PN-AAS-413

ISN: 39281

FINAL REPORT

INTERNATIONAL TRAINING

ASSESSMENT PROGRAM

October 1972

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FOREWORD

This report was prepared by Paul R. Kimmel, William C. Ockey, and Herman J. Sander of The American University's Development Education and Training Research Institute (DETRI), under Contract AID/csd-2865. The authors were ably assisted by Ann Fenderson, Pobert McCarthy, and Pamela Nash, also of the staff of DETRI.

In preparing the history of the International Training Assessment Program (ITAP), the authors were reminded of the many individuals who were responsible for its success. We wish to express our sincere appreciation to Dr. William A. Lybrand, the former Director of DETRI, who conceived and organized the project, for his leadership and support. All of the staff members who participated in the ITAP over its 76 month history were invaluable contributors to our efforts. Their enthusiasm and suggestions were vital to the program's development. We want to especially thank Mary Ann Edsall, Diane Grundy, Eugene Kassman, Joan Kontos, Thomas Proulx, Richard Seabrook, and Nancy Syntax. We were also fortunate to have an unparalleled group of graduate research assistants and Cultural Communication Specialists (see Appendix D). The quality of their inputs to the program can easily be seen in the notes of the staff meetings in which they so willingly participated (see Appendix E).

The instruments, procedures, and analytic approach for this project were developed with the advice and counsel of: Dr. Lloyd Free, Institute for International Social Research; Dr. Eugene Jacobson, Michigan State University; Dr. Daniel Lerner, Massachusetts Institute of Technology; Dr. Harley Preston, American Psychological Association; and Dr. Bryant Wedge, Institute for the Study of National Behavior. Dr. Antanas Suziedelis, The Catholic University of America, has provided invaluable assistance with the data analysis, and Mr. Edmund Glenn, University of Delaware, has contributed both to the training of interviewers and the refinement of the research approach. These men made up the

the Technical Advisory Committee for the project. The technical quality of our documents reflects the suggestions of these consultants.

Finally, we would be remiss if we did not acknowledge all the assistance we have received over the years from the Agency for International Development's Office of International Training. A special debt is owed to the late Dr. Forrest Clements and to Dr. Philip Sperling, our two project monitors, and their supervisors, Dr. John Stabler and Mr. John Lippmann, for their helpful and professional advice and guidance, which never in any way intruded on the scientific integrity of our work. The continued support of Dr. Martin McLaughlin, Deputy Director of OIT, and the significance given to evaluation in general and the ITAP in particular by Mr. Daly Lavergne and Mr. Robert Matteson, former Directors of OIT, gave a sense of meaning and significance to our work which was deeply appreciated. Thanks are also due to Mrs. Miriam Hope and Mrs. Maria Moore of the Office of International Training for their cooperation with the DETRI staff, particularly in coordinating the DETRI exit interviews with the operations of their office.

PREFACE

On 30 November 1966, Mrs. Annie Harris-Cole from Sierra Leone received the first individual exit interview given at The American University's Development Education and Training Research Institute (DETRI). On 31 March 1972, Mrs. Amelia Avorque from the Philippines received the last exit interview. Between these dates, 10,825 AID participants from about 75 different countries came to DETRI to fill out questionnaires and discuss with us their experiences in the United States. The purpose of these exit interviews was to obtain reliable information on what participants felt and thought about these U.S. experiences and to allow them to "debrief" themselves before returning home. Results from the evaluations these participants made of the interviews when leaving DETRI (see pp. 47 and 48 of this report) and the ratings we as interviewers gave to our conversations with them indicate that these encounters were mutually satisfying and worthwhile. For example, one participant, who had had some unfortunate experiences in the United States, said of his exit interview, "It serves a real purpose. My whole program would have been worthless without it."

More than 130 reports were provided to The Agency for International Development's Office of International Training (AID/OIT) based on the results of these exit interviews (see Chapter 3). In addition, 13 briefings were given by DETRI staff members to government officials to elaborate and explain the findings (see pp. 53 and 54). In general, these reports and briefings were well received. As one USAID Training Officer reported, "We find these reports very helpful in evaluating each program. The problems are noted and attempts are being made to rectify situations under our control." An official of OIT wrote, "I support DETRI exit interviews to continue indefinitely as a positive part of good management-control." Of course, as with any assessment effort, there were some officials who were less enthusiastic about our findings.

To quote one such official, "Little is being added to our programming ability nor to the total understanding of participants by the DETRI reports."

Some criticisms of the exit interview procedures and reports which we received were invaluable in helping to improve our efforts. Others arose from misunderstandings and resulted in an open invitation to any user of exit interview information to visit DETRI to observe our procedures, and in the publication of a "Guide for Users of the Detri Exit Interview" (November 1970), to clarify some common misconceptions. The visits, users' guide, and refinements in our procedures and reporting format (see pp. 52-55) further increased the utilization of exit interview findings. On 11 May 1971, AID/OIT published the results of a survey which listed more than 85 different ways in which the reports had been used (see Appendix I).

Late in 1971, we were informed that the contract for conducting exit interviews would not be renewed by AID in 1972, because of a shift in OIT's "mode of evaluating training." We sincerely hope that this shift will not cause AID/OIT to stop gathering and reporting impartial information from the participants as a vital part of their assessment efforts. Without this kind of information, program planners will have to rely on the hunches and personal case histories that hampered program development prior to 1967 (see pp. 2 and 3). It is difficult to get some officials to take note of available participant comments when these do not square with their observations or (to quote one such official) with "the evaluations received from every person and training center involved with their programs." Many of these individuals would agree with an observation made in a critique of one DETRI report: "What standard qualifies the average foreign student to evaluate our programs and how they're carried out?" If data like those obtained through the DETRI exit interviews are not available, the participants' point of view will get even less attention.

While we do not believe that the participants' point of view is the only one to consider in program planning, we do feel it is

a crucial one. There is evidence from the 1964 Worldwide Evaluation Survey that participant satisfaction is closely associated with the ultimate goal of the participant training programs: the utilization of skills and knowledge on return to home country. Chapter 1 of this report describes the background and findings of this study and other AID assessments of utilization of training and makes some specific suggestions for relating DETRI exit interview data and procedures to future follow-up evaluations.

We believe that participant experiences and satisfactions were reliably measured and reported through the exit interview program.[1] Chapter 2 relates the history and procedures of that program, and Chapter 3 describes all the reports. Chapter 4 presents some of the analytic techniques used and results obtained, and indicates how further analyses of extant data would be useful to program planners. In Chapter 5, Title IX objectives for participant training programs are discussed and innovative techniques for gathering relevant information from participants are recommended. Chapter 6 provides a brief history of the assessment study of orientation programs at the Washington International Center which DETRI conducted for AID under another contract.

Perhaps the most valuable information for anyone wishing to benefit from our experiences with the exit interview program is contained in the 11 appendices which detail our instruments, procedures, and meetings. Due to the great length of some of these appendices, only one copy of each is being sent to AID/OIT. We hope that they will be used often by policy-makers, program mangers, and researchers interested in listening to the participant trainees "speak for themselves."

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1. In personal correspondence and in the introduction to several reports, AID/OIT officials have cited the DETRI performance on the exit interview contracts as being "consistently of the highest excellence," and responsible for providing "high-quality feedback information" which has "steadily improved the management of training programs."

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CHAPTER 1

CRITICAL OVERVIEW AND RECOMMENDATIONS ON AID FOLLOW-UP EVALUATION PROCEDURES

INTRODUCTION

The purpose of this chapter is to present a critical assessment of AID post-return participant training evaluation and follow-up procedures in consonance with the methods used and data available from DETRI exit interviews (July 1967 through March 1972). To do this, we will briefly review the historical background of the methods used, results achieved, and changes made or considered as a result of: (1) early efforts to evaluate the effectiveness of the participant training program in meeting U.S. objectives; (2) the worldwide evaluation survey (1960-1964); and (3) the post-return follow-up program of evaluation and activities. The remainder of the chapter outlines current follow-up procedures and makes recommendations for introducing more precise and standardized evaluation procedures into follow-up activities.

HISTORICAL BACKGROUND

Beginnings

Participant training has played an increasingly significant role in U.S. technical cooperation and assistance activities since 1945. With the reorganization and expansion of foreign aid that accompanied the establishment of the International Cooperation Administration (ICA) in 1955, greater numbers of foreign nationals from developing countries came to the United States for technical training. In 1950, 1,700 participants came to the United States from relatively few countries. In 1955, the

number had increased to 5,000 from 59 nations (mainly European, Latin American, and Asian). In 1960, almost 6,800 foreign nationals came for participant training from 84 countries. By that year the total number of U.S.-trained foreign nationals had passed 50,000.

Early Evaluation Efforts (1945-1959)

As the participant training program expanded, the need for evaluating its effectiveness in meeting U.S. objectives became apparent. From 1945 to 1960, a form of post-training (or "exit") interviewing of participants had evolved, but it had no unified, systematic pattern. These interviews were conducted by administrative personnel of ECA (later ICA), by specialists in participating agencies, or by both. The length and coverage of interviews varied greatly. Some interviews were real attempts to ascertain the weaknesses, strengths, and usefulness of the training programs; others were little more than a "warm farewell."

A survey was conducted by ICA in November 1959 into the training divisions' methods of conducting "exit interviews." A similar survey was made shortly thereafter to ascertain the exit interview practices of the training offices of most of the participating agencies. The survey reports highlighted the following weaknesses of early exit interview procedures and suggested remedies for each:

1. Evaluation is not likely to be performed objectively or impartially when evaluating personnel are placed in the position of rating their own performance. The personal involvement of evaluating personnel, particularly program managers, with the individual training programs into which they had had some responsibility for placing the participant, may prevent them from seeing weaknesses and mistakes when they occur.

Suggested action: Evaluation by an outside staff (or agency) is the best method of assuring that the elements of objectivity and impartiality are present in the evaluation system.

2. Lack of unified supervision and unclear objectives result in (a) inconsistent interview practices; (b) greatly varying time allocations to each interview (5 minutes to 2 hours for individuals; 30 minutes to 4 hours for teams); (c) spotty coverage and scheduling of participants; and (d) inadequate recording, reporting, and analysis of resulting information.

Suggested action: The responsibility for developing and supervising a systematic, integrated program of participant training evaluation, including exit interview and follow-up activities in home countries, should be assigned to the Office of Participant Training (ICA-O/PT; later AID/OIT). Exit interviewing procedures should be standardized to provide uniform participant scheduling and interview item coverage and recording and reporting methods suitable for aggregating the data for statistical analysis.

3. Inadequate interview procedures induce poor utilization of evaluation reports. Some staff members felt these evaluations were useless and did not even send them to the Missions. Others sent them but saw no evidence they were either read or utilized.

Suggested action: Assure that weaknesses revealed by end-of-training evaluations are called to the attention of responsible training elements, in particular the Missions, for corrective action.

Worldwide Evaluation Survey (1960-1964)

Almost immediately following the internal evaluation of exit interviewing in late 1959, ICA decided to evaluate the effects of its participant training program on a worldwide basis through an extensive survey of participants who had been back in their home countries for 6 months or more. The responsibility for conducting the survey was delegated to each U.S. Operations Mission (USOM).

A target of not more than 500 interviews for each country was set, and no country was included which did not have at least 100 participants who had been back for 6 months or more. This meant that in some countries almost all of the available ex-participants were interviewed, while in others a probability sample was drawn from the listing of eligible returnees. Answers from the sample interviewees were weighted so that they represented the total of eligible returnees.

The primary objectives of the survey were outlined as follows: (1) Ascertain whether participants are: (a) returning to positions for which they had been trained; (b) effectively using their training; and (c) transmitting their knowledge to others. (2) Identify significant factors which contribute to or hinder use of training and communication of knowledge and skills. (3) Ascertain if AID technical training is (a) at the appropriate level; (b) of good quality; and (c) relevant to needs of participants in home country conditions and job activity. (4) Determine whether non-technical aspects of training programs are adequate (orientation on life in the United States, home and community hospitality, and assistance in adjusting to cultural factors). (5) Ascertain if the administrative practices and procedures of ICA (AID) are adequate and effective to identify weaknesses and causes of dissatisfaction. (6) Produce other reliable information on factors such as: (a) relative merits of U.S. versus third country training; and (b) relevance of participant age to accomplishing a successful training program and subsequent use of training.

After consultation in Washington and the field, it was decided to use a standard personal interview schedule as the major instrument. Interviewing was to be done through each USAID Mission by trained interviewers who were nationals of each country surveyed. Information to be gathered by the interviewers included:

(1) Personal background information including occupation, at the time of selection and now--no less than 6 months after return.

(2) Pre-training activities: details of selection, sponsorship, preparation, program planning, orientation, etc.

(3) Program sojourn in the United States: arrival and orientation; program management in AID and participating agencies; types and locale of training; language problems; assessment of technical and non-technical aspects of training.

(4) Post-return period (follow-up): participants' career patterns; relations with U.S. advisors or assistance projects; use of training and further plans; extent and means of transmitting benefits of training to others; set of general evaluations of the training experience.

The survey was conducted during the period 1960-1964. The bulk of the interviewing was done in 1961-1962, and by the end of 1964 the results from 30 countries were received.

Of the approximately 50,000 participants who had returned since the inception of the ICA-AID program, 9,668 were interviewed in this survey. As the weighted sample, this number represented a total of about 19,000 participants. Other sources of information were also tapped, notably supervisors of returned participants and U.S. technicians who were familiar with their careers.

All participants had to agree to have their supervisors interviewed before an approach to the latter was made. Data came from interviews with: (a) participants only--34% of the cases; (b) participants and their supervisors--39%; (c) participants and technicians working with them--9%; and (d) all three sources--18% of the cases.

A 9-point scale was constructed to measure the extent to which participants had used and transmitted their technical training as reported by all sources interviewed. Participants were classified into four groups which ranged from "very high" to "low" utilizers. These groupings were correlated with other

training program factors as reported by the participants. Findings pertinent to this report were:

1. The greater the U.S. Mission (USOM--later USAID) support for returned participants through personal contacts and further technical assistance, the higher was the participants' utilization of the technical training they had received.

2. Utilization by the participants was heavily influenced by the relationship of their supervisors to their programs. The more active the supervisor's role in selecting participants, planning their program, and helping them after return, the greater was their utilization of training after return.

3. The satisfaction with which a participant viewed his total training experience was strongly related to his utilization ratings. On a satisfaction index (constructed in a manner similar to the utilization index described above), those who scored "high satisfaction" with their total, overall training programs in the United States and thought "it was one of the most important things" they had done, also scored high on utilization.

These findings contributed to the formalizing and standardizing of the Exit Interview and Post-return Follow-Up activities in the AID Manual Order series 1389.1 and 1389.2.

The development and history of the DETRI Exit Interview Project is being dealt with elsewhere in this report (Chapter 2). The remainder of this chapter will be concerned with post-return evaluation and follow-up.

The Post-Return Follow-up Program

Section III of AID Manual Order 1389.1, dated April 28, 1965, entitled Evaluation of Participant Training, concerns post-training (overseas) evaluation. The objectives of the post-training evaluation as stated in Manual Order 1389.1 are practically identical with those of the Worldwide Survey (see p. 4, above). AID/Washington is responsible for "devising a standardized system . . . and for consulting with the Mission in determining when such evaluation is to be undertaken." The Mission is responsible for "determining how local evaluation studies are to be carried out" and "providing financing for the post-training evaluation studies."

