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A SURVEY OF THE KENYAN PARTICIPANT TRAINING PROGRAM

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Prepared for

The Department of State
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International Research Associates, Inc.

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April, 1967

International Research Associates, Inc.
1270 Avenue of the Americas, New York, N.Y. 10020

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INTRODUCTION

The report presented in the following pages is based upon data obtained from 364 personal interviews with Kenyans who had been sent abroad on a training program sponsored by AID or its predecessor agencies.** Only participants who had returned from their training programs by January, 1966 were eligible for inclusion in the survey. In addition, interviews were conducted with the supervisors of participants; in some instances the same person was the supervisor of more than one of the AID participants and, because of this duplication, a total of 129 persons were interviewed who are currently the supervisors of 172 participants.

All the interviews were conducted during the months from September, 1966 through January, 1967. For the most part the interviewing was done at the participant's or supervisor's place of work. As a result, interviewers travelled throughout Kenya -- to rural areas as well as to cities and towns -- to interview respondents. On the whole, both participants and supervisors were extremely cooperative in making it possible for the interviews to take place. In some instances respondents arranged their schedules so as to be in a town at the time interviewing teams were to be in the area rather than requiring the interviewer to travel to a remote place; at other times interviewers made arduous trips to isolated places to conduct interviews. Although some respondents may have been reluctant at the outset to be interviewed, most did enjoy being asked their opinions once the interview started.

**"AID" will be used throughout the report to refer to AID or its predecessor agencies.

Respondents for the survey were obtained from the Participant Directory of the USAID/Nairobi Training Office. The section entitled "Methodology," in the Appendix to this report, gives details of procedures employed for obtaining respondents. It also describes the group of participants who were eligible for interview but who were not available for inclusion in the survey.

Throughout the report, an asterisk (*) appearing in a tabulation indicates less than one-half of one per cent; a dash (-) indicates no responses in that category. Some columns of figures are shown as adding to 100 per cent when, in fact, they add to more than 100 per cent; this is because some respondents gave more than one answer to the questions.

PRINCIPAL FINDINGS

Background of Participants

Agriculture is the field of endeavor of half the Kenyan participants sent abroad on USAID training programs, and public administration trainees comprise about one-fourth of the group. While, in total, the remaining one-fourth includes people from a variety of fields, it is primarily comprised of persons from the fields of community development and education. In this survey twelve per cent of the respondents had been community development trainees and ten per cent were in education.

At the time of departure for training, individuals selected to be sent abroad for training generally had been involved in their fields of specialty for a reasonably long time; half (49%) had been in their specialty for at least five years and a large proportion of the remaining half had worked in their fields between two and five years. Trainees in public administration had less experience in their field than others and education trainees had more experience than others. The group of public administration trainees had both the highest proportion (37%) with less than two years experience and the lowest proportion with ten or more years (23%); education trainees had the highest proportion with ten or more years experience (41%).

The majority of trainees (86%) were employed by the Government of Kenya at the time of selection; close to one in ten (9%) were working in private enterprise.

Selection of Participants and Program Planning

All but fifteen per cent of the trainees were selected, primarily by their supervisors and ministries, to participate in the AID training project. The large majority of all supervisors who had opinions on the subject regarded the procedures by which participants are selected as satisfactory.

Only about one-fourth (27%) of the participants were given the opportunity to become involved in the planning of their programs, and the majority of those who did not feel it would have helped their programs if they had been able to participate. Supervisors were even less involved in any such pre-departure sessions -- only two per cent helped in planning participants' programs.

Background of Training Programs

Close to three-quarters of the participants received training in one country only; twenty-one per cent had the opportunity to travel to two; and, a small proportion -- seven per cent -- were trained in three or more countries. Many more of the community development trainees than others had multi-country training programs.

Nearly all trainees (95%) went to the United States; fourteen per cent went to the United Kingdom and twelve per cent went to Puerto Rico. Beyond this, no country was the seat of training for more than four per cent. A suggestion for improvement in the training programs, made by participants but more particularly by supervisors, is that the training should take place in countries similar to Kenya -- in terms of stage of development, culture, or climate -- or in Kenya itself.

The Training Program

Nearly all of the participants (90%) attended a general orientation session on arrival in their country of training. (Three-fourths of these sessions took place at the Washington International Center.) The orientation meetings were rated as valuable by a large majority of those who attended.

Nearly all (88%) of the trainees rated the attention they received from project managers as satisfactory.

Funds provided for living costs and travel during the training were generally considered as adequate, but the opinion of one-third (37%) of the participants is that they were allowed too little money -- principally because the cost of living was too high in the country of training, and hotel and travel costs were considered too high for the money allowed.

Essentially all (97%) of the trainees were entertained in private homes during the course of their programs, and the majority were very pleased to have had this opportunity for first-hand knowledge of the people and customs of the country of training, as well as for the chance to relax in an atmosphere of hospitality.

The median length of all training programs was between six and twelve months. This figure largely results from the predominance of agriculture trainees in the total group; fifty-three per cent of participants from this field were gone from six to twelve months. Agriculture trainees had the longest training programs; community development trainees, the shortest. In general, duration of program was longer for younger than for older people, in terms of age at departure. It was much shorter for those at the policy making level in their jobs at departure than for those at any other job level.

Dissatisfaction with length of training is found among both participants (32%) and supervisors (47%); the primary cause of dissatisfaction among both groups is a belief that the programs are too short.

Prior to departure one in every ten (11%) of the participants had received an academic degree; twice that proportion (21%) received one through their AID training. This result of the program is generally looked upon with favor by both those participants who received a degree and those who did not primarily because both groups feel a degree program enables a person to improve his overall ability in his field.

A total of seventy per cent of the trainees attended a seminar in communications at the end of their training programs. The seminars were well liked, principally because participants were pleased to learn techniques helpful in improving communications and relationships with colleagues and others. Nearly all trainees who did attend communications seminars have used some of the material or ideas from them in their work.

Attitudes Toward Training

Participant evaluations of their programs show nearly all (95%) to be satisfied with them to some degree, and nearly half (47%) to be very satisfied with them. This high degree of satisfaction is found more often among agriculture and public administration trainees than among those in community development or education; it is also more evident among older than among younger people in terms of age at departure.

Ratings of the importance of the programs to their lives show that nearly seven in ten participants feel their AID training program is one of the most important things they have ever done.

Nearly all participants (92%) offered some suggestion for ways by which programs could be improved. The chief suggestion, made by nearly half (47%), is for a longer period of training. (Community development trainees exceed all others in calling for longer training; seven in every ten made this suggestion.) Another suggestion, offered by one-fourth of the participants; is that the training should be more specialized in terms of the needs of the participant, of his job, or of Kenya.

Utilization of Training

A substantial eighty-eight per cent of the trainees say they have been able to use the skills, techniques or knowledge they learned during their training in their current jobs. Community development trainees have been able to use their training most, and those specializing in education have used it least.

More participants have been able to convey the knowledge acquired in their training to others than have used it on their jobs -- ninety-four per cent have passed it along to others, primarily through informal discussions.

Even with this high degree of use and transmittal of training, six in every ten participants (58%) have some plans for using their training which they have not as yet been able to carry out.

About two-thirds have encountered at least one problem in the implementation of their training. The major types of difficulties met are lack of equipment, lack of money, and inadequate preparation on the part of colleagues. Trainees in education and agriculture have encountered more difficulties than others; public administration trainees comprise the group least hindered in this respect.

Utilization Index

On the basis of their reports of the degree to which they have used and conveyed their training, one-third (34%) of the Kenyan participants have been classified as high utilizers of their training and close to one-fifth (21%) as low utilizers; the remainder is comprised of those persons whose utilization of training falls somewhere between these two extremes. Examination of utilization according to various factors related to training shows the following as most noteworthy among the findings:

> Field of training: outstandingly low, in comparison with the achievements of others, is the extent to which education trainees have been able to implement their training -- only fourteen per cent are classified as high utilizers in contrast with forty-five per cent for community development trainees, thirty-seven per cent for agriculture trainees and thirty-four per cent for public administration.
>
> Age at departure: utilization among Kenyan trainees increases consistently with age at departure; the proportion of high utilizers increases from twenty-four per cent among those under twenty-five years of age at departure to a high of forty-three per cent among those forty-five years of age and over at departure.
>
> Education at departure: highest utilization by extent of pre-departure education is found among those with eleven or more years of formal schooling but who had not attended either a university or a special school (46%). Interestingly, utilization was lowest

among those with the least and the greatest amount of academic training -- that is, those with ten or fewer years of schooling who had not attended either a university or a special school, and those who had attended university prior to departure have utilized their training to about the same extent (24% and 27%, respectively, are classified as high utilizers).

Length of training: utilization of training varies little between groups whose training lasted less than one year (that is, less than four months compared with those who were gone four to six, or six to twelve months). Slightly lower utilization is found among those whose training lasted one year or more than among those who were away less than one year.

Post-return Contact with USAID

Close to one-third (30%) of the participants have an AID technician available to them for consultation or advice; such technical assistance is more available to those in agriculture (48%) than it is to persons working in community development (22%) or public administration (22%). In all, half (53%) of the trainees report having had post-return contact with USAID.

BACKGROUND OF PARTICIPANTS

The "typical" participant was, at the time of selection for AID training, a young (usually thirty-nine years of age or younger) married man, resident in a rural area, with at least nine years of education, and employed by the Government in a subordinate management position.

The text and tables of figures in this chapter attempt to outline briefly the personal and demographic characteristics of the AID training program participants. This background profile has been placed in a primary position in the report in an effort to underline its importance as at least an indirect factor influencing the success and application of the training received by the participants from Kenya.

In view of the differences which logically exist between training programs in the various fields of endeavor, and therefore in the backgrounds of people who are trained in each, it appears meaningful to describe respondents in this survey not only as a total group of AID participants but also as sub-groups within various fields of training. To provide this frame of reference at the outset, Table 1-A shows the distribution of participants interviewed according to the field in which they received AID training.

Field of Training: Essentially half (49%) of all respondents were trained in the field of agriculture and natural resources; the field of training for one-fourth(24%) was public administration;approximately one in ten (12%) of the participants was trained in community development; and essentially the same proportion (10%) specialized in education. (Table 1-A)

Table 1

BACKGROUND PROFILE OF KENYAN PARTICIPANTS

A. Field of Training:**

	Base = (364) %
Agriculture and Natural Resources	49
Public Administration	24
Community Development	12
Education	10
Industry and Mining	1
Labor	1
Transportation	*
General and Miscellaneous	3
	100

Age of Departure: Three-fifths (61%) of all Kenyan participants were under thirty-five years of age at the time of selection and more than three-quarters (78%) were under thirty-nine years of age. Community development and education trainees tended to be younger than those in agriculture and public administration; sixty-nine per cent of each of the former groups were under thirty-five years of age at departure while the comparable figures for the latter

*Less than 0.5 per cent.

**All subsequent tables in this report which show findings by field of training include only the four groups: agriculture, public administration community development, and education. The number of people in the remaining fields comprise a miscellaneous group too small to permit separate analysis.

group are fifty-eight per cent for agriculture trainees and fifty-six per cent for those in public administration. (Table 1-B)

Sex and Marital Status: The vast majority (90%) of all participants were men. Deviations from this proportion are to be found among public administration trainees of whom all but one per cent were men, and among community development trainees of whom more than one-fourth (29%) were women. Most (83%) participants were married prior to departure; the proportions married were higher among community development and agriculture trainees than among those sent abroad on public administration and education programs. (Table 1-C, D)

Area of Residence: Close to two-thirds (62%) of the trainees were residents of villages or rural areas at the time of selection. (Table 1-E)

Table 1

BACKGROUND PROFILE OF KENYAN PARTICIPANTS (Continued)

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
B. Age at Departure, by Field:					
Under 25 years	11	6	19	10	14
25 to 29 years	22	24	21	26	19
30 to 34 years	28	28	16	33	36
35 to 39 years	17	20	15	12	17
40 to 44 years	12	11	14	17	8
45 to 49 years	5	4	8	2	6
50 years or more	3	4	5	-	-
Not ascertained	2	3	2	-	-
	100	100	100	100	100

Table 1

BACKGROUND PROFILE OF KENYAN PARTICIPANTS (Continued)

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
C. Sex, by Field:					
Male	90	90	99	71	92
Female	10	10	1	29	8
	100	100	100	100	100
D. Marital Status at Departure, by Field:**					
Married	83	85	78	90	78
Not married	17	14	22	10	22
Not ascertained	*	1	-	-	-
	100	100	100	100	100

	At Selection
Base =	(364)
	%
E. Residence at Selection:	
Capital city area	25
Provincial city area	13
Rural area, village	62
Not ascertained	*
	100

*Less than 0.5 per cent.

**A larger proportion of the men than women were married (84% and 66%, respectively).

Education: More than half (55%) of all participants had received eleven or more years of formal schooling before their departure on the program; one-fifth (20%) had eight or fewer years of pre-training education. Trainees in the fields of education and public administration had received considerably more years of pre-departure schooling than those in agriculture or community development. This difference, as it concerns public administration trainees, is further documented with regard to university training; while of the total group of participants eighteen per cent had attended university before leaving on their programs, twenty-three per cent of public administration participants had done so. Although the percentages who have received degrees are small for all groups, it remains true that proportionately more public administration trainees held degrees at departure than did so among participants in other programs. (Tables 1-F, G)

Respondents were asked whether they had attended any special school (not university) prior to their AID training. Nearly half (46%) had done so. The types of special schools most frequently attended are agricultural schools (16%), teacher training schools (12%), and those teaching public administration (8%). (Table 1-H)

Table 1

BACKGROUND PROFILE OF KENYAN PARTICIPANTS (Continued)

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
F. Years of Education Before Departure, by Field:					
8 years or less	20	23	14	45	6
9 to 10 years	20	25	19	12	6
11 to 12 years	27	25	28	17	43
13 to 14 years	13	10	14	14	25
15 to 16 years	9	7	13	10	6
17 years or more	6	4	10	-	8
Not ascertained	5	6	2	2	6
	100	100	100	100	100

Table 1

BACKGROUND PROFILE OF KENYAN PARTICIPANTS (Continued)

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364) %	(180) %	(86) %	(42) %	(36) %
G. University Attendance Before Departure, by Field:					
Attended university**	18	16	23	17	19
Received degree***	11	11	14	2	8
Did not receive degree	7	4	9	15	11
Not ascertained	*	1	-	-	-
Did not attend university	82	84	77	83	81
	100	100	100	100	100

	Base = (364) %
H. Attendance at Special School Prior to Training:****	
Attended a special school:	46
Agriculture school	16
Teacher training	12
School teaching public administration	8
Industrial, trade, technical school	2
Business school	2
School teaching community development, social welfare	2
Secretarial school	1
Mass communications school	1
Military, defense school	*
Engineering	*
School in public health, sanitation	*
Special language school	*
All other special schools	1
Not ascertained	1
Did not attend a special school	53
Not ascertained	1
	100

*Less than 0.5 per cent.

**More than half (10%) of the trainees who had attended a university had gone to Makerere University in Uganda.

***With the exception of one participant who had received a master's degree, all degrees held prior to departure were at the bachelor's level or below.

****For most subsequent tables in this report in which data are presented by

Time in Field of Specialization: Half (49%) of the Kenyans selected for AID training had been actively engaged in their fields of specialization for five years or more at the time of their selection for such training; forty per cent had been active for between one and five years. Only one person had spent no time working in the field in which he was to receive training.

The group to be trained in public administration had both the largest proportion of participants who had been working less than two years in their field at the time of departure (37%) and the smallest proportion who had been in public administration for ten years or more (23%). This, most likely, reflects the fact that Kenya has only recently become a self-governing country. A fair-sized minority (17%) of the education trainees had been in their field for less than one year; at the same time, there was a higher proportion of education trainees who had been in this field for ten years or more (41%) than is found for any of the remaining sub-groups. (Table 1-I)

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educational background respondents have been grouped in the way shown below. Two per cent of the respondents, for whom there was not adequate information regarding their schooling, are not included in any analysis using these educational breaks.

	Frequencies #	% of Total Base = (364) %
Attended university	(67)	18
No university but attended a special school	(158)	43
Neither university nor special school, but:		
11 or more years of formal schooling	(71)	20
Less than 11 years of formal schooling	(61)	17

ployed by the Kenya Government, or some agency of the government, at the time of selection; close to one in every ten (9%) was working in private enterprise. (Table 1-J)

Occupational Level at Selection: Half of the trainees (49%) were in a subordinate management position at selection; one-fifth (20%) were top and second level policy makers; and, close to one in five (17%) were professionals. All of the top level policy makers sent abroad on AID programs were in public administration. Second level policy makers comprised close to half (45%) of the education trainees and more than one-fourth (29%) of those in public administration. A large majority of community development participants (79%) were working in subordinate management positions at the time of their selection and more than half (57%) the agriculture trainees were at this job level. About one-fifth of the participants in both education and agriculture were working as professionals (22% and 21%, respectively). (Table 1-K)

Table 1

BACKGROUND PROFILE OF KENYAN PARTICIPANTS (Continued)

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
I. Total Time in Field of Specialization at Time of Selection, by Field:					
None	*	-	1	-	-
Less than 1 year	10	6	18	2	17
1 to just under 2 years	10	8	18	7	3
2 to just under 5 years	30	30	30	31	28
5 to just under 10 years	19	24	9	29	11
10 years or more	30	31	23	31	41
Not ascertained	1	1	1	-	-
	100	100	100	100	100

*Less than 0.5 per cent.

Table 1

BACKGROUND PROFILE OF KENYAN PARTICIPANTS (Continued)

	Base = (364) %
J. Type of Employer at Time of Selection:	
Government	87
Private business	9
Trade union	1
Profession	*
Other	3
	100

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364) %	(180) %	(86) %	(42) %	(36) %
K. Occupational Level at Time of Selection, by Field:					
Policy makers, top level	4	-	15	-	-
Policy makers, second level	16	6	29	12	45
Subordinate management	49	57	32	79	22
Engineers	-	-	-	-	-
Professionals	17	21	7	7	22
Sub-professionals	1	2	-	2	-
Supervisors, inspectors	1	2	-	-	-
Artisans, craftsmen	1	-	-	-	-
Other	11	12	16	-	11
Not ascertained	*	-	1	-	-
	100	100	100	100	100

*Less than 0.5 per cent.

BACKGROUND OF TRAINING PROGRAMS

A. Location of Training

The training programs of Kenyan participants took place largely in only one country -- seventy-two per cent of all participants travelled only to one country for training; twenty-one per cent were trained in two countries; seven per cent received training in three or more countries. Participants in the field of community development went to more countries than did those in any other field of specialization; better than one-third (37%) received training in three or more countries and one-quarter did so in two countries. In contrast, almost all participants in the field of education (97%) received training in one country only. Details of the number of countries involved in the training of participants from Kenya are shown below.

Table 2

NUMBER OF COUNTRIES INVOLVED IN TRAINING, BY FIELD

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
One country only	72	74	77	38	97
Two countries	21	21	19	25	3
Three or more countries	7	5	4	37	-
	100	100	100	100	100

A total of ninety-five per cent of the participants received training in the United States, and for all of these the U.S. was their primary country of training. The only other countries to which sizeable proportions were sent were the United Kingdom (14%) and Puerto Rico (12%). Table 3 shows the actual distribution of training by country. (On looking at this table, it should be noted that relatively few of the trainees from Kenya were sent to countries climatically or economically similar to their own. Later in this report participant and supervisor suggestions for improvement of the training programs will be described. A suggestion frequently made is that training should be conducted in Kenya, East Africa, or countries which are similar to Kenya.)

Table 3

ACTUAL COUNTRIES OF TRAINING

	Total	Primary Country	Secondary Country	Tertiary Country
Base =	(364) %	(364) %	(364) %	(364) %
United States	95	95	-	-
United Kingdom	14	*	11	3
Puerto Rico	12	-	11	1
Philippines	4	4	-	-
Jamaica	3	-	2	1
India	2	-	2	-
Pakistan	2	-	-	2
Lebanon	1	1	-	-
Tanzania	1	-	1	-
Canada	1	-	1	*
Cyprus	*	-	*	-
Israel	*	-	*	-
Korea	*	-	-	*
Other West Indies	*	-	*	-
None	-	-	72	93
	100**	100	100	100

*Less than 0.5 per cent.

**Adds to more than one hundred per cent because of multiple-country training of some participants.

B. Length of Training

The median length of AID training programs for the total group of Kenyans was between six and twelve months. However, the duration of training differed noticeably by field of training; between two-thirds and three-quarters of trainees in all fields except agriculture finished their programs in less than six months (public administration, 66%; community development, 76%; education, 72%) while less than one-third (31%) of agriculture trainees went on programs lasting less than six months. The proportion of agriculture trainees with programs lasting between six and twelve months in duration exceeded all others: while fifty-three per cent of the agriculture trainees were on programs of this length only between eleven and seventeen per cent of trainees from other fields had programs of this duration. Seven per cent of the community development trainees went on programs lasting a year or more; between sixteen and eighteen per cent from the remaining fields of specialization were trained for a year or longer.

Table 4

LENGTH OF TRAINING PROGRAMS, BY FIELD

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364) %	(180) %	(86) %	(42) %	(36) %
Less than 2 months	4	1	7	12	-
2 up to 4 months	15	7	23	26	22
4 up to 6 months	30	23	36	38	50
6 up to 12 months	34	53	16	17	11
1 up to 2 years	6	6	5	5	6
2 years or more	11	10	13	2	11
	100	100	100	100	100

In general, the duration of training was longer among younger than among older participants. Among trainees under twenty-five years of age at time of departure, eighty-one per cent went on programs lasting six months or more and fifty-two per cent were gone for two years or more. The proportions with programs of six months or more duration consistently decreased with each age group until in the oldest group -- those forty-five years of age or over -- only seventeen per cent spent six months or more in training.

Table 5

LENGTH OF TRAINING, BY AGE

	Age at Departure:					
	Under 25 Years	25-29 Years	30-34 Years	35-39 Years	40-44 Years	45 Years Or More
Base =	(41)	(81)	(99)	(63)	(43)	(30)
	%	%	%	%	%	%
Less than 2 months	2	4	4	3	2	7
2 up to 4 months	5	12	10	16	23	39
4 up to 6 months	12	19	32	43	43	37
6 up to 12 months	17	44	44	33	30	10
1 up to 2 years	12	9	5	2	2	7
2 years or more	52	12	5	3	-	-
	100	100	100	100	100	100

The length of training programs varied greatly by occupational level at departure of the trainees: professionals were sent on the longest programs -- seventy-one per cent received training for six months or more and only six per cent were gone for less than four months. In contrast, among persons at the policy-making level at departure only three per cent went on programs of six months or more duration and fifty-three per cent were gone less than four months. Duration of training programs for those at the remaining occupational levels was closer to the distribution of professionals than that of policy makers. The details are shown in Table 6.

Table 6

LENGTH OF TRAINING, BY OCCUPATIONAL LEVEL

	Occupational Level at Departure:			
	Policy Makers	Subordinate Management	Professionals	Other
Base =	(72)	(178)	(61)	(52)
	%	%	%	%
Less than 4 months	53	13	6	10
4 up to 6 months	44	26	23	35
6 up to 12 months	3	49	43	17
1 year or more	-	12	28	38
	100	100	100	100

C. Type of Training

In all, the training of three-quarters (76%) of the Kenyan participants included an observation tour; better than two of every five (44%) received some on-the-job training; close to three-quarters (71%) had some training at a university; and, one-fourth (28%) received some training as members of a special group program. These figures show, of course, that many participants had more than one type of training during the course of their programs. Many more agricultural trainees than those in other fields received on-the-job training, as shown in Table 7. This table also indicates that persons in community development programs participated a little more often than others in observation tours, and that training at a university was experienced by agricultural trainees more often than those in other fields. With regard to age, older people more frequently participated in observation tours than did younger people, and younger people more often received some university training than did older trainees.

Table 7

TYPE OF TRAINING PROGRAMS, BY FIELD AND AGE

	Total	Field of Training: Agriculture	Public Administration	Community Development	Education
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
Total Having:					
Observation	76	78	70	90	69
On-the-job training (OJT)	44	61	29	19	25
University	71	78	65	57	67
Non-university (special group)	28	34	24	14	22
	100**	100**	100**	100**	100**

	Base = (364) %
Type Combinations:	
Observations only	13
OJT only	1
University only	9
Observation and OJT	4
Observation and university	21
OJT and university	7
Observation, OJT and university	17
Special group (all combinations)	28***
	100

	Age at Departure: Under 30 Years	30-39 Years	40 Years & More
Base =	(122)	(162)	(80)
	%	%	%
Total Having:			
Observation	65	78	90
On-the-job training (OJT)	47	44	39
University	80	69	59
Non-university (special group)	25	29	35
	100**	100**	100**

** Adds to more than one hundred per cent because some respondents gave more than one answer.

*** Includes some respondents from each basic type of training program.

D. Academic Status During Training

The majority of the participants who received some university training during their programs were enrolled as special students or as members of a group program; fourteen per cent were enrolled on a regular student basis.

Twenty-one per cent of the Kenyan participants report having received academic degrees or diplomas as a result of their training and all but two per cent of these trainees believe the degree or diploma will help them in their future careers. The majority of those who did not receive a degree or diploma feel that to have done so would have helped them in their future careers.

Table 8

PARTICIPANTS' ACADEMIC STATUS DURING TRAINING, BY FIELD

a. Kind of University Training: "Now when you attended the university or school, were you enrolled as a regular student, as a special student (an observer, auditor, or on a special program), or were you a member of a group program?"

	Total
Base =	(364)
	%
Regular student	14
Special student	30
Member of group program	29
Not ascertained	*
	71**

(Continued)

*Less than 0.5 per cent.

**Adds to more than the 71 per cent who had some university training because some respondents participated in more than one type of university program.

Table 6 (Continued)

e. (If "Yes") "Why do you think the degree or diploma will or will not help your future career?"

	Base = (364) %
Positive Answers:	
Enables one to gain more knowledge, improve ability in field	11
Degree or diploma will mean more money	4
Means more prestige, status	1
Permits one to teach other people	*
Other positive comments	1
Negative Answers:	
Does not lead to greater prestige	1
Degree not relevant to current work	*
Degree not important; family connections more important	1
Other negative comments	1
Qualified answers	3
Not ascertained	*
Did not receive a degree or don't know help of degree	79
	100**

f. (If "No") "Why do you think a degree or diploma would or would not have helped your career?"

Positive Answers:	
Would enable one t gain more knowledge, improve ability in field	22
Would have lead to advancement of job, better job	8
Degree or diploma would have meant more money	2
Would have meant more prestige	2
Would permit one to teach other people	1
Other positive comments	2
Negative Answers:	
Degree would not have led to better job	*
Would not have led to greater prestige	*
Degree program was too elementary	1
Degree would not have been relevant to current work	*
Degree not important, family connections and influence more important	*
Other negative comments	3
Qualified answers	1
Not ascertained	5
Received a degree or did not attend university or don't know help of a degree	57
	100**

*Less than 0.5 per cent.

**Adds to more than 100 per cent because some respondents gave more than one answer.

E. Sponsorship

With the exception of one, all trainees participated in their programs under regular AID sponsorship.

In keeping with the data on field of training, nearly one-half of the participants (48%) were sponsored by the Ministry of Agriculture, and one participant of every ten was sponsored by the Ministry of Education. Extent of sponsorship by various ministries is shown in Table 9 below.

Table 9

SPONSORING MINISTRY**

	Base = (364) %
Agriculture	48
Education	11
Community Development	9
Interior, Domestic Affairs	8
Labor	2
Public Administration	2
Housing	1
Finance, Taxation, Treasury	1
Transportation (EAR & H)	1
Communication (EAP & T)	1
Press and Propaganda	1
Public Welfare	*
Public Safety	*
Foreign Affairs	*
Non-Government Sponsoring Agency	2
All other agencies	6
Don't know	*
Not ascertained	*
Had no sponsor	7
	100

*Less than 0.5 per cent.

**Ministries are listed here according to the standardized nomenclature used by USAID/Washington for evaluation surveys rather than the correct ministry names actually used in Kenya.

PRE-DEPARTURE PROGRAM PLANNING AND ORIENTATION

A. Selection

The majority of Kenyan participants (85%) state that they were selected to go on the programs and a minority, fifteen per cent, say they made application themselves. More than one-half (54%) say they were selected by their supervisors; more than one-third (37%) state their selection was made by their ministries; six per cent report that a labor union or trade organization had chosen them as trainees; and one in eight (12%) say they were chosen directly by USAID. Of those who applied personally, the largest proportion (7%) mentioned that they first learned of the training program from a non-personal source, such as a newspaper; four per cent stated that they first heard of the program from either their supervisor or a friend. Details are given in Tables 10 and 11.

Table 10

SELECTION OF PARTICIPANTS

Participants: "Thinking back, what was the first step in that training program -- did you make application yourself to go, or were you selected by someone else?"

	Base = (364) %
Applied	15
Was selected	85
	100
"Who selected you?"	
Supervisor	54
Ministry	37
USAID	12
Labor union or trade organization	6
Special board	1
Employer	*
Selected self	*
Won scholarship	*
Other sources	1
Don't know	1
Applied, was not selected by others	15
	100**

*Less than 0.5 per cent.

**Adds to more than 100 per cent because some respondents gave more than one answer.

Table 11

WAYS OF FIRST LEARNING OF TRAINING PROGRAM

"How did you first learn about AID training programs in your field?"

	Base = (364) %
Supervisor	2
Friend	2
Colleague	1
USAID personnel	1
Labor union or trade organization	1
Special board	*
Ministry	*
Other organization or person	1
Non-personal source (newspaper, etc.)	7
Not ascertained	*
Was selected	85
	100

A total of thirty-four per cent of the supervisors interviewed state that the participants they currently oversee were working for them at the time they were selected for participation in the training program. About one-half of these supervisors (18%) report that they had actually recommended that the participant be sent abroad for training.

Table 12

SELECTION OF PARTICIPANTS

Supervisors: "When (participant) left on this training program, was he working for you?" (If "Yes"): "Did you recommend that he be sent on a training program?"

	Base = (172) %	
Yes, was working for me:	34	
Did recommend him		18
Did not		16
No, wasn't working for me	46	
Wasn't here then	20	
	100	

*Less than 0.5 per cent.

When queried regarding the importance of several factors to their decisions to participate in the AID training programs, nearly all trainees agree that the needs of their jobs and their personal ability were very important (95% and 92%, respectively). Of almost as great importance were their professional and educational qualifications and their language ability (88% and 86%, respectively). The personal contacts of participants were considerably lower on the scale since only sixty-three per cent regard these as very important to their decisions to participate in training.

Table 13

FACTORS IN SELECTION

"How important was each of these factors in deciding if you would go on the training program?"

	Base =	(364)
		%
"Your personal ability":	Very important	92
	Not very important, don't know	8
		100
"The needs of your job":	Very important	95
	Not very important, don't know	5
		100
"Your professional and educational qualifications":	Very important	88
	Not very important, don't know	12
		100
"Your language ability":	Very important	86
	Not very important, don't know	14
		100
"Your personal contact":	Very important	63
	Not very important, don't know	37
		100

Considering those supervisors who feel themselves qualified to rate the selection process of the AID training programs, the majority are satisfied with the procedures.

Table 14

SUPERVISORS' ATTITUDES ON SELECTION

"Now I'd like to ask your comments on some aspects of AID training programs in general. I am going to read off a list of items relevant to training programs and I'd like you to tell me whether you think these are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so."

Base =	(129)
	%
Procedures by which participants are selected:	
Satisfactory	59
Unsatisfactory	11
Cannot rate	29
Not ascertained	1
	100
"Why unsatisfactory?"	
A participant should be selected by his supervisor	3
Selection is too restrictive	3
Selection should be appropriate to requirements of participant's job, needs of country	2
Procedures should be more thorough	1
Other	2
	11

B. Language Preparation

With the exception of one per cent, all of the Kenyan trainees participated in training programs which required a knowledge of the English language. Despite the fact that Kenya is an English-speaking country, fifteen per cent of the trainees state that they received some English-language instruction in preparation for their programs; half of these

(8%) feel that even more instruction than they received would have been helpful. Among those who received no such preliminary language instruction, thirteen per cent believe some preparatory language instruction would have been helpful to them on their programs. A majority (73%) report they had no difficulty at all with English during their training; greatest difficulty was experienced in understanding the English language spoken by others -- eleven per cent state they had difficulty in understanding others, and another thirteen per cent say they had difficulty both in understanding others and in being understood themselves.

Table 15

ENGLISH LANGUAGE TRAINING AND ABILITY

a. English Requirement: "Now I have a few questions about English-language training. Did that program require a knowledge of English?"

	Base = (364) %
Yes, English required	99
No, English not required	1
	100

b. English Instruction for Program: "Did you receive any English-language instruction specifically in preparation for your program?"

Yes, received instruction	15
No, received no instruction	84
	99

(If "Yes") "Would more instruction in English have been helpful to you on your program?"

Yes, helpful	8
No, not helpful	7
	15

(If "No") "Would some instruction in English have been helpful to you on your program?"

Yes, helpful	13
No, not helpful	71
	84

(Continued)

Table 15

ENGLISH LANGUAGE TRAINING AND ABILITY (Continued)

c. Difficulty Encountered: "If you had any difficulty at all with your English during the program, was this mainly in making yourself understood, in understanding others, or both?"

	Base = (364) %
No difficulty at all	73
Difficulty in being understood	2
Difficulty in understanding others	11
Both	13
Don't remember, not ascertained	*
English not required	1
	100

C. Orientation

Most participants appear to have been satisfied with the pre-departure information they received about their programs and the countries to which they would be going. Roughly, between eighty and ninety per cent of all respondents are of this opinion with regard to all aspects about which they were questioned with the exception of one vital area -- what they would be learning; close to one-third (31%) report they received insufficient information beforehand about what they were going to learn. Table 16, following, shows participants' evaluations of the pre-departure information they received regarding various aspects of their programs and countries of training.

*Less than 0.5 per cent.

Table 16

PRE-DEPARTURE INFORMATION ON PROGRAM AND COUNTRY OF TRAINING

a) Advance Information on Training Program: "Before you left home to go on your program, did you get enough information about the program that was being arranged for you? In particular, did you find out all you needed to know about:

	Base = (364) %
"What you would be learning:	
Enough	68
Not enough	31
Not ascertained	1
	100
"Where you would be going:	
Enough	81
Not enough	18
Not ascertained	1
	100
"When you would be going:	
Enough	89
Not enough	10
Not ascertained	1
	100
"The length of the program:	
Enough	90
Not enough	9
Not ascertained	1
	100
"Any other aspects:	
Enough	81
Not enough	18
Not ascertained	1
	100

(Continued)

Table 16

PRE-DEPARTURE INFORMATION ON PROGRAM AND COUNTRY OF TRAINING (Continued)

b) Advance Information on Country of Training: "In addition to information about the program, did you get enough information about how to get along in (country of training)? For instance, did you get enough information about:

	Base = (364) %
"How to use restaurant and public facilities:	
Enough	92
Not enough	8
	100
"Colloquial speech and idioms:	
Enough	80
Not enough	20
	100
"Religious practices of that country:	
Enough	82
Not enough	18
	100
"Use of their money:	
Enough	90
Not enough	10
	100
"Their manners and customs generally:	
Enough	83
Not enough	17
	100

Over-All Satisfaction:	Program (5 Items)	Country (5 Items)
"Enough" on all items	53	58
"Not enough" on one item	23	23
"Not enough" on two items	12	10
"Not enough" on three or more items	11	9
Not ascertained on all items	1	-
	100	100

(Continued)

Table 16

PRE-DEPARTURE INFORMATION ON PROGRAM AND COUNTRY OF TRAINING (Continued)

c) Additional Information Desired: "Is there anything else you would have liked to know more about before you left? What?"

		Base = (364) %
Program factors:		
	Scheduling	4
	Content	3
	Background information	2
	Future application of training	1
Cultural factors:		
	Customs and conditions	22
	Etiquette	2
	Restaurants and food	1
	Transportation	4
	Housing	2
Earlier information		1
Other comments		4
No additional information wanted		61
Don't know, not ascertained		3
		100**

** Adds to more than one hundred per cent because some respondents gave more than one answer.

Participants received pre-training information from their employers and from their sponsoring ministries, as evidenced by the data in Table 17. This information was most frequently concerned with the subject matter to be included in the program.

Table 17

PRE-DEPARTURE INFORMATION OBTAINED FROM EMPLOYER AND MINISTRY

"When your program was being planned, did anyone at your place of employment or school give you any information about it?"

"Did the Ministry that sponsored you give you any information about the program being planned for you?"

"What kinds of things did you learn about your program from this person?"

	Employer	Ministry
Base =	(364)	(364)
	%	%
Information received	48	37
Subject-matter of program	29	24
Administrative aspects of program	9	9
Program in general	13	6
Post-training job plans	7	8
Background on country of training	4	4
Other information	2	2
No information received	52	24
Don't know, not ascertained	-	5
Ministry was employer	-	34
	100	100

Nearly all (90%) of the participants report receiving general orientation of more than one day after arrival in their country of training. Three-fourths (74%) attended an orientation session at the Washington International Center and thirteen per cent attended one elsewhere in the United States.

Table 18

PLACE OF ORIENTATION IN COUNTRY OF TRAINING

"When you arrived in (country of training), did you attend any general orientation sessions that took more than one entire day? What was the name of the place where the orientation sessions were held?"

	Base = (364) %
Place of Orientation:	
Washington International Center	74
Elsewhere in United States**	13
Outside United States	3
Don't know, not ascertained	2
Did not receive general orientation	8
	100

Almost all of the participants who did receive general orientation (83%) feel that the time they spent at the sessions was valuable, and better than half of them (47%) are unable to offer any suggestions for improvements in the sessions. Notwithstanding, many participants do offer some suggestions which are detailed in the following table.

**This category includes any school (except the Washington International Center) in the United States or any of its possessions.

Table 19

PARTICIPANT ATTITUDES TOWARD ORIENTATION

a) Overall Value: "Do you consider the time you spent in these orientation sessions valuable, or would you have preferred to spend that time on the rest of your program?"

	Base = (364) %
Valuable	83
Prefer time for rest of program	6
Not ascertained	*
Did not attend orientation session in the U.S.	11
	100

b) Suggestions for Improvement: "Can you think of any improvements in the orientation session that would make it more useful to future participants from your country? What would you suggest?"

	Base = (364) %
No, no improvements needed	47
Should include more information regarding country of training	7
Orientation should be longer	7
Orientation should be shorter	7
Participants should have a chance to meet people of country of training	5
Orientation should be conducted by a native of participant's own country	5
Orientation schedule is too fast	4
Participants should be grouped by nationality, age, etc.	3
Should include less information about country of training	2
Should give more information about training program	2
Needs better organization	1
Should include more social activities	1
Should be conducted in participant's own country, before departure	1
Lectures should be shorter	1
Should be more formal	1
Should be more lectures	*
Should be fewer lectures	*
Other suggestions	4
Don't know, not ascertained	2
Did not attend orientation session in the U.S.	11
	100**

*Less than 0.5 per cent.

**Adds to more than one hundred per cent because some respondents gave more than one answer.

D. Advance Program Planning

Just over one-fourth (27%) of all participants were given the opportunity to participate in the planning of their individual programs, and only nineteen per cent state that they assisted in the planning to the extent they desired. In addition, forty-nine per cent of the participants feel it would have been helpful if they could have had a part in the planning of their programs. The percentage of supervisors interviewed who had helped in the planning of participants' programs is practically non-existent -- only two per cent did so. (In considering this low incidence of supervisor participation in the planning of programs the reader is reminded that only thirty-four per cent of the supervisors were, at the time of departure for training, actually supervising the work of the participants about whose programs they were interviewed.)

Table 20

LOCAL PARTICIPATION IN PROGRAM PLANNING

a) Participants: "Did you have the opportunity to take part in the planning of your program? Did you take part to the extent you wanted to?"

	Base = (364) %
Yes, participated to extent desired	19
Yes, participated to lesser extent	8
No, did not participate	73
	100

(If "Yes"): "Was your program based mainly on your ideas or the ideas of others?"

My ideas	4
Those of others	6
Both equally (voluntary)	17
	27

(If "No"): "Do you think it would have helped your program if you had participated in the planning?"

Yes, would have helped	49
No, would not	17
Don't care, don't know	7
	73

(Continued)

Table 20

LOCAL PARTICIPATION IN PROGRAM PLANNING (Continued)

b) Supervisors: "Did you help in planning (participant's) training program?"

	Base = (172) %
Yes, helped plan program	2
No, did not	35
Not aware of program before participant left	63
	100

Despite the relatively low degree of local participation in program planning, a little over one-half (58%) of the participants were "well satisfied" with their programs before departure, and nearly all (96%) found that at least some details of their training program had been set up on arrival in their country of training.

Table 21

PRE-TRAINING SATISFACTION AND DEGREE OF PLANNING DETAIL

"Before you left to go abroad, how satisfied were you with your training program? Were you well satisfied, or not very well satisfied, or didn't you know enough about it?"

	Base = (364) %
Well satisfied	58
Not very well satisfied	14
Didn't know enough about it	28
	100

"When you arrived in (country of training), was your program arranged in complete detail, in partial detail, or not set up at all?"

	Base = (364) %
Complete detail	73
Partial detail	23
Not set up at all	4
Don't know, no answer	*
	100

(Continued)

*Less than 0.5 per cent.

Table 21

PRE-TRAINING SATISFACTION AND DEGREE OF PLANNING DETAIL (Continued)

"When you arrived, did you meet someone who discussed your program with you?" (If "Yes"): "Was this your project manager, program specialist, or someone else?"

	Base = (364) %
Yes, met someone:	96
Project manager	87
AID official	3
Government official rather than AID	*
University official	2
Someone else	2
Not ascertained	2
No, did not meet anyone	4
	100

In general, then, it might be said that orientation prior to the actual start of the training program was satisfactory. There are, however, areas in which improvements might be made. Despite the fact that pre-departure orientation most often focussed on subject matter content of programs, not all participants were sufficiently informed on this crucial aspect of their training. The data also point to inadequate inclusion of both participants and their supervisors in advance program planning.

*Less than 0.5 per cent.

TRAINING PERIOD ABROAD

This chapter discusses the attitudes of both the participants and supervisors regarding the technical and non-technical aspects of the actual training on the program. While the attitudes of both groups of respondents are generally favorable to most aspects, there are some weak points which might possibly be improved upon by the careful study of the following data and comments.

A. Technical Aspects

The subject matter covered in training programs is rated as satisfactory by half (49%) the supervisors, and as unsatisfactory by one-fifth (19%) of them. About half of this latter group (9%) attribute their dissatisfaction to a belief that the subject matter studied by trainees is not in line with the needs of the participants' jobs or the needs of Kenya. Since nearly all trainees are employed by the Government, the needs of the participant's job in this statement can usually be equated directly with the needs of his country.

Table 22

SATISFACTION WITH SUBJECT MATTER COVERAGE

Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so."

	Base = (129) %
"Subject matter covered in training programs":	
Satisfactory	49
Unsatisfactory	19
Cannot rate	30
Not ascertained	2
	100
"Why unsatisfactory?"	
Subject matter not appropriate to needs of participant's job, country	9
Subject matter too broad	3
Subject matter too narrow	3
Subject matter too theoretical	2
Subject matter not appropriate to participant's background, knowledge, experience	2
	19

As regards the practical experience provided for the participants while on their programs, supervisors express satisfaction to about the same degree as they do regarding subject matter: about half (53%) are satisfied and sixteen per cent indicate dissatisfaction. A belief that there is not enough practical experience provided by the training programs is the major reason given for dissatisfaction (9%); a second group, comprised of five per cent of the supervisors, state that the practical experience given is unrelated to the needs of the participants' jobs or the needs of Kenya.

Table 23

SATISFACTION WITH PRACTICAL EXPERIENCE

Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so."

	Base = (129) %
Practical experience provided in the program:	
Satisfactory	53
Unsatisfactory	16
Cannot rate	29
Not ascertained	2
	100
"Why unsatisfactory?"	
Practical experience insufficient	9
It was not related to needs of participant's work or country	5
It was not related to rest of program	1
It was too narrow; not sufficiently varied	1
	16

While participants were not actually queried about their reactions to either the subject matter content or the practical experience provided, they were asked their opinions on the variety of activities in their programs. It is interesting to note that only two-fifths (40%) are satisfied with this aspect of their training; close to half (46%) state that they would have liked more variety and the remaining dissatisfied group feel that they have been required to do or see too many things. Participants in the field of community development, and to a lesser extent those in education, are somewhat more likely than those in agriculture and public administration to feel that they were required to do or see too many different things, and, conversely are less likely than their counterparts to state that they would have liked more variety.

Table 24

PARTICIPANTS' ATTITUDES ON VARIETY OF PROGRAM, BY FIELD

"Do you think the planned part of your training required you to do or see too many different things, or would you have preferred more different things?"

		Field of Training:			
	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
Too many things	14	12	14	24	19
Would have liked more	46	47	48	36	44
All right as was (voluntary)	40	41	38	40	37
	100	100	100	100	100

Supervisor satisfaction with country or countries of training is higher than with subject matter of the programs or practical experience participants receive; three-fifths (61%) express such satisfaction, and one-fifth state that the country or countries in which training takes place is not satisfactory. The major reason for dissatisfaction is that the training area is not related to Kenya; nine per cent express the opinion that training should take place within Kenya rather than abroad, and another five per cent believe that the training should at least be in a country similar to Kenya.

Table 25

SATISFACTION WITH COUNTRY OF TRAINING

Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so."

	Base = (129)
	%
"Country or countries of training:"	
Satisfactory	61
Unsatisfactory	20
Cannot rate	17
Not ascertained	2
	100

(Continued)

Table 25

SATISFACTION WITH COUNTRY OF TRAINING (Continued)

	Base = (129) %
"Why unsatisfactory?"	
Training should be given in home country	9
Training should be given in countries like home country	5
Some or all training should be in Europe	1
Some or all training should be in Puerto Rico	1
Training should include visits to more countries	1
Other comments	6
	20**

As this point about the country of training appears to be an important finding of this survey, it may be rewarding to report some of these opinions in the supervisors' own words:

> "The lecturers of these training programmes should be imported to this country to teach in our climatic conditions. This would increase the value of the training, which would have more meat in it."

> "Because the experiences of the candidates in the States may be completely out of tune with the home conditions, countries with similar economic and social conditions would be preferable."

> "It would be more economical if the agreement could be reached to send trainers to the country needing the assistance. This would facilitate training programmes, especially where there is an acute shortage of staff to be spared for overseas courses."

** Adds to more than twenty per cent because some respondents gave more than one answer.

"Whereas it is understandable that USAID should normally wish to send students to the U.S.A., greater consideration could be given to the question of whether programmes in other countries -- even in Kenya -- might not in some instances be more relevant to the need."

"Training in the U.S. does not relate closely to problems existing in Kenya. This makes it difficult for students to apply knowledge to our local problems."

"The programme should be arranged for the East African countries in one of the East African countries so that the training would be more practical and under conditions in which they would be working after the training."

"It would be valuable if students could be taken to a country where they could see problems related to their own."

"The countries should be very near to our own level of development so that we can learn how they are tackling our common problems."

"Conditions in training countries should be closely related to those of Kenya. Perhaps they should get the experience of both the very poor and the slightly better off -- perhaps in other African countries and in Puerto Rico."

With regard to length of training, both participants and supervisors were asked their opinions. Greater satisfaction with this aspect of the training is found among the supervisors than among the participants; close to half (47%) of the supervisors think the length of programs is satisfactory, and about one-third (32%) of the participants are of this opinion. The major opinion among participants is that the training period is too short -- a belief expressed by close to two-thirds (64%) of this group; the chief cause of dissatisfaction among supervisors is also a belief that the programs are too short in duration -- an opinion stated by twenty-eight per cent of the supervisors. Only a bare minimum in each group of respondents think the programs are too long.

Table 26

ATTITUDES ON LENGTH OF TRAINING

a) Participants: "How was the length of your program -- do you think it was too long, about right, or too short?"

	Base = (364) %
About right	32
Too short	64
Too long	4
	100

b) Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so."

	Base = (129) %
"Length of programs"	
Satisfactory	47
Unsatisfactory	33
Cannot rate	19
Not ascertained	1
	100
"Why unsatisfactory?"	
Too short	28
Too long	2
Other reasons	3
Not ascertained	1
	33**

**Adds to more than thirty-three per cent because some respondents gave more than one reason.

The belief that duration of training was inadequate is more frequently expressed by community development trainees than by persons in other fields of training. Reasonably, participants whose programs lasted one year or longer are less likely to say their programs were too short than are those who spent less than one year on their programs.

Table 27

ATTITUDES TOWARD LENGTH OF TRAINING, BY FIELD AND LENGTH OF TRAINING

	Field of Training:			
	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(180) %	(86) %	(42) %	(36) %
Program Was:				
About right	36	30	26	31
Too short	61	62	74	66
Too long	3	8	-	3
	100	100	100	100

	Length of Training:			
	Under 4 Months	4 Mos. to Under 6 Mos.	6 Mos. To Under 1 Year	1 Year Or More
Base =	(69) %	(110) %	(125) %	(60) %
Program Was:				
About right	33	24	34	42
Too short	66	72	61	53
Too long	1	4	4	5
Don't know, not ascertained	-	-	1	-
	100	100	100	100

Participant preferences with regard to length of program are shown in Table 28 which follows:

Table 28

PREFERRED LENGTH OF PROGRAM, BY LENGTH OF TRAINING AND FIELD

(If "Too short" or "Too long"): "How long should it have been?"

		Length of Training:			
	Total	Less Than 4 Months	4 Mos. To Under 6 Mos.	6 Mos. To Under 1 Year	1 Year And Over
Base =	(364)	(69)	(110)	(125)	(60)
	%	%	%	%	%
Preferred Length:					
Less than 2 months	*	-	-	1	-
2 up to 4 months	4	13	4	2	-
4 up to 6 months	3	13	1	2	-
6 up to 12 months	23	29	44	11	-
1 up to 2 years	23	7	25	36	7
2 up to 3 years	7	4	2	10	10
3 years or more	7	-	-	2	39
Not ascertained	1	1	-	2	2
Length of training was about right	32	33	24	34	42
	100	100	100	100	100

		Field of Training:			
	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
Preferred Length:					
Less than 2 months	*	-	-	-	3
2 up to 4 months	4	1	8	12	-
4 up to 6 months	3	1	7	-	8
6 up to 12 months	23	19	27	24	32
1 up to 2 years	23	30	10	36	6
2 up to 3 years	7	8	5	2	6
3 years or more	7	4	12	-	14
Not ascertained	1	1	1	-	-
Length of training was about right	32	36	30	26	31
	100	100	100	100	100

*Less than 0.5 per cent.

Dissatisfaction with the level of training programs is expressed by only minorities among both participants and supervisors: ten per cent of the participants report the level of training as on too simple a basis and another five per cent believe the programs are too advanced; among supervisors ten per cent state the level is unsatisfactory but not for any one outstanding reason.

Table 29

ATTITUDES ON LEVEL OF TRAINING

a) Participants: "And how did you find the level of your program? Judging from your background and experience at the time, do you think the program was generally on too simple a level for you, was it about right, or was it too advanced?"

	Base = (364)
	%
About right	85
Too simple	10
Too advanced	5
Don't know	*
	100

b) Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so."

	Base = (129)
	%
"Level of Programs"	
Satisfactory	57
Unsatisfactory	10
Cannot rate	32
Not ascertained	1
	100
"Why unsatisfactory?"	
Program too elementary	4
Level good only for some fields	3
Program too advanced	2
Other comments	1
	10

*Less than 0.5 per cent.

In view of the high proportion with favorable opinions of the level of their programs, it is interesting to find that only slightly more than half (53%) had been told anything about program level before departure. As might have been expected, the largest share of those participants who were not told anything about this stated that it would have been helpful if such information had been received.

Table 30

PRE-TRAINING KNOWLEDGE OF LEVEL OF PROGRAM

"Had you been told anything about the level of your program before you left home?" (If "No") "Would it have been helpful or not helpful if you had been told something about that?"

	Base = (364) %
Yes, was told about level	53
No, was not:	47
Would have been helpful	35
No, not helpful	9
Didn't care, don't know	3
	100

Nearly all (96%) of the participants were met by someone who discussed their programs with them upon arrival in the country of training. Two-fifths (39%) of the trainees were met by an AID official and close to that proportion (36%) had their initial contact with an official from some other U.S. government agency.

Table 31

CONTACT WITH PROJECT MANAGERS

"When you arrived, did you meet someone who discussed your program with you?"

(If "Yes"): "Do you happen to recall where this official worked? Although all training programs are sponsored by AID, the officials who manage programs do not all work at AID -- some work at other government agencies, some at universities, and some at private organizations. At what place did the official who managed your program work?"

	Base = (364) %
Met someone who discussed program from:	
AID	39
Other government agency	36
Department of Agriculture	22
Department of Health	6
Department of Labor	1
Department of State	1
Other	3
Don't know, not ascertained	3
University	14
Private organization	3
Other	1
Don't know	3
Did not discuss program with anyone	4
	100

By and large, participants who had project managers (96%) report having received sufficient attention from them during the course of their training; seven per cent, however, feel that they received inadequate attention or guidance.

Table 32

ATTITUDES ON GUIDANCE RECEIVED FROM PROJECT MANAGERS

"Do you think he (the project manager) gave enough attention or guidance to you during the course of the program, or not?"

	Base = (364) %
Had a project manager:	96
Received enough attention	88
Not enough attention	7
Not ascertained	1
Had no project manager	4
	100

B. Non-Technical Aspects

Nearly two-thirds (63%) of all participants think that the amount of money made available to them during their training program was about right; the remaining third (37%) think they were provided with too little money. Quite naturally, almost none of the trainees (less than 0.5%) believe they were given more than they needed. Those who feel the money was insufficient express a variety of reasons for this opinion. Most frequently mentioned are: the cost of living in the country of training was too high (15%) and hotel and/or travel expenses within the country were too high (10%). Public administration trainees, far more often than others, feel the amount of money was inadequate. (Tables 33 and 34)

Table 33

ADEQUACY OF FUNDS PROVIDED

"What is your opinion of the money AID made available to you for living costs and travel during the training program: would you say it was too little, about right, or more than needed?"

	Base = (364) %
Too little	37
About right	63
More than needed	*
	100

(If "Too little"): "Why do you feel that way?"

Cost of living was too high in country of training	15
Hotel and/or travel expenses were too high	10
Could not take advantage of cultural activities	2
Amount of money should be adjusted to individual needs	2
Extra expenses due to nature of training	1
Had to pay some of the expenses out of my own pocket	1
Could not maintain accustomed standard of living	1
Other reasons	1
Not enough money -- general statements	4
	37

Table 34

OPINION OF MONEY MADE AVAILABLE BY AID, BY FIELD

	Agriculture	Public Administration	Community Development	Education
Base =	(180) %	(86) %	(42) %	(36) %
Too little	28	55	36	36
About right	71	45	64	64
More than needed	1	-	-	-
	100	100	100	100

*Less than 0.5 per cent.

Participants from the field of public administration report having experienced deprivation because of shortage of funds more often than those from other fields. It will be remembered that public administration participants were frequently persons who were working at higher job levels at departure. They frequently feel their status required them to spend more money abroad than the average trainee. The following comment is in line with reasons given by such public administration trainees for feeling that the funds at their disposal were inadequate to their needs:

> "I think it was too little as far as I was concerned, simply because I was a VIP -- an African leader. Many students from my country as well as from other countries very frequently called to see me. I was then to conduct some small parties from time to time for these students. And not only did students alone call to see me, many leaders from other parts who were in America at that time also called. As you know, it is our custom to entertain visitors and I could not do so without having some extra money."

Tables 35 and 36, following, show the degree of participant satisfaction reported concerning the amount of time allowed for personal interests, their visits to private homes, and the number of social activities arranged for them while on their training programs. Included in these tables is a list of desired activities mentioned by those participants who feel that not enough social activities had been planned for them, and the activities to be excluded by participants who feel too many such activities had been planned for them.

Table 35

SOCIAL LIFE AND OUTSIDE ACTIVITIES, BY FIELD

	Total	Agriculture	Public Administration	Community Development	Education
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
a) Time for Personal Interests: "Do you think that the program left you time for your personal interests, after your official duties were finished? Did you have too much time, enough time, or too little time?"					
Enough time	60	61	61	55	55
Too little time	37	38	29	43	42
Too much time	3	1	10	2	3
	100	100	100	100	100

(Continued)

Table 35

SOCIAL LIFE AND OUTSIDE ACTIVITIES, BY FIELD (Continued)

b) Visits to Private Homes: "Were you entertained in private homes during the course of your program? How did you feel about visiting private homes -- did you like the visits very much, fairly well, or did you not like them?"

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
Very much	67	73	63	60	61
Fairly well	27	23	27	26	36
Did not like	3	2	5	2	3
Did not visit private homes during training	3	2	5	12	-
	100	100	100	100	100

c) Other Social Activities: "Speaking of other social activities, do you think there were too many activities arranged for you, or not enough? (That is, arranged by your program advisors, by organizations, church groups and the like?)"

	Base = (364)
	%
Too many	4
About enough (voluntary)	69
Not enough	25
No answer	2
	100

d) Additional Activities Desired: "What kinds of activities would you have liked more of?"

	Base = (364)
	%
More social and recreational activities	13
More cultural activities	4
More meetings with professional colleagues	3
More travel, sight-seeing	3
More invitations to private homes	1
More meetings between groups from different countries	*
Other activities	5
Not ascertained	1
	25**

(Continued)

*Less than 0.5 per cent.

**Adds to more than the twenty-five per cent who say they had "not enough" social activities because some respondents gave more than one answer.

Table 35

SOCIAL LIFE AND OUTSIDE ACTIVITIES, BY FIELD (Continued)

e) Activities to be De-Emphasized: "What kinds of activities would you have liked less of?"

	Base = (364) %
Fewer social and recreational activities	1
Fewer cultural activities	1
Less travel, sight-seeing	*
Other activities	1
Not ascertained	2
	4**

Table 36

REACTIONS TO VISITS TO PRIVATE HOMES

"How did you feel about visiting private homes? Did you like the visits very much, fairly well, or did you not like them? Why do you feel that way?"

	Base = (364) %
Home visits gave an opportunity to see local customs, people, culture, etc.	45
Liked the hospitality and welcome received; people made me feel at home	33
People were interested in my country and culture	11
Home visits provided an opportunity to exchange ideas	10
Home visits provided opportunity to make friends	9
Liked the atmosphere of the home visit	5
Home visits helped learning to get along in country of training	1
Could not accept all the invitations extended	*
Generally positive comments	1
Generally negative comments	8
Qualified comments	8
Other concepts	4
Not ascertained	1
Did not visit private homes during training	3
	100***

*Less than 0.5 per cent.

**Adds to more than the four per cent who say they had "too many" social activities because some respondents gave more than one answer.

***Adds to more than one hundred per cent because some respondents gave more than one answer.

The visits to private homes were liked because they gave trainees the opportunity for a first-hand view of local customs and the people, and the chance to relax and feel at ease with people. Following are a few of the statements made by participants.

> "Because by staying with families I was able to know more about Americans and how they live. Also I made friends -- but when staying just in town -- nothing of this kind happened, I could also learn about their difficulties and their successes. I feel that this was in fact one of the most useful parts of my experiences -- being with the farm families."

> "Getting to know the people in the U.S.A. You learn some new ideas and things that may be different from our country -- a different kind of culture and philosophy. You make friends with the outside world, as it were."

> "Come into really close contact with the people and family life and I learned really more about the U.S. from these visits than from almost anything else, and they were very kind and friendly."

> "I really enjoyed staying with farmers -- the life in the country is very different from life in the cities and I enjoyed the visits to these people very much. It was like being in Kenya and they liked having us too. We went to stay with a family over the Christmas holiday period."

> "I saw they were very interesting people and they were welcoming us. They even picked us up and dropped us where we were. They wanted to know something about Kenya and Africa."

> "I felt I had been accepted by them as one of them and they were very friendly."

> "Because the people were very kind to me. They asked me about Kenya and told me about America and it was a good exchange of information and ideas. I learned much from farm families while working together."

A majority (70%) of all participants attended the communications seminars that have been established to help trainees in the implementation of their training and in conveying it to others when they return to their

homes. A favorable reaction to the seminars is prevalent among the participants who attended. They most frequently express their approval of the seminars by reporting that they liked learning the techniques for effective or more effective communication. Another facet of the seminars that had appeal was the opportunity it provided for the exchange of ideas among people and the chance of meeting many people. When asked what they liked least about the seminar forty-six per cent (about two-thirds of those who attended) could think of nothing they disliked about it. The only specific answers given by a significant proportion are not negatively critical of the basic program of the seminar; eight per cent say that it was "too short" and five per cent did not like the location (primarily because of its isolation from the larger community). Details are given in the following Tables 37 and 38.

Table 37

ATTENDANCE AT COMMUNICATIONS SEMINAR

"At the end of your training program, did you attend a seminar in communications?"

	Base = (364) %
Yes, attended seminar	70
No, did not attend	29
Don't know, not ascertained	1
	100

Table 38

ATTITUDES ABOUT COMMUNICATIONS SEMINARS

General Attitudes: "What did you like most about the seminar?"

	Base = (364) %
Learning how to communicate	42
Suggestions for adapting training	6
Contact with teachers	9
Exchange of ideas, meeting people	18
Non-specific (good, helpful, etc.)	1
Other comments	4
Nothing in particular, liked everything	7
Don't know, not ascertained	1
Liked nothing	2
	70**

"What did you like least about the seminar?"

Nothing, liked everything	46
Seminar was too short	8
Didn't like the location in which the seminar was held	5
Seminar was too intensive	1
Seminar was too long	1
Too superficial	*
Other comments	8
Liked nothing, it was a waste of time	2
Don't know, not ascertained	2
	70**

*Less than 0.5 per cent.

**Adds to more than seventy per cent because some respondents gave more than one answer.

The statements of the participants indicate the quality of the positive feelings they have about the communications seminar.

> "I have generally been able to help my personnel more by giving them advice as a result of the better attitudes I developed during the program. I see now that my staff is happier working with me than before. I have used the material on communication from the seminar on communications, e.g., effective conveyance of ideas so that there is no misunderstanding of instructions."

> "Working in the field here one needs to be able to convey a message to people and I learned how to make sure that my people really understand what I tell them so that no misunderstandings can occur. I came to understand that people have a different understanding of a subject and I learned how to decide that the people who had not understood could be noticed, and how to re-phrase the message to put it over effectively."

> "At this training center I have been able to test whether I have been heard and understood by my students by practical exercises like passing on a message through a line of students to see if its meaning would be changed by the time the last one reported back to the first person."

> "I liked most of the communications techniques. Also how to solve problems in work or public relations. Also the techniques of demonstration while working."

> "I use the methods and tactics I learned there to inform my people effectively. An example is where I put instructions in writing when I want them to be followed properly."

> "I have used slides teaching farmers. My handling of farmers is now improved because of this."

The usefulness of the communications seminar is attested by the fact that nearly all of those who attended say they have used the materials or ideas from the seminar in their work. They have primarily applied the principles and ideas learned to improving their relationships with colleagues and in dealing with people, and also have utilized these principles in teaching others. The ways in which participants have used communications seminar materials are detailed in Table 39, where reason for non-use are also shown.

Table 39

USE OF MATERIALS FROM COMMUNICATIONS SEMINARS

"Have you used any of the materials or ideas from the seminar in your work?" (If "Yes"): "What did you use? How did you use it?" (If "No"): "Why is that?"

	Base = (364) %
Yes, have used seminar materials:	63
In improving relations with colleagues, in dealing with people	35
Used principles in teaching others	24
Used materials in teaching others	7
Used ideas in suggesting changes	1
Have written articles, reports, etc.	4
Used materials in non-specific ways	6
Other uses	1
Don't know, no answer	1
No, have not used seminar materials:	37
Have had no opportunity to use	1
Ideas not useful in own country	1
Ideas not useful in work now doing	2
Administrative problems, lack of supervisor, government help	1
Seminar added no new ideas	1
Other	*
Don't know, no answer	1
	70

The majority of participants generally followed their programs as they were originally planned; however, twenty per cent experienced important changes. The most frequent type of change (reported by 9%) was with regard to subjects studied; the next most frequently mentioned change (3%) was in location of training. In almost all instances those trainees who experienced program changes felt that they had been necessary.

*Less than 0.5 per cent.

Table 40

CHANGES MADE IN TRAINING PROGRAM

a) "Did you follow your program as it was originally planned, or were important changes made in it after it began? By that, I don't mean changes in travel routes or stopovers, but things like changing your course of study." (If "Changes made"): "What kinds of changes were made?"

	Base = (364) %	
Followed program as originally planned	80	
Important changes made:**	20	
Changed location of training		3
Changed or added to the subjects studied		9
Included more observation		1
Included more practice, on-the-job training		1
Included more academic study (non-degree)		*
Changed to a degree program		1
Changed to a more advanced program		2
Changed to a less advanced program		1
Made it a longer program		2
Made it a shorter program		4
Other changes		1
Don't know, don't remember		*
	100	

b) "Do you think these changes were necessary or unnecessary? Why do you feel these changes were necessary or unnecessary?"

	Base = (364) %	
Changes were necessary:	17	
To make the program more suited to my work		10
To learn more, make the program more interesting		4
To obtain a degree		1
The change was unavoidable		1
Other necessary changes		2
Changes were unnecessary:	2	
The change was not beneficial to me		1
The change could have been avoided with better program planning		*
Other negative comments on the changes made		1
Don't know	1	
No changes, followed original program	80	
	100	

*Less than 0.5 per cent.

**Nine per cent of the changes were made at the request of the participant; eight per cent were requested by others or required by circumstances.

In all but eight per cent of the cases, participants were able to complete their training programs. Three per cent were recalled by the Kenya Government prior to finishing their programs; no other reason was mentioned by more than one per cent.

Table 41

COMPLETION OF TRAINING PROGRAM

"Did you complete your training program or did you leave before you completed it?" (If "No") "Why was that?"

	ase = (364) %
Yes, completed program	92
No, did not complete program:	8
Business reasons	1
Recalled by government	3
Personal reasons	1
Reasons connected with content or arrangement of training program	1
Reasons connected with money	1
Other reasons	1
Not ascertained	*
	100

In summary, general satisfaction is found with regard to most aspects of the training program itself. Attendance at the communications seminar emerges as a valuable experience and one which has proved to have continuing usefulness to nearly all of those who participated in it. Weak points concerning the period abroad or the training are rather scattered, but a careful study of the data presented in this chapter may well offer suggestions for improvements and the ways in which they may be put into effect.

*Less than 0.5 per cent.

GENERAL ATTITUDES ON TRAINING

Nearly all (95%) of the participants are at least "moderately" satisfied with their training programs, and nearly half (47%) say their programs were "very" satisfactory.

Table 42

PARTICIPANTS' SATISFACTION WITH TRAINING

"From an over-all viewpoint, how satisfactory was that training program? Was it very satisfactory, moderately satisfactory, not too satisfactory, or not satisfactory at all?"

	Base = (364) %
Very satisfactory	47
Moderately satisfactory	48
Not too satisfactory	2
Not satisfactory at all	2
Not ascertained	1
	100

As Table 43, which follows, indicates, the degree of over-all satisfaction with their training programs varies within the sub-groups studied in this survey. Older persons rate their programs as having been "very satisfactory" much more often than do younger ones; more than three-fourths (77%) of those trainees who were forty-five years of age or older say their programs were "very" satisfactory in contrast with only seventeen per cent of those under twenty-five years of age at departure who express this high a degree of satisfaction. Participants who were working

at the policy-making levels at time of departure are more satisfied with their programs than those who were at other occupational levels, especially those who were professionals. Agriculture and public administration trainees express a higher degree of satisfaction with their program than do those from the fields of community development and education. An interesting finding is that degree of satisfaction decreases with length of training; the proportion who give a rating of "very satisfactory" decreases consistently from a high of fifty-eight per cent of those whose training lasted less than six months to a low of thirty-three per cent among those who were abroad on their programs for one year or more.

Table 43

FACTORS RELATED TO PARTICIPANTS' SATISFACTION WITH TRAINING

	Age at Departure:					
	Under 25 Years	25-29 Years	30-34 Years	35-39 Years	40-44 Years	45 Years Or More
Base =	(41)	(81)	(99)	(63)	(43)	(30)
	%	%	%	%	%	%
Very satisfactory	17	35	45	60	56	77
Moderately satisfactory	72	63	50	40	34	23
Not too satisfactory	7	2	2	-	5	-
Not satisfactory at all	2	-	2	-	5	-
Not ascertained	2	-	1	-	-	-
	100	100	100	100	100	100

	Occupational Level at Departure:			
	Policy Makers	Subordinate Management	Professionals	All Other
Base =	(72)	(178)	(61)	(52)
	%	%	%	%
Very satisfactory	60	47	36	40
Moderately satisfactory	39	47	55	60
Not too satisfactory	-	3	7	-
Not satisfactory at all	1	2	-	-
Not ascertained	-	1	2	-
	100	100	100	100

(Continued)

Table 43

FACTORS RELATED TO PARTICIPANTS' SATISFACTION WITH TRAINING (Continued)

	Field of Training:			
	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(180)	(86)	(42)	(36)
	%	%	%	%
Very satisfactory	53	47	31	28
Moderately satisfactory	42	45	67	69
Not too satisfactory	3	2	-	3
Not satisfactory at all	1	6	-	-
Not ascertained	1	-	2	-
	100	100	100	100

	Length of Training:			
	Under 4 Months	4 to 6 Months	6 up to 12 Months	1 Year Or More
Base =	(69)	(110)	(125)	(60)
	%	%	%	%
Very satisfactory	58	50	44	33
Moderately satisfactory	38	46	50	63
Not too satisfactory	3	2	4	-
Not satisfactory at all	1	1	1	3
Not ascertained	-	1	1	1
	100	100	100	100

In addition to being asked for their ratings of satisfaction with their training programs, participants were questioned about the degree of importance they place on their programs. For better than two-thirds of all trainees (69%) their participation in the program is viewed as one of the most important things they have ever done; for two per cent it is considered a waste of time; and a rating somewhere in between these two extremes is given by twenty-nine per cent. A variety of reasons are given for considering the program as one of the most important things in their lives

and most frequently expressed among these are that the program was educational (28%), it enabled the participants to work more effectively in their fields (18%), it gave them broadered insight (7%), it allowed them to become acquainted with a highly developed country (8%), and gave them the opportunity to acquire knowledge which is applicable to the problems of their own country (7%).

Table 44

PARTICIPANTS' RATING OF IMPORTANCE OF TRAINING

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

	Base = (364) %
Most important	69
Waste of time	2
In between	29
Not ascertained	*
	100

(If "Most Important"): "Why do you feel that way?"

It was educational	28
Now able to work more effectively in field	18
Offered opportunity to know a highly developed country	8
Training gave broader insight	7
Acquired new knowledge, ideas applicable to own country's problems	7
Improved position, have better job	6
Chance to compare home situation with situation abroad	5
Met people, made friends	2
Learned how to treat others	2
Gave self-confidence, courage	2
Useful to respondent's employer or country	2
Opportunity to learn about labor unions, labor laws	1
Obtained a degree	*
Other comments	1
Not ascertained	3
	69**

*Less than 0.5 per cent.

**Adds to more than sixty-nine per cent because some respondents gave more than one answer.

The generally favorable attitude of Kenyan trainees toward their training is further documented by their descriptions of what was most and least useful in their programs. When queried as to what they considered the most useful and valuable part of their training experience, fifty-one per cent responded in terms directly related to the program -- that is, to the actual training they received; twenty-two per cent mentioned some aspect of conditions seen in the country of training -- they primarily valued the opportunity to see a modern society in action; twenty-two per cent made comments related to the people or customs of the country of training -- generally, they attributed benefit to the enlightenment that comes from learning how other people live and think; and three per cent simply said that everything was useful and valuable without pointing to any aspect as exceeding others in these characteristics. It is of interest to note that less than 0.5 per cent of the trainees say that absolutely nothing in their training has been of use or value.

When asked what they considered least valuable in their program, the majority (64%) could not name anything they would categorize in this manner. In general, specific replies were scattered; most of them have meaning only in terms of the individuals who mentioned them. That is, a specific course taken by the trainee or place visited by him was said not to have been rewarding. However, there is one category of response that is of particular interest; seven per cent reported as least useful or valuable to them the racial discrimination they saw, heard about or encountered in some manner in the United States. It is not clear how these respondents found racial discrimination least useful or valuable, but their comments do indicate that this is what they disliked about the United States. A few reported that they themselves had experienced unpleasantness or inconvenience because of their color; most, however, simply named "racial discrimination," "the color bar," "civil rights problems," and so forth, as the least valuable part of their program and could not or would not expand upon the subject.

Table 45

USEFUL ASPECTS OF TRAINING

a) Most Useful: "During your stay in (country of training), what stands out as the most useful and valuable part of your experience?"

		Base = (364) %
General Comments:		
Everything was useful and valuable		3
Program-Related Comments:	51	
Studies in general, specific subjects studied		38
Observation tours, visits to industrial firms		4
On-the-job training		4
University attendance		2
High quality of instructors, university		1
Meeting and working with professional counterparts		1
All other general and miscellaneous aspects of training received		1
Comments on Conditions Seen:	22	
Ways in which offices, plants, government agencies, etc., are organized		12
Procedures and equipment are modern		10
Comments on People, Customs:	22	
Obtained better understanding of other people		9
Characteristics of people in country of training		11
Meeting participants, students from other countries		2
Not ascertained	2	
	100	

(Continued)

Table 45

USEFUL ASPECTS OF TRAINING (Continued)

b) Least Useful: "What was the least useful and valuable part of your experience?"

Base = (364)

	%	
Positive Comment:		
Nothing, the entire program was useful or valuable	64	
Negative Program-Related Comments:	18	
Visits to specific places		5
My on-the-job training		1
The university or school attended, or specific courses		5
The orientation program		1
The entire program was not useful, not valuable		*
All other miscellaneous and general parts of the program		6
Negative Comments -- Not Program-Related:	13	
Discriminatory attitudes toward various races experienced, observed or read about		7
Customs, culture, practices which have no relevance to respondent or home country		2
Social and recreational activities		1
Living conditions		1
All other non-program-related comments		2
Don't know, not ascertained	5	
	100	

*Less than 0.5 per cent.

As a further measure of their attitudes toward the training, participants were asked to offer suggestions as to ways in which the programs might be improved. All but eight per cent responded with suggestions, of which the ones most frequently mentioned are: a generalized appeal for more or longer training (47%); more specialized training (25%); calls for more practical work and training (15%); and, suggestions that the programs should be more specifically related to participants' needs (12%). Table 46 presents the suggestions in detail. It also shows that community development trainees suggest the training be lengthened or broadened much more often than those in other fields. The suggestion that programs be more tailored to meet the needs of participants is made most often by education trainees (22%) and least often by those in public administration (9%).

Table 46

PARTICIPANTS' SUGGESTIONS FOR CHANGES

"Now I have a few questions on that training program in general. If you were to go through that program again, what changes would you like to have made in it? What do you think would make it more useful to you? Why would you have these changes made? Do you have any additional ideas or comments about that training program that you'd like to mention?"

	Total	Agriculture	Public Administration	Community Development	Education
Base =	(364) %	(180) %	(86) %	(42) %	(36) %
Like more training, longer, broader training, visit more places, study more subjects	47	46	37	69	50
More specialized training program	25	28	27	21	17
More practical work; program too theoretical	15	15	15	10	17
Should be more specifically related to participants' needs	12	11	9	17	22
Like to have received training elsewhere: different country, state, university, or in several places	11	14	6	12	11
Would like some observation, more observation	10	10	14	5	17

(Continued)

Table 46

PARTICIPANTS' SUGGESTIONS FOR CHANGES (Continued)

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364) %	(180) %	(86) %	(42) %	(36) %
Would like some, more academic theoretical training	7	9	3	5	6
More advance information about training program and/or country	7	5	6	7	14
Like to obtain academic degree	6	6	7	5	-
Should have chance to plan own program	6	6	5	5	8
Should have more help in daily living expenses	5	2	10	2	8
Study groups should be selected with same backgrounds or interests	4	6	3	2	-
Should be shorter, program was repetitious	4	4	6	-	3
Would like less observation	3	4	2	2	3
Need better planning and organization	2	2	5	2	-
More planning regarding job on return	2	2	3	-	6
More leisurely, less intensive program	2	2	1	5	-
Program is too elementary	2	3	1	-	-
More knowledge of language of training country	1	1	1	2	-
Less emphasis on practical training	1	1	-	-	-
Less emphasis on academic training	1	1	1	-	-
Other suggestions or comments	20	18	21	14	39
Don't know, not ascertained	*	-	1	-	-
No changes	8	10	6	3	7
	100**	100**	100**	100**	100**

*Less than 0.5 per cent.

**Adds to more than one hundred per cent because some respondents gave more than one answer

Although supervisors had not always been aware of participants' programs to the extent they might have wished, when serving as respondents in this survey, the majority of them (and nearly all of those with an opinion) evaluated the training programs as having been worth the cost and difficulties entailed for their organizations.

Table 47

SUPERVISORS' SATISFACTION WITH TRAINING GIVEN

"Do you think that this training program was worth the cost and difficulty it caused your organization, or was it not worth it?"

	Base = (172) %
Worth cost and difficulty	76
Not worth cost and difficulty	6
Don't know, not ascertained	18
	100

Close to half of the supervisors (45%) have suggestions for modifications in the programs. The specific suggestions center around planning of the programs more in line with the needs of the participant, his job or his home country (13%), or changing the program so that they will include different aspects of the field of training (12%). This latter suggestion appears to be just another way of saying programs should be geared more to the needs either of the participant, his job or his country. Some of the supervisor comments are reported, in the words of the supervisors themselves, after Table 48.

Table 48

SUPERVISORS' SUGGESTIONS FOR CHANGES

a) Suggestions for Changes in Specific Programs: "If you had to send another person on a training program like (participant's), would you like to see any changes made in it?"

	Base = (172) %
No changes suggested; no further comments	16
No changes suggested because program was good the way it was	3
Would not send another participant	1
Changes Related to Program Planning:	
Program should be planned to meet needs of participant or home country	13
Supervisor should have more important role in selecting participants	1
Program should be followed as planned	1
Other comments relating to planning of program	2
Changes Related to Content of Program:	
Program should include different aspects of field	12
Content of program should be more specific	5
Program should include more practical training	3
Program should include more theoretical work	2
Content of program should be more general; more subjects studied	1
Training should be longer	5
Training should be shorter	1
Other comments	4
Don't know, can't evaluate program, not ascertained	35
	100**

** Adds to more than one hundred per cent because some respondents gave more than one answer.

Table 48

SUPERVISORS' SUGGESTIONS FOR CHANGES (Continued)

b) Suggestions for Changes in General: "Are there any other aspects of training programs on which you would like to comment?"

	Base = (129) %
Favorable comments only, with no suggestions or criticisms	2
Programs should be planned to fit specific needs of participant or his country	12
Programs should include different subject matter	12
Programs should include more practical training	3
Supervisors should receive more information on the training programs available	3
Participants should visit more countries, universities, etc.	1
More people in own country or place of employment should go on training programs	2
Programs should be more theoretical	1
Programs should be better scheduled; scheduled differently	1
Programs should be longer	1
Programs should be shorter	1
More people in a given field of specialization should go on training program	2
More people in supervisory jobs or in high-ranking jobs should go on training program	2
More people in low-ranking jobs should go on training program	1
Participants should receive academic degree	2
Participants should receive more money while on training	2
Returned participants should have means for keeping informed of developments in their fields	2
Participants should not be selected on basis of political or family influence	
Other concepts	10
No suggestions for changes	36
Don't know, not ascertained	11
	100**

** Adds to more than one hundred per cent because some respondents gave more than one answer.

"There should be a bias toward the job one is doing. For example, a post office man should be connected with a post office jurisdiction -- if the American Post Office experience can be related to ours it would be far much better."

"For community development it should be a concentrated course of more than two years rather than an ordinary tour, and emphasis should be on those countries whose conditions are similar to Kenya's."

"There should be two terms in theory and one in practical work."

"We need longer courses for teachers. Teachers should get one year courses like the ones we got from Britain."

"More time should be spent on soil conservation training."

"People like chiefs should be taught more on local administration rather than being taken there to see big factories and the cities."

"In training, people should be taught how to improve hand labour rather than machine labour. This would be more suitable for what we need here."

"Management and administrative training should be incorporated in courses at the officer level."

"Courses should be added such as vocational agricultural teaching, agricultural journalism, artificial insemination, irrigation, horticulture, animal husbandry, and such like technical courses."

"I'd like to see post office tours tailored as near as possible to problems that face us in Kenya now and in the foreseeable future, bearing in mind our progress in the field of communications both postal and telecommunications."

"The banking programme should be emphasized more since co-op officers are dealing mostly with accounts."

"The training should have bearing or have reference to the countries where the participants come from."

As might logically be expected, supervisors are far less likely to say that they cannot rate several aspects of the training if they were former participants themselves; their opinions of the participants' training are naturally affected by their own experiences and this influence is a positive one on several points and negative on others. If the percentage of "can't rate" responses is eliminated and only the satisfactory and unsatisfactory opinions are taken into account, the supervisors who were once members of a training program have more favorable reactions as regards selection procedures and level of training.

On the other hand, non-participant supervisors are more favorable with regard to the length of training, subject matter covered, and country of training. The two groups are about equally disposed toward rating favorably the practical experience received.

Table 49

SUPERVISOR SATISFACTION WITH TRAINING, BY OWN TRAINING EXPERIENCE

	Participant	Non-Participant
Base =	(43)	(86)
	%	%
a) Subject Matter:		
Satisfactory	56	46
Unsatisfactory	26	16
Can't rate	18	38
	100	100
b) Practical Experience:		
Satisfactory	62	48
Unsatisfactory	19	15
Can't rate	19	37
	100	100
c) Country of Training:		
Satisfactory	63	60
Unsatisfactory	26	18
Can't rate	11	22
	100	100
d) Length of Training:		
Satisfactory	42	49
Unsatisfactory	44	27
Can't rate	14	24
	100	100
e) Level of Training:		
Satisfactory	68	51
Unsatisfactory	9	10
Can't rate	23	39
	100	100
f) Selection Procedures:		
Satisfactory	74	51
Unsatisfactory	12	11
Can't rate	14	38
	100	100

UTILIZATION OF TRAINING AFTER RETURN

Quite apart from the participants' and supervisors' attitudes toward the training programs, the success of the programs may be measured by the amount of participant post-training utilization. The intent of this chapter is to evaluate the programs from this point of view.

Naturally, any measurement of utilization of training must involve a close look at the participants' jobs, both before their departure and after their return from the program. The following table (Table 50) compares the job level of participants at departure as presented in Chapter I with job level at time of interview.

Table 50

OCCUPATIONAL LEVEL AT SELECTION AND AT TIME OF INTERVIEW

	Position at Selection	Position at Interview
Base =	(364)	(364)
	%	%
Policy makers, top level	4	5
Policy makers, second level	16	22
Subordinate management	49	49
Engineers	-	1
Professionals	17	14
Sub-professionals	1	1
Supervisors, inspectors	1	1
Artisans, craftsmen	1	-
Other	11	7
	100	100

As may be seen from the preceding table, the distribution of the participants according to occupational level changes somewhat between the time of departure on the program and the time of interview. An increase of seven per cent from the first to the second period occurred in the policy maker level. Table 51, following, presents the detailed data pertaining to shifts in occupational level from selection to interview. The underlined figures in this table represent the proportions of participants in the policy making, subordinate management and professional levels who remained within the same occupational stratum between the two periods.

Table 51

SHIFTS IN OCCUPATIONAL LEVEL BETWEEN SELECTION AND INTERVIEW

	Position at Selection:			
	Policy Makers	Subordinate Management	Professionals	Others
Base =	(72)	(178)	(61)	(52)
	%	%	%	%
Position at Interview:				
Policy makers	95	14	6	2
Subordinate management	-	83	23	31
Engineers	-	-	-	4
Professionals	-	2	66	13
Sub-professionals	-	-	-	6
Supervisors, foremen	-	-	-	6
Artisans, craftsmen	-	-	-	-
All other (includes self-employed farmers)	5	1	5	38
	100	100	100	100

Only three per cent of all the participants interviewed have not been employed continuously since their return from the training program; at the time of interview all but one per cent were employed.

Table 52

UNEMPLOYMENT SINCE RETURN

"Since you've been back from that program, have there been any periods when you were not employed? If so, when were they and how long did they last?"

	Base = (364) %
No, employed continuously since return	97
Yes, have been unemployed for:	
1 to 2 months	1
Between 2 months and 1 year	1
1 to 2 years	-
2 years or more	1
	100

More than two-thirds (68%) of the trainees returned from their programs to the same jobs they had at the time of departure; of the remaining group who returned to different jobs, the majority went to work on jobs which they had expected to have on return. However, a total of fifty-one per cent of the trainees were at different jobs at the time of the interview from their jobs on return from training abroad; the larger part of these individuals moved to what has generally been classified as "better" jobs. Details of the participants' job stability are presented in Table 53.

Table 53

JOB HISTORY

"Now I'd like you to think of the first job you had after you returned from the training program we've been speaking of. Was it the same as the job you had before you left for training, or was it different?" (If "Different"): "Was it the job you had expected to get on your return?"

Base =		(364) %
Same job on return as before departure		68
Different job on return		31
	Job expected	20
	Job not expected	10
	Not ascertained	1
Never had a job since return		1
		100

"Are you employed at present?" (If "Yes"): "Is your present position the same as the one you had when you first returned, or is it different?" (If "Different"): "In what respects is it different?"

Base =			(364) %
Yes, presently employed			99
	Same job as on return		48
	Different job		51
		Better job	41
		Different part of government	6
		Worse job	*
		Changed from government to private business	4
		Job in field of training	*
		Different job in same general field	4
		Changed from private business to government	2
		Changed to a completely different trade or profession from the one I was in when first returned	2
		Other differences	1
No, not presently employed			1
			100

*Less than 0.5 per cent.

Just over half (53%) of the trainees feel their participation in the training program did not affect their present career status one way or the other: they feel they would have had about the same kind of position as they currently hold even if they had not gone on the training program. Education trainees express this opinion more often than participants in other fields. Close to one-third (30%) of all participants do believe, however, that they would not at present have as good a job as they do without the training program. This opinion is expressed more often by community development and agriculture trainees. The majority of supervisors (69%) feel that, as a qualification for participants' present jobs, the AID training was very important or essential.

Table 54

EFFECT OF TRAINING PROGRAM ON CURRENT JOB POSITION

a) Participants: "Suppose that you had not gone on this training program. Do you think that you would now have about the same kind of position as you currently hold, a better position, or one not as good?"

		Field of Training:			
	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
About the same	53	47	57	55	72
Better	4	3	6	-	8
Not as good	30	37	23	38	11
Don't know, not ascertained	12	13	14	7	9
Unemployed**	1	-	-	-	-
	100	100	100	100	100

(Continued)

**Those persons not employed at time of interview were all trainees in the group of miscellaneous fields of specialization not shown individually in this table.

Table 54

EFFECT OF TRAINING PROGRAM ON CURRENT JOB POSITION (Continued)

b) Supervisors: "As a qualification for his present job, how important was (participant's) training program -- essential, very important, helpful but not very important, not useful, or would he have been better off without it?"

	Base = (172) %
Essential	27
Very important	42
Helpful but not very important	22
Not useful	1
Better off without it	1
Don't know, no answer	7
	100

"How suitable was (participant's) training for his usefulness to your organization?"

	Base = (172) %
Positive Answers:	
Strong positive comments not further specified (training was excellent, fine, etc.)	10
Weak positive comments not further specified (training was good, fair, suitable, etc.)	12
Suitable because participant is applying training to job	26
Participant has received a promotion, better job, etc.	8
Participant is conveying his training to others	7
Participant has introduced new methods, techniques, equipment, etc.	3
Positive comments on participant's personal characteristics	19
Negative Answers:	
Training not appropriate to current work of participant	8
Participant is not using training	1
Training was too narrow, too specific	1
Training not long enough	1
Negative comments on participant's personal characteristics	1
Other negative comments	1
Don't know, can't evaluate suitability of program, not ascertained	17
	100**

**Adds to more than one hundred per cent because some respondents gave more than one answer.

At least three-quarters, and usually many more, of the participants in every field of specialization report that they have been able to use at least some of their training on their current jobs. Nearly all (98%) of the community development trainees report having used their training; agriculture and public administration trainees report the next greatest on-the-job utilization of their training. Persons in the field of education are, in contrast to the other, outstandingly low in the use of their training on their jobs. In contrast with participants in other fields, only nineteen per cent of the education trainees say they have used quite a bit or almost all of their training whereas the figures for others range between forty-seven and fifty-seven per cent. The details are shown below:

Table 55

PARTICIPANTS' USE OF TRAINING ON PRESENT JOB, BY FIELD

"Thinking now of the skills, techniques or knowledge that participants learn during their training programs -- a good many participants tell us that they are not actually using much of what they learned in their usual work. How about you personally? In your current job, have you ever been able to use any of the skills or knowledge that you learned on the program we have been discussing?" (If "Yes"): "Would you say you have used practically none, only a little, some quite a bit, or almost everything?"

	Total	Agriculture	Public Administration	Community Development	Education
Base =	(364) %	(180) %	(86) %	(42) %	(36) %
Yes, used training on job	88	89	86	98	75
Almost everything	24	24	22	38	8
Quite a bit	23	23	32	19	11
Some	31	34	23	36	34
Only a little	9	7	8	5	22
Practically none	1	1	1	-	-
No, have not used training or not employed at present	12	11	14	2	25
	100	100	100	100	100

The following table presents the most outstanding things the trainees feel they have accomplished since their return.

Table 56

OUTSTANDING THINGS DONE BY PARTICIPANTS SINCE RETURN FROM TRAINING PROGRAM

"What would you consider one or two interesting or outstanding things you have done since your return from that training program? (Can you tell me something about that)?"

	Base = (364) %
a) The Nature or Character of the Activity:**	
Changed or improved procedures, reorganized an organization, introduced new procedures, curriculum, etc.	29
Taught others, lectured	29
Performed regular occupation in a superior way	24
Instituted a new organization or service	17
Wrote a book, manual	2
Conducted research, survey	*
Made formal plans for future development	2
Introduced, purchased new equipment	1
Constructed something (dam, bridge, building, etc.)	1
Continued own studies	1
Obtained a better job	3
Other types of activity	1
Not ascertained	*
No activity reported	19
	100***
b) The Field of Economic Endeavor to Which the Reported Activity Belongs:	
Agriculture and natural resources	43
Industry and mining	4
Transportation	*
Labor	1
Health and sanitation	1
Education	10
Public safety and public administration	7
Community development	11
All other fields	3
Not ascertained	1
No activity reported	19
	100
c) The Use of AID Training in Reported Activity:	
Training used in activity	71
Training not used	1
Use of training not ascertained	9
No activity reported	19
	100

*Less than 0.5 per cent.

**Seventy-eight per cent of the respondents imply that the activity was initiated by themselves; two per cent imply that it was initiated by others; one per cent do not imply who initiated the activity.

***Adds to more than one hundred per cent because some respondents gave more than one answer.

Post-return activities which participants considered outstanding range from thosewhich affect only themselves or their immediate families to those involving large numbers of people. On the whole, however, the activities participants describe as outstanding do touch the lives of at least a segment of their own local communities. Examples of these activities, in the words of the participants themselves, are described below.

"I have encouraged the development of self-help projects in my community, such as road-making, water well construction, house-building."

"My training has helped me to improve the fireplaces from three stones to something like a stove. I got the idea of sticking out the smoke from the fireplace and this was important knowledge I got from the States."

"I have started 4K clubs. Through the extension method I have boosted cotton planting from 1,500 to 6,000 acres."

"I have acted vigorously on animal disease control by using vaccination and preventative measures which have proved quite successful."

"Artificial insemination of cattle. I have worked to improve the cattle in order to produce more milk and more beef. Some people now have inseminated their cattle and better calves have been born which is an improvement. I have encouraged poultry production for more eggs and meat, and have held barazas with the elders and visited individual farms for the purpose of instruction and advice."

"I have become a better farmer. I have planted tea and I am using artificial fertilizers which I did not use before. I use them for better yield. I saw them in Missouri where they used fertilizer in planting maize and in North Carolina in planting tobacco."

"I have fenced all over my farm. I have increased my dairy cattle and increased tea acreage."

"After I returned I formed one big county council in _____ and it has been very successful."

"I have set up an institute in my constituency which teaches cooperative leaders and this came about through my visit to the United States."

"I was in charge of a pilot scheme in _____ which succeeded very well. We wanted to evaluate how much it would cost to develop an area of that kind socially and economically. This succeeded very well and did not collapse -- it was one of the first to succeed. I used the methods of survey and follow-up that I had learned in my training, so the project did not collapse."

"As a direct result of my training I developed women's organizations and nursery schools."

"I started a local committee of social service to work on our problems in _____, based on what I had learned in the United States."

"I have started a farmers' cooperative society in _____. I saw these working in the United States and used the ideas and first-hand observations from my program."

"I have organized courses for both community development workers and social workers."

"I have introduced hybrid maize, the use of tests and other aspects of good husbandry in maize, and have held maize demonstration in Eastern Kenya."

"I had only five registered co-ops now I have twenty-one."

Supervisors were not very closely involved with the participants or their programs before the training program; only thirty-four per cent of the supervisors interviewed state that the participant was working for them before departure, and, of the remainder, three per cent were familiar with some aspects of the training. Thus, close to two-thirds of the supervisors were unfamiliar with the participants or their programs before they left to go abroad for training. Almost none (2%) were involved in the planning of the participants' programs, but one-quarter (26%) of them state that the organization had plans as to how the training would be utilized after the participants returned.

Table 57

SUPERVISORS' AWARENESS OF PROGRAMS AND UTILIZATION PLANS

"When (participant) left on this training program, was he working for you?" (If "No"): "Before he left, were you familiar with any aspects of his training program?"

	Base = (172) %
Yes, participant worked for me before departure	34
No, participant didn't work for me	46
No, wasn't here then	20
	100
Not familiar with program	63
Familiar with some aspects of program	3
Participant worked for me before departure	34
	100

(If "Familiar with program"): "Who actually initiated (participant's) training program -- was it (participant) himself, someone in this organization, or someone in another organization?"

Participant himself	5
Someone in this organization	28
Ministry or other home government official	1
Other persons	2
Don't know, no answer	1
	37

"Did you help in planning (participant's) training program?"

Yes, helped plan program	2
No, did not help plan program	35
	37

"Before (participant) left on his program, did this organization have plans as to how his training would be utilized after he came back?"

Yes, organization had plans for utilization	26
No, did not have plans	9
Don't know, not ascertained	2
	37

Approximately two-fifths (44%) of the participants consider that their current supervisors are "very helpful" in utilizing the training received. Such assistance from supervisors is noticeably lower among education trainees than among those in other fields of endeavor; one-fifth (19%) of the education trainees say their supervisors are not helpful while this statement is made by five to eight per cent of the others.

Table 58

HELPFULNESS OF SUPERVISOR IN USING TRAINING, BY FIELD AND OCCUPATIONAL LEVEL

"Thinking now of your supervisor in your current job -- does he help you in utilizing that training? Would you say he was very helpful, somewhat helpful, or not helpful?"

	Total	Agri-culture	Public Ad-ministration	Community Development	Education
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
Very helpful	44	46	38	48	36
Somewhat helpful	23	25	20	29	14
Not helpful	8	8	8	5	19
Neither helpful nor unhelpful	9	5	15	5	14
Not ascertained	1	2	-	-	6
Has no supervisor, or presently not employed	15	14	19	13	11
	100	100	100	100	100

One factor which may influence the extent to which a participant is able to utilize his training on his job is the experience of the supervisor himself with training abroad. In all, better than one-third (38%) of the participants work with supervisors who have themselves been trained abroad and one-fourth (26%) have non-supervisory co-workers who have been trained abroad.

Table 59

INCIDENCE OF WORKING UNDER SUPERVISORS TRAINED ABROAD

"Is there anyone with whom you work who has been trained abroad?" (If "Yes") "Is that your supervisor?"

	Base = (364) %
Yes, work with somebody trained abroad	65
Supervisor	38
Not supervisor	26
Not ascertained	1
Do not work with somebody trained abroad or not currently employed	33
Don't know, not ascertained	2
	100

Close to three of every five participants (58%) state they have plans for using their training which they have not yet been able to carry out. Persons trained in agriculture and public administration have such future projects in mind more often than those in community development and education. A variety of activities are included among these unfulfilled plans; hopes of teaching others things learned on the training program greatly exceed all other plans in frequency of mention.

Table 60

UNFULFILLED PLANS, BY FIELD

"Do you have any plans for using this training which you have not as yet been able to carry out?

	Total	Agri-culture	Public Ad-ministration	Community Development	Education
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
Yes, have unfulfilled plans	58	64	58	48	44
No, do not	42	36	42	52	56
	100	100	100	100	100

(If "Yes") "Can you tell me something about that?"

	Base = (364) %
Plan to teach others	32
Plan to institute a new organization or service	6
Plan to change procedures, reorganize an organization or section	5
Plan to write a book, manual, etc.	5
Plan to conduct research	1
Plan to introduce, purchase or install new equipment	1
Plan to construct something	1
Plan to continue own studies	*
My plans can be carried out if the equipment or facilities are available	2
My plans can be carried out if money is available	1
My plans can be carried out if top officials agree	1
Plan to use training in job (not further specified)	5
Other plans (both definite and conditional)	7
	58**

*Less than 0.5 per cent.

**Adds to more than fifty-eight per cent because some respondents gave more than one answer.

When asked what difficulties they have in utilizing their training, about two-thirds of the participants cite at least one problem they have met in trying to implement the skills they have acquired on the program. The major difficulties encountered are a lack of equipment, a lack of money, and inadequate preparation on the part of colleagues. Lack of money is reported as a cause of difficulty more often by education trainees than others; problems stemming from co-workers are noted more frequently by agriculture participants than by others. In total, participants from the fields of education and agriculture appear to have more difficulties in using their training or in conveying it to others than do those in other fields; public administration trainees are the least hindered group. Table 61 details the difficulties by field of training.

Table 61

MAJOR DIFFICULTIES ENCOUNTERED IN USING TRAINING, BY FIELD

"In general, what do you find to be the major difficulties in using the skills you learned in the training program, or in conveying them to other people?"

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364) %	(180) %	(86) %	(42) %	(36) %
No difficulties	32	24	45	40	25
Lack of equipment, machinery	20	25	8	29	22
Lack of money	18	19	16	12	28
Lack of educational preparation of colleagues	15	21	8	14	3
Lack of transportation	8	10	2	10	6
Training too advanced for home country	6	6	7	5	6
Lack of time	5	3	6	5	8
Present job unrelated to field of training	4	5	1	-	3
Not in a position of authority	4	5	1	2	6
No opportunity in job to apply training	4	3	5	-	8
Government, country structure not amenable	3	2	6	-	11
Government, "bosses" will not accept new ideas, will not cooperate	3	3	6	5	-
Lack of trained staff	3	3	1	7	-
Colleagues, employees will not accept new ideas	1	2	1	-	3
Did not learn anything to transmit	1	1	1	-	-
Lack of help to ex-participants on the part of AID	1	1	-	2	-
Other reasons	1	1	2	-	-
Don't know, not ascertained	1	-	1	2	-
	100**	100**	100**	100**	100**

** Add to more than one hundred per cent because some respondents gave more than one answer.

Nearly all participants (94%) say they have transmitted at least some of their training to other people since their return from abroad. Informal discussions (72%) are the chief means used for such transmittal, but more than half (57%) have done so through means of lectures and formal training, and better than one-third (37%) have conveyed their training to others through on-the-job training programs. Nearly all of the supervisors who feel qualified to answer the question support the statements of participants for they, too, say that participants have conveyed their training to others. They, too, say it has been done through informal discussions, formal teaching such as lectures and seminars, and through the means of supervising or giving guidance to other workers.

Table 62

TRANSMITTAL OF TRAINING KNOWLEDGE TO OTHERS

a. Participants' Reports: "Now I'd like to ask about whether or not you have conveyed to other people the things you learned in that program. Have you been able to convey any of what you learned in the program to others?" (If "Yes") "About how much of this training have you been able to transmit to other people -- practically none, only a little, some, quite a bit, or almost everything?"

	Base = (364) %
Yes, did convey training to others	94
Almost everything	19
Quite a bit	26
Some	38
Only a little	10
Practically none	1
Not ascertained	*
No, have not conveyed it	5
Don't know	1
	100

(If "Yes") "How have you gone about doing this?

	Base = (364) %
Informal discussions	72
Lectures, formal training	57
On-the-job training	37
Articles, other publications	15
As a consultant to business, organizations, etc.	*
Organized, reorganized businesses, industry, etc.	1
Other means	1
Not ascertained	*
	94**

b. Supervisors' Reports: "Has any of the information (participant) acquired on his program been conveyed to other people in this organization?"

	Base = (172) %
Yes, has been conveyed to others	73
No, has not	8
Don't know, no answer	19
	100

(If "Yes") "How has this been done?"

Supervision, guidance of other workers	25
Informal discussions	21
Formal teaching lectures, seminars	21
Reports at meetings	18
Books, articles, manuals	8
Demonstrations	8
Revisions, improvements in methods, techniques, equipment	4
	73**

*Less than 0.5 per cent.

**Adds to more than the total per cent shown because some respondents gave more than one answer.

About three-fifths of the supervisors (61%) have discussed the content of their training programs with participants; the remainder have not. Not quite as many (43%) have discussed experiences in the country of training not connected with program content.

Table 63

SUPERVISOR-PARTICIPANT CONTACTS

a. Time Known: "About how long have you known (participant)?"

	Base = (172) %
Less than one year	27
1-5 years	45
6-10 years	13
More than 10 years	13
Don't know	1
No answer	1
	100

b. Amount of Work Contact: "During a working week, about how many hours do you spend together with (participant)?"

16 hours or more	22
8-15 hours	9
4-7 hours	14
3 hours or less	55
	100

c. Discussion of Training: "Since (participant) has been back from his training program, have you discussed with him the things he studied in his program?"

Yes, have discussed training	61
No, have not	39
	100

d. Discussion of Other Experiences: "Have you discussed any of his experiences that were not connected with his training -- things like his social activities, encounters with strange customs, or experiences with people in other countries?"

Yes, have discussed other experiences	43
No, have not	57
	100

Before their departure, one-fifth (21%) of all participants had had some contact with USAID -- five per cent had actually been employed on a USAID project and sixteen per cent had been associated in some way with the organization. Since returning, however, more than half (53%) have had contact with USAID, and as many as one in eight (12%) have worked on an AID project. In all, close to one-third (30%) have an AID technician available to them. Post-return work for or with AID has been greater among community development and agriculture trainees than among those in public administration or education. (Tables 64 and 65)

Table 64

USAID-PARTICIPANT CONTACTS, BY FIELD

a) Pre-Selection Work on Contact with USAID Project: "At the time you were selected to go abroad, were you employed by USAID or in a project run jointly by USAID and your government?" (If "Yes") "Was that full-time, part-time or occasionally?" (If "No") "Before you were selected, had your work ever brought you into contact with any USAID project?"

	Base = (364) %
Yes, employed in USAID project:	5
Full-time	4
Part-time	1
Occasionally	*
No, not employed in USAID project:	95
Had contact with USAID	16
Had no previous contacts	77
Don't know, not ascertained	2
	100

*Less than 0.5 per cent.

Table 64

USAID-PARTICIPANT CONTACTS, BY FIELD (Continued)

b) Post-Return Work on Contract with USAID Project: "Since your return from the program we have been discussing, have you had any contact with USAID?" (If "Yes") "Since your return from that program, have you ever worked for USAID or worked in a joint project of USAID and your government?"

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
Yes, have had contact with USAID	53	52	56	60	53
Worked in USAID project	12	16	5	24	6
Have not worked on USAID project	39	34	51	29	47
Not ascertained	2	2	-	7	-
No, have had no USAID contact	47	48	44	40	47
	100	100	100	100	100

Table 65

FREQUENCY OF PARTICIPANT CONTACTS WITH TECHNICIANS, BY FIELD

"Is there a USAID technician available to you for consultation or advice?" (If "Yes") "Do you have frequent contact with him, only occasional contact, or have you never met him?"

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
Yes, technician available	30	32	22	48	22
Frequent contact	6	7	3	12	3
Occasional contact	18	21	12	26	11
Never met	6	4	7	10	8
No technician available	61	58	66	40	75
Don't know	9	10	12	12	3
	100	100	100	100	100

Table 66 summarizes participant reports on the help they have requested and received from USAID since their return. About one-fifth (21%) of the returned participants have asked for some kind of help from USAID since return, and many of them feel they have received the requested help, at least partially.

Table 66

HELP REQUESTED FROM USAID BY RETURNED PARTICIPANTS, BY FIELD

"Have you requested any kind of help from USAID or AID since you returned from that program?"

	Total	Agri-culture	Public Ad-ministration	Community Development	Educat
Base =	(364)	(180)	(86)	(42)	(36
	%	%	%	%	%
Yes, requested help	21	22	19	26	22
No, did not	79	78	81	74	78
	100	100	100	100	100

(If "Yes") "On what kinds of problems did you request help? (Can you tell me something about that)?"

	Base = (364)
	%
Technical advice	4
Assistance in training staff members	5
Additional training grant for self	2
Training grants for others	1
Equipment, machinery	4
Printed material	3
Audio-visual aids	4
Financial assistance	4
Assistance in securing job	*
Other kinds of help	2
	21**

(If "Yes") "Did you get the help you asked for?"

	Base = (364)
	%
Yes	15
Partially	1
No	5
	21

*Less than 0.5 per cent.

**Adds to more than twenty-one per cent because some respondents gave more than one answer.

Approximately half (52%) of the participants joined, during or since the training program, some United States professional society. A majority (58%) currently receive United States professional publications. Public administration and community development trainees are less likely than others to have joined a professional society or to receive professional publications.

Table 67

PROFESSIONAL AND PERSONAL CONTACTS WITH UNITED STATES, BY FIELD

a) Membership in United States Professional Societies: "During or since that training program, did you join any United States professional society?"

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
Yes	52	64	35	43	61
No	48	36	65	55	39
	100	100	100	100	100

b) Receipt of United States Professional Publications: "Do you receive any U.S. professional publications?" (If "Yes") "How much use are these publications to you?"

Yes, receive U.S. professional publications:	58	70	40	48	67
Very useful	40	48	27	34	41
Somewhat useful	10	12	7	7	17
Only a little useful	6	8	5	5	3
Not useful at all	2	2	1	2	6
No, do not receive publications	40	28	59	48	33
Not ascertained	2	2	1	4	-
	100	100	100	100	100

Table 68

RECEIPT OF NEWSLETTER FROM ORIENTATION CENTER

"Do you receive their newsletter?"

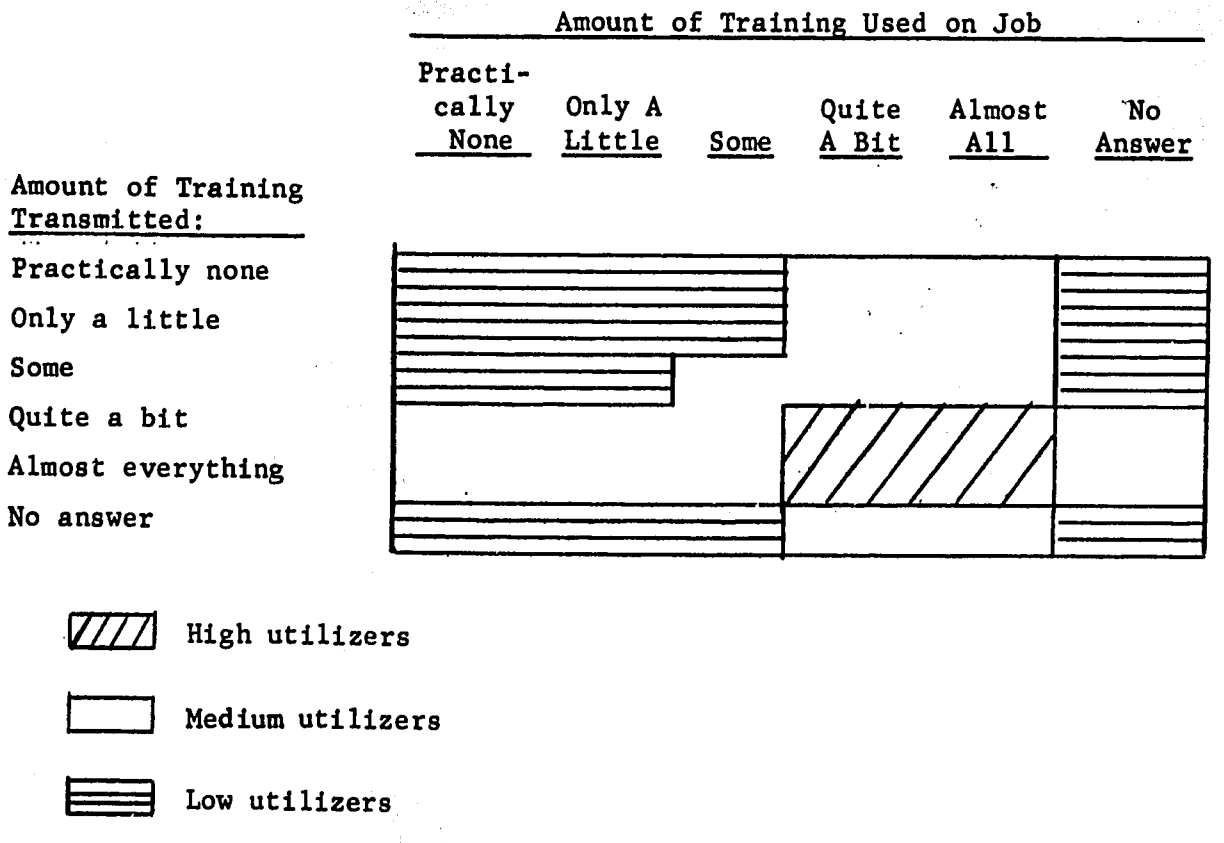
	Base = (364) %
Yes, receive their newsletter	68
No, do not	19
Not ascertained	1
Did not attend any orientation session in United States	12
	100

THE UTILIZATION INDEX

A special index with the purpose of establishing a constant indicator of training utilization was developed. This was done by cross-tabulating the two parallel questions on use of training on the job and transmittal of training knowledge to others. Three different groups of participants were thus developed:

	No. of Cases
1. Those who rated high on both questions	124
2. Those who rated in the middle	165
3. Those who rated low	75
	364

The above groups were actually selected as shown in the following chart:



Using this index as a guide, one-third (34%) of the participants from Kenya may be classified as high utilizers; one-fifth (21%) fall in the low utilizer group; and nearly half (45%) are classifiable between these two extremes.

Table 69

UTILIZATION OF TRAINING

	Base = (364)
	%
High utilizer group	34
Medium utilizer group	45
Low utilizer group	21
	100

Examination of results when the index is applied to the background characteristics of participants at the time of selection for training shows utilization to be higher among the following groups than among their counterparts:

- trainees in the field of community development;
- older people;
- men; and
- those who had eleven or more years of formal education prior to departure but had not attended either a university or a special school.

Before turning to a more detailed discussion of the relationship between utilization and background characteristics, it may be helpful to examine first utilization and the length of time trainees have had to implement their training. The data show the assumption that could be made on the basis of logic is correct: utilization of training increases with the length of time that has elapsed since participants have returned from their programs.

Table 70

	Length of Time Since Return from Program:			
	6 Months Up To 1 Year	1 Year Up To 2 Years	2 Years Up To 3 Years	3 Years Or More
Base =	(33)	(122)	(114)	(95)
	%	%	%	%
High utilizers	21	30	30	48
Medium utilizers	52	48	49	36
Low utilizers	27	22	21	16
	100	100	100	100

As mentioned above, the highest degree of utilization is found among persons from the field of community development -- not only is the highest proportion of high utilizers found among this group but also the lowest proportion of low utilizers. More outstanding than the higher utilization among community development trainees is the lower utilization figures found among education trainees. Only fourteen per cent of the education trainees are classified as high utilizers while the comparable proportions for other groups range between thirty-four and forty-five per cent. Similarly, thirty-three per cent of the education trainees are classified as low utilizers and the range of percentages for the remaining groups in the low category is between ten and twenty-two per cent. These data are shown in Table 71.

Table 71

	Total	Agri-culture	Public Ad-ministration	Community Development	Edu-cation
Base =	(364)	(180)	(86)	(42)	(36)
	%	%	%	%	%
High utilizers	34	37	34	45	14
Medium utilizers	45	42	44	45	53
Low utilizers	21	21	22	10	33
	100	100	100	100	100

Utilization increases with age at departure; there is no real difference between men and women. Little variation in degree of utilization is found between participants according to the level at which they were working prior to departure for training. Detailed utilization figures by age at departure, sex, and occupational level at departure are shown below:

Table 72

	Age at Departure:						Sex:	
	Under 25	25-29	30-34	35-39	40-44	45 and Over	Male	Female
Base =	(41) %	(81) %	(99) %	(63) %	(43) %	(30) %	(329) %	(35) %
High utilizers	24	31	36	33	35	43	34	31
Medium utilizers	54	48	39	51	42	43	45	55
Low utilizers	22	21	25	16	23	14	21	14
	100	100	100	100	100	100	100	100

	Occupational Level at Departure:			
	Policy Makers	Subordinate Management	Professionals	All Other
Base =	(72) %	(178) %	(61) %	(52) %
High utilizers	32	35	34	35
Medium utilizers	43	44	45	53
Low utilizers	25	21	21	12
	100	100	100	100

An interesting finding emerges from a breakdown of utilization figures according to length and kind of education at departure. Lowest utilization has been achieved among those who had attended university prior to their AID training program and, very close to this group are those persons who had neither attended university nor a special school and had ten years or less of formal education. The highest utilization is found among those who had attended neither a university nor a special school and who had eleven or more years of formal schooling prior to departure. Details of the breakdown of utilization by education at departure are shown in the following table.

Table 73

	Education at Departure:			
		Special School	No Special School	
	Attended University	But No University	11 or More Years	10 or Fewer Years
Base =	(67)	(158)	(61)	(71)
	%	%	%	%
High utilizers	27	36	46	24
Medium utilizers	43	46	41	53
Low utilizers	30	18	13	23
	100	100	100	100

It seems reasonable to assume that utilization would have a direct positive relationship with one factor in the training itself, the length of training: that is, the longer the training program the higher the utilization. However, the findings do not agree. Although the differences are not great, utilization is lower among those whose training lasted one year or more than among those who were gone less than one year. Further, the proportion of low utilizers was least among those whose training lasted less than four months. This finding must clearly be related to age at departure for, as was shown in Chapter III, length of training for older people was considerably shorter than it was for younger people. Thus, the question arises as to whether age at departure accounts for the differences found in utilization by length of training, or whether length of training is a factor which explains differences in utilization by age of departure.

Utilization figures by length of training are shown below:

Table 74

	Actual Length of Training Program:			
	Less than 4 Months	4 Up To 6 Months	6 Up To 12 Months	1 Year Or More
Base =	(69)	(110)	(125)	(60)
	%	%	%	%
High utilizers	35	35	36	28
Medium utilizers	51	42	44	47
Low utilizers	14	23	20	25
	100	100	100	100

Another aspect of the training program itself that may serve to differentiate respondents in terms of utilization is the communications seminar held at the end of programs. The seminar is intended to help participants implement their training and convey what they had learned to others upon return to their home countries. This fact, combined with the favorable response of Kenyan trainees to the communications seminar reported in Chapter IV, would lead to the assumption that utilization would be considerably higher among those who had attended the seminar than among those who had not. While the data do show that such a difference exists between the two groups, the extent of this difference is not great.

Table 75

	Attendance at Communications Seminar:	
	Attended Seminar	Did Not Attend Seminar
Base =	(256)	(106)
	%	%
High utilizers	36	29
Medium utilizers	44	51
Low utilizers	20	20
	100	100

Analysis of utilization by information items in the survey regarding behavior since return indicate a tendency toward higher utilization of training among those who have taken certain actions than among those who have not. This is demonstrated by the data given in Table 76. Most outstanding is the greater proportion of high utilizers and lower proportions of low utilizers found among those who changed their jobs between the time they arrived back in Kenya from their training and the time of interview, than among those who have continued in the same position.

Table 76

	Present Position Relative to Position on Return from Training:	
	Different	Same
Base =	(188)	(173)
	%	%
High utilizers	42	26
Medium utilizers	41	50
Low utilizers	17	24
	100	100

	Post-Return Contact With USAID:	
	Yes	No
Base =	(192)	(172)
	%	%
High utilizers	39	29
Medium utilizers	40	51
Low utilizers	21	20
	100	100

	Post-Return Request of Help from USAID:	
	Have Requested Help	Have Not Requested Help
Base =	(76)	(288)
	%	%
High utilizers	43	32
Medium utilizers	41	46
Low utilizers	16	22
	100	100

(Continued)

Table 76 (Continued)

	Current Membership in U.S. Professional Societies:		Receipt of U.S. Professional Publications:	
	Member	Not a Member	Receive	Do Not Receive
Base =	(160)	(196)	(211)	(146)
	%	%	%	%
High utilizers	38	31	36	31
Medium utilizers	38	51	41	51
Low utilizers	24	18	23	18
	100	100	100	100

Participant evaluation of the programs or various aspects of them are, in general, only slightly related to utilization of training. As far as overall evaluation of the program is concerned, there are more high utilizers among those who say they are "very satisfied" with their programs than among those who are "moderately satisfied."

Table 77

	Overall Satisfaction With Training Program:	
	Very Satisfied	Moderately Satisfied
Base =	(170)	(177)
	%	%
High utilizers	39	30
Medium utilizers	43	50
Low utilizers	18	20
	100	100

(Continued)

Table 77 (Continued)

	Attitude on Length of Program: About Right	Too Short
Base =	(116)	(235)
	%	%
High utilizers	34	35
Medium utilizers	44	46
Low utilizers	22	19
	100	100

	Attitude on Level of Program: About Right	Too Simple
Base =	(309)	(37)
	%	%
High utilizers	35	32
Medium utilizers	46	44
Low utilizers	19	24
	100	100

	Attitude on Variety of Training: About Right	Would Have Liked More	Too Many Things
Base =	(145)	(167)	(52)
	%	%	%
High utilizers	32	35	37
Medium utilizers	49	43	42
Low utilizers	19	22	21
	100	100	100

(Continued)

Total 77 (Continued)

	Advance Information on Country:		
	Adequate on All Five Points	Adequate on Four Points	Adequate on Three or Less
Base =	(213)	(84)	(67)
	%	%	%
High utilizers	35	32	33
Medium utilizers	47	45	40
Low utilizers	18	23	27
	100	100	100

	Advance Information on Program:		
	Adequate on All Five Points	Adequate on Four Points	Adequate on Three or Less
Base =	(193)	(85)	(86)
	%	%	%
High utilizers	33	32	38
Medium utilizers	48	49	36
Low utilizers	19	19	26
	100	100	100

	Opinion of AID Money Available During Training:	
	About Right	Too Little
Base =	(230)	(133)
	%	%
High utilizers	36	32
Medium utilizers	46	42
Low utilizers	18	26
	100	100

METHODOLOGY

All Kenyans who had been trained abroad on an AID program, and who had returned from these programs by January, 1966, were eligible for inclusion in the survey. The Participant Directory maintained by the Training Office of USAID/Nairobi listed 688 participants; of this number, 162 were ineligible for the evaluation survey for a variety of reasons: they had not completed their programs or had not returned to Kenya before January, 1966; or they had not left the country for their training; or had not gone on a training program;* or had been participants more than once and therefore their names had multiple listings in the Directory. Of the remaining 526 eligible participants, seventy per cent (364 participants) were interviewed. Reasons for non-interview among eligible participants are given in the following table.

*Included in this category are persons who went abroad on recruitment drives and those sent to attend short conferences.

REASONS FOR NON-INTERVIEW

		NUMBER	
		#	
Dead	4		
Whereabouts Unknown	49		
No address information available from AID		17	
Not traceable from previous address		32	
Abroad at Time of Survey	58		
Working/studying abroad: country known*		25	
United States			9
Uganda			6
Canada			3
France			2
Pakistan			2
China			1
Germany			1
Russia			1
Working/studying abroad: country unknown		7	
Non-citizens who have left Kenya**		26	
Whereabouts in Kenya Known	51		
Refused to participate in survey		17	
Failed to keep appointments for interview		13	
Too ill to be interviewed		2	
On leave		3	
Not contacted because located in inaccessible areas		2	
No response to all efforts to contact		14	
TOTAL	162		

*Includes six participants assigned to embassies: two are stationed in Paris and one each in Washington, Moscow, Peking and Bonn.

**This group is largely comprised of former European residents of Kenya who have moved permanently to other countries. All but two participated in training programs prior to the granting of Independence to Kenya.

Comparison of the two groups of eligible participants -- those interviewed and those who were not -- shows no great disparity between them in terms of field of training. There are nine per cent fewer public administration trainees among the interviewees than among the group not interviewed; to a lesser degree, six per cent, the reverse is true of community development participants.

	Interviewed	Not Interviewed
Base =	(364)	(162)
	%	%
Field of Training:		
Agriculture	49	49
Public Administration	24	33
Education	10	6
Community Development	12	6
All other	5	6
	100	100

Current job and address information, obtained in the course of searching out participants for inclusion in this survey, has been forwarded to the USAID Training Office in Nairobi.

The eligibility of supervisors for interview was dependent upon the completion of a participant questionnaire. Participants were asked at the end of their interviews for the names of their immediate supervisors who were then approached for interview. Of the 364 particiapants interviewed, 60 reported having no supervisor. Some individuals are the supervisors of two or more participants. In all, 129 persons who supervise the work of 172 of the participant respondents were interviewed.

The questionnaires used for interviewing both the participants and the supervisors were provided by AID.

All interviews were conducted during the months from September, 1966 through January, 1967, by especially trained Kenyan interviewers. The interviewers were trained by key personnel of Marco Surveys, Ltd., Nairobi. A minimum of ten per cent of all interviews were personally checked with the respondent in order to ensure not only that the interview had been accomplished, but had been conducted in strict accordance with specifications.

The editing and coding of the participant and supervisor questionnaires were done in INRA's New York office; the fully-developed codes used were, again, provided by AID. All the coded data were punched onto IBM cards and verified on the installation of IBM machines maintained by the Data Computing Corporation of Hempstead, New York.

The percentaging of the data, the analysis of it, and the actual production of this report were done in the New York office of International Research Associates.