty per cent of those departing during 1951 and 1954 were in management or policy making positions as compared to 40% in 1955-1956 and 45% in 1957-1958 (Table 4.6-3).

Adequacy of Information about the Program Prior to Departure

In retrospect a high per cent of participants, regardless of time of departure, report getting insufficient information about their program prior to departure. Table 4.6-4 indicates there has been some improvement over the years in the conduct of the program in this respect, and that the better job was done during the 1957-1958 period.

Even though the data shown for the period 1959-1960 are known to be unrepresentative of all participants departing they provide the basis for some concern. Assuming that a higher per cent of those departing during 1959-1960 who are not represented in the table did get adequate information, it follows that participants departing for shorter training programs in third countries are leaving less well informed than their colleagues who are scheduled for a longer period. If this be true, proper justification for different treatment of the two types of participants in respect to supplying them program information cannot be brought to mind.

On the other hand, if all participants departing during this period were given equally adequate program information it follows that the aforementioned trend was reversed, and a slightly poorer job was done during 1959-1960, in this respect than was done during the preceding four years.

Advance Information about Training Program from Employer Prior to Departure

Partial explanation of the relatively low per cent of participants who got adequate program information is the fact that in no time period did as many as 60% of the participants receive program information from their employer.

As shown by Table 4.6-5, the percentage varied from 50% during 1959-1960 to 58% during the earlier years of the program, 1951-1954. The difference shown between

the time periods is not considered large enough to be statistically significant. However, there is certainly no indication that this aspect of predeparture orientation has improved through time.

Table 4.6-5
Information from Employer or School¹
by
Date Left for Training²

		<i>Date left for training</i>				
		1951 1954	1955 1956	1957 1958	1959 1960	
Base	(460)	(132)	(131)	(159)	(38)	
	%	%	%	%	%	
Information received	56	58	54	57	50	
No information received	43	41	44	42	47	
Don't know	1	1	2	1	3	
Total per cent	100%	100%	100%	100%	100%	

¹ Q P-23: While your program was being arranged, was there someone in your office or at your educational institution who gave you some sort of information?

² Q P-Page 1

Advance Information from Ministry²

Table 4.6-6 further explains why many Thai participants depart without having adequate program information. During no time period did more than 40% of the participants receive program information from their ministry prior to departure. The table indicates that in the early stages of the program Thai ministries were much more likely to have given participants information about their program. Forty per cent of the participants departing during 1951-1954 say they received information from their ministry. For subsequent time periods the per cent was 22%, 26% and 21% respectively.

An investigation³ was made to determine the per cent of participants who received advance information from either the employer, the ministry, or both. It was found:

- - 65% received information from some source
 - 17% from both employer and ministry
 - 38% from employer only
 - 9% from ministry only
 - - 34% did not receive information from any source
 - - 1% don't know whether they received information or not
- Total 100%

² For definition of "Employer" and "Ministry" as used in this study, see footnote Table 4.6-6.

³ See Section 5B, Table 4.5-6.

Satisfaction with the Program Prior to Departure

In the foregoing tables it was noted that a higher per cent of participants who departed prior to 1955 say that they received information from their employer and from their ministry. As shown by Table 4.6-7 those participants are also more likely in retrospect to have been "well satisfied" with their program prior to departure, and considerably less likely to have been "not very well satisfied".

Sixty-four per cent of those departing in 1951-1954 were "well satisfied", only 14% "not very well satisfied". About one quarter of those departing in 1955-1956, 1957-1958 were "not very well satisfied", and a little more than half were "well satisfied".

A significant finding shown in Table 4.6-7 is that 21% (two out of ten) of the participants departing since the beginning of the program say, in retrospect, that they "didn't know enough" about the program planned for them *to know whether or not* it was satisfactory. As will be noted, conduct of the program in this respect has not varied significantly through time.

Amount of Time Spent in Training

Table 4.6-8 pretty well reflects the actual trend in the training program in Thailand. Namely, that there has been a gradual increase in the per cent of the total training program scheduled for "third country⁴." Thus, over the years the per cent of participants programmed for "short" programs has tended to increase while the per cent going for one to two years has declined.

It appears that during the history of the program in Thailand the participants departing during 1955-1956 had, in general, longer periods of training. Thirteen per cent were abroad at least two years as compared to six per cent for 1951-1954 and 1957-1958. Also, for the later period (1957-1958) over 40% of the training was less than one year compared to about 28% for the two earlier periods.

Joined US Professional Society

Since the beginning of the program there has been a decreasing per cent of participants who join a US professional society (Table 4.6-9). This change is no doubt due to the fact mentioned earlier that an increasing per cent of participants were going to third countries.

Received US Professional Publications

Even though the percentage increase in third country training has probably accounted for a lower per cent of participants joining a US professional society, it doesn't appear to have affected the number who received US professional publications.

⁴ For reasons stated earlier the percentages shown for the period 1959-1960 are inflated. Those departing during this period for training of relatively long duration would not have returned six months prior to April 1, 1961, thus had no chance of being in the sample.

As shown by Table 4.6-10 receipt of such publications, though varying slightly through time, has not changed significantly.

Recommendation of Supervisor to Send Participant Abroad

The Thai supervisor's role in the participant's being selected for training is through time, marked by two facts of interest. First, supervisors encouraged the selection of a lower per cent of participants during 1951-1954 than they did in subsequent years. Second, the relatively high (15%) "don't know or don't remember" for the years 1959-1960 period is interestingly speculative. First of all, it would appear that the "don't know, don't remember" response by supervisors interviewed in late 1960 would logically be given more frequently for participants departing during the early years of the program. Table 4.6-11 shows this is not the case. In fact, for 1951-1954 departures this response was never given as compared to one per cent in 1955-1956, two per cent in 1957-1958 and 15% in 1959-1960. The data strongly imply that for some reason or other the supervisors' role in this respect has become less positive. Whether this has occurred by choice or otherwise is not determined.

Planning for Utilization of Training Prior to Departure

The per cent of participants for which plans had been made for utilization of training by the sponsoring department or agency appears to have changed little since the program began. As shown by Table 4.6-12 no time period has more than seven per cent of the participants departing prior to his sponsor having some plan for utilization.

Primary Country of Training⁵

Consistent with USOM records Table 4.6-13 shows a significant change in the conduct of the program in respect to country of training. Though mentioned elsewhere, it might be well to repeat that the trend for an increasing percentage of the training to be scheduled for third countries, particularly Asiatic countries, is in line with suggestions made by the Thai supervisors interviewed on this study.

Though the data for 1959-1960 shown in the above table by no means give a complete picture for all participants departing during this period, their inclusion would no doubt result in a higher percentage of training in third countries than was true of the 1957-1958 period.

Also significant from the stand point of the conduct of the program through time is the increase in the number of different third countries in which training is being obtained. Table 4.6-13 shows by count that whereas training was obtained in five different third countries for 1957-1958, the count was eight for 1959-1960.

⁵ By definition for the purposes of this research, the primary country of training was the one in which the participant reported having spent the most time.

Participants Known by USOM Technicians

Of the sample of 460 participants there were 130 who, according to USOM Training Office, had no technical advisor available⁶ at the time of interviewing. Thus on the assumption that these participants were not known by USOM technicians, they were deleted from the list of participants on which a technician's opinion was sought, and the base for the two following tables is 357.

As would be expected, Table 4.6-14 shows that a significantly lower per cent of participants departing during the period 1951-1954 were known by USOM technicians as compared to other time periods. Interestingly, those departing (and returning) during 1959-1960 are no more likely to be known than those departing in 1957-1958. This probably reflects the fact that participants are more likely to be known if they have completed somewhat longer (individual) academic programs than they are if they complete relatively short non-academic programs (which are often "team" observation tours).

Technician Utilization Score

Since participants received a total utilization score only if each of several questions was answered (as explained in Appendix 4, Volume II), it is logical that participants receiving a total score were those who were *best known* to the technician. The third line of Table 2.6-15 shows by time period the per cent of participants who were "not known well enough" to receive a total score. In looking at the table, this line and the bottom line are the keys to some interesting observations.

The earliest and latest time periods of departure contain the smallest percentage of participants not *known well enough* to receive a utilization score. A significantly higher per cent of those known who departed during periods 1955-1956 and 1957-1958 were not known well enough to receive a score. Thus, though participants who departed during the earliest years of the conduct of the program are less likely to be known by (current) USOM technicians (foregoing Table 4.6-14), if known, they are about as likely to be known "well" as those who departed in 1959-1960, and more likely to be known "well" than those departing during the two middle periods, 1955-1956 and 1957-1958. The foregoing observation leads to a further investigation of the results which appear in Table 4.6-16.

Being "known" by the USOM technician and being known "well enough" for him to answer the questions forming the basis for a utilization score are not necessarily related. As shown by Table 4.6-15, 57% of the participants departing in the period 1957-1958 were known by the technicians. However, Table 4.6-16 shows that 37% were not known "well" (enough to receive a utilization score) as compared to 31% of those known who departed during 1955-1956, 18% of those known departing during 1951-1954, and seven per cent of those known who departed during 1959-1960.

⁶ It is understood that in this procedure participants whose training related to projects and activities in which USOM no longer participated were so classified.

Table 4.6-16 also shows that if the technicians knew participants well enough to rate them, they were more likely to give a "high" rating than they were a "low" rating. Thus, a higher per cent of participants departing during 1959-1960 and 1951-1954 who were known by the technician received a "high" utilization score than did those departing in 1955-1956 and 1957-1958.

Two explanatory comments are offered in respect to the data appearing in Tables 4.6-15 and 4.6-16. No doubt the position of the participant is related to whether or not he is known to the USOM technician. Furthermore, it is reasonable to assume that those known by the technician who departed for training during the period 1951-1954 are now in high positions with responsibilities which bring them into frequent contacts with USOM personnel.

USOM technicians who were interviewed were probably present and helped plan the programs for those departing during 1959-1960, hence, had an opportunity to work with this group prior to and subsequent to training.

(Sex of participant, language requirement and instruction were also cross-tabulated with year of departure and no significant relationship was found. These tables appear in Volume II, Appendix 2.)

B. TRAINING FIELD OF ACTIVITY

In a sense there have been as many training programs in Thailand as there have been joint Thai-American projects which, according to the decision of the officials concerned, required training as a means of accomplishing project goals. The size of the training segment of the various projects has varied through time depending upon both project needs and the resources available. Ideally, the survey data here reported would have more meaning to USOM operations and the officials in charge if it could be categorized and evaluated on a project-by-project basis. However, this procedure is not possible. With the exception of perhaps one or two projects, the overall sample size does not provide a sufficient number of cases for such a treatment to be meaningful.

However, as has been reported in Chapter 1, Section 3, "History of the Training Program", all projects come under USOM's technical divisions. Thus, the training program in Thailand is comprised of the training activities of the various USOM divisions. The sample design and size does permit a "look" at the data by each of USOM's technical divisions (or by training field of activities)⁷.

In the statistical treatment of the data, over 100 items of information were cross-tabulated with the training field of activity. The results of these tabulations appear in this section and in Appendix 2, Section 6.

In this section there is no attempt to comment on each finding which might be both informative and useful to USOM's division chiefs and project managers. Neither

⁷ In commenting on the tables in this section the phrases "USOM Technical Division" and "Training Field of Activity" will be used interchangeably. In referring to a specific Technical Division, the name used will be that employed in common usage; for example, "Industry Mining and Transportation" becomes "Public Works".

is there always an attempt to explain the findings upon which comment is made. In many instances such explanations are at best speculative, and such speculation is best left for those better informed as to the relationship of the division's "training program" to its overall objectives and the allocation of available resources.

Sponsorship of Training

Though all joint Thai-American projects relate to the activities of a USOM technical division, some are implemented by other organizations or individuals where services are obtained under a contract arrangement.⁸

Though training developed by contract group is not actually the technical responsibility of the USOM technical division, it is administratively related to the division's total training program. Table 4.6-17 shows the per cent of the participants in the sample who were "University Contract" and the per cent who were "Independently Financed",⁹ as well as the per cent who were regular A.I.D.

As has been shown (Section 2E), the survey found that participants sent under university contract were slightly more likely to be in the "high" utilization group.

Those in the sample were trained under three USOM divisions: Agriculture, Education and Public Administration. They account for 35% of the Education participants interviewed, as compared to 14% Public Administration, and ten per cent Agriculture.

Age at Time of Departure

The median age at time of departure for all participants interviewed was about thirty-five years. Though training by the various USOM divisions does not differ greatly in this respect, Public Health and Public Works appear to have sent slightly younger participants than the other divisions.

Sex of Participants

With the exception of the Education and Public Health Divisions, the per cent of participants programmed who were females does not differ greatly by division and has not exceeded 15%. Fifty-five per cent of the participants programmed by Education were females, 38% of those in Public Health (Table 4.6-19).

Total Years of Education Prior to Training

Public Health and Public Administration participants had considerably more years of education at the time of selection than those from other USOM divisions.

⁸ Such contractors are usually American universities or other private U.S. organizations.

⁹ A.I.D. policy permits project related training to be project sponsored, with full technical and administrative support even though the required funds for the training be both non-project in origin and control.

The differences between these two divisions and others are shown in Table 4.6-20. Education participants, though significantly less likely to have had as many years of education as those from Public Administration and Public Health, are more likely to have more years of education than those in Agriculture, Public Works, and Public Safety.

Total Time in Field at Time of Selection

In Section 1 of this Chapter it was shown that the "typical" participant had had at least nine years in his field of specialization at the time of selection. Table 4.6-21 shows that the number of years of experience for Public Works and Public Safety participants was significantly less than for those from other USOM divisions.

Worked on a USOM-Thai Government Project at Time of Selection

Only 46% of the participants *reported* that they worked on a joint Thai-USOM project at time of selection. A higher per cent (54%) of Agriculture participants and a considerably lower per cent (33%) of Public Administration participants so reported (Table 4.6-22).

Those participants reporting that they did not work on a joint Thai-USOM project were asked "Did you *ever* work in connection with any one of the USOM projects?" The results by field of training are given in Table 4.6-23.

Year Left for Training

When classified according to time period of departure, a strong plurality (35%) of all participants left in the period 1957-1958 (see Section 6A). As shown by Table 4.6-24 below, training by USOM divisions has varied greatly in this respect. Only 11% of Public Health participants left during this period and 74% of Public Administration participants did so. Over half (53%) of those in Public Health departed prior to 1955 while only five per cent of those in Public Administration did so.

Advance Information from Employer and Ministry¹⁰

Fifty-six per cent of the participants in the sample report getting information about their program from their employer prior to departure. A significantly higher proportion (65%) of those in Education and a significantly *lower* per cent (30%) of those in Public Safety so report (Table 4.6-25).

Twenty-six per cent of the participants report getting information from their ministry. By USOM division the percentage varies from a low of 16% for Public Works to a high of 33% for Agriculture (Table 4.6-26).

¹⁰ For definitions of "Employer" and "Ministry" used in this connection, see footnote Table 4.6-6.

Satisfaction with Program at Time of Departure

Only a little more than half (56%) of the participants interviewed said they were well *satisfied* with their program at the time they left for training. By USOM division the percentage varied from 50% to 63%. A higher per cent of Public Health and Public Administration participants expressed "High" satisfaction (Table 4.6-27).

More significant, Table 4.6-27 shows that one-fifth of all participants report that they did not know enough about the program they were undertaking to have developed a feeling of being satisfied or dissatisfied prior to departing; 30% of Public Safety participants so reported and 16% of those in Public Works. The percentage for participants in other divisions falls in between.

Participation in Program Planning

As has been shown there is some relationship between having shared in the planning of the program to the participant's satisfaction with the program at time of departure (Section 3B). The foregoing table and Table 4.6-28 which follows show that this relationship, in general, holds when participants are arranged by USOM division. That is, based on the data in the two tables, if the USOM divisions were ranked from highest to lowest in respect to the per cent of participants who were well satisfied with their program at time of departure and in respect to the per cent of participants who report sharing in the planning of their program, there would be little justification for a shift in any division's rank order position.

Level of Program

In general, a substantial majority (80%) of participants felt the level of the program planned "about right". Participants in Public Health and Public Safety differ significantly from those in other fields; 89% of Public Health participants thought the level of the program "about right" as compared to 63% for Public Safety (Table 4.6-29).

Adequacy of Information Given about the Program Prior to Departure

A series of five specific "probes" were used to ascertain the opinion of participants in respect to the amount and kind of program information given prior to their departure. Those who answered all of the five queries "yes" were considered as having received "adequate" pre-departure information. As shown by Table 4.6-30, 29% of all participants reported receiving adequate information about their program. By USOM division, 39% of the participants in Public Works received enough information, 22% of those in Public Health, and the percentages for participants in other divisions fall in between. Tables which show the distribution of responses to each of the five questions, by training field of activity, appear in Volume II, Appendix 2, Section 6.

Adequacy of Pre-departure Information about How to Get Along in the Country of Training

A series of five specific "probes" was used to ascertain the opinion of participant in respect to the amount and kind of information given prior to departure in respect to their adjusting to life in a "strange" land. Those answering all of the queries "Yes" were considered to have received "adequate" information in this respect.

As shown by Table 4.6-31, 53% of all participants reported receiving adequate information. By USOM technical division the percentage varied from a high of 58% for Public Health participants to a low of 44% for those in Agriculture.

Tables which show the response pattern to each of the five questions by USOM technical division appear in Appendix 2, Section 6.

Language Requirement Instruction and Amount of Difficulty Encountered

The survey questionnaire contained a series of questions in regard to the training program and English language. Some of the questions were tabulated by training field of activity and the results were: 88% of all participants said their program required English, with those in Public Works slightly more likely and those in Public Safety slightly less likely to so report (Table 4.6-32).

Table 4.6-33 shows that of those whose program required English, 38% took lessons after arrival in the country before they started their training. Interestingly, though a higher per cent of Public Works participants reported that English was required, as shown by the Table, fewer of them say they took lessons after arriving in the country of training than did those in other USOM divisions.

Table 4.6-34 shows that of those whose program required a knowledge of English and who did not take lessons upon arrival, 59% felt English language instruction would have been useful. By USOM division the percentage varied from a high of 73% for Education to a low of 32% for Public Safety. Fifty-nine per cent of Public Works participants so reported.

A significant survey finding is that 46% of all participants, regardless of program requirement, arrived in the country of training feeling that their English needed improvement. By USOM division the percentage ranged from a high of 53% for those in Public Works to a low of 39% for Public Health and Public Administration (Table 4.6-35).

Moreover, 57% of those whose program required English experienced a language problem in completing their program. The per cent of participants reporting a problem varied by USOM division: 65% of those in Agriculture reported having difficulty as compared to 32% of those in Public Administration. The per cent of participants in other divisions so reporting falls in between (Table 4.6-36).

Interestingly, the foregoing tables show that a lower per cent (24%) of Public Safety participants whose program required English took lessons in the country of

training before commencing their program, and that of those not taking lessons, a lower per cent (32%) of Public Safety participants felt English instruction would have been useful. Yet, a higher per cent (40%) of Public Safety participants report having difficulty in both understanding others and in being understood.

Program Arrangement upon Arrival in Country of Training

Data reported earlier indicate that the status of program arrangement upon the participants' arrival in the country of training is associated with satisfaction with the program as a whole and with utilization. Slightly more than half (52%) of the participants in the sample said their program was arranged in complete detail.

Table 4.6-37 shows that the status of program arrangement upon the participants' arrival differs significantly by training field of activities. This is particularly true for Public Safety where 23% report that their program was not set up at all, and only 40% report that it was set up in complete detail. Less than half of Public Works and Public Administration participants also report their program being arranged in complete detail upon arrival.

The data appear to indicate that either "back-stop" offices in Washington are functioning with varying degrees of efficiency in arranging the training requested by the various USOM technical divisions, or that the USOM divisions differ in respect to forwarding clearly stated training objectives and allowing adequate lead time for program arrangement.

Type of Program

As previously shown, there is a relationship between the type of program completed and the degree of participants satisfaction with training as a whole, and with utilization of training. The following Tables 4.6-38 through 4.6-41 show that the type of training programmed varies by technical division and that the divisions programming a higher per cent of their participants for observation tours and/or on-the-job training are Public Safety, Agriculture, and Public Health.

The aforementioned relationships are more pronounced for academic programs (terminating with the award of a degree or diploma) and this type of training has been programmed for a higher per cent of participants in Education (78%) and Public Health (61%), as compared to 33% of those in Public Works, 45% Public Administration, 46% Public Safety, and 55% Agriculture.

Participant Request for an Extension

Thirty-seven per cent of the 357 participants in the sample who were queried on this point said that they themselves requested that their program be extended. An extension was granted for 24% of those. As has been discussed in an earlier section, those who themselves requested an extension were not necessarily those whose programs were extended. As shown in Tables 4.6-42 and 4.6-43, the per cent requesting by field of training varied from a high of 43% for those in Public Safety to a low of

23% of those in Public Works. Those receiving an extension by USOM division varied from a high of 24% in Education to a low of eight per cent in Public Works.

Year of Return

Sixty per cent of all participants in the sample returned to Thailand between January 1, 1957 and April 1, 1960. Forty per cent returned between 1951 and the end of 1956.

By USOM division, 89% of the participants in Public Administration returned in 1957-1960, 27% of Public Health participants returned during this period (Table 4.6-44).

Time Spent in Training

Consistent with the type of programming, Table 4.6-45 shows that a considerably higher per cent of participants in Education (80%) and Public Health (74%) spent one or more years in completing their training program as compared to other USOM divisions. Less than half of the participants in Public Safety (40%), Public Administration (43%), and Public Works (47%) spent as much as year in training. Sixty-one per cent of Agriculture participants had programs lasting a year or more.

Employment since Return

Though the per cent of participants who returned to the same job held prior to training differs little by training field of activity, the per cent of those returning to a different job who got what they expected varies considerably (Table A2.6-29, Volume II, Appendix 2). Eighty-nine per cent of those in Education who returned to a different job got the position they expected as compared to only 56% of those in Public Works. As shown by Table 4.6-46, Agriculture participants (32%) who returned to a different job were least likely to get what they expected, and those in Public Works (22%) were least likely to remember whether the job received was what they had expected. The latter indicates that Public Works participants who get a different job on return more likely depart for training without full understanding of what their assignment will be on completion of training.

As shown by Table 4.6-47, more Public Works participants (63%) changed jobs between the date of return and the date of interview than did participants in other USOM divisions. Only 39% of those in Public Administration did so.

Expected Position at Time of Interview without Training

As shown by Table 4.6-48 a higher per cent of participants in Education (60%) and Public Health (52%) feel that their training resulted in their position being better at time of interview than it would have been otherwise. Interestingly, these proportions are significantly different from those in other divisions in this respect and participants in these divisions—particularly those in Public Health—were found more likely to be “high” utilizers of training (Section 2 above).

Importance of the Program

Similar to the foregoing table it was found that participants in Education (78%) and Public Health (75%) were slightly more likely to feel that their training was the "most important thing" that had happened to them. Those in Public Safety (60%) and Agriculture (62%) were least likely to think so (Table 4.6-49).

Use and Conveyance of Training on Current Job

The findings shown in the previous tables in respect to the difference between participants in Public Health and Education and those in other USOM divisions are related to, and consistent with, the findings reported in Tables 4.6-50 and 4.6-51.

A higher per cent of Public Health (39%) and Education (33%) participants report using "almost everything" learned in training in their current jobs, and conveying (Public Health 35%, Education 23%) what they learned to others than do participants in other fields of training (Volume II, Appendix 2, Table A2.6—31 for details on how training is transmitted to others and Table A2.6-35 for reported difficulties in using and transmitting training).

Participant's Utilization Score¹¹

There is a highly significant *positive* correlation between training in Public Health and training utilization, a very significant *positive* correlation between training in Education and training utilization, and a very significant *negative* correlation between training in Agriculture and Public Works and utilization of training. In respect to training in Public Administration and Public Safety no relation of significance was found (Table 4.6-52).

Contact with USOM since Return

Sixty-five per cent of all participants say they have made contact with USOM since their return. By USOM division the percentage varies from a high of 75% for Public Administration to a low of 60% for Public Works and Public Health (Table 4.6-53).

Worked on a Joint Thai-American Project since Return

Sixty-five per cent of the participants in the sample said they had worked on a joint Thai-American project since their return. By USOM division the percentage ranges from a low of 52% for Public Safety to a high of 73% for Agriculture (Table 4.6-54).

USOM Technician Available

The participant's awareness of the availability of a USOM technician varies considerably by USOM technical division. Only 37% of those in Public Administration,

¹¹ See Section 2D for explanation of procedure in establishing "high" and "low" utilizers.

Public Safety and Public Health said one was available; a relatively high 57% of those in Agriculture said so (Table 4.6-55).

Participants Known by Technicians

By USOM technical divisions it is noted that a higher per cent of Agriculture participants report having worked on USOM/Thai project since return (73%), and that a higher per cent (57%) also report a USOM technical advisor available than did participants for other divisions. However, aside from those in Public Administration, Agriculture technical advisors interviewed knew a smaller per cent of the participants assigned to them than did the technical advisors in other divisions. It would appear that Agriculture participants, more so than others, are more likely to know the USOM technical advisor, than the advisors are to know them.

As shown by Table 4.6-56 below, the per cent of participants assigned, who were known by the USOM technical advisors interviewed, varied by USOM division from a "low" of 21% for Public Administration to a "high" of 75% for Public Works.

Technician's Contact with Participants

For the participants who were known by USOM technical advisors, technicians report that 36% are contacted *frequently*. The data show that the per cent of participants contacted "frequently" varies considerably by USOM division (Table 4.6-57), ranging from a low of 18% for Public Safety to a high of 55% for Education (see Appendix 2, Table A2.6-42 for technician report on factors interfering with contacts).

Participants' Contact with Technicians

Two hundred and one (44%) of the 460 participants in the sample reported that a USOM technical advisor was available to them. Fifty-five per cent of this group said that *they* contacted the technician *frequently*. This compares to the technicians report that *frequent* contact was made with 36% of the 167 participants which they knew. Thus, it would appear that participants contact technicians under circumstances and/or in situations in which their identity as participants is unknown to the technician.

By USOM division, participants report frequent contact with the USOM technical advisors as shown in Table 4.6-58.

The percentage varies from a low of 27% for Public Safety to a high of 70% for Public Administration.

Relation of Participant's Current Supervisor to Participant Prior to Training

Thai supervisors report that 76% of the participants on which they gave information were working for them prior to their training. By USOM division the percentage ranged from a low of 60% for Public Safety to a high of 82% for Agriculture (Table 4.6-59).

However, as shown by Table 4.6-60 supervisors helped plan the training program for only 59% of the participants who were working for them prior to training. Aside from the significantly lower per cent (40%) for Public Safety, the percentage varies little by USOM division.

Assistance from Supervisor in A.I.D. Training

In an earlier section it was reported that the survey data indicate that participants who report their supervisors as being *very helpful* were significantly more likely to be high utilizers of their training. If the amount of time the supervisor spends with a participant is any criterion of his helpfulness, a study of the figures shown in Table 4.6-61 yields some revealing differences among Training Fields on the potential helpfulness of the participants' immediate superiors.

Forty per cent of the supervisors in Agriculture and Education reported spending at least eight hours a week with the participant in their charge. In no other division did more than 29% so report.

Among those supervisors who were familiar with the participants' training programs before they left for training abroad, over 90% of them said their office had a place to use his training when he returned—except in Public Safety, where more than a fifth of the supervisors said their organization either had no project where he could be used, or they didn't remember anything about one (Table 4.6-62).

Although all supervisors tended to rate participants high on utilization, thus making it difficult to make any valid generalizations in other respects, it is interesting to note that while supervisors interviewed rated over 80% of all participants' utilization "high", nearly nine out of ten in Public Safety and Education were scored above eighty by their supervisors and fewer than four out of five were rated high in utilization in the Public Administration and Public Works Divisions (Table 4.6-63).

C. AGE OF PARTICIPANT

In investigating factors relating to the conduct of the program certain aspects of participant experience abroad, as reflected by their expressed opinion, were cross-tabulated with age at the time of departure. In some instances the tabulations revealed nothing which requires particular comment. These tables appear in Appendix 2.

Those showing a relationship particularly worth noting follow.

Adequacy of A.I.D. Per Diem

The adequacy of A.I.D.'s per diem allowance while in training varies by age of participants in that the younger participants are more likely to feel the amount was "about right" and the older ones more likely to feel the amount was "too little". As shown by Table 4.6-64, about three-fourths of those under thirty years of age felt the amount was about right while more than half of those over fifty thought it was too little. Significantly, all of those who felt the allowance was more than needed were under 30 years of age.

Satisfaction with Length of Program

Younger participants are slightly more likely to feel that their programs were "too short". Table 4.6-65 shows that the dividing line in this respect is at forty years of age. Those forty or over are more likely to feel the length of the program "about right". This attitude is probably due to the fact that these participants are more likely to be in higher positions; job responsibility requires that they not be away too long.

Time Permitted for Personal Interests

Table 4.6-66 indicates that very few participants find their training program permitting too much spare time. Only two per cent of the 460 comprising the sample said that there was too much spare time for their personal interest. Interestingly, those under twenty-five years of age and those between forty and fifty years of age were more likely to think the amount of spare time about right, and those over fifty years of age least likely to think so.

Difficulty with English

As has been discussed in an earlier section, 57% of all participants whose program required knowledge of English encountered language difficulty in completing their program. Table 4.6-67 shows that difficulty with English definitely relates to the age of the participant at time of departure. There is a distinct break at the age of thirty-five in this respect; from thirty-five years of age up the likelihood that difficulty is encountered steadily declines. A considerably higher percentage of those under thirty-five encounter difficulty.

Table 4.6-1
 Age in Years at Time of Departure for Training¹
 by
 Year Participant Left for Training Program²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base	(460)	(132)	(131)	(159)	(38)
	%	%	%	%	%
<i>Age in Years at Departure</i>					
50 and older	5	4	2	7	5
45-49	10	7	15	10	13
40-44	15	17	14	12	29
35-39	18	19	18	18	18
30-34	23	30	23	18	16
25-29	21	12	21	28	11
Under 25	4	5	4	4	5
Not ascertained	3	5	4	1	3
Total per cent	100%†	100%†	100%†	100%†	100%

¹ Q P-7: Age in years at time of departure for training.

² Q P-page 1

† Due to rounding.

Table 4.6-2
Total Years of Education¹
by
Date Left for Training²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base	(460)	(132)	(131)	(159)	(38)
	%	%	%	%	%
<i>Total Years of Education</i>					
17 or more	46	37	52	51	37
13-16	39	45	40	33	37
9-12	5	3	2	8	16
Not ascertained	10	15	6	7	11
Total per cent	100%	100%	100%	100%†	100%†

¹ Q P-9: Total years of education at time of departure.

² Q P-page 1

† Due to rounding.

Table 4.6-3
Level of Position at Time of Departure¹
by
Date Left for Training Program²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base	(460)	(132)	(131)	(159)	(38)
	%	%	%	%	%
<i>Level of Position at Time of Departure</i>					
Top and second-level policy makers*	8	11	7	4	16
Subordinate management	39	39	33	41	47
Professional, sub-professional and supervisory	53	50	60	54	37
Not ascertained	+	—	—	1	—
Total per cent	100%	100%	100%	100%	100%

¹ Q P-4

² Q P-page 1

* For definition of those included in these categories see footnote Table 4.6-6.

+ Less than 0.5%

Table 4.6-4
Adequacy of Pre-departure Information on Program¹
by
Date Left for Training²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base	(460)	(132)	(131)	(159)	(38)
	%	%	%	%	%
<i>Adequacy of Predeparture Information on Program</i>					
All five "Yes"	29	20	32	34	29
Less than five "Yes"	71	80	68	66	71
Total per cent	100%	100%	100%	100%	100%

¹ Q P-37: Prior to your departure for abroad, did you receive sufficient information about the program that was arranged for you? Particularly in connection with: Details of study; Details of places to attend; Scheduled time for departure; Duration of program. Whether the other details about the program which were given to you prior to your departure sufficient?

² P Page 1: Year left for training program.

Table 4.6-6
Advance Information from Ministry¹
by
Date Left for Training²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base	(460)	(132)	(131)	(159)	(38)
	%	%	%	%	%
<i>Advance information from ministry:</i>					
Yes	26	30	22	26	21
No	69	67	71	69	66
Ministry was employer*	3	2	4	2	8
Don't know	1	—	2	1	3
Not ascertained	1	1	1	1	3
Total per cent	100%	100%	100%	100%†	100%†

¹ Q P-26: Did the ministry which sponsored you give you any information about your program?

² Q P-Page 1

* The questionnaire design and the coding pattern obviously anticipated and provided for a high proportion of participants in the private sector. Since almost all Thai participants were government employees, some Ministry or government Agency was necessarily their ultimate employer. To reduce this confusion, interviewers were carefully instructed in the special definition of "Ministry as employer" for this study as described below, and were encouraged to explain this to the respondents whenever confusion was apparent.

Definition: A person is considered for the purposes of this study to be "employed by Ministry" when his duties are primarily performed in the main physical offices of that Ministry, but not when he works in another location, even if it is directly under Ministry supervision; for example, a man working in the Supervisory Unit of the Ministry of Education, who travels to the provinces as part of his duties, but maintains a desk in the office of the Ministry on Rajadamnern Ave. is considered employed by the Ministry of Education; a teacher in the Ministry of Education's Teacher Training School at Bang Khaen is considered employed by the Teacher Training School.

† Due to rounding.

Table 4.6-7
Satisfaction with Program Prior to Departure¹
by
Date Left for Training²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base	(460)	(132)	(131)	(159)	(38)
	%	%	%	%	%
<i>Satisfaction with Program Prior to Departure</i>					
Very satisfied	56	64	53	55	42
Not yet very well satisfied	23	14	24	26	39
Didn't know anything well enough, don't know	21	21	23	18	18
Not ascertained	+	—	—	1	—
Total per cent	100%	100%†	100%	100%	100%†

¹ Q P-31: Prior to your departure for abroad, how satisfied were you with your program?

² Q P-page 1

+ Less than 0.5%

† Due to rounding.

Table 4.6-8
Amount of Time Spent in Training¹
by
Date Left for Training²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base	(460) %	(132) %	(131) %	(159) %	(38) %
<i>Amount of Time Spent in Training</i>					
Two years or more	8	6	13	6	—
One year to 2 years	54	65	60	48	21
Six months to 1 year	24	22	21	28	26
Less than six months	13	6	6	16	53
Not ascertained	+	+	—	+	—
Total per cent	100%†	100%†	100	100%†	100%

¹ Q P-33+39: In going abroad for your training program, did you go to one country or many for your study? Please tell me the names of countries where you went to study or where you went for working experience in the order of attendance. Where did you receive your first training and how long did it take you?

² Q P-page 1

+ Less than 0.5%

† Due to rounding.

Table 4.6-9
Joining U.S. Professional Society¹
by
Date Left for Training²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base	(460) %	(132) %	(131) %	(159) %	(38) %
<i>Joined</i>					
Yes	34	42	34	31	16
No	66	58	66	69	84
Total per cent	100%	100%	100%	100%	100%

¹ Q P-135: Have you ever joined any U.S. professional society during or after your training program?

² Q P-page 1

Table 4.6-10
 Receipt of U.S. Professional Publications¹
 by
 Date Left for Training²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base	(460)	(132)	(131)	(159)	(38)
	%	%	%	%	%
<i>Receipt of U.S. Professional Publications</i>					
Yes	60	64	58	61	47
No	39	36	41	38	53
Not ascertained	1	-	1	1	-
Total per cent	100%	100%	100%	100%	100%

¹ Q P-137: Do you receive some U.S. professional publications?

² Q P-page 1

Table 4.6-11
 Supervisors' Encouragement of Participants' Selection¹
 by
 Date Left for Training²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base*	(333)	(86)	(96)	(118)	(33)
	%	%	%	%	%
<i>Supervisor Encouraged Selection</i>					
Yes	83	74	86	86	79
No	14	25	11	11	3
Don't know or don't remember	2	-	1	2	15
Not ascertained	1	1	1	+	3
Total per cent	100%	100%	100%†	100%†	100%

¹ Q S1-2: Did you encourage his (participant's) being given the scholarship?

² Q P-page 1

* Reported only for supervisors who were working with participants at time of departure.

+ Less than 0.5%

† Due to rounding.

Table 4.6-12
 Organization's Planning for Utilization¹
 by
 Date Left for Training²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base*	(366) %	(99) %	(104) %	(128) %	(35) %
<i>Organization Had Plans for Utilization</i>					
Yes	92	88	94	94	91
No	4	7	3	4	—
Don't know or don't remember	3	4	2	2	4
Not ascertained	1	1	1	+	3
Total per cent	100%	100%	100%	100%	100%†

¹ Q S1-7: Prior to (participant's) going abroad, did this office have any project which could utilize his training?

² Q P-page 1

* Reported only for supervisors who were working with participant, or who were familiar with their program prior to departure.

+ Less than 0.5%

† Due to rounding.

Table 4.6-13
 Primary Country of Training¹
 by
 Date Left for Training²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base	(460)	(132)	(131)	(159)	(38)
	%	%	%	%	%
<i>Primary Country of Training</i>					
U.S.A.	92	98	98	91	53
Hawaii	+	—	—	—	3
Italy	+	—	—	—	3
England	1	—	—	1	—
Ceylon	1	1	—	1	3
India	+	—	—	—	3
Vietnam	1	—	—	—	11
China (Taiwan)	1	—	—	1	11
Japan	1	1	—	—	13
Philippines	4	—	2	5	—
Indonesia	+	—	—	1	3
Canada	+	—	—	—	—
Total per cent	100%†	100%	100%	100%	100%†

¹ Q P-333 + 9: In going abroad for your training program, did you go to one country or many for your study? Please tell me the names of countries where you went to study or where you went for working experience in the order of attendance. Where did you receive your first training and how long did it take you?

² Q P-page I

+ Less than 0.5%

† Due to rounding.

Table 4.6-14
Participant Known to Technician¹
by
Date Left for Training²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base*	(357) %	(106) %	(106) %	(118) %	(27) %
<i>Participant</i>					
Known to technician	41	32	48	57	56
Not known to technician	59	68	52	43	44
Total per cent	100%	100%	100%	100%	100%

¹ Q Number of Technician Questionnaires completed.

² Q P-page 1

* Reported only for technicians who were interviewed.

Table 4.6-15
Technician Utilization Score for All Participants for Whom
A Technician Was Available¹
by
Date Left for Training²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base*	(357) %	(106) %	(106) %	(118) %	(27) %
<i>Technician Utilization Score</i>					
High (75-100)	24	20	26	24	37
Low (0-74)	10	7	7	12	15
No total score	13	6	15	21	4
Participant unknown to technician	53	68	52	43	44
Total per cent	100%	100%†	100%	100%	100%

¹ Q T1: Utilization score.

² Q P-page 1

* Reported only for those whose technician was interviewed.

† Due to rounding.

Table 4.6-16
 Technician Utilization Score for Participants Known to Technicians¹
 by
 Date Left for Training²

		<i>Date Left for Training</i>			
		1951 to 1954	1955 to 1956	1957 to 1958	1959 to 1960
Base*	(167) %	(34) %	(51) %	(57) %	(15) %
<i>Technician Utilization Score</i>					
High (75-100)	52	62	55	42	67
Low (0-74)	19	21	14	21	27
No total score	29	18	31	37	7
Total per cent	100%	100%†	100%	100%	100%†

¹ Q T1: Utilization score.

² Q P-page 1

* Reported only for those whose technician was interviewed and knew participant well enough to rate him.

† Due to rounding.

Table 4.6-17
Sponsorship of Training¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
		Agric. and Natural Resources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Sponsorship of Training</i>							
Regular ICA	87	89	97	99	65	86	100
University con- tract	12	10	—	—	35	14	—
Independently financed	1	1	3	1	—	—	—
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-page 1

² Q P-page 1

Table 4.6-18
Age in Years at Time of Departure for Training¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
		Agric. and Natural Resources	Indus. and Mining and Trans- port'n.	Health and Sanit'n	Educ.	Public Admin. Labor, Com- munity Devel- opment, Misc.	Public Safety
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Age in Years at Time of Departure</i>							
Under 25	4	6	4	4	4	5	—
25-29	21	22	19	18	25	18	20
30-34	23	20	32	30	15	19	23
35-39	18	18	17	17	19	19	23
40-44	15	18	15	11	17	21	10
45-49	10	7	11	8	12	12	17
50 and older	5	9	1	5	4	5	3
Not ascertained	3	1	1	6	4	—	3
Total per cent	100%†	100%†	100%	100%†	100%	100%†	100%†

¹ Q P-7: Age in years at time of departure for training.

² Q P-page 1

† Due to rounding.

Table 4.6-19
Sex of Participant¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base	(460) %	(90) %	(75) %	(94) %	(114) %	(57) %	(30) %
<i>Sex of Participant</i>							
Male	72	90	85	62	45	86	87
Female	28	10	15	38	55	14	13
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-8: Sex of participant.

² Q P-page 1

Table 4.6-20
Total Years of Education at Time of Departure¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Resources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Total Years of Education</i>							
10-12	5	10	4	2	5	7	7
13-16	39	43	51	26	43	28	43
17 or more	46	36	39	60	45	56	37
Not ascertained	10	11	7	13	7	9	13
Total per cent	100%	100	100%†	100%†	100%	100%	100%

¹ Q P-9: Total years of education at time of departure.

² Q P-page 1

† Due to rounding.

Table 4.6-21
 Total Time in Field of Specialization¹
 by
 Training Field of Activity²

	<i>Training Field of Activity</i>						
		Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Total Years in Field of Specialization</i>							
None	+	1	3	—	—	2	—
Less than 1	+	—	—	—	+	—	—
1-2	5	6	7	6	6	2	3
2-5	20	26	24	11	17	19	40
5-10	28	21	28	32	31	30	20
10 or more	45	47	39	49	45	47	37
Not ascertained	+	—	—	2	+	—	—
Total per cent	100%†	100%†	100%†	100%	100%†	100%	100%

¹ Q P-4: Total time in field of specialization at time of selection.

² Q P-page 1

+ Less than 0.5%

† Due to rounding.

Table 4.6-22
Work Connection with USOM Project at Time of Selection¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
		Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety
Base	(460) %	(90) %	(75) %	(94) %	(114) %	(57) %	(30) %
<i>At Time of Selection</i>							
Worked on a joint project	46	54	52	44	46	33	37
Did not work on a joint project	53	46	47	54	52	67	63
Don't know or don't remember	1	—	1	1	2	—	—
Not ascertained	+	—	—	—	1	—	—
Total per cent	100%	100%	100%	100%†	100%†	100%	100%

¹ Q P-28: At the time when you were selected to go abroad, were you working with USOM or working on a joint project of USOM and the Thai Government?

² Q P-page 1

+ Less than 0.5%

† Due to rounding.

Table 4.6-23
 Work Connection with USOM Project Before Selection¹
 by
 Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Resources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Community Devel- opment, Misc.	Public Safety	
Base*	(249) %	(41) %	(36) %	(53) %	(62) %	(38) %	(19) %
<i>Pre-selection Work Was:</i>							
Project connected	13	15	3	9	19	16	16
Not project connected	83	85	97	89	76	71	84
Don't know or don't remember	+	—	—	2	5	5	—
Not ascertained	3	—	—	—	—	8	—
Total per cent	100%†	100%	100%	100%	100%	100%	100%

¹ Q P-30: Prior to your being selected to go, did you ever work in connection with any one of the USOM projects?

² Q P-page 1

* Reported only for those who said they were not working on a joint project at time of selection.

+ Less than 0.5%

† Due to rounding.

Table 4.6-24
Year Left for Training Program¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Year Left for Training Program</i>							
1959-1960	8	16	5	2	8	7	13
1957-1958	35	31	29	11	41	74	33
1955-1956	28	21	37	34	31	14	27
1951-1954	29	31	28	53	19	5	27
Total per cent	100%	100% [†]	100% [†]	100%	100% [†]	100%	100%

¹ Q P-page 1

² Q P-page 1

[†] Due to rounding.

Table 4.6-25
Advance Information from Employer¹ *
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Resources	Indus. and Mining and Transport'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Community Development, Misc.	Public Safety	
Base	(460) %	(90) %	(75) %	(94) %	(114) %	(57) %	(30) %
<i>Received Advance Information from Employer</i>							
Yes	56	54	60	52	65	54	30
No	43	44	39	48	35	42	67
Don't know or don't remember	1	1	1	—	—	4	3
Total per cent	100%	100%†	100%	100%	100%	100%	100%

¹ Q P-23: While your program was being arranged, was there someone in your office or at your educational institution who gave you some sort of information?

² Q P-page 1

* For definition of "Employer" see footnote Table 4.6-6.

† Due to rounding.

Table 4.6-26
Advance Information from Ministry^{1*}
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Received Advance Informa- tion from Ministry</i>							
Yes	26	33	16	21	27	28	30
No	69	61	83	73	68	63	60
Ministry was employer*	3	6	—	3	3	2	3
Don't know or don't remember	1	—	1	1	—	2	7
Not ascertained	1	—	—	1	1	5	—
Total per cent	100%	100%	100%	100%†	100%†	100%	100%

¹ Q P-26: Did the ministry which sponsored you give you any information about your program?

² Q P-page 1

* For definition of "Ministry" and "Employer", see footnote Table 4.6-6.

† Due to rounding.

Table 4.6-27
Satisfaction with Training Program at Time of Departure¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
		Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Satisfaction with Training Program</i>							
Very satisfied	56	50	63	62	50	63	50
Not very well satisfied	23	26	21	20	28	19	20
Didn't know anything well enough	20	24	16	18	21	17	30
Not ascertained	—	—	—	—	1	—	—
Total per cent	100%†	100%	100%	100%	100%	109%†	100%

¹ Q P-31: Prior to your departure for abroad, how satisfied were you with your program?

² Q P-page 1

+ Less than 0.5%

† Due to rounding.

Table 4.6-28
Participant's Participation in Program Planning¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
		Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety
Base	(460)	(90)	(75)	(90)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Participated in Program Planning</i>							
Yes	46	40	40	48	46	68	53
No	53	60	60	51	53	32	40
Don't know	—	—	—	+	+	—	7
Total per cent	100%†	100%	100%	100%†	100%†	100%	100%

¹ Q P-32: Did you have any share in the planning of your training program?

² Q P-page 1

+ Less than 0.5%

† Due to rounding.

Table 4.6-29
Opinion about Level of Program¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor Com- munity Devel- opment, Misc.	Public Safety	
Base	(460) %	(90) %	(75) %	(94) %	(114) %	(57) %	(30) %
<i>Level of Program Was:</i>							
Too easy	7	7	9	6	5	7	17
Just right	80	80	80	89	80	77	63
Too difficult	11	11	9	4	12	14	20
Don't know or don't remember	2	1	1	1	3	2	—
Not ascertained	+	1	—	—	—	—	—
Total per cent	100%	100%	100%†	100%	100%	100%	100%

¹ Q P-67: How would you rate the program that was arranged for you? Considering the background and experience which you had at that time, would you say in general that it was too easy for you, just right, or too difficult?

² Q P-page 1

Table 4.6-30
Adequacy of Pre-departure Information on Program¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>No. of "Yes" Answers to Five Related Questions</i>							
All five	29	24	39	22	33	30	23
Less than five	71	76	61	78	67	70	77
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-37: Prior to your departure for abroad, did you receive sufficient information about the program that was arranged for you? Particularly in connection with: Details of study; Details of places to attend; Scheduled time for departure; Duration of program. Whether the other details about the program which were given to you prior to your departure, were sufficient?

² Q P-page 1

Table 4.6-31
Adequacy of Pre-departure Information on How to Get Along in Country of Training¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
		Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>No. of "Yes" Answers to Five Related Questions</i>							
All five	53	44	52	58	56	49	57
Less than five	47	56	48	42	44	51	43
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-40: Prior to your departure — apart from the information about the program — did you have enough information regarding how to get along in (country underlined in Q 39)? For instance: *Information* regarding behaviour (how to do) in restaurants and in public places; *Information* regarding idioms and spoken language; *Information* regarding the religious practices of the people in that country; *Information* regarding the use of currency, i.e. how should it be used, and the prices of articles; *Information* regarding manners and customs in general.

² Q P-page 1

Table 4.6-32
English Language Requirement of the Program¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base	(460) %	(90) %	(75) %	(94) %	(114) %	(57) %	(30) %
<i>In Program, Knowledge of English Was:</i>							
Required	88	87	92	85	90	88	83
Not required	12	13	7	15	10	12	17
Total per cent	100%	100%	100%†	100%	100%	100%	100%

¹ Q P-95: Now I would like to know some things about English language training. Did your program require knowledge in English language?

² Q P-page 1

† Due to rounding.

Table 4.6-33
 Additional English Instruction on Arrival in Country of Training¹
 by
 Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(406) %	(78) %	(70) %	(80) %	(103) %	(50) %	(25) %
<i>Additional English Instruction</i>							
Taken	38	41	26	50	40	38	24
Not taken	62	59	74	50	60	62	76
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-96: After your arrival and before commencing your program, did you take any additional or extra lessons in English to prepare yourself?

² Q P-page 1

* Reported only for those whose program required English.

Table 4.6-34
Usefulness of English Instruction to the Program¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
		Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety
Base*	(250)	(46)	(52)	(40)	(62)	(31)	(19)
	%	%	%	%	%	%	%
<i>English Instruction Would Have Been:</i>							
Useful	59	59	63	48	73	55	32
Not useful	40	39	35	53	26	45	68
Not ascertained	+	1	2	—	—	—	—
Don't know or don't remember	1	—	—	—	2	—	—
Total per cent	100%	100%†	100%	100%†	100%†	100%	100%

¹ Q P-98: Do you think that if you had had some English lessons, they would have been useful during your program?

² Q P-page 1

* Reported only for those whose program required English and who did not receive any English instruction in country of training before commencing program.

+ Less than 0.5%

† Due to rounding.

Table 4.6-35
 Need for Additional English Instruction on Arrival
 in Country of Training¹
 by
 Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>On Arrival in Country of Training Participant Felt that Additional English Instruction Was:</i>							
Necessary	46	48	53	39	48	39	43
Not necessary	54	52	47	60	50	61	57
Don't know	1	—	—	1	2	—	—
Total per cent	100%†	100%	100%	100%	100%	100%	100%

¹ Q P-149: When you arrived in the foreign country, did you feel the necessity to improve your English by additional instructions? (Question added by USOM/Thailand.)

² Q P-page 1

† Due to rounding.

Table 4.6-36
Type of English Difficulty¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(406)	(78)	(70)	(80)	(103)	(50)	(25)
	%	%	%	%	%	%	%
<i>Type of English Difficulty</i>							
None	43	35	41	44	41	68	32
In being understood	17	14	20	18	18	8	20
In understanding others	10	15	7	6	12	10	4
Both	30	36	31	33	29	14	40
Not ascertained	+	—	—	—	—	—	4
Total per cent	100%	100%	100%†	100%†	100%	100%	100%

¹ Q P-99: If you had had difficulties with your English during the program, was it more so in making yourself understood, or was it to understand other people, or both?

² Q P-page 1

* Reported only for those whose program required English.

+ Less than 0.5%

† Due to rounding.

Table 4.6-37
 Program Arrangements on Arrival in the Country of Training¹
 by
 Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Resources	Indus. and Mining and Transport'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Community Development, Misc.	Public Safety	
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>On Arrival, Program Was:</i>							
Arranged in complete detail	52	60	45	57	52	46	40
Arranged in partial detail	38	32	45	32	38	47	33
Not set up at all	10	8	8	11	10	7	23
Don't know or don't remember	+	—	—	—	1	—	3
Total per cent	100%	100%	100%†	100%	100%†	100%	100%†

¹ Q P-48: When you arrived in (country underlined in Q 39), did they arrange the program for you in complete detail or just partly, or did they not prepare anything at all?

² Q P-page 1

+ Less than 0.5%

† Due to rounding.

Table 4.6-38
Participant in Observation Tour During Program¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base	(460) %	(90) %	(75) %	(94) %	(114) %	(57) %	(30) %
<i>Program Included:</i>							
Observation tour	52	64	48	55	34	51	70
Not observation tour	47	36	52	45	66	48	30
Not ascertained	+	—	—	—	—	1	—
Total per cent	100%†	100%	100%	100%	100%	100%	100%

¹ Q P-55a: Now I would like to ask about your training program. Usually there are many types of training program for those who went. Can you please tell me what type was your training program? There are the Observation Tours which normally take from 3 to 8 weeks; On-the-job-training where participants will have experience from working, Attendance at a University, and Program arranged specially for groups of participants not at a university and not Observation Tours.

² Q P-page 1

+ Less than 0.5%

† Due to rounding.

Table 4.6-39
 On the Job Training During the Program¹
 by
 Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Program Included:</i>							
On-the-job training	32	41	47	33	6	28	40
No on-the-job training	68	59	52	67	94	72	60
Not ascertained	+	—	1	—	—	—	—
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-55b: Now I would like to ask about your training program. Usually there are many types of training program for those who went. Can you please tell me what type was your training program? There are the Observation Tours which normally take from 3 to 8 weeks: On-the-job-training where participants will have experience from working, Attendance at a University, and Program arranged specially for groups of participants not at a university and not Observation Tours.

² Q P-page 1

+ Less than 0.5%

Table 4.6-40
Attendance at University During Program¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'sn.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base	(460) %	(90) %	(75) %	(94) %	(114) %	(57) %	(30) %
<i>Program Included:</i>							
University Attendance	56	52	24	63	82	51	43
No University Attendance	44	48	76	37	18	49	57
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-55c: Now I would like to ask about your training program. Usually there are many types of training program for those who went. Can you please tell me what type was your training program? There are the Observation Tours which normally take from 3 to 8 weeks, On-the-job-training where participants will have experience from working, Attendance at a University, and program arranged specially for groups of participants not at a university and not Observation Tours.

² Q P-page 1

Table 4.6-41
 Receipt of Degree or Diploma from Program¹
 by
 Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(259)	(47)	(18)	(59)	(93)	(29)	(13)
	%	%	%	%	%	%	%
<i>Participant Received:</i>							
Degree	50	36	22	42	73	38	38
Diploma	12	19	11	19	5	7	8
Nothing	38	45	67	39	22	55	54
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-58: Did you receive a degree or a diploma?

² Q P-page 1

* Reported only for those who attended a university during program.

Table 4.6-42
Participant Request for Extension¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(357) %	(70) %	(54) %	(69) %	(95) %	(43) %	(26) %
<i>Participant Request for Extension</i>							
Requested extension	37	34	31	38	38	35	50
Did not request extension	62	64	67	62	62	60	50
Don't know	1	1	2	—	—	5	—
Total per cent	100%	100%	100%†	100%	100%	100%	100%

¹ Q P-155: Did you, yourself, request an extension of your program? (Question added by USOM/Thailand.)

² Q P-page 1

* Due to misunderstanding of field techniques, this question was not asked of 103 participants.

† Due to rounding.

Table 4.6-43
Participant Receipt of Extension¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(375) %	(70) %	(54) %	(69) %	(95) %	(43) %	(26) %
<i>Participant Receipt of Extension</i>							
Received an extension	24	30	11	22	28	30	15
Did not receive an extension	76	69	89	78	72	70	85
Don't know	+	1	—	—	—	—	—
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-156: Did you get an extension? (Question added by USOM/Thailand.)

² Q P-page 1

* Due to misunderstanding of field techniques, this question was not asked of 103 participants.

† Due to rounding.

Table 4.6-44
Year of Return from Program¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Year Returned</i>							
1951-1954	16	19	20	35	4	4	13
1955-1956	24	20	23	37	27	7	23
1957-1958	32	28	43	20	34	40	27
1959-1960	28	33	14	7	35	49	36
Total per cent	100%	100%	100%	100%†	100%	100%	100%†

¹ Q P-page 1

² Q P-page 1

† Due to rounding.

Table 4.6-45
Time Spent in Training¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment Misc.	Public Safety	
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Time Spent in Training</i>							
Less than one month	2	4	—	1	+	2	3
One to two months	3	7	1	1	4	4	—
Two to four months	4	2	3	4	3	5	10
Four to six months	5	4	4	3	+	14	10
Six months to one year	24	21	44	17	11	33	37
One to two years	54	53	45	61	72	30	40
Two to three years	7	7	1	11	8	11	—
Three years or more	+	—	—	2	—	2	—
Not ascertained	+	1	1	—	—	—	—
Total per cent	100%†	100%†	100%†	100%	100%†	100%†	100%

¹ Q P-38+39: In going abroad for your training program, did you go to one country or many for your study? Please tell me the names of countries where you went to study or where you went for working experience in the order of attendance. Where did you receive your first training and how long did it take you?

² Q P-page 1

+ Less than 0.5%

† Due to rounding.

Table 4.6-46
Job Expectancy on Return¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(108) %	(19) %	(18) %	(20) %	(27) %	(16) %	(8) %
<i>Returned to:</i>							
Expected job	73	63	56	70	89	81	75
Job not expected	19	32	22	30	4	13	25
Don't know	7	5	22	—	7	—	—
Not ascertained	1	—	—	—	—	6	—
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-109: Was this the job you expected to have when you returned?

² Q P-page 1

* Reported only for those whose job after return was different from the job at time of departure.

Table 4.6-47
Job Change since Return¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(457) %	(89) %	(75) %	(92) %	(114) %	(57) %	(30) %
<i>Present Job and First Job after Return</i>							
Same	51	53	37	48	57	60	47
Different	49	46	63	51	52	39	53
Not ascertained	+	—	—	—	—	2	—
Total per cent	100%	100%†	100%	100%†	100%	100%†	100%

¹ Q P-144: Is your present position the same as that when you first returned?

² Q P-page 1

* Reported only for those who were employed.

+ Less than 0.5%

† Due to rounding.

Table 4.6-48
Job Expectancy without ICA Program¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
		Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety
Base*	(457)	(89)	(75)	(92)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Without ICA Training Participant Would Have Had a Job</i>							
About the same as present one	38	41	43	37	33	40	33
Better than present one	10	12	12	7	4	16	13
Not as good as present one	46	38	41	52	60	33	37
Don't know	5	8	4	3	3	9	13
Not ascertained	1	—	—	—	—	2	3
Total per cent	100%	100%†	100%	100%†	100%	100%	100%†

¹ Q P-118: Supposing you had not gone for the training program, do you think you would be working in the same position as you have now, or in a better one, or not as good?

² Q P-page 1

* Reported only for those who were employed.

† Due to rounding.

Table 4.6-49
 Personal Importance of Program¹
 by
 Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>To Participant Program Was:</i>							
Most important thing he had done	71	62	67	75	78	72	60
Waste of time	1	1	3	—	—	2	—
In between	28	37	31	23	22	26	40
Not ascertained	+	—	—	1	—	—	—
Total per cent	100%	100%	100%†	100%†	100%	100%	100%

¹ Q P-145: Some of those who received the scholarship and have returned have the idea that the training program was the most important thing they had done; some think that it was a pure waste of time; and some compromisingly say that it was somewhere in between. What is your opinion about it?

² Q P-page 1

+ Less than 0.5%

† Due to rounding.

Table 4.6-50
Amount of Training Acquired Skills or Knowledge Used¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
	(457)	(89)	(75)	(92)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Skills or Knowledge Used from the Training</i>							
None or practically none	8	17	15	3	4	5	23
A little	5	2	12	1	4	12	—
Some	24	28	15	22	25	28	30
Quite a lot	37	38	42	35	34	37	20
Used nearly all or all	25	15	16	39	33	16	24
Not ascertained	1	—	—	—	—	2	3
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-119 + 120: Now talking about knowledge and other things acquired from the training program. There are many of the participants who had said that not much of what they had learned had been applied to their work. How about you yourself? Could you use some of what you have learned from the program in the work that you do at present? In saying that you can, could you say about how much is used? Practically none, a little, some, quite a lot, nearly all or all?

² Q P-page 1

* Reported only for those who were employed.

Table 4.6-51
 Amount of Training Acquired Knowledge Conveyed to Other People¹
 by
 Training Field of Activity²

	<i>Training Field of Activity</i>						
		Agric. and Natural Resources	Indus. and Mining and Transport'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Community Development, Misc.	Public Safety
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
<i>Skills or Knowledge Passed on</i>							
None or practically none	6	9	11	1	4	11	7
A little	4	1	5	5	4	4	13
Some	30	33	32	21	30	37	33
Quite a lot	37	37	40	36	40	37	27
Almost all or all	22	20	12	35	23	12	20
Not ascertained	1	—	—	1	—	—	—
Total per cent	100%	100%	100%	100%†	100%†	100%†	100%

¹ Q P-124 + 125: Talking about passing on what you have learned from abroad to others, have you ever passed on anything of what you have learned to others? How much have you passed on to others the knowledge obtained? Practically none, a little, some, a lot, almost all or all?

² Q P-page 1

† Due to rounding.

Table 4.6-52
Functional Field of Training¹
by
Participant's Utilization Score

Base	<i>Participant's Utilization Score</i>			
	Total (460) %	High (96) %	Low (108) %	Correlation
<i>Field of Training</i>				
Agriculture and Natural Resources	20	11	23	--
Industry, Mining, and Transportation	16	8	24	--
Health & Sanitation	20	33	10	++
Education	25	31	21	++
Public Administration, Labor, Community Development, Miscellaneous	12	9	9	0
Public Safety	7	8	12	0
Total per cent	100%	100%	100%†	

¹ Q P-page 1

† Due to rounding.

Table 4.6-53
Contact with USOM since Return¹
by
Training Field of Activity²

Base	<i>Training Field of Activity</i>						
	Agric. and Natural Resources	Indus. and Mining and Transport'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Community Development, Misc.	Public Safety	
(460)	(90)	(75)	(94)	(114)	(57)	(30)	
%	%	%	%	%	%	%	%
Contact with USOM	65	69	60	60	61	75	70
No contact with USOM	35	31	40	40	39	25	30
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-129: Since your return, have you made contact with USOM?

² Q P-page 1

Table 4.6-54
Participant's Claiming Project Connected Employment after Return¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Eudc.	Public Admin., Labor, Com- munity Devel- opment, Mics.	Public Safety	
Base*	(297) %	(62) %	(45) %	(56) %	(70) %	(43) %	(21) %
<i>Participant's Job Was:</i>							
Project connected	67	73	67	68	71	53	52
Not project-connected	33	27	33	32	29	47	38
Not ascertained	+	—	—	—	—	—	—
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-130: Since your return, have you ever worked in USOM or on a joint project of USOM and the gov-
ernment.

² Q P-page 1

* Reported only for those who contacted USOM.

+ Less than 0.5%

Table 4.6-55
Availability of USOM Technician to Participant¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
		Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety
Base	(460)	(90)	(75)	(94)	(114)	(57)	(30)
	%	%	%	%	%	%	%
Technician available	44	57	48	37	41	37	37
Technician not available	56	43	52	62	59	63	63
Don't know	+	—	—	+	—	—	—
Total per cent	100%	100%	100%	100%†	100%	100%	100%

¹ QP-131: Is there a USOM technician who is there to give you recommendation and advice?

² QP-page 1

+ Less than 0.5%

† Due to rounding.

Table 4.6-56
Assigned Participants Known to Technicians¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(357) %	(86) %	(55) %	(89) %	(69) %	(38) %	(20) %
Participants not known to technician	53	40	75	67	55	21	45
Participants known to technician	47	60	25	33	45	79	55
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ QT1-1: First, I am going to read the names of some participants. I would like you to tell me whether you are familiar enough with their work and training program to give me some information and ratings about them.

² QP-page 1

* Reported only for those whose technician was interviewed.

Table 4.6-57
 Technician's Contact with Participant¹
 by
 Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(167)	(52)	(14)	(29)	(31)	(30)	(11)
	%	%	%	%	%	%	%
<i>Technician's Contact with Participant</i>							
Never met	2	4	—	3	—	—	—
Once or twice	14	27	7	17	3	10	—
Occasionally	35	31	36	10	42	47	64
Frequently	36	19	36	48	55	40	18
Regularly	13	19	21	21	—	3	18
Total per cent	100%	100%	100%	100%†	100%	100%	100%

¹ Q T1-3: Here I am interested in how much contact you have had with each of these participants since his return, aside from contact of a strictly social type. Would you say that you had been in contact with participant once or twice, occasionally, frequently, or regularly?

² Q P-page 1

* Reported only for those whose technician was interviewed and knew participant well enough to rate him.

† Due to rounding.

Table 4.6-58
Participant's of Contact with Technician¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(201) %	(51) %	(36) %	(35) %	(47) %	(21) %	(11) %
<i>Contact with Technician</i>							
Always in touch	55	43	64	66	53	70	27
See him occasionally or never	45	57	36	34	47	30	73
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q P-132: Do you always keep in touch with him (the technician who is available), or occasionally, or you never see him at all?

² Q P-page 1

* Reported only for those whose technician was available to him.

Table 4.6-59
Work Relation of Supervisor to Participant at Time of Departure¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(440)	(88)	(72)	(90)	(111)	(54)	(25)
	%	%	%	%	%	%	%
<i>Participant</i>							
Worked for present super- visor	76	82	76	74	74	76	60
Did not work for present supervisor	14	10	11	16	14	15	28
Supervisor not in present position	10	8	13	10	11	9	12
Don't know	+	—	—	—	1	—	—
Not ascertained	+	—	—	—	1	—	—
Total per cent	100%	100%	100%	100%	100%†	100%	100%

¹ Q S1-1: When (participant) was leaving to go abroad, was he working for you here?

² Q P-page 1

* Reported only for those whose supervisors were interviewed.

+ Less than 0.5%

† Due to rounding.

Table 4.6-60
 Supervisor's Participation in the Program Planning¹
 by
 Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Resources	Indus. and Mining and Transport'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Community Development, Misc.	Public Safety	
Base*	(336)	(77)	(62)	(73)	(89)	(47)	(18)
	%	%	%	%	%	%	%
<i>Supervisor</i>							
Helped plan program	59	60	66	57	59	60	40
Did not help plan program	40	39	32	42	41	40	60
Don't know	+	—	—	—	—	—	—
Not ascertained	+	1	1	1	—	—	—
Total per cent	100%	100%	100%	100%	100%	100%	100%

¹ Q S1-5: Did you help to prepare (participant's) program?

² Q P-page 1

* Reported only for those whose supervisors were familiar with participants before departure.

+ Less than 0.5%

Table 4.6-61
Amount of Time Spent Per Week with Participant by Supervisor¹
by
Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(440)	(88)	(72)	(90)	(111)	(54)	(25)
	%	%	%	%	%	%	%
<i>Amount of Time Per Week Spent with Participant</i>							
16 hours or more	17	17	15	16	19	15	20
8-15 hours	16	23	13	13	21	7	4
4-7 hours	28	22	29	33	23	33	44
Less than 4 hours	39	39	43	38	37	43	32
Not ascertained	+	—	—	—	—	2	—
Total per cent	100%	100%†	100%	100%	100%	100%	100%

¹ Q S1-11: About how many hours per week do you meet or talk with (participant)?

² Q P-page 1

* Reported only for those whose supervisors were interviewed.

+ Less than 0.5%

† Due to rounding.

Table 4.6-62
 Organization's Planning for Utilization¹
 by
 Training Field of Activity²

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(366)	(77)	(62)	(73)	(89)	(47)	(18)
	%	%	%	%	%	%	%
<i>Organization Planning for Utilization</i>							
Yes	92	91	94	93	92	96	78
No	4	4	3	1	4	4	17
Don't know or don't remember	3	4	—	4	3	—	6
Not ascertained	1	1	3	1	—	—	—
Total per cent	100%	100%	100%	100%†	100%†	100%	100%†

¹ Q S1-7: Prior to (participant's) going abroad, did this office have any project which could utilize his training?

² Q P-page 1

* Reported only for those whose supervisors who were working with participants, or who were familiar with their program prior to departure.

† Due to rounding.

Table 4.6-63
 Supervisor Utilization Score
 by
 Training Field of Activity¹

	<i>Training Field of Activity</i>						
	Agric. and Natural Re- sources	Indus. and Mining and Trans- port'n.	Health and Sanit'n.	Educ.	Public Admin., Labor, Com- munity Devel- opment, Misc.	Public Safety	
Base*	(440) %	(88) %	(72) %	(90) %	(111) %	(54) %	(25) %
<i>Supervisor Utilization Score</i>							
High	81	80	78	80	87	70	88
Low	10	10	13	9	9	21	—
No total score	9	10	10	11	4	9	12
Total per cent	100%	100%	100%†	100%	100%	100%	100%

¹ Q P-page 1

* Reported only for those whose supervisors were interviewed.

† Due to rounding.

Table 4.6-64
 Opinion about Amount of Money Supplied by ICA¹
 by
 Age in Years at Time of Departure²

	<i>Age in Years at Time of Departure</i>								
	Under 25	25-29	30-34	35-39	40-44	45-49	50 or older	Not ascertained	
Base	(460)	(20)	(95)	(105)	(85)	(91)	(48)	(22)	(14)
	%	%	%	%	%	%	%	%	%
<i>Amount of Money Was:</i>									
About right	68	75	74	69	67	70	67	40	71
Too little	31	25	23	31	33	30	33	55	29
More than needed	1	—	3	—	—	—	—	—	—
Not ascertained	1	—	—	—	—	—	—	5	—
Total per cent	100%†	100%	100%	100%	100%	100%	100%	100%	100%

¹ Q P-78: What is your opinion about the money allotted to you by ICA for living cost and travel during your training program? Can you say that it was too little, just right, or more than needed?

² Q P-7: Age in years at time of departure.

+ Less than 0.5%

† Due to rounding.

Table 4.6-65
Opinion about Length of Program¹
by
Age in Years at Time of Departure²

	<i>Age in Years at Time of Departure</i>								
		Under 25	25-29	30-34	35-39	40-44	45-49	50 or older	Not ascertained
Base	(460)	(20)	(95)	(105)	(85)	(71)	(48)	(22)	(14)
	%	%	%	%	%	%	%	%	%
<i>Length of Program Was:</i>									
Just right	45	50	39	44	40	54	52	59	36
Too long	6	—	4	6	10	2	6	9	7
Too short	49	50	57	50	50	44	42	32	57
Total per cent	100%	100%	100%	100%	100%	100%	100%	100%	100%

¹ Q P-64: Did you think that the length of your training program was too long, just right, or too short?

² Q P-7: Age in years at time of departure.

Table 4.6-66
 Time for Personal Interests During Program¹
 by
 Age in Years at Time of Departure²

	<i>Age in Years at Time of Departure</i>								
	Under 25	25-29	30-34	35-39	40-44	45-49	50 or older	Not ascertained	
Base	(460)	(20)	(95)	(105)	(85)	(71)	(48)	(22)	(14)
	%	%	%	%	%	%	%	%	%
<i>Time for Personal Interests Was:</i>									
Sufficient	60	70	56	59	58	65	69	50	57
Too much	2	—	3	1	1	3	2	—	7
Too little	37	30	41	40	41	31	29	50	36
Don't know or don't remember	+	—	—	—	—	1	—	—	—
Total per cent	100%†	100%	100%	100%	100%	100%	100%	100%	100%

¹ Q P-80: According to the program arranged, do you think that the spare time for your personal interests was too much, sufficient, or too little?

² Q P-7: Age in years at time of departure.

† Due to rounding.

+ Less than 0.5%

Table 4.6-67
Type of English Language Difficulty¹
by
Age in Years at Time of Departure²

	<i>Age in Years at Time of Departure</i>								
		Under 25	25-29	30-34	35-39	40-44	45-49	50 or older	Not ascertained
Base*	(406)	(17)	(85)	(98)	(76)	(58)	(42)	(18)	(12)
	%	%	%	%	%	%	%	%	%
<i>Type of English Language Difficulty</i>									
None	43	35	33	39	46	48	55	56	58
In being understood	17	35	18	21	14	12	10	11	8
In understanding others	10	6	13	8	12	5	7	22	8
Both	30	24	36	32	28	35	26	11	25
Not ascertained	+	—	—	—	—	—	2	—	—
Total per cent	100%	100%	100%	100%	100%	100%	100%	100%	100%†

¹ Q P-99: If you had had difficulties with your English during the program, was it more so in making yourself understood, or was it to understand other people, or both?

² Q P-7: Age in years at time of departure.

* Reported only for those whose program required English.

+ Less than 0.5%

† Due to rounding.

Section 7. Responses to Questions Specifically Proposed by USOM/Thailand

A. EVALUATION OF AUA ORIENTATION PROGRAM

Since 1957 Thailand's bi-national center, the Language Center of the American University Alumni Association, has been conducting a series of orientation programs for USOM participants to prepare them for their experiences in the United States. Nearly two-thirds of the sample (297) had attended these sessions¹. To help define weaknesses in this program as perceived by participants in the light of their later experience abroad, those who had attended were asked to give suggestions for improvements (Table 4.7-1). Almost two-fifths of them indicate that they found the program useful enough that they could think of no way in which it could be made more helpful.

Although the program as operated does not include any formal English language instruction, a quarter of those attending feel that more English training during orientation would have been useful. Other suggestions appearing in significant numbers were for improved instructional techniques and better organization of the program operation, more information about living arrangements abroad and life in the United States, and that there should be more "socializing" during the course. Five per cent of those taking the orientation program thought the program itself should be longer, and four per cent say the individual sessions were too short.

B. OBSTACLES TO THAI-AMERICAN UNDERSTANDING

USOM Thailand was concerned whether there were difficulties in training in the United States which were peculiar to Thailand in connection with basic misunderstandings between the American hosts and the Oriental Thai trainees. Returned participants were asked to tell what particular obstacles to common understanding they perceived. Their replies are categorized in Table 4.7-2. Thirty-nine per cent say that they see no difficulties to mutual understanding, or at least no difficulties which would not resolve themselves on closer acquaintance between natives of the two countries. Over a quarter mention difficulties connected with general cultural difference and a fifth say the major obstacle is the language barrier. Relatively few feel that differences in standard of living pose any real problem, but it is interesting to note that eight per cent of all participants interviewed felt that American attitudes contributed to the prevention of mutual understanding.

¹ 92% of the total sample had gone to the U.S.A. for training (Section 6, Table 4.6-13).

Table 4.7-1
Participants' Suggestions for Improvement of AUA Orientation Program

Base*	(297)
<i>Suggestions for Improvement of Orientation Program</i>	
No improvement needed	39
More English	24
Should improve instruction	6
Should be longer	5
Should include more information about living arrangements	4
Program should be better organized	4
Should have more social activities	4
Should include more information about U.S. life	3
Orientation sessions should have been longer	3
Examination procedure should be improved	3
Should be shorter	1
Should be less formal	1
Should be less informal	1
Should be conducted by Thai people	1
Should include more information about study methods	1
The lecturers should speak English less rapidly	1
Should include more information about life in U.S. university	1
Orientation should take less time away from job before departure	+
Program should be shorter	+
Other	3
Not ascertained	3
Total per cent	108%†

¹ Q P-148: Do you think that the AUA Orientation Program could be improved — from your experience on your last trip abroad — to be more useful to you? How?

* Reported only for those who attended AUA Orientation Classes.

+ Less than 0.5%

† Total adds to more than 100% because some respondents gave more than one answer.

Table 4.7-2
Difficulties in Thai-American Understanding¹

	(460) %	(460) %
<i>No Difficulty</i>		39
<i>Difficulties Connected with Differences in the Two Cultures</i>		27
The cultures (traditions, ways of behaving) are different	14	
Thais do not understand American culture and traditions	5	
Americans do not make friends as easily as Thais	3	
The values of the two cultures are different: different aspirations, goals, beliefs in what is important	3	
Other specified differences in culture or behavior patterns	2	
<i>Language Difficulties</i>		20
Thais have difficulty in understanding "American" English	4	
Americans have difficulty in understanding "Thai" English	1	
General and non-specific comments on language difficulty	15	
<i>Difficulties Because of Personal Attitudes of Americans</i>		8
Americans "look down" on foreigners	4	
Americans are not sincere	4	
<i>Difficulties Connected with Living Conditions</i>		6
Difficulty with food	2	
General and non-specific comments about differences in living conditions	4	
<i>Difficulties Connected with Differences in Social Customs; Social Life</i>		4
<i>Difficulties Connected with Differences in Education Level</i>		1
<i>Other Difficulties</i>		3
<i>Don't Know or Don't Remember</i>		2
<i>Not Ascertained</i>		3
Total per cent		113% [‡]

¹ Q P-157: Do you think there may be some things which your Thai friends would find very difficult to understand in connection with the U.S. or Americans?

[‡] Total adds to more than 100% because some respondents gave more than one answer.



The Agency for International Development
USOM/THAILAND