In the Follow-up Manual Order (1389.2, dated March 16, 1967), the Mission Training Office is specified as "the central coordination point for participant follow-up activities," and is responsible for "developing formats for use in the participant reentry and subsequent interviews" and seeing to it that each participant is interviewed "to assess the result of his training abroad and its impact on the development of favorable or adverse attitudes toward the United States." Technical Advisors, who are responsible for working with returned participants in their fields of specialization and on technical AID projects, may do the reentry and subsequent interviewing.

An Annual Report (U-418) on follow-up activities is required of each Mission. This is to contain, among other things, (1) "an estimate of the percentage of participants who are using their AID-financed training in their general field of specialization" with reasons for non-utilization when indicated; and (2) "an estimate of the percentage of participants living in the country in whom AID-financed training and Mission follow-up activities have fostered favorable attitudes toward the United States." Presumably these estimates were to be made from personal contacts

and interviews by technical advisors with participants and their supervisors plus observations of on-project activities.

Results

The AID follow-up survey of Fiscal Year 1968 (a statistical summary of the Mission reports) contains the following results from 46 active Missions covering a cumulative total of about 76,000 participants who had returned since the end of the Worldwide Survey: (1) an average of 85% (ranging from 77% to 95%) of the participants were "using" their training, 6% were not using it, and on 9% there was no information. (2) An average of 82% had a "generally favorable attitude" toward the United States, 3% were "indifferent," 1% were "generally unfavorable," and there was "no attitude information" on 14%.

It is impossible to ascertain just how these estimates were arrived at. There was no indication that a standard or model interviewing format had been used on a sampling of participants for follow-up interviews. Country extrapolations could have been made for both estimates from contacts with the most accessible participants, and those who were more likely to furnish the "success stories" required by the Manual Order 1389.2 reporting guidelines.

CURRENT FOLLOW-UP PROCEDURES

The Fiscal Year 1970 revision of the Follow-up Manual Order 1389.2, which is currently in force, contains several significant changes from the Fiscal Year 1967 version. Of most interest to this report is the fact that there is no longer a reference to "Evaluation of Participant Training" as part of the "follow-up program." Guidelines for completing the annual Mission report (U-418) omit the former requirement for an estimate of the percentage of participants who have favorable attitudes toward the

United States as a result of their training and follow-up activities. While the reporting of "utilization" (defined as "whether or not the returnee is using and/or transmitting the knowledge and skill acquired during his AID-sponsored training") is still emphasized, there is no further elaboration of the methods to be used in arriving at such estimates. It would appear that post-return evaluation based upon a standard interviewing format with a representative sample of participants is practically non-existent.

Results from the most recent survey (1971) indicate that:

1. The number of returned participants at the end of Fiscal Year 1971 had increased by approximately 18,000 since Fiscal Year 1968.

2. There were still 46 active Missions, but the number of training officers had decreased from a total of 50 in Fiscal Year 1968 to 29 in Fiscal Year 1971, almost doubling the participant ratio per training officer.

3. The average percentage of utilization has returned to the Fiscal Year 1968 level (84%) after having risen to 89% in Fiscal Year 1969 and declined to 86% in Fiscal Year 1970.

Although the Fiscal Year 1972 follow-up reports are not as yet available, the findings are reported to be similar to those of the Fiscal Year 1971 report. There has been further reduction of personnel in Mission ofifces, and the number of countries receiving technical assistance training aid has been officially reduced from 46 to 40.

Current Status and Future Possibilities

In view of recent cut-backs in personnel and funding, AID may have to reorganize and "decentralize" its participant training program. "But" (according to one official), "as long as there is any participant training program under AID or other State Department sponsorship, three functions of the current training program are not likely to be released from U.S. control:

(1) selection of participants; (2) pre-departure preparation and orientation; and (3) post-training follow-up assessment of program effectiveness."

CONCLUSIONS AND RECOMMENDATIONS

It can be assumed that some form of participant training program will continue and that AID/OIT (or its successor) will maintain control of a follow-up assessment of program effectiveness.

Given the present level of personnel and funding, the current follow-up system will provide the necessary "evidence" that participant training programs are meeting their objectives and deserve to be kept alive. However, to ensure long-range improvement of participant technical training programs from selection to utilization (regardless of who administers the programs in the future), more precise and standardized evaluation and follow-up procedures need to be built. Objective and relevant information on the participants' use of training and their performance on the job needs to be gathered and correlated with available DETRI data on their descriptions of and satisfactions with their training, and the results made available to AID administrators at all levels. How is this to be done?

The following ideas are suggested:

1. From the experience gained through the Worldwide Survey and subsequent exit interviewing activities, a "model" interview schedule could be constructed by specialists in OIT. The participants could be asked about the frustrations and satisfactions they have experienced in applying the results of their training after they return to their home countries. They could also be asked what improvements they would now recommend for a training program such as they had received.

2. This interview could be administered by trained interviewers to a sample (or the total number if feasible) of

participants in each country, 6 months or more after their return.

3. A mail questionnaire could be devised to be completed by the returnees' supervisors and/or technical advisors. This questionnaire would ask about changes they have observed in the participants' performance and ideas since taking part in U.S. training programs.

How would such a follow-up evaluation be carried out?

The interviews and questionnaires would have to be tested on a sample of participants and supervisors in several countries, through the USAID's. After necessary revisions, the actual administration of the interviews could be handled in several different ways:

(1) In some (smaller) countries the USAID training office might train local interviewers to give the interview to eligible returnees, while the U.S. technical advisor or training officer could interview their supervisors.

(2) In larger countries, the Mission might arrange a contract with a local survey research firm to do the interviewing and send the responses back to AID/Washington before or after coding and processing.

(3) In more remote countries, relevant sections of the interview or questionnaire (in the language of the country) could be mailed through the USAID Mission to participants and supervisors for completion and returned through the USAID to AID/Washington.

(4) A combination of the procedures in (1) and (3) could be used with interviews being given to selected participants and supervisors on the basis of their questionnaire responses.

After the instrument development and interviewer training phases are accomplished, the processes of periodically gathering and analyzing the data are relatively inexpensive. Information provided in this report on instrument development and

training of interviewers (see Chapter 2) should be invaluable in the establishment of such follow-up evaluation activities.

4. Results from these standard interviews and questionnaires could be used in a variety of ways, including:

(a) to supplement the reports of follow-up activities made by USAID Missions;

(b) to correlate with ratings given by individual participants in their DETRI exit interviews;

(c) to determine the relationship between the participant's ratings (at DETRI and in home country) and those of his supervisors and technical advisors;

(d) to compare matched participants trained in-country, in third countries, or in the United States on the utilization level attained by each;

(e) to determine the relationship between selection procedures and utilization;

(f) to determine the relationship between competence while being trained and competence in actual job performance.

If more observable information that does not rely on participants' and supervisors' ratings is desired, it would be necessary to train local personnel to unobtrusively keep records of measurable outcomes of participant behavior on the job. For example, a participant trained in public administration could be scored in terms of the number of people and/or papers he handles per time unit, the number of subordinates he communicates with and/or trains, the amount of available budget he spends, the quality of his record-keeping, the number of projects he starts, how he evaluates his subordinates before and after his training, etc. This type of measurement would have to be done on a highly selected sample of participants using well-trained observers, as it is quite expensive and sensitive.

CHAPTER 2

HISTORY OF THE INTERNATIONAL TRAINING ASSESSMENT PROGRAM

BACKGROUND

In July 1966, the Development Education and Training Research Institute (DETRI) of The American University began an evaluation research program with foreign nationals brought to the United States for technical training by the Agency for International Development, Office of International Training (AID/OIT). The research mechanism for carrying out this program was an "exit interview" conducted at the completion of the participant's training program, prior to his departure for his home country.

The exit interview has been used as an evaluation tool by the Agency for International Development and its predecessor agencies since international training programs began under the Marshall Plan shortly after World War II. These interviews were usually conducted by program managers either in the foreign aid agency or in other participating government agencies as part of the final meeting between the participant and the program manager responsible for the participant's training program.

An internal management study conducted by AID/OIT of the evaluation aspects of these final meetings revealed a number of shortcomings. Such evaluation was found to be informal and unstandardized; it was not likely to be performed objectively or impartially; and the results were not amenable to the aggregation necessary for an overall evaluation of the total international training program. (See Chapter 1 for detailed conclusions and recommendations of the staff study.)

Following the recommendations contained in this staff study, AID/OIT proceeded to develop plans for centralizing and standardizing the exit interview process. A questionnaire was developed (Clements/Deuss, 1963) and pretested on a small number of participants. However, for both technical and administrative reasons, AID/OIT decided that the exit interview should be conducted by an impartial, independent organization. This resulted in three contracts between AID and The American University for the development and operation of the exit interview program: (1) Contract Number AID/csd-1182, June 30, 1966, to August 31, 1967, Development of the exit interview program; (2) Contract Number AID/csd-1839, September 1, 1967, to August 31, 1970, Operation of the exit interview program; and Contract Number AID/csd-2865, September 1, 1970, to October 31, 1972, Operation of the exit interview program; provision of a data bank and retrieval system; and development of an entry interview program.

This report describes the development and operation of the DETRI exit interview program in nine Parts, as follows: Part I, Purpose, Rationale, and System Design; Part II, Academic and Special Questionnaires; Part III, Individual Oral Interviews; Part IV, Observation Training Team Interviews; Part V, Operating Procedures; Part VI, Staff and Physical Facilities; Part VII, The Entry Interview; Part VIII, Reporting to AID/OIT; Part IX, Data Bank and Retrieval System; Part X, Technical Advisory Committee; and Part XI, Utilization of Exit Interview Information.

PART I. PURPOSE, RATIONALE, AND SYSTEM DESIGN

The purpose of the DETRI exit interview program was to provide AID/OIT with valid and reliable information to be used in improving the administration and conduct of current programs, and planning improved future programs. The exit interview uses participant satisfactions as the principal yardstick for measuring training program effectiveness in the absence of a measure of utilization

of training in the home country (see Chapter 1). The rationale[1] for using satisfactions as the yardstick is as follows: participants who, on the whole, are more satisfied with their training experiences are more likely to make good use of their technical training than participants who are dissatisfied. In the same way, the participants who view their training experiences positively are likely to evaluate United States foreign policy objectives more objectively and fairly than participants who are disgruntled and negative.

The DETRI exit interview system was designed under the following guidelines established jointly with AID/OIT:

1. Types of Interview Instruments

a. For Academic and Special participants (see Appendix B for definitions) two types of instruments were required:

(1) A standardized, structured questionnaire to be completed by each participant under supervision of a questionnaire administrator. The questionnaire covered all aspects of the participant's training and social experiences, including administrative arrangements, and satisfaction with the accomplishment of technical and non-technical objectives. This was the public, on-the-record participant assessment, and provided the common, aggregate information required for evaluation of the total international training program.

(2) An unstructured, but focused, oral interview to each participant on a private, anonymous basis. The individual interview had two functions. First, it gave the participant an opportunity to talk "off-the-record" to a sympathetic, knowledgeable, and understanding listener. Second, it provided interviewer assessments of the salience of the participant's U.S. experiences, and the relationship of these experiences

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1. This rationale is based on findings of the Worldwide Evaluation Survey, 1960-1964. See Chapter 1 for the principal Survey findings.

to his career and social and economic development in his home country.

b. For Observation Training Team participants a standardized, structured, oral interview to be conducted in a group session with each team was required. The group oral interview covered much of the same content as the formal written questionnaire for Academic and Special participants. At the conclusion of the structured interview, an off-the-record session was conducted to serve the same functions (on a group basis) as the private oral interview did for the Academic and Special participants. The interview for Observation Training Teams was conducted orally, with the assistance of an interpreter when necessary, since team members were not required to understand and use English.

2. Participants to be Interviewed

Initially, all participants who passed through Washington, D.C., on their return trip to their home countries were to be interviewed. As soon as administratively feasible, interviews were to be conducted with participants departing from Miami, New Orleans, and West Coast locations. (This anticipated extension of the exit interview project did not take place, as feasibility studies undertaken by DETRI indicated that such an extension was not cost-effective.)

3. Participant Processing Arrangements

Exit interviews were to be conducted on a continual, year-round basis to fit in with participant departure schedules. One-half day (4 hours) of each participant's terminal stay in Washington, D.C., was to be programmed by AID/OIT for the exit interview, prior to the final meeting of the participant and his program manager.

Two interviewing sessions were to be conducted daily (morning and afternoon) Monday through Friday of each week.

The interviewing facility was to be easily accessible by public transportation from the main AID/OIT offices.

4. Feedback to AID/OIT

AID/OIT was to receive three copies of the written questionnaire completed by each Academic and Special participant; three copies of a written report prepared by the interviewer on each Observation Training Team interview; and semi-annual, annual, and special reports based on aggregate data from all interviews conducted in the period concerned. (Changes in the reporting requirement are given in Part VIII.)

PART II. ACADEMIC AND SPECIAL QUESTIONNAIRES

A. History of Developing the Questionnaires

The topic areas to be covered in the standardized questionnaires for Academic participants and for Special participants were developed through consultation with administrators and program officers in AID/OIT, an analysis of primary source materials concerned with AID International Training Programs, and a review of the literature on foreign student training. The specific questions in each of the topic areas were developed through extensive pretesting over a period of about 7 months. The principal stages in the development of the questionnaire forms, the dates used, and number of participants completing each form are shown in the following chart.

Figure 1

Stages in Questionnaire Development

Questionnaire Form	Dates Used	Number of Participants Completing	
		Academic	Special
Preliminary Try-Out	11/30/66 - 1/20/67	33	38
First Combined	1/21/67 - 4/27/67	110	232
Revised Combined	5/1/67 - 7/16/67	198	185
First Printed	7/17/67 - 11/19/68	891	1162
First Revision of Printed	11/20/68 - 12/30/68	39	176
Second Revision of Printed	12/30/68 - 2/10/69	81	78
Third Revision of Printed	2/11/69 - 4/10/69	83	124
Second Printed	4/11/69 - 3/31/72	2363	2560
		3798	4555

The first printed questionnaire contained 140 items grouped in the following 13 topic areas:

Selection Process
Language Information
Planning of Training
Orientations
Training Programs
Living Arrangements
Social Activities and Services
Travel Arrangements
Money Allowances
Special Communication Seminar
Expected Use of Training
Overall Evaluation
Biographical Data

Questions pertaining to the "Training Program" were different in the Academic questionnaire than in the Special questionnaire. In all other topic areas, however, the questions in each were identical. (A detailed description of the development of the Academic and Special participant questionnaires is given in the "Final Report, AID Participant Training Exit Interview Development Study, 1 December 1967." A copy of the first printed version of each questionnaire appears in Appendix A of that report.)

The second printed questionnaire had 184 items in 12 topic areas:

- Selection Process
- Language Information
- Planning and Orientation
- Technical Training Program
- Special Programs
- Housing
- Social and Recreational Activities and Services
- Travel Arrangements in the United States
- Money Allowances
- Expected Use of Training
- Overall Assessment
- Biographical Data

In the second printed questionnaire, approximately one-third of the items were the same as those in the first printed questionnaire. In revising the questionnaires, it was necessary to retain these common items so that trend analyses of participant reactions over time might be conducted. When the wording of any of these common questions was changed, the data were checked to see if participants were responding differently. (About 10 percent of the reworded questions changed in their connotations to the extent that the data from the two forms of questionnaires could not be compared.) (Copies of the second printed Academic and Special questionnaires appear in Appendix A.)

B. Technical Considerations in Developing the Questionnaires

1. Grouping and Ordering the Questionnaire Items

Since the questionnaire covered the participant's total training experience, from his selection or appointment in his home country to arrangements for his departure from the United States, and expected utilization of training, there was both a time and topic dimension to be considered in arranging the questionnaire items. Through pretesting and staff discussions, a combined time sequence and topic grouping was developed. The topic areas were ordered chronologically from selection to expected use of training. Topics which would call for a repetition of questions if presented chronologically, such as housing arrangements, were grouped in a single topic area. Within each topic area, the participant was asked first to recall the descriptive details of his experiences, then to consider a series of problems that other participants had reported encountering in connection with these experiences, and finally to evaluate the experiences. This was done so that after remembering where he was and what he did, the participant could critically review the details of his experiences and express his feelings of satisfaction and accomplishment in each topic area.

2. Intelligibility of Wording

Because the participants were from a number of cultures and varied greatly in their ability to understand and use the English language, a critical problem in the development of the questionnaire was to word the items so that they communicated the intended meaning. During the development phase of the project, the Questionnaire Administrators initially asked the participants directly about the comprehensibility of the items and the instructions that went with them. Difficulties were noted and items were changed as needed to improve their intelligibility. As the major problems of wording were resolved, the Questionnaire Administrators kept records of the less obvious problems of ambiguity, generality, and presumptiveness in the questions, which were conveyed through the questions asked by participants about specific items. Changes

were made in those items where the problems were not idiosyncratic in nature. (See Appendix B for a copy of forms used to record problems participants had with questionnaire items.)

3. Item Response Alternatives

In the development of the Academic and Special questionnaires it was decided whenever possible to use "closed-ended" questions with specific alternative responses for the respondent to select among. The advantages of this approach are that it requires less time and effort from the respondent, and makes aggregation of data simpler than using "open-ended" questions where the respondent writes out the answer as he chooses. The problem in developing closed-ended response alternatives was to provide a complete and meaningful set of alternative responses.

Many of the initial questions in the developmental questionnaires were open-ended so participants could write whatever answers they chose. When a sufficient number of such answers had been accumulated, they were coded into categories and put into the next version of the pretest (first and revised combined) questionnaires as closed-ended response alternatives. For other items, a tentative list of logical response alternatives to a question was drawn up at the outset. Participants were then asked to comment on the clarity and completeness of these alternatives. Their criticisms and suggestions were used in arriving at the final response alternatives to the question.

4. Questionnaire Format

Because of language differences among participants, special attention was given to the format of questions, with emphasis on art work and visual aids, so that written instructions throughout the questionnaire could be reduced to the minimum. When instructions were used in the questionnaire, they were printed in italics; section and column headings were in a bold type; and items and alternatives were in a Gothic type. Each of the three main types of questions--"contingency," "difficulties," and "evaluative"--were given a distinctive form, and explained by a visual aid in the questionnaire administration room.

The contingency questions were designed so that a participant would not be asked about experiences he did not have. Each contingency question was laid out with red lines surrounding the one or more questions following, and contingent upon, the initial question. For example:

Figure 2

10. Did you make any kind of presentation about your home country to an American audience?

NO ☐

(Go to No. 12)

YES ☐

11. To what audience(s) did you make a presentation?

a. Student international club . ___

b. Church group . . . . . ___

c. Students at elementary or high schools . . . . . ___

d. Other audience(s) (Write in):

_____

If the participant's answer to Question 10 was "NO," he checked the box to the left of the line, and went on to Question 12, as instructed. If his answer was "YES," he checked the box to the right of the line, and then answered Question 11, enclosed in the lines, before going on to Question 12.

The difficulties questions asked about problems the participant may have encountered in different aspects of his training experience. The introductory sentences to the difficulties questions were always the same. The problems were listed on the left side of the page under the heading Difficulties; three columns of boxes headed Not True For Me, Somewhat True For Me, Very True For Me enabled the participant to indicate the extent to which each

difficulty applied to him. The similarity of the layout helped make these items clear to the participants. For example:

Figure 3

16. AID Participants have sometimes reported difficulties with their travel arrangements during their stay in the United States. Listed below are some of these difficulties. To what extent was each of these difficulties true for you?

Difficulties	Not True For Me	Somewhat True For Me	Very True For Me
a. Trips too long and tiring	☐	☐	☐
b. Too much air travel, no opportunity to see country	☐	☐	☐
c. Inadequate transportation at training location(s)	☐	☐	☐
d. Other difficulties (Write in):			

_____

_____

The response alternatives to the evaluative questions always appeared on a 7-point scale where Number "1" (the top category) was designated as "Extremely satisfied (or useful), could not have been better," and Number "7" (the bottom category) was designated "Not at all satisfied (or useful), could not have been worse." Only the two extremes were given written alternatives. Number "2" through "6" had no written alternatives, which allowed the participant to make up his own definition for these scale points when deciding which <u>one</u> of the 7 alternatives he would circle to represent his feelings about the question. For example:

Figure 4

18. How satisfied are you with your travel arrangements during your stay in the United States?

Extremely satisfied, travel arrangements could not have been better	1
	2
	3
	4
	5
	6
Not at all satisfied, travel arrangements could not have been worse	7

5. Political Sensitivity and Invasion of Privacy

During pretesting, items judged to be potentially sensitive or to involve an invasion of privacy were discussed with participants. They were not asked to respond directly to these questions, but were asked what their reactions would have been had they been asked to reply to them. Any question which participants indicated would have been troublesome was dropped. In addition, the final draft of the developmental questionnaires was subjected to external independent reviews by two experts--a former Deputy Director of the AID International Training Programs and the Executive Secretary of a national professional organization's committee on international research--and the project's Technical Advisory Committee (see Part X).

Empirically, these precautions proved effective. None of the 796 Academic and Special participants processed in the development phase complained of invasion of privacy or political sensitivity. From July 17, 1967, to March 31, 1972, over 7,500 participants were given exit interviews; only two of these participants refused to take part in the exit interview when it had been explained to them.

C. Segmented Questi c and Special Participants

In the fall of 1 e received from AID/OIT for revising the exi naires for Academic and Special participants. evelopment of an Entry Interview questionna and the results of the Third Analytic Repor t was decided that some questions in the exi naires concerning participants' predeparture deleted. In connection with DETRI's review ire revisions, consideration also was given of replacing the single exit interview ques entire range of topic areas with a series ngle questionnaires relating to specific topi of these could be administered to individua oups when information was desired on specific ionnaires were designed so the information from ned with data from the previous exit intervi

Segmented quest oped for the following topic areas:

gements
hop
aining
e
Seminars
ogram Planning
op
nal Activities
Program--Academic

Program--Special

Because of the interviewing by DETRI on March 31, 1972, these naires were not pretested or administered to p of each questionnaire, however, was sent to eveloped. In addition, instructions for com aires were prepared in a

form to be sent to participants, if the questionnaires were to be completed by mail, or to be used by a questionnaire administrator if the questionnaires were administered directly. (A copy of each segmented questionnaire appears in Appendix A; a copy of the form, "Instructions to Participants Completing Segmented Questionnaires," in Appendix B.)

PART III. INDIVIDUAL ORAL INTERVIEW

The individual interview was conducted as a conversation between the participant and the interviewer, using an unstructured, but focused approach to ensure that the conversation centered around the participant's experiences in the United States. This approach was designed to complement the structured, impersonal written questionnaire, since important attitudes and concerns are usually more easily expressed in a spontaneous and confidential exchange of views. Technical considerations in using this approach centered around (1) the selection and training of interviewers, (2) the development of interviewing techniques, (3) the length of the interview, and (4) the recording and coding of interview data.

A. Selection of Interviewers

The recruitment of candidates to serve as part-time interviewers (Cultural Communication Specialists) was undertaken on a personal contact basis. The requirements for the interviewers were so specialized that the normal recruitment procedures of placing advertisements and dealing with employment agencies proved not to be appropriate. The problem was to find competent and motivated interviewers who had the flexibility to work on the irregular basis that the individual interviewing demanded, and who would be motivated by the learning experience and intrinsic interest of the work.

Four criteria were used in judging the relative merits of interviewer candidates: (1) academic degrees (since the project

was being conducted in a university environment), (2) interviewing experience, (3) cross-cultural living experience, and (4) foreign language ability. A majority of the interviewers have been graduate students in international fields, who benefitted from the interviewing experience and research training. Most of the other interviewers have been wives who found the part-time work desirable from the standpoint of both interest and supplemental income. (Full-time DETRI staff members conducted about 25 percent of the individual interviews.)

B. Training of Interviewers

The high turnover among interviewers and the uneven flow of participants through DETRI made continuous training of interviewers vital. Principal elements of training involved interviewing techniques, development and refinement of interview write-up and coding procedures, and awareness of cross-cultural differences in peoples. Interviewer training was carried out through three principal means: (1) special training sessions, (2) staff meetings, and (3) individual discussions.

Two special training sessions were held each year. The first was held in late May or early June just before the heavy seasonal influx of participants in the summer months. The second took place in December or early January. Eight of these special training sessions were held; the first in June 1967, and the last in May 1971. Each session comprised a 2-day program for all interviewers conducted with the assistance of outside experts in cross-cultural communication. Major emphasis was given to a discussion of interviewing techniques in cross-cultural situations utilizing role-playing, video-taped simulated interviews, coding of interviews, note-taking and write-ups, and reporting to AID. (Minutes of each of these special training sessions are in Appendix F.)

Three-hour staff meetings were held for all interviewers at 3 or 4 week intervals throughout the project. These meetings were devoted to discussions of problems encountered in individual interviews, interviewing techniques that proved to be successful or unsuccessful, interview write-ups, and coding. (Appendix E contains the notes of all meetings held.)

Individual discussions with interviewers of their interview reports and techniques was a means of obtaining more uniform quality of output and understanding of coding and interviewing procedures. This means of training took place from the beginning and was placed on a systematic, continuing basis in September 1970. At that time, one senior staff member was assigned to review all interview reports, and discuss a representative sample periodically with each interviewer.

C. Development of Interviewing Techniques

Throughout the operation of the exit interview program, continuing emphasis was placed upon developing or refining interviewing techniques for handling situations and problems arising in the oral interviews. Among the problems encountered by the interviewers were: how to start the interview; how to induce a shy or reluctant participant to speak; how to keep the conversation spontaneous, but focused; how to gain and maintain rapport; how to avoid situations which might involve invasion of privacy; and many others. No technique was foolproof or likely to work in all cases. However, experience gained in conducting the individual interviews indicated some techniques that were successful and others that were not. This information was discussed in training sessions and staff meetings, and has been compiled in an "Interviewing Manual" (see Appendix H).

D. Length of the Individual Interview

The individual interview followed the participant's leads and interest to the greatest extent possible, since a major consideration was to provide an opportunity for the participant to "debrief" himself. Some participants had few relevant concerns and opinions to express, while others had much to say. No interview was less than 15 minutes, while a few extended to 90 minutes. The optimum time for a full and satisfactory interview was found to be about 50 minutes.

Interviewers, at times, were called upon to hold two interviews during a morning or afternoon session. When this occurred, the first interview had to be limited to about 30 minutes, while

the second usually could be held without a time limit except for the requirement that the entire exit interview not go beyond 4 hours. Under crowded conditions, as often occurred during the summer months, the questionnaire administrator might ask the interviewer specifically to hold the interview to no more than 30 minutes. If the interviewer felt, however, that the participant was in need of more conversation than permitted in the time designated, the interview was extended.

E. Recording and Coding of Interview Data

Although the interviews themselves remained unstructured throughout the project, the code sheets used by the interviewers to make ratings of the conversations became increasingly structured to facilitate the aggregation of the data collected. (A copy of the final form of the code sheets appears in Appendix A.)

Periodic staff meetings with the Cultural Communication Specialists were devoted to discussions of all aspects of the individual interviews (see notes on these meetings in Appendix E), including identification of the subjects participants most often talked spontaneously about. Initially, the interviewers were provided with general guideline questions to have in mind during the interview, as suggested ways of obtaining information that might be useful. As patterns appeared, various items to be coded were added to the code sheets, and codes were refined through experience in using them.

A few examples will serve to illustrate this process. To obtain information related to AID's Title IX objectives (see Chapter 5), one of the first categories on the interview code sheets was ratings of the participant's feelings about the United States and AID. These were initially overall ratings of whether the United States and AID had become a friend or enemy in the eyes of the participant during his sojourn here. Because we found that these categories did not take account of the participant who experienced no change in his feelings about AID or the United States, the categories were refined to measure whether the participant's feelings had become more positive, become more negative, or stayed

the same. When experience showed that it was difficult to ascertain how the participant felt about AID at the beginning of his training program (and thus to measure any change in these feelings) this rating was changed to indicate the participant's evaluation of AID at the time of the exit interview. In addition, we discovered that participants frequently made distinctions between the American people and the United States as a society in their comments. Thus, separate ratings were introduced for measuring participants' feelings about both these aspects of the United States.

Another example concerns identification of experiences of particular salience to the participants. These experiences (which came up frequently--see Appendix K for data) influenced participants' satisfactions with their training programs and their attitudes toward the United States.

In the early interviews, the Cultural Communication Specialists were asked to write in a "Principal Concerns" section of the code sheet any experiences that a participant discussed that were particularly salient to him. From these data, a list was prepared of the experiences that were most frequently discussed. This list was used as categories for the write-ups of the interview information. The Cultural Communication Specialists were asked to indicate what (if anything) was said about each category, its salience for the participant, and whether comments were positive or negative. When it appeared that this list of categories tended to put structure into the interviews (with interviewers trying to get some information on each), this practice was discontinued.

The Cultural Communication Specialist was next asked to list in one section of the code sheet the participant's most positive and his most negative experience. It was soon found that this did not allow us to distinguish experiences that were salient from those that were merely positive or negative. The final procedure for coding this type of information was to have the interviewers narratively describe what they considered to be pervasive experiences on one part of the code sheet and positive and negative predominating experiences on another. These data were then coded according to an empirically developed set of categories. (See the

Coder's Manual for Individual Interviews, in Appendix C, for a definition of pervasive and predominating experiences and the code categories.)

Early in the project, the interviewers were asked to make a single rating of the rapport established in the interview, to indicate how the conversation flowed. These ratings included an assessment of how comfortable or uncomfortable the participant was during the interview and of the amount of understanding that existed between the interviewer and the participant. (This type of information is essential for any analysis of the interview information, as, generally, the better the rapport, the more valid the information obtained.)

After some experience with this code, it was decided that the information wanted was too complex to handle with one rating. The category "Rapport" was temporarily retained, but the interviewers were also asked to make ratings of the amount of formality shown by the participant, his ability to communicate, and the interviewer's impression of the participant. Subsequently, the rapport category was dropped and the final categories in this area became: Completeness of Communication (Closed on all topics to Open on all topics), Style of Interaction (Question-answer to Monologue), Affective Impression of the Participant (Didn't like at all to Found completely likeable), Understandability of the Participant's Experiences (Understood very little to Understood all), and Participant Manner (Formal to Informal). On the final form of the code sheet, the last rating was moved to the section, "Personal Style."

At a meeting of the Technical Advisory Committee (see Part X), it was suggested that it would be of value to AID to have some information on the participants' "personal style." The members of the Committee felt that knowing whether or not a participant had certain characteristics of the "modern" man might help in understanding his role as a change agent when he returned to his country (see Chapter 5). Accordingly, the interviewers were asked to

rate whether they felt the participant was more responsive to individual or group standards, whether he was work-centered or people-centered, and whether or not he was dogmatic. Later refinements in this code resulted in the following final categories: Relation to Environment (Philosophy of Life: whether the participant was fatalistic or self-determining), Problem-solving Style (Behavior during his U.S. sojourn: whether he was rule-oriented or situation-oriented), Use of Time (Outside of formal training program activities: whether he spent his time socializing or working, and how effective he was in using his time), Participant Manner (During the interview: whether he was formal or informal), and a rating of whether or not the participant was judged to be dogmatic.

Several categories on the code sheets were developed to augment some of the questionnaire items, such as whether the interviewer felt the participant had been discriminated against in the United States, what (if any) feelings the participant had about his U.S. degree experience, the participant's feeling of welcome and acceptance in the United States, his evaluations of his training institutions, and his satisfactions with his personal-social and technical experiences in the United States. Other codes were obvious choices (often based on previous research) and were only added to with experience. These include the participant's images of Americans, the categories relating to his social activities during his sojourn, and his feelings about going home.

A major step in the development of recording procedures for the individual interview data was the decision to separate the write-up of the interview from its coding. Until 13 October 1968, the write-ups and code sheets were the same forms. After this, they constituted two separate procedural steps. The only information on the code sheet that was entered prior to doing the write-up was that which depended primarily on immediate recall (the communication and rapport ratings, questionnaire and individual interview validity ratings, and relevant context information). All other ratings were made only after the drafting and study of the write-up by the Cultural Communication Specialist.

The purpose of the write-up was to provide a complete record of the individual interview. As soon as possible after the interview, the interviewer, from his notes and memory wrote a detailed narrative account of the conversation, using the participant's own words at key points if possible. To facilitate later analysis of this information, main ideas from the conversation were used as topic headings in the narrative. The interviewer might add, in parentheses, editorial comments about any aspect of the write-up which he thought would contribute to its intelligibility.

The write-ups and code sheets from the individual interviews were not sent to AID. To preserve the anonymity of the information, the participant's name was never used in the narrative write-up or on the code sheet. Coded information, however, was key-punched and aggregated. (See Coder's Manual, Individual Interviews, in Appendix C.)

Aggregate data from the individual interview code sheets were reported on in Annual and Status Reports (see Part VIII). Well and poorly done write-ups were used (without identification of the participant or the interviewer) to help in training Cultural Communication Specialists in both write-up and coding techniques. A few, anonymous quotes from the individual interview write-ups have appeared in some Profile and Status Reports to help illustrate or explain general trends in the data. In all uses of the individual interview data, we have taken every precaution to honor our pledge of anonymity to the participants.

PART IV. OBSERVATION TRAINING TEAM INTERVIEW FORMAT

The Observation Training Team interview format differed from the Academic and Special participant questionnaires in that it was administered orally to the team, the team members responded orally, their responses were recorded by the interviewer, and the interviewer wrote a report of the interview. For about 90 percent of the teams, the interview was carried out with the assistance of an interpreter, as the Team members did not speak English.

A. Development of the Format

Many of the technical considerations dealt with in the development of the Academic and Special questionnaires were also faced in developing the team interview format. The problems of item and instruction intelligibility, and grouping and ordering of items were very similar for both questionnaire and team interviews, and were handled in the same way. There were fewer items on the team interview format because the sojourn experiences of Observation Training Teams were not as extensive or varied as those of Academic and Special participants.

Although most of the questions on the team interview format were similar to those in the questionnaires, it was not feasible to use many of the "closed-ended" response alternatives in the team interview. If too many response alternatives were orally presented at one time, the participants were not able to remember all of them, and thus might not be able to give the exact answer they desired. Consequently, in the team interview format, questions calling for multiple choice and forced choice response alternatives were eliminated.[1] The closed-ended questions that were used had response alternatives that were of the mutually exclusive type, and in almost all instances asked the participants to make one choice from either two or three alternatives.

Many of the more complex questions in the Academic and Special questionnaires (contingency and difficulties items) were presented as a number of simpler questions in the oral team interview. Items that could not be simplified were asked as "open-ended" questions.

Obviously, all members of a team did not always choose the same closed-ended response alternative or give the same answer to

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1. In the multiple choice response alternative, the participant chooses as many alternative responses listed under the question as apply to him. In the forced choice response alternative, the participant chooses only one of a graded series of answers for each alternative, but he must make such a choice for each alternative listed under the question.

an open-ended question. In such cases, the interviewer recorded: (1) the number of team members giving each mutually exclusive answer to a closed-ended response question, and (2) the number giving different answers to each open-ended question. In the report of the interview, the interviewer indicated the extent to which the group members differed or were in agreement in their answers to each question.

It was found that some participants were less vocal than others when asked questions in a group situation. Moreover, when the group was large it was difficult for every participant to answer each open-ended question. To encourage full expression of views, the interviewer gave the team members an opportunity to make any remarks they wished in an "off-the-record" session immediately after completing the interview, and encouraged quieter member to agree or disagree with other participants' comments. (See Manual for Administration of Observation Training Team Interview, in Appendix B.)

When an interpreter accompanied a team, his evaluation of the answers given to questions was solicited as a further check on the validity, credibility, and completeness of the information. Usually the interpreter had accompanied the team for all or part of its sojourn, and could judge the extent to which the information given was complete and accurate. The remarks made by the interpreter were used in the report of the interview in the same manner that the team members' off-the-record comments were used: to provide the reader with a context within which to interpret the specific answers to questions as given by the group members.

B. Revision of the Format

The group oral interview format went through a series of revisions. The principal stages in the development of the format, the dates each revised format was used, and the number of teams and participants interviewed are shown in the following chart.

Figure 5

Stages in the Development of the Group Oral Interview Format

Format	Dates Used	Number of Teams	Number of Participants
Preliminary Try-Out	11/29/66 - 1/3/67	5	25
Revised Try-Out	1/9/67 - 8/10/67	45	290
Final Developmental	8/22/67 - 9/13/68	87	610
First Revision	9/24/68 - 4/22/69	43	257
Second Revision	4/29/69 - 11/19/69	68	419
First Pre-Coded	11/26/69 - 6/3/71	93	742
Revision of Pre-Coded	6/25/71 - 12/2/71	18	162
		359	2505

The revised format of November 26, 1969, was pre-coded. Comparable data in the interviews held between September 24, 1968, and November 19, 1969, were entered on this form for key-punching and entry into the data bank. Data from interviews of 137 teams using the try-out and developmental formats were not coded. (The final revision of the Group Interview Format appears in Appendix A.)

PART V. OPERATING PROCEDURES

A. Scheduling of Participants

Scheduling of participants for exit interview appointments was described in AID Manual Order T-1389.1, Training Procedure No. 47, May 12, 1969 (see Appendix B). Briefly the procedure was as follows:

1. Two weeks prior to a participant's departure date, his Development Training Specialist (DTS) or Participating Agency Program Specialist (PS) notified the Evaluation Staff, Office of International Training, of the date and time desired for the exit

interview, and forwarded the participant's Biographical Data and Project Implementation Order/Participants (PIO/P) forms with the notification.

2. As each appointment was made, the Evaluation Staff filled out an Exit Interview Appointment Card indicating the date, time, and location of the interview, and sent this to the DTS or PS with a one-page handout consisting of a brief description of the exit interview and a map illustrating the most convenient bus route to DETRI. (See Appendix B for copies of the Appointment Card, the Handout, and the map.)

3. The DTS or PS gave the Appointment Card and Handout to the participant upon his arrival in Washington, D.C., and informed him of the arrangements for the exit interview. In doing so, the DTS or PS was urged to follow the "Standard Briefing about the Exit Interview" (see Appendix B).

4. Participants were scheduled to arrive at DETRI for either the morning (8:30 a.m.) or afternoon (1:00 p.m.) session, and to remain for 4 hours if required. The Evaluation Staff prepared and sent to DETRI (usually on Friday) the schedule of appointments for the following week and the Biographical Data and PIO/P forms for the scheduled participants. (See Appendix B for DETRI Form 5 (AID PARTICIPANTS SCHEDULED FOR EXIT INTERVIEW.)

Upon receipt of the schedule and forms at DETRI, the Assistant Program Director for Operations: (1) reviewed the Biographical Data and PIO/P forms to determine which of the questionnaires best fit the particular training received by each participant (see "Scheduling Criteria for Participants" in Appendix B); and (2) assigned the Questionnaire Administrators, Observation Training Team Interviewers, and Individual Interviewers required to process the participants scheduled each day.[2]

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2. Although the Evaluation Staff attempted to follow the schedule as originally set up for each week, some last minute changes in appointments often occurred. When notified by the Evaluation Staff of a change, the Assistant Program Director for Operations rescheduled the Questionnaire Administrators and Individual Interviewers accordingly.

B. Participant Arrival and Reception at DETRI

Participants normally made their own arrangements for getting to DETRI. The large majority came by bus; some, usually in small groups, came by taxi. Interpreters or Escort Officers accompanying non-English speaking Observation Training Teams made arrangements to bring the team to DETRI.

When an Academic or Special participant arrived, he (or she) was welcomed by the Receptionist, who took his appointment card, offered him coffee or a soft drink, and asked him to be seated if there was to be a wait for other participants. In instances when all participants scheduled had not arrived at the appointed time, the exit interview began when at least half were present, or not later than 9:00 a.m. for the morning session, and 1:30 p.m. for the afternoon. The Receptionist explained the reason for the delay to those present when scheduled.

When a participant arrived after the questionnaire administration had begun, the Receptionist welcomed him, took his appointment card, offered him refreshments, and asked him to read a briefing statement explaining the questionnaire administration procedure, and describing sample questions in the questionnaire (see Appendix B). When he had finished reading the statement, the Receptionist gave him a copy of the questionnaire, escorted him to the Interview Room, and introduced him to the Questionnaire Administrator. He then proceeded to fill out the questionnaire.

When an Observation Training Team arrived at DETRI, the interpreter (or leader of an English-speaking team) identified himself and the group to the Receptionist. She took their appointment cards, offered them refreshments, and notified the Interviewer that the team had arrived.

C. Questionnaire Administration

When the Questionnaire Administrator was notified by the Receptionist that the group of participants had arrived, he went to the Reception Room, collected the appointment cards from the Receptionist, introduced himself, and took the participants to

the Interview Room. He began the session with a natural, conversational delivery of the "Standard Introduction." (See Appendix B. Parts underlined were given verbatim.)

The Questionnaire Administrator then gave each participant the appropriate Academic or Special questionnaire, and a pencil. While the participants were filling out the questionnaires, the Questionnaire Administrator answered participants' questions, recording those which were not due to a language or an understanding problem unique to the participant on the appropriate green or yellow forms (see Appendix B). If a participant indicated that he did not wish to answer a question, the Questionnaire Administrator wrote in pencil "P declined to answer" and informed the participant of the action. When a participant had completed the questionnaire, the Questionnaire Administrator reviewed it for completeness and accuracy; if omissions or inconsistencies were found, he asked the participant for further information. Upon completion of the questionnaire review, the Questionnaire Administrator asked the participant to wait in the Reception Room pending the individual interview. (See Questionnaire Administrator's Manual, Appendix B, for more detailed procedures.)

D. Individual Interview

While the participant was waiting, the Questionnaire Administrator took the completed questionnaire and the participant's Biographical data and PIO/P forms to the Interviewer's Room, and designated the interviewer to conduct the interview. At this time the Questionnaire Administrator gave the interviewer any relevant impressions about the participant that had come to his attention during the administration of the questionnaire.

The Individual Interviewer spent 10 to 15 minutes looking over the questionnaire, Bio-data, and PIO/P forms. In going through the questionnaire, the interviewer sought two things. First, he looked for clues to help him in the interview, both in carrying on and interpreting his conversation with the participant. Second, he checked the participant's answers for any omissions or errors that might have been overlooked by the Questionnaire Administrator.

If the interviewer found errors, he pointed them out to the Questionnaire Administrator who could take the questionnaire back to the participant for completion or corrections.

When the interviewer had finished reading the questionnaire and other documents, he went to the Reception Room, and asked for the participant by name. Having located the participant, the interviewer introduced himself, and invited the participant to accompany him to a small, private interviewing room.

After the conversation began, the interviewer asked questions only when needed for clarification or elaboration (see Appendix H, Interviewing Manual). Information for making most of the ratings on the code sheets was expected to come from the participant, with few direct questions being asked by the interviewer. Information from which coding could be done was obtained from all participants on the following topics: (1) social activities, (2) participant's evaluation of training institutions, (3) participant's feelings about AID, the Participating Agency, and/or contractors, (4) participant's feelings about the United States and American people, and (5) participant's feelings and anticipation about going home. If the information needed for these codes was not obtained in the first part of the interview, the interviewer tried toward the end to introduce topic areas that would elicit this information.

When the interview reached a natural conclusion, the interviewer escorted the participant back to the Reception Room and bid him a pleasant journey. The interviewer then immediately entered the appropriate information on the cover and pages 2-3 of the code sheet (see Appendix A). After completing the separate narrative write-up from his notes and memory, the interviewer coded the balance of the items on the code sheets. The report of the individual interview, consisting of code sheets and the write-up, was due within 5 working days after the date of the interview.

E. Observation Training Team Interview

The Receptionist notified the Interviewer when the team had assembled in the Reception Room. The interviewer called the interpreter(s) aside and described the interpreting procedure to be used

during the exit interview; cautioned him about answering questions for the participants or in any way influencing their answers; and emphasized the need for interpreters who had taken part in interviews before not to anticipate instructions or questions. He also mentioned the short conversation he would like to have with the interpreter(s) at the break or end of the interview.

The interviewer then invited the team to enter the assigned interview room. He began the interview with the "Standard Introduction" (see Appendix B). The interviewer then proceeded with the interview, asking questions in sequence as they appeared on the Interview Format.

As soon as possible after the team interview, the interviewer reviewed the interview format and his notes, making certain that all numerical answers to questions appeared on the format, and that his notes contained answers to the open-ended questions. He then coded the narrative answers to the latter questions into categories on the format. (Answers to closed-ended questions were pre-coded in the November 1969 revision of the format. See Part IV.)

In drafting the report of the interview, the interviewer first filled in all statistical data called for on the report form (Observation Training Team Interview Report, Appendix A), and prepared a rough draft of the ABSTRACT section within 48 hours of the conclusion of the interview. He then drafted the narrative statements called for in the report form, making certain that the statement expressed his interpretation of the reasons for the team members' satisfaction or dissatisfaction with their training program and other experiences.

F. Interviewing Workload

The number of participants given exit interviews each year at DETRI are shown in the following table.

Figure 6

Number of Participants Interviewed
by Years and Type of Training

Year	Academic	Special	Total Academic and Special	Observation Teams Number	Observation Teams Participants	Total Participants
1966*	18	17	35	4	23	58
1967	613	885	1498	94	606	2104
1968	645	878	1523	72	515	2038
1969	767	941	1708	86	550	2258
1970	771	936	1707	70	526	2233
1971	783	843	1626	33	285	1911
1972**	162	94	256	0	0	256
Totals	3759	4594	8353	359	2505	10858

*November and December 1966 (Interviewing began on November 29, 1966.)

**January-March 1972 (Interviewing ended on March 31, 1972.)

Of the total number of participants interviewed, members of Observation Teams comprised 23 percent, and Academic and Special participants 77 percent. In the latter group, 45 percent had Academic and 55 percent Special programs.

Although complete data are not available to DETRI to show the exact proportion of AID participants that received the exit interview, the following percentages based on available data from AID/OIT are good approximations.

Figure 7

Percentage of Departing Participants Interviewed by DETRI

Region	FY 1968	FY 1969	FY 1970	Jul-Dec FY 1971
	%	%	%	%
Africa/NESA	58	73	84	71
Latin America	37	39	49	47
East Asia/Vietnam	49	58	66	56
Average %	49	58	65	59

The monthly interviewing workload showed a distinct seasonal pattern, with the largest numbers of participants scheduled during the summer months. The following table shows the average percentage of participants interviewed by months for the 5-year period, 1967-1971.

Figure 8

Average Monthly Percentage of Participants Interviewed, 1967 1971

Month	Academic and Special	Observation Teams	Total
	%	%	%
January	5.5	2.2	4.7
February	8.2	5.0	7.5
March	5.8	4.2	5.4
April	5.2	7.6	5.8
May	5.0	5.7	5.2
June	15.4	11.4	14.5
July	9.9	8.1	9.5
August	14.3	11.7	13.7
September	12.0	9.2	11.3
October	4.6	13.5	6.7
November	4.4	11.5	6.0
December	9.7	9.9	9.7
Totals	100.0	100.0	100.0

PART VI. STAFF AND PHYSICAL FACILITIES

A. Staff

The full-time exit interview staff members were responsible for the development and revision of the instruments and procedures used in the project, for questionnaire administration, oral interviews with Observation Training Teams, scheduling of Questionnaire Administrators and Cultural Communication Specialists, preparation of reports, and data processing. Members of the full-time staff also conducted approximately 25 percent of the individual oral interviews.

During the developmental phase of the program under Contract Number AID/csd-1182, the full-time staff consisted of:

Position	Name	% of Time
Principal Investigator	Dr. William A. Lybrand	100
Project Director	Dr. Paul R. Kimmel	100
Senior Staff Interviewer	Dr. William C. Ockey	100
Staff Interviewers	Mr. Thomas E. Proulx	100
	Mr. Eugene B. Kassman	100
Administrative Assistant	Miss Ann Fenderson	100
Receptionist/Secretary	Miss Pauline Reeping	100

When the program became fully operational under Contract Number AID/csd-1839, full-time staff positions were:

Position	Name	% of Time
Principal Investigator	Dr. William A. Lybrand	20
Co-Principal Investigator/ Project Director	Dr. Paul R. Kimmel	100
Assistant Project Director	Dr. William C. Ockey	100
Operations Supervisor	Mr. Thomas E. Proulx	100
Senior Interviewer	Mr. Eugene B. Kassman	100
Administrative Assistant	Miss Ann Fenderson	100
Receptionist/Typist	Miss Mary Ann Dyer	100

Under Contract Number AID/csd-2865, which provided for the data bank and retrieval system, and development of an entry interview in addition to the operation of the exit interview program, the full-time staff positions were slightly altered:

Position	Name	% of Time
Principal Investigator	Dr. William A. Lybrand	10
Co-Principal Investigator/ Program Director	Dr. Paul R. Kimmel	100
Associate Program Director/ Operations	Dr. William C. Ockey	100
Associate Program Director/ Quality Control	Dr. Herman J. Sander	100
Senior Interviewer	Mr. Thomas E. Proulx	100
Assistant to Program Director	Miss Ann Fenderson	100
Data Bank Analyst	Mr. Richard Seabrook	50
Program Secretary	Mrs. Mary Ann Dyer Edsall	100
Receptionist	Mrs. Diane Clark Grundy	50

The part-time staff consisted of a Graduate Research Assistant, who worked half-time (20 hours per week) during the academic year, and full-time during the summer; and Cultural Communication Specialists (CCS) who conducted individual oral interviews on a part-time, subject-to-call basis. Annually, during the operational phases of the program, CCS's conducted about 1,300 individual interviews, with an average of 4 hours (interviewing and write-up time) per interview. CCS's who were reasonably available throughout the year averaged 100 to 125 interviews, about half of which took place during June to September. A total of 55 CCS's was employed during the program. In the four summer months, 12 to 14 were needed, while in the balance of the year about half that number were required. (See Appendix D for a list of staff members and their backgrounds.)

B. Physical Facilities

Selection of the interviewing facilities was governed by the requirement that they be easily accessible by public transportation from the main AID/OIT offices (19th Street and Pennsylvania Avenue, N.W., Washington, D.C.), and that they be large enough to handle the peak interviewing workload in the summer months without having too much excess space in the remaining 8 months of the year. DETRI occupied three facilities--2133 Wisconsin Avenue, N.W., from July 1, 1966, to July 31, 1967; 5185 MacArthur Boulevard, N.W., from August 1, 1967, to May 30, 1970; and 2139 Wisconsin Avenue, June 1, 1970, to October 31, 1972.

The first facility was too small for full scale operation, but adequate during the developmental phase of the program. Both of the other facilities had an adequate reception area, two questionnaire administration rooms, and individual interviewing rooms sufficient to process a maximum of 16 Academic and Special participants each morning and afternoon, and one Observation Training Team. These accommodations were sufficient to handle the workload satisfactorily except for the most unusual combination of participants and teams. In the latter circumstances, a conference room and offices of full-time staff members were pressed into service.

All three facilities were on direct bus routes from downtown Washington, D.C., in close proximity to the AID/OIT offices. Travel time by bus averaged about 20 minutes to the two facilities on Wisconsin Avenue, and 30 minutes to the MacArthur Boulevard location. In evaluating the DETRI exit interview procedures (see next section), participants who were interviewed at the MacArthur Boulevard location more frequently indicated that location was a difficulty for them than did participants who were interviewed at the Wisconsin Avenue location. This is shown in the following comparison.

	Location of DETRI is too far and inconvenient		
	Not True For Me	Somewhat True For Me	Very True For Me
	%	%	%
MacArthur Boulevard*	41.3	42.4	16.3
Wisconsin Avenue**	62.1	29.8	8.1

*MacArthur Boulevard: N=460
**Wisconsin Avenue: N=419

The feelings of participants about the location of the MacArthur Boulevard facility was a major consideration in moving back to Wisconsin Avenue.

C. Participant Evaluation of DETRI Exit Interview

In June 1969, pretesting was begun of an Evaluation Form designed to obtain Academic and Special participants' reactions to the DETRI exit interview. Pretesting was completed in late August 1969 when the form was pre-coded. (See copy of DETRI Evaluation Form, Appendix A.) The evaluation was filled out anonymously, after the individual interview was ended. When the participant had completed the form, he folded it and placed it in a closed box in the Reception Room. (Observation Training Team participants were not asked to make this evaluation, since the majority could not understand or use English.)

The overall reactions of 2,375 participants who had exit interviews between August 1969 and July 1971 is shown by their answers to two questions on the evaluation form.

1. How useful do you think the Exit Interview is for getting the Participant's evaluation of his AID training program?

		%
1	(Very useful)	42.6
2		34.6
3		15.6
4		5.8
5		1.1
6		0.2
7	(Not at all useful)	0.1

2. How pleasant did you find the Exit Interview?

		%
1	(Very pleasant)	53.4
2		30.5
3		11.7
4		3.4
5		0.5
6		0.3
7	(Not at all pleasant)	0.2

The participants' responses to these scales are more favorable than on any of the other 28 scales on which they made ratings in the questionnaire.

Other items suggest that the large majority of the participants felt that the purpose of the exit interview had been made clear to them, and that the interview had obtained a generally complete view of their AID experiences. They also believed for the most part that the private, individual conversation had not been too personal. Their answers to these items on the evaluation form are shown below.

Difficulties	Not True For Me	Somewhat True For Me	Very True For Me	N
	%	%	%	
Purpose of DETRI Exit Interview unclear	86.2	9.2	4.6	(2377)
DETRI Exit Interview got an incomplete picture of my AID experiences	83.6	14.3	2.1	(2377)
Private conversation too personal	86.0	11.0	3.0	(2349)

PART VII. ENTRY INTERVIEW

Contract AID/csd-2865 authorized the development of an entry interview as follows:

> The Contractor shall develop the instrument and procedures necessary to conduct standardized entry-interviews with all participants trained in the United States under the auspices of AID/OIT who receive the administrative briefing provided by AID/OIT in Washington, D.C. This interview shall cover all A.I.D. related experiences the participants have had between selection and arrival in Washington, D.C., as well as some personal background information.
>
> The Contractor shall provide training to the AID/OIT/PPES personnel who will administer this instrument, and shall periodically monitor the administration for quality control purposes. Coding and analysis of the entry interview data shall be carried out by DETRI.

In the pre-contract planning conducted with AID/OIT, it was decided, primarily for fiscal reasons, to keep the scope and length of the entry interview instrument limited. Only those participants whose training program length might cause unreliable recall of the selection and other pre-training experiences in their exit interviews at DETRI--i.e., participants with training programs of 8 months or longer--were given entry interviews. The initial questionnaires asked about those sections of the exit interview entitled Selection Process, Planning and Orientation in Home Country, Expected Use of Training, and Biographical Data.

In October 1970, a first draft of the entry interview questionnaire was circulated in OIT for comments. Between November 3 and November 12, 1970, meetings were held with the five Branch Chiefs and three Development Training Specialists to obtain suggestions. Many of their recommendations were included in the second draft of the questionnaire dated November 23, 1970. Pretesting of the questionnaire at AID/OIT administrative briefings began on February 12, 1971, and continued until March 19, 1971. During this period one questionnaire form was administered by DETRI personnel to 24 Academic and Special participants, and a

revised form to 50 participants. Questionnaire administration began with a Standard Introduction (see Appendix B). The time required to complete the questionnaire ranged from 20 to 35 minutes.

In April 1971, members of the Evaluation Staff, AID/OIT began administering the entry interview questionnaire (in keeping with the contract provisions) with a further revised pre-coded form (see Appendix A). A revised Standard Introduction was prepared b by DETRI for their use (see Appendix B). DETRI staff members observed several of the questionnaire administrations at the request of the Evaluation Staff and gave suggestions regarding procedures.

PART VIII. REPORTING TO AID/OIT

A. Questionnaires and Team Reports

Contract AID/csd-1182 called for three copies of each Academic and Special questionnaire to be sent to AID. To facilitate reproduction at minimum expense, the first printed questionnaire was programmed for computer processing, and three copies of the computer print-out of each questionnaire were transmitted to AID. With experience, it was found that these print-outs were not as useful to program managers and USAID personnel as the actual questionnaire completed by the participant. Since these questionnaires were not needed by DETRI after they had been key-punched, from April 11, 1969 until the program expired, each completed questionnaire was sent to AID/OIT for perusal by the participant's Development Training Specialist and Participating Agency Specialist or University Contractor (if appropriate). The questionnaire was then sent to the USAID in the participant's home country to be made part of his file.

Five copies of each Observation Training Team interview report were sent to AID/OIT for transmittal to the Development Training Specialist, Participating Agency Program Specialist (when appropriate), and to the USAID in the team members' country.

B. Descriptive and Annual Analytic Reports

Semi-annual and annual descriptive and analytic reports included summary information on all of the items in the questionnaire and were focused primarily on general findings of interest to AID/OIT management. The first of these reports was "A Descriptive Statistical Report, May 1968," which provided an overview of the participants' perceptions and reactions to their entire training experience. Aggregate data were presented for the 859 Academic and Special participants interviewed between July 17, 1967, and January 31, 1968, and for the 50 Observation Training Teams interviewed between August 22, 1967, and February 29, 1968. This report was descriptive, since the cumulative number of participants interviewed at that time was not sufficient to allow meaningful statistical analyses.

Two annual analytic reports were issued, the first in May 1969 and the second in July 1970. These reports provided an overview of the participants' reactions to the various aspects of their entire AID experience, and examined the key responses in terms of their statistical relationships to training program characteristics. The responses of all participants were analyzed to uncover overall criterion outcomes (general satisfactions) to identify empirically related clusters of experiences and reactions (factor analyses of selected items), and to correlate these experiences and reactions with the criterion outcomes (multiple regression techniques). The descriptive and analytic reports were prepared under Contract AID/csd-1839.

C. Status Reports

The Status Report series was intended primarily for use by AID/Washington. The purpose of these reports was to provide timely information on training experiences as they were perceived and evaluated by the participants, and to monitor changes and trends in participant reactions. Status reports were prepared every 4 months, and presented responses of participants for the 4-month period being covered on the major outcome and predictor

items from the exit interview questionnaires, individual interviews, and Observation Training Team interviews. These responses were compared with responses of participants from previous DETRI reports. Five Status Reports were issued under Contract AID/csd-2865, the first in December 1970 and the fifth in September 1972.

D. Profile Reports

The Profile Report series supplemented the Status Reports by providing information of particular interest to component program units such as: (1) USAID Missions, (2) Participating Agencies, (3) Major training institutions, and (4) Organizations handling special programs. Data were reported both by time periods and in comparison with overall data from contrasting program units (whenever feasible).

The Profile Report Series comprised 71 reports issued between February 1971 and June 1972 (see Chapter 3 for detailed listing). The reports related to the following component program units: 18 USAID Missions, 8 Participating Agencies, 4 Organizations conducting Special Programs, 24 Training Institutions for Academic participants, and 17 Training Institutions conducting programs for Special participants. Profile Reports were prepared under Contract AID/csd-2865.

E. Special Reports

Special Reports were prepared upon request from AID/OIT or were initiated by DETRI. Between December 1968 and January 1972, 42 Special Reports were issued (see Chapter 3). They were usually focused on smaller groups of participants and more specific issues than the Analytic, Status, and Profile Reports.

F. Reports of Critical Incidents

In the Fall of 1969, the Director of AID/OIT requested DETRI to provide immediate reports on critical incidents brought out by participants in their exit interviews. A critical incident concerned policies or experiences which were either unusually beneficial or detrimental in the view of the participant. The

former were termed "Commendations," and the latter "Flashbacks." DETRI interviewers did not elicit Commendations or Flashbacks, but if such reports were indicated, they asked the participant's permission to send them (to honor DETRI's pledge of anonymity). If permission was given, the interviewer probed for sufficient detail to make the communication completely clear to AID/OIT. If permission was not given, no individual report was made. Commendations and Flashbacks were reported by telephone on the day of of the interview, and followed immediately by a written report. Between November 14, 1968, and September 18, 1971, 10 Commendations and 78 Flashbacks were reported to AID/OIT.

G. Other Methods of Reporting

Other means used by DETRI in reporting to AID/OIT and Participating Agency personnel on the exit interview results, procedures, and purposes were: (1) briefings and oral presentations of results, (2) special meetings to familiarize personnel with exit interview purposes and procedures, and (3) visits of personnel to DETRI to observe and learn about exit interview activities.

Briefings and oral presentations given by Dr. Lybrand, the International Training Assessment Program's first Principal Investigator, and Dr. Kimmel, his successor, are listed in the following table.

Figure 9

Briefings and Oral Presentations on Exit Interview Project

Date	Audience and Subject Matter
11/14/68	OIT Staff: General information on project and review of Development Study Report
12/13/68	OIT Senior Staff: Highlights of Findings, First Annual Analytic Report
1/15/69	Participating Agencies: Highlights of Findings, First Annual Analytic Report
5/7/69	OIT and Participating Agencies. Principal Findings and Conclusions, First Annual Analytic Report

Figure 9 (continued)

Date	Audience and Subject Matter
5/8/69	AID Advisory Committee on Participant Training: Principal Findings and Conclusions, First Annual Analytic Report
7/16/69	AID Evaluation Committee: Principal Findings and Conclusions, First Annual Analytic Report
10/7/69	USDA: Exit Interview Purpose and Procedure; Types of Feedback Reports
10/13/69	OIT Staff: The DETRI Exit Interview Program
4/22/70	Participating Agencies: Principal Findings, Second Annual Analytic Report
7/15/70	Participating Agencies: Highlights of Second Annual Analytic Report
9/11/70	OIT Staff: Highlights of Second Annual Analytic Report
9/17/70	AID Advisory Committee on Participant Training: Highlights of Second Annual Analytic Report
10/21/70	USDA Foreign Economic Development Service: Highlights of Second Annual Analytic Report

In February 1968, seven orientation meetings were held (six at DETRI) to show OIT personnel how participants were interviewed at DETRI, and to give a brief summary of the exit interview concept. Participation in these meetings is given in the following table.

Figure 10

Orientation Meetings with OIT Personnel
Concerning Exit Interview

Date	OIT Personnel
2/1/68	Discussion at DETRI with 12 PDO's (Development Training Specialists) representing Africa, Far East, Near East-South Asia, and Latin America Branches
2/1/68	Meeting at DETRI with two members of the PDO Exit Interview Committee
2/2/68	Attendance at OIT of two DETRI staff members at the weekly staff meeting of the Far East Branch
2/8/68	Discussion at DETRI with the Chief, Planning and Evaluation Staff, and three Branch Chiefs
2/9/68	Discussion at DETRI with 17 PDO's representing Africa, Far East, Near East-South Asia and Latin America Branches
2/15/68	Discussion at DETRI with three Branch Chiefs
2/16/68	Discussion at DETRI with eight PDO's representing Program Support, Far East, and Africa Branches

Consistently, throughout the operation of the project, visits of OIT and Participating Agency personnel to DETRI were encouraged for the purposes of being briefed on exit interview procedures, attending staff meetings, and observing Observation Team oral interviews. A list of such visits is given in Appendix J.

One outcome of the briefings and visits was a "Guide for Users of the DETRI Exit Interview" (November 1970), which contained answers to the questions most often asked by OIT and Participating Agency personnel, and suggestions for the most effective utilization of DETRI questionnaires and reports (see Appendix I). This guide was also intended to reassure those who believed that the participants' feelings implied some criticism of them. It pointed out that (1) the DETRI interview was not a substitute for the final meeting between a program officer and his participants, and (2) the participant's assessment was not the sole factor to be considered in evaluating a training program.

PART IX. DATA BANK AND RETRIEVAL SYSTEM

During the operation of the exit interview program, all data from the Academic and Special questionnaires, the Observation Training Team interview formats, and the coded information from the individual interviews with Academic and Special participants were punched on IBM cards for computer processing. From March 1968 to October 1970, data analyses were done by "batch" computer processing (a sequence of standard analyses with specific relationships programmed in advance) or hand calculations. Although these techniques were appropriate in the beginning, the increase in the total number of participants interviewed and in requests for information from AID/OIT made it imperative that a more timely and cost effective method of processing the accumulated data be developed. AID/OIT required additional "diagnostic" type information--such as identification of factors associated with high participant satisfactions and-dissatisfactions--to: (1) accompany "flashback" reports so that a judgment could be made whether the critical incident being reported was an isolated event or part of a pattern, and (2) combine with other relevant information available to AID/OIT, to provide assessments of <u>specific</u> training programs, <u>specific</u> training institutions, and <u>specific</u> groups of participants.

To meet these requirements, DETRI was authorized to develop and operate a time-sharing, information retrieval system for the exit interview data. Development of the system was begun in May 1970 under Contract AID/csd-1839. Operation of the system was authorized under Contract AID/csd-2865. The system became operational in late October 1970, and continued until the contract expired on October 31, 1972. The system provided DETRI with direct access to all existing exit interview data that had been processed without going through a computer programmer. In a matter of minutes, information could be retrieved by a data analyst through a remote terminal located at DETRI. All the statistics necessary for any report (plus the cost of the analysis) were printed out on a portable teletype.

The data bank, consisting of the exit interview data transcribed from IBM cards to computer tapes, was maintained at the Computer Center of The Catholic University of America. The services of Catholic University and Dr. Antanas Suziedelis, Chairman of the Department of Psychology, for operation of the system were obtained by DETRI on an as-required basis through regular University purchase orders. Dr. Suziedelis conducted all batch-processing data analysis operations for DETRI and was thoroughly familiar with the exit interview data file. As a member of the Technical Advisory Committee for the program, he also knew DETRI's research analysis requirements.

The information provided by all Academic and Special participants that was in the data bank was put on one computer tape which was made compatible with the data-processing equipment used by AID. This tape was turned over to AID/OIT at the conclusion of the program.

PART X. TECHNICAL ADVISORY COMMITTEE

To insure that the most current methodology in cross-cultural interviewing was utilized, and to make optional use of existing knowledge about the educational and training experiences of foreign nationals in the United States, a Technical Advisory Committee (TAC) was established for the development phase of the program. It was composed of the following experts:

Dr. Lloyd Free, Director
Institute for International Social Research
Bethesda, Maryland

Dr. Eugene Jacobson
Associate Dean for Research and Development
International Programs
Michigan State University

Dr. Daniel Lerner, Professor of Political Science
Center for International Studies
Massachusetts Institute of Technology

Dr. Harley O. Preston, Executive Secretary
Committee on Psychology in National and International Affairs
American Psychological Association
Washington, D.C.

Dr. Bryant Wedge, Director
Institute for the Study of International Behavior
Princeton, New Jersey

The TAC continued to function as an advisory group during the operation of the exit interview program. Its primary functions were to assist in maintaining high scientific quality control standards, to contribute to the formulation of aggregate data analysis plans, and to technically review DETRI reports to AID/OIT. Four members of the TAC continued throughout the operational phase of the program. When Dr. Lerner was no longer able to serve, two members were added:

Mr. Edmund Glenn
Intercultural Communication Program
University of Delaware
Newark, Delaware

Dr. Antanas Suziedelis, Chairman
Department of Psychology
The Catholic University of America
Washington, D.C.

There were five meetings of the TAC during the 76 months of the program. (Minutes of these meetings are in Appendix G.)

PART XI. UTILIZATION OF EXIT INTERVIEW INFORMATION

Early in 1971, the Program Planning and Evaluation Staff, Office of International Training, conducted a survey to determine the utilization by OIT Management, DTS's, PA's, USAID's, ACCRAO Study Group, COSERV Group, WIC, and others. Answers were requested to this question: "List the uses made of each kind of DETRI report, i.e., annual, status, profile, flashback, commendation, special, observation training team, and individual questionnaires.

Among the uses made of DETRI reports were the following:

Assessment of the quality of the:

- training institutions
- atmosphere of a community (toward participants)
- attitude of foreign student advisors
- housing facilities
- adequacy of per diem
- travel arrangements
- interpreters
- technical escorts
- adequacy of book allowance
- USAID pre-departure orientations
- AID/W orientations
- Washington International Center orientations
- Communications Seminars
- Pre-Academic Workshops
- Mid-winter Community Seminars
- contractors (training)
- International Manpower Institute Seminars
- Internal Revenue Service INTAX Seminars
- Social Security Administration Seminars

Research documents for the preparation of Policy Papers

Supporting documents for recommended changes in:

- USAID Employees' Seminars
- IMI Seminars
- IRS INTAX Seminars
- SSA Seminars
- WIC Programs
- Communications Workshops
- housing arrangements
- per diem rates

Supporting documents to illustrate the need for:

- Improvement in R. O. Ferguson Associates programming
- COSERV activities
- Compliance with M. O. requirement of English language facility prior to enrollment of participant in university

Furnishing participant with copy of PIO/P and adequate information regarding his program prior to leaving home country

Proper USAID and AID/W orientations

Supporting documents for:

DTS's final reports on participants

Cancellation of contracts

Changes in procedures in preparation of PIO/P

Detailed illustrations of the uses made under the above headings are given in the report of the survey, dated 5/11/71 (see Appendix I).

CHAPTER 3

INTERNATIONAL TRAINING ASSESSMENT PROGRAM REPORTS

REQUIRED REPORTS

A.I.D. Participant Training Exit Interview Development Study. Washington, D.C., Office of International Training, Agency for International Development, ARC* Catalog No. 374.013, A 512c, U.S. Department of State, December 1967.

A narrative report which discusses the purpose, scope, and background rationale for the Exit Interview; the requirements for the Exit Interview program; the plan for developing instruments and procedures; technical considerations in constructing instruments, gathering data, and recording results; and reports from DETRI to AID/OIT. (5 Appendices)

Participant Assessment of A.I.D. Training Programs: A Descriptive Statistical Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512, U.S. Department of State, May 1968.

Descriptive findings from Exit Interviews conducted with 859 Academic and Special participants and 342 Observation Training Team members between July 1967 and February 1968. An overview of these participants' perceptions of, and reactions to, their entire training program.

Participant Assessment of A.I.D. Training Programs: First Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, May 1969.

Descriptive and analytic findings from Exit Interviews conducted with 1810 Academic and Special participants and 610 Observation Training Team members between July 1967 and September 1968. An overview of these participants' reactions to various aspects of their A.I.D. experience and an examination of the relationship between key responses and training program characteristics.

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*A.I.D. Reference Center, Room 1656 NS, AID/State Department, Washington, D.C., 20523.

Includes a special intensive analysis of the principal satisfactions of Academic and Special participants. Recommendations. (One Appendix)

Participant Assessment of A.I.D. Training Programs: Second Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, July 1970.

Descriptive and analytic findings from Exit Interviews conducted with 1384 Academic and Special participants and 503 Observation Training Team members between September 1968 and September 1969. (Same format as First Annual Report, above.)

Guide for Users of the DETRI Exit Interview. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 265f, U.S. Department of State, November 1970.

A narrative handbook to answer questions of those who have received Exit Interview questionnaires and reports and to reassure those who believe participant reactions imply personal criticism. A discussion of common problems raised by users of the Exit Interview with suggestions for reading individual questionnaires and using results in future programming.

Participant Assessment of A.I.D. Training Programs: Status Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State. Status Report 1, December 1970; Status Report 2, January 1971; Status Report 3, April 1971; Status Report 4, September 1971; Status Report 5, September 1972.

Descriptive findings on selected items from Exit Interviews conducted with Academic and Special participants and Observation Training Team members. Comparisons between most recent participants' perceptions and reactions and those of participants interviewed during previous fiscal years are presented and summarized.

Participant Assessment of Factors Related to Selected USAIDs: Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, U.S. Department of State. Reports on USAIDs Afghanistan, Brazil, Ethiopia, Ghana, India, Indonesia, Korea, Liberia, Nepal, Nigeria, Pakistan, Philippines, Thailand, Turkey, Uganda, and Vietnam, February 1971; reports on USAIDs Kenya and Tanzania, March 1971.

Descriptive findings from Exit Interviews conducted with participants from countries which had 125 or more Academic and Special participants and/or 3 Observation Training Teams or more at DETRI. Prepared as separate reports for each USAID. Comparisons between perceptions and opinions of participants from the country being reported on and those of participants from other countries in the same region are made. Overall reactions are analyzed by fiscal year.

Participant Assessment of Factors Related to Selected PASAs: Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512f-m, U. S. Department of State. Reports on Department of Agriculture, Bureau of the Census, Office of Education, Federal Aviation Administration, Internal Revenue Service, Department of Labor, Office of International Training, and Public Health Service, April 1971.

Descriptive findings from Exit Interviews conducted with participants programmed by agencies which had 170 or more Academic and Special participants and/or 10 Observation Training Teams or more at DETRI. Prepared as separate reports for each Participating Agency. Comparisons between perceptions and opinions of participants from the agency being reported on and those of participants from other agencies are made. Overall reactions are analyzed by fiscal year.

Third Analytic Report. Washington, D.C., Development Education and Training Research Institute, The American University, October 1971.

Description of methods used to consolidate and correlate the Exit Interview data obtained from the 2,888 Academic and Special participants interviewed at DETRI from September 1969 through June 1971. Discussion of techniques used in the selection of the total pool of dependent and independent items; list of meaningful groupings of these items from the factor analyses; list of contributing factors and criterion outcomes used in the original and final multiple regressions; description of the analyses using background factors as potential predictors and as control variables for the final regression equations; comparison of results of this analytic report with those of the first two annual reports; and recommendations regarding the current items on the Exit Interview questionnaires and individual interview code sheets.

Participant Assessment of Special Programs: Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512n-q, U. S. Department of State. Reports on Communications Workshop Programs, Pre-Academic Workshop Programs, and English Language Training, January 1972, and Washington International Center Orientation Programs, February 1972.

Descriptive findings from Exit Interview conducted with Academic participants who took part in Pre-Academic Workshops and with Academic and Special participants who had English language training, orientations at the Washington International Center, or Communications Workshop programs. Comparisons among perceptions and opinions of participants at different training sites in the Pre-Academic Workshop and Communications Workshop reports. Comparisons among the reactions of participants from the four major world regions, and between participants who had training only in their home countries and only in the United States, in the English language training report. Comparisons among perceptions and opinions of participants who attended programs at the Washington International Center during: (1) 1966-1968, (2) 1969, and (3) 1970-Sept. 1971, in the Washington International Center Orientation Program report.

Training Institution Profile Reports. Academic Participants. Washington, D.C., Development Education and Training Research Institute, The American University, June 1972. Reports on California State Polytechnic College, Colorado State University at Fort Collins, Colorado State University at Greeley, Columbia University, Harvard University, Indiana University, Kansas State University, Michigan State University, University of Michigan, University of Missouri, New Mexico State University, North Carolina State University, University of North Carolina, Ohio State University, Ohio University, Oklahoma State University, University of Pittsburgh, University of Southern California at Los Angeles, Southern Illinois University, Syracuse University, Tulane University, University of West Virginia, Williams College, and University of Wisconsin.

Descriptive findings from Exit Interviews conducted with Academic participants who attended U.S. universities which had 30 or more Academic participants completing their training programs between July 17, 1967, and February 29, 1972. Prepared as separate reports for each of the training institutions. Comparisons are made between the experiences of participants attending the institutions being reported on and those of participants at all Academic training institutions. (Three Appendices.)

Training Institution Profile Reports. Special Participants. Washington, D.C., Development Education and Training Research Institute, The American University, June 1972. Reports on American University, Bureau of the Census, University of Chicago Summer Workshop on Family Planning, Columbia University, Development Administrators Training Program at the University of Connecticut, Federal Aviation Administration National Training Center, Harvard University, Johns Hopkins University, Indiana University, International Cooperative Training Center in Madison, Wisconsin, University of Missouri, National Rural Electric Cooperative Administration, University of Pittsburgh, Soil Conservation Service in Portland, Oregon, Syracuse University, and the Tennessee Valley Authority.

Descriptive findings from Exit Interviews conducted with Special participants who attended U.S. institutions which had 30 or more Special participants completing their training programs between July 17, 1967, and February 29, 1972. Prepared as separate reports for each of the training institutions. Comparisons are made between

the experiences of participants attending the institutions being reported on and those of participants at all Special training institutions. (Three Appendices.)

Final Report. International Training Assessment Program. Washington, D.C., The American University, Development Education and Training Research Institute, October 1972.

Report on the 6-year International Training Assessment Program. Includes: (1) An overview of AID assessments of the utilization of participant training and suggestions for relating exit interview data and procedures to future follow-up evaluations. (2) A history of the program, including description of the development of instruments and procedures used in the exit and entry interview programs. (3) An annotated list of all required and special reports prepared from the program data. (4) Presentation of some of the analytic techniques used and results obtained, and suggestions for further analyses of the data for use by program planners. (5) Discussion of AID's Title IX objectives and a review of methods for assessing the impact of participant training on these objectives. (6) A history of the assessment study of orientation programs at the Washington International Center. (11 Appendices)

SPECIAL REPORTS

Report of Exit Interviews of Participants Programmed by R. O. Ferguson Associates, Inc., 2 December 1968. 9 pages, 2 attachments.

Comparisons between Exit Interview information provided by 24 Special participants programmed by R. O. Ferguson Associates and that provided by 535 other Special participants. The report presents data on satisfaction ratings from the questionnaires for the two groups of participants and summaries of the comments of the R. O. Feguson participants in the questionnaires and in the individual interviews. (Exit Interview period: 17 July 1967 through 20 November 1968.)

Report on Participants' Visits to American Homes. 6 December 1968. 2 pages.

Percentages of Academic, Special, and Observation Training Team participants who reported having had arranged visits to American homes. (Exit interview period: 17 July 1967-31 January 1968.)

Report on Indonesian Participants Interviewed at DETRI. 6 December 1968. 5 pages.

Report on 32 Indonesian participants who took part in an 8-month special program in Executive Management conducted by Syracuse University. Overview of the participants' satisfactions with their technical training programs. (Exit Interview period: 4-5 December 1968.)

Report on Special Communication Seminars. 10 January 1969. 4 pages.

Responses by 1,240 Academic and Special participants to questionnaire items on Special Communication Seminars. (Exit Interview period: 17 July 1967-31 August 1968.)

Participant Assessment of USAIDs. Reports on USAIDs Brazil, Chile, and Peru, 26 January 1969; reports on USAIDs India, Pakistan, Philippines, Thailand, Turkey, and Vietnam, 27 February 1969.

Descriptive and analytic findings from Exit Interviews conducted with participants from 9 countries. Prepared as separate reports for each country, with interpretive summaries for 7 of them. Comparisons between perceptions and opinions of participants from the country being reported on and those of participants from other countries in the same region are made. Participants suggestions for improvements included. (Exit Interview period: 17 July 1967-2 January 1969.)

Report on A.I.D. Participants Who Attended the Dellroy Communication Seminar, Aril 13-19, 1969. 25 June 1969. 4 pages.

Responses by 33 Academic and Special participants to questionnaire items on Special Communication Seminar.

Report on Housing and Discrimination Difficulties. 29 July 1969. 12 pages.

Discussion of housing difficulties reported in interviews by all participants and of discrimination reported by Academic and Special participants. (Exit Interview period: 17 July 1967-31 August 1968.)

Compliance with Manual Order T-1389.1, May 12, 1969. 15 September 1969. 7 pages, 1 attachment.

Information from 100 Academic and Special participant on date of departure from the United States, date of A.I.D. and participating agency evaluations, and date of Exit Interview. (Exit Interview period: 25 July-13 August 1969.)

Participant Assessment of USAIDs. Reports on USAIDs Ethiopia, Morocco, Nigeria, and Uganda, October 1969.

Descriptive and analytic findings from Exit Interviews conducted with participants from 4 countries. Prepared as separate

reports for each country, with interpretive summaries. Comparisons between perceptions and opinions of participants from the country being reported on and those of participants from other countries in the same region are made. Participants' suggestions for improvements included. (Exit Interview period: 17 July 1967-September 1969.)

Report on Exit Interview of Participants Programmed by R. O. Ferguson Associates, Inc. 10 November 1969. 10 pages.

Reactions of 6 Indian Government and Industry officials to their training programs which were arranged by R. O. Ferguson Associates, Inc. Comments written in the questionnaires and made during the individual interviews, plus satisfaction ratings on relevant questionnaire items are presented. (Exit Interview period: 21 October and 6 November 1969.)

Comparative Analyses of Exit Interview Data of Participants from Selected Institutions. 28 January 1970. 6 pages, 3 appendices.

Descriptive findings from Exit Interviews with 418 Academic and Special participants. Data are presented for U. S. training institutions attended by 20 or more participants who received Exit Interviews between July 17, 1967 and August 31, 1969. Questionnaire responses of participants at each of the institutions are compared with each other and with all other Academic and Special participants interviewed during this time period.

Information on Housing and Home Visits. 27 March 1970. (Tables only)

Descriptive findings on housing, home visits and other personal-social experiences in the U. S. (Exit Interview period: 20 November 1968-31 August 1969.)

A.I.D. Participants and Campus Unrest. 25 September 1970. 2 pages.

Comments of 25 Academic participants regarding their experience with and feelings about campus unrest. (Exit Interview period: 1 September 1969-15 September 1970.)

Report on Selected Latin American USAIDs. 23 October 1970. 8 pages.

Descriptive and analytic findings from Exit Interviews conducted with participants from Argentina, Brazil, Chile, Colombia, Guyana, Honduras, Paraguay, and Venzuela. Comparisons are made between the responses of the participants from the 8 countries. (Exit Interview period: 20 November 1968-30 June 1970.)

Report on Technical Leaders Assigned to Observation Training Teams. 16 December 1970. 4 pages.

Comments by members of 5 Observation Training Teams regarding the Technical Leaders assigned to them by the U. S. Department of Agriculture to their teams. (Exit Interview period: October-November 1970.)

Report on English Training for Participants from 14 Countries. 17 December 1970. (Tables only)

Descriptive findings on English language training and difficulties with the English language in the U. S. (Exit Interview periods: 20 November 1968-31 August 1969 and 1 September 1969-30 June 1970.)

Report on Experiences of Participants at Texas Technical College in Lubbock, Texas. 7 January 1971. 3 pages.

Reactions of 5 Indian senior agricultural officers to their training programs at Texas Technical College. (Exit Interview period: 29 December 1970.)

Participant Assessment of USAID-Laos. 8 February 1971. 16 pages.

Descriptive findings from Exit Interview conducted with participants from Laos. (Exit Interview period: July 1968-December 1970.)

Report on Vietnamese Participants Programmed by the Federal Aviation Administration. 27 July 1971. 1 page.

Comments of 10 Vietnamese participants who reported having no on-the-job training in their training programs. (Interview date: 20 July 1971.

Report on Mail Opened by International Management Development Division at Syracuse University. 10 August 1971. 1 page.

Comments of two participants who reported that A.I.D. mail was opened in the I.M.D.D. office before delivery to participants.

Country Comparisons on 7-Point Scales. Draft. 23 November 1971. 8 pp.

Statistical comparisons of Academic and Special participants from 35 countries on 7 of the 7-point scales from the Exit Interview questionnaire. (Exit Interview period: November 1968-October 1971.)

Report on Housing in Oklahoma City. 29 December 1971. 2 pages.

Comments by 6 participants who received training at the Federal Aviation Administration National Training Center in Oklahoma City regarding their assigned housing at the Hotel Oklahoma. (Exit Interview period: 21 December 1971.)

Special Report on Complementary A.I.D. Participant Programs. January 1972. 11 pages, 2 appendices.

Summary information on Academic and Special participants' attendance at and reactions to: (1) Washington International

Center orientation programs, (2) Communication Workshops, (3) Mid-Winter community Seminars, (4) Pre-Academic Workshops, and (5) English language training. (Exit Interview period: November 1968-October 1971.)

Mid-Winter Community Seminars. January 1972. 143 pages.

Descriptive findings from participants who attended Mid-Winter Community Seminars in the 14 cities where more than 30 participants attended these Seminars. Comparisons between participants at each city and all other cities are made. (Exit Interview period: 20 November 1968-31 October 1971.)

CHAPTER 4

SIGNIFICANT RELATIONSHIPS AMONG PARTICIPANTS' BACKGROUNDS, EXPERIENCES, AND SATISFACTIONS

Three major statistical analyses have been made of the exit interview data. The purpose of these analyses was to determine which events and reactions (contributing factors) were most strongly related to participants' satisfactions with their total training and social-personal experiences, and overall evaluations (outcomes). The procedures used and results of the first two of these analyses appear in the First and Second Annual Reports (May 1969, July 1970). The third analysis was discussed in a special report to AID/OIT (October 1971). In this analysis three outcomes and 24 contributing factors were considered. Figures 1, 2, and 3 present the contributing factors which were most strongly related to each of the outcomes for Academic and non-Academic participants.

In all three analyses of the exit interview data, selected background characteristics of the participants were also related to these three major outcomes. The purpose of these analyses was to see if the participant's demographic and program characteristics (see Figure 4) were as highly correlated with his satisfactions as were some of his experiences in the United States. If so, they would have been included as additional predictors in the multiple regression equations.

In all of these analyses, it was found that these background variables were not as strongly related to satisfaction as were U.S. experiences (see Figure 5). Therefore, these background variables were not used as predictors of participants' satisfactions, but were examined in terms of their relationship to the participants' experiences in the United States. It was thought that knowing something about a participant's background might help to distinguish him from other participants with different

backgrounds who had had similar experiences, but different satisfaction ratings.

Tests of the predictive efficiency of the multiple regression equations in each of the three analyses suggested that indeed there were significant differences in satisfaction among participants with different backgrounds who had had similar experiences. These findings, plus the results of other studies of national differences, led us to study the relationships among participants' background characteristics and satisfactions.

NATIONALITY AND SATISFACTIONS

In a special report to AID/OIT (November 1971) we summarized the results from a one-way analysis of variance which examined the relationships between participants' nationalities and their ratings on several of the more important satisfaction scales. Those countries which had 50 or more Academic and/or non-Academic participants interviewed at DETRI between November 1968 and October 1971 were selected for comparisons. Twenty-six countries met this criterion. The satisfaction ratings of participants from these countries were compared on: (1) their overall AID experience, (2) their technical training, (3) their housing arrangements, (4) their communication with their Development Training Specialists, (5) the U.S. planning of their training programs, (6) whether or not they had a feeling of welcome and acceptance in the United States, and (7) the importance to them of American friendships. The participants' responses were compared within the four world regions: Near East-South Asia, Far East, Africa, and Latin America. On all of these scales except that measuring satisfaction with technical training, three different statistical comparisons were made: (1) one for all participants from a country, (2) one for Academic participants from a country only, and (3) one for non-Academic participants from a country only.

This selection and division of the data allowed 66 statistical comparisons of participants from different countries to be made. Of these 66 comparisons, 32 showed differences which were statistically significant at or beyond the 1 percent level of confidence.[1] That is, participants from different countries gave ratings that were significantly different from each other on nearly half of the scales. The scales which showed the largest number of significant differences by country were those measuring satisfaction with housing arrangements (7 out of 10 comparisons significant), feelings of welcome and acceptance (7 out of 10 comparisons significant), and satisfaction with communication with Development Training Specialist (6 out of 10 comparisons significant). The other scales had fewer statistically significant differences: satisfaction with the U.S. planning of training (2 out of 10 comparisons significant), importance of American friendships (3 out of 10 comparisons significant), and satisfaction with overall AID experiences (4 out of 10 comparisons significant).

The high number of significant differences by country (within regions) on these scales showed that national differences <u>were</u> a factor in influencing the manner in which participants respond to DETRI's 7-point satisfaction scales. Some of these national differences were easily understood. For example, black participants tended to give lower ratings on scales dealing with experiences related to discrimination than did non-black participants. Thus, it was not unexpected that the lowest ratings on the scale measuring feelings of welcome and acceptance were given by participants from Kenya and Ethiopia.

Many of the results, however, were not so easily understood. It was found that participants from a few countries generally tended to show more satisfaction than the overall (worldwide)

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1. This means that the differences between the data from participants in the groups that were compared could have occurred by chance alone less than 1 out of 100 times. It is unlikely that such obtained differences are a result of chance. It is probable (99 out of 100 times) that the differences obtained are attributable to causal factors--although the causes are not directly measured.

average, while participants from a few other countries tended to show less satisfaction than average. The countries with the higher than average ratings included Brazil, Liberia, Somali, and the Philippines. Countries which had lower than average ratings included Colombia, Kenya, Nepal, Turkey, Ethiopia, and Vietnam. Further analysis of other background characteristics of these participants did not provide any consistent patterns that would account for their being different in their ratings from participants from the remaining countries.

RESPONSE SET AND SEQUENTIAL ANALYSIS

Some of these national differences were analyzed to see if they could be attributed to individual participants from certain countries giving the same rating on several different scales (response set). To test this possibility, the responses of all the participants from Turkey (a country with low satisfaction ratings generally) were intercorrelated across four satisfaction scales: overall AID experience, housing arrangements, U.S. planning of training programs, and feelings of welcome and acceptance. These same correlations were run for all the participants from the Philippines (a country with high satisfaction ratings generally). These correlations were then compared with those of two different samples of participants from all countries on the same scales. Of the 24 comparisons, only three showed statistically significant differences at or beyond the .05 level, and one of these three showed a significantly <u>lower</u> correlation for the Turkish participants than for the worldwide group. If response set were operating, the intercorrelations of the Turkish and Filipino participants should often have been significantly <u>higher</u> than those of all other participants. Thus, we rejected the hypothesis that the national differences we found were a result of response set.

The resulting hypothesis was that these national differences affect the participants' responses to the 7-point scales in conjunction with their U.S. experiences. That is, while knowledge of a participant's nationality alone does not enable one to accurately predict his response to any given scale (results of three major analyses), knowledge of home country and of certain experiences which are known to be related to satisfaction on a given scale, might produce more accurate predictions than knowledge of these experiences alone.

To test this latter hypothesis, we analyzed the data in a sequential manner so that the influence of nationality on participant satisfactions could be examined in light of different participant experiences. For this purpose the Automatic Interaction Detector program developed at the University of Michigan's Survey Research Center was adapted to the participant information in DETRI's data bank.

This computer program is designed to provide splits or bifurcations of the participants' responses as they relate to any specified outcome or criterion measure. These splits divide the participants on those predictors which do the best job of providing significantly different groups in terms of the outcome measures being analyzed. This is done sequentially from predictors which are most strongly related to the outcome to those which are less strongly related. For example, if we used feelings of welcome and acceptance as the outcome measure, we might find the first split on discrimination, a predictor which is highly correlated with welcome and acceptance (see first and second Analytic Reports). The participants would be split into those who did and those who did not experience discrimination in the United States. These two groups would then be analyzed to see what other predictor does the next best job of providing significantly different groups. We might (hypothetically) find that the participants' home country would be such a predictor for those participants in the group that experienced discrimination. These participants would be split into those from Kenya and Ethiopia, and those from

all other countries. Then there would be three groups of participants to be analyzed (those who did not experience discrimination, those who experienced discrimination and who were from Kenya and Ethiopia, and those who experienced discrimination and were from all other countries). The splitting process continues until the variance in the outcome measure is exhausted, or until 49 splits have been made (the limits of the computer program).

In this analysis, we used as outcomes the three major measures of participant satisfaction: satisfaction with the overall AID experience, satisfaction with technical training, and feelings of welcome and acceptance in the United States. For predictors, 44 items were selected that were either significantly related to the three outcome measures in the analytic reports, or important background characteristics. These items are listed in Figure 6.

Since this statistical procedure required more cases than the other procedures used in our country analyses, only those countries which had 100 or more Academic and/or non-Academic participants were used in the home country predictor. The 5,500 participants in Academic and non-Academic training programs interviewed at DETRI between November 1968 and March 1972 were included in most of these statistical analyses. There were 16 countries which had more than 100 participants exit interviewed during this time period. The remaining participants were grouped into four categories: West Africa, East Africa, Latin America, and "other." (These four categories included less than 15 percent of the 5,500 participants.)

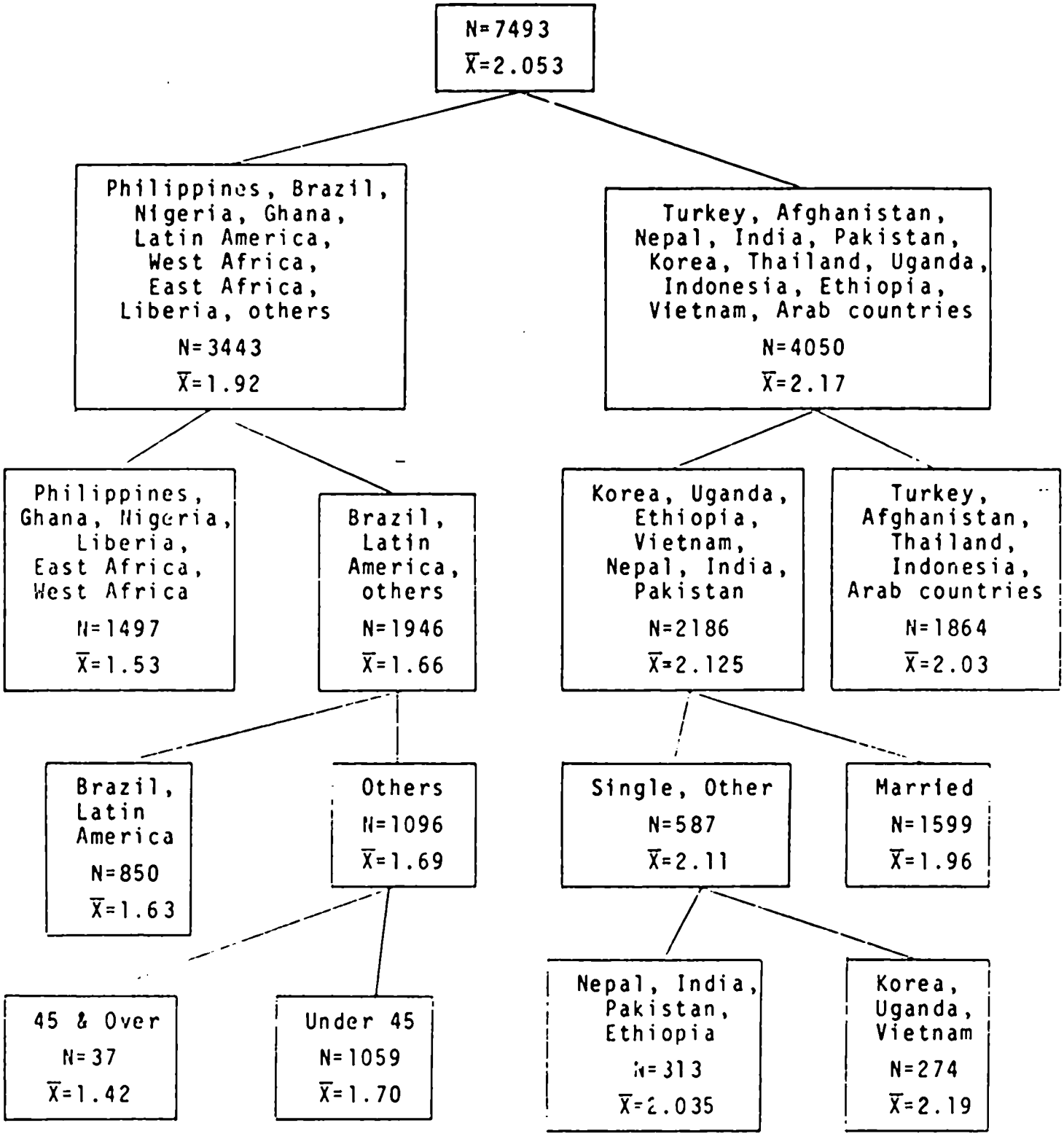
RESULTS OF SEQUENTIAL ANALYSES

To see if this analytic technique would uncover any significant relationships between the participants' background characteristics and their overall satisfaction ratings missed by the techniques used in the three analytic reports, the first analysis used as independent variables (predictors) the background characteristics of age, sex, marital status, education, travel, sojourn length, field, and home country. The analysis was run so that home country was the first predictor which had to be considered in bifurcating the participants' responses.

To illustrate the Automatic Interaction Detector program and to show the results of this analysis, we present below the results of this first computer run. (This run was made on data from all participants interviewed between July 17, 1967, and February 29, 1972, increasing the N to 7,493 cases.)

DIAGRAM 1

OVERALL SATISFACTION IN TERMS OF BACKGROUND VARIABLES



The Automatic Interaction Detector program is often referred to as a "tree analysis" because of the resemblance of the output of the program to a schematic representation of an inverted tree. In Diagram 1 the top box, which includes all 7,493 participants, can be viewed as the base of the tree. In this box we also see the average (mean) rating for all participants on the 7-point scale representing their overall satisfaction with their total experience as AID participants ($\bar{X}$=2.053). The program then splits the total group by home country into two groups. The best[2] split in terms of home country divided the total sample into the 12 countries representing 4,050 cases in the right-hand branch and the five countries plus three regional groupings and the miscellaneous category representing 3,443 participants in the left-hand branch. This latter group had the more satisfied participants, with an average rating of 1.92.[3] The former group's mean overall satisfaction rating was 2.17.

Each of these two groups was again split in terms of country to produce the four groups in the third row of Diagram 1. Two of these four groups of participants were not split further in this analysis.[4] The participants from the Philippines, Ghana, Nigeria, Liberia, and East and West Africa, with a relatively high average rating of 1.53, are shown in the far left box in the third row. The 1,864 participants from Turkey, Afghanistan, Thailand, Indonesia, and the Arab countries (Jordan, Morocco, and Tunisia), with a relatively low average rating of overall satisfaction of 2.03, are shown in the far right box in this row.

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2. "Best" means the largest reduction in predictive error from knowing to which of the two subgroups on that predictor each case belongs.

3. The 7-point scale runs from "1," "extremely satisfied," to "7," "not at all satisfied"; consequently, the lower the mean rating, the higher the satisfaction.

4. Groups which cannot be further split by any of the predictors available are referred to as root groups.

The Brazil, Latin America, and "others" group in the second box was split a third time on the basis of the participants' home country, while the participants from Korea, Uganda, Ethiopia, Vietnam, Nepal, India, and Pakistan were bifurcated on the basis of marital status. The final bifurcations resulting in the groups that appear in the fourth row were based on age in the left branch of the tree and on participants' home country in the right branch.

This analysis from the base to the farthest branches (or root groups) illustrates the way in which the computer program analyzes the data. In interpreting this data, it is often more useful to start from the root groups and trace the branches back to the base of the tree. In Diagram 1, for example, it is possible to take the group of 37 participants represented in the lower left-hand box and trace their common characteristics. This group of participants had the highest level of satisfaction overall, with a mean rating of 1.42. All of these 37 participants were aged 45 or more, and came from countries or regions other than those listed in the two boxes in the second row of the diagram.

There were only seven splits in this tree because the background factors chosen as predictors did not relate strongly to the outcome measure of overall satisfaction. It was found that less than 2 percent of the total variance in the participants' overall satisfaction was explained by these background factors. This finding is very similar to that reported in each of the three analytic reports, where a multiple regression analysis technique was used. The reader will also notice that some of the countries which grouped together in the different branches in Diagram 1 were the same countries which were found to have either higher or lower than average ratings in our earlier analysis of satisfaction by home country. Participants from Brazil, Liberia, and the Philippines showed more satisfaction ($\bar{X}$=1.63 and $\bar{X}$=1.53), while participants from Nepal, Turkey, Ethiopia, and Vietnam showed less overall satisfaction ($\bar{X}$=2.035 and $\bar{X}$=2.19) than did

other participants. (Participants from Somali and Kenya were grouped in the category East Africa ($\bar{X}$=1.53), while participants from Colombia were included in the category Latin America ($\bar{X}$= 1.63).) Other countries which tended to show lower than average satisfaction in later analyses included Pakistan, India, and the West African nations. Nigerian participants were found to have higher than average satisfaction ratings in many of these computer analyses.

OVERALL REACTIONS AND CONTRIBUTING FACTORS

Results of the factor analyses used in the three analytic reports suggested that most of the items in the data bank could be classified into one of three categories: overall reactions, contributing factors, or associated events. The overall reactions are global evaluation items, such as satisfaction with training or feelings of welcome and acceptance. The contributing factors are more specific evaluations and reactions, such as satisfaction with housing arrangements or sense of being discriminated against in the United States. The associated events items are those which detailed participants' experiences and difficulties in the United States, such as receiving a U.S. degree or their feelings about the adequacy of the per diem rate.

Previous analyses had suggested that overall reactions could best be predicted from each other, and next best from contributing factors, which in turn are related to certain associated events. The Automatic Interaction Detector computer program permitted the statistical testing of these relationships. Using overall satisfaction as the dependent variable, three Automatic Interaction Detector analyses were run on the 5,500 participants, using different combinations of the items listed in Figure 6 and the other major outcomes.

It was found that the other major outcomes accounted for the highest percentage of variance (50 percent) in overall satisfaction.

That is, knowing how a participant responded on the scales measuring his feelings of welcome and acceptance, satisfaction with technical training, and satisfaction with program planning in the United States was the surest guide to predicting his overall satisfaction rating. The group of items which accounted for the next greatest proportion of the variance in the ratings of overall satisfaction were some of the contributing factors, including suitability of training to home country conditions, communication with government officials, importance of American friendships, and adequacy of personal participation in the planning process (27 percent to 35 percent of the variance).

NATIONALITY, EXPERIENCES, AND OVERALL REACTIONS

Three more analyses were run using the Automatic Interaction Detector program. In these analyses, the contributing factors and other major satisfaction scales were not included as predictors. This was done because they would account for too much of the variance in the outcome or dependent variable examined and not allow the less highly related associated events to enter into the bifurcation process. As a result of eliminating these items, the amount of variance in the overall reactions accounted for in these three analyses is lower, ranging from 10 percent to 27 percent.

Since the relationships among the numerous associated events which came out of these analyses are rather detailed, we will not present them here. Instead, we will examine the ways in which the participant's nationality interacted with some of his training experiences to help predict his overall reactions.

A. Overall Satisfaction

In looking at the relation between the overall satisfaction outcome as the dependent variable and 12 items, including the participant's nationality, as the independent variables, we found 1,170 participants who were in a group: (1) which had had

inadequate participation in the planning of their training programs, and (2) whose social companions were either from their own home country or from some other country besides the United States. This group of participants bifurcated by country into two root groups such that participants from Turkey, Nepal, Afghanistan, India, and West Africa on the average gave lower ratings of overall satisfaction ($\bar{X}$=2.725) than did participants from all other countries ($\bar{X}$=2.33).

We found another group of 400 participants who had had: (1) inadequate participation in the planning of their training programs, (2) sojourns which lasted for less than one year, and (3) American companions on their social activities in the United States. Among this group, participants from the Philippines, Liberia, and West Africa rated their satisfaction with their overall experiences higher ($\bar{X}$=1.63) than did participants from Afghanistan, Thailand, Indonesia, Brazil, Nigeria, Ghana, the Arab countries, East Africa, and "other" countries ($\bar{X}$=2.02).

There was a group of about 150 participants who: (1) had had inadequate participation in the planning of their training programs, (2) had suffered discrimination in the United States, (3) had taken part in social activities only with home country nationals or participants from non-U.S. countries, and (4) had had visits to American homes. Among this group of participants, those from Korea, Liberia, Ghana, and Latin American countries besides Brazil gave higher ratings of overall satisfaction ($\bar{X}$=1.96) than did those from Thailand, the Philippines, Indonesia, Brazil, Pakistan, Uganda, Nigeria, Ethiopia, Vietnam, the Arab countries, and East Africa ($\bar{X}$=2.62).

B. Technical Training

Using technical training satisfaction as the outcome or dependent variable and 17 of the items as independent variables, we found a group of more than 900 participants who said that they had: (1) had adequate participation in the planning of

their training programs, (2) had either no predominating experiences or only positive experiences in this country, (3) had no difficulty getting desired changes in their training programs, (4) had either neutral or positive experiences with regard to a U.S. academic degree, and (5) been lonely. Among this group, participants from Turkey, Nepal, Ethiopia, Vietnam, the Arab countries, and West Africa rated their satisfaction with their technical training lower ($\bar{X}$=2.23) than did those from all other countries ($\bar{X}$=1.86).

Another group of more than 300 participants said they had had: (1) adequate participation in the planning of their training program, and (2) negative predominating experiences having to do with their training in the United States. Among these participants, those from Turkey, Nepal, Afghanistan, India, Pakistan, Indonesia, and Brazil gave lower ratings of satisfaction to their technical training programs ($\bar{X}$=2.99) than did those from all other countries ($\bar{X}$=2.39).

C. Welcome and Accepted

The final analysis using the Automatic Interaction Detector program was done with the rating of feelings of welcome and acceptance as the dependent variable and 18 items as independent variables. In this analysis, we found a group of about 775 participants who said that they: (1) had not dealt with rude people, (2) had not experienced discrimination, and (3) had taken part in social activities with American companions. Among this group, participants from Korea, Ethiopia, and West Africa gave significantly lower ratings of feelings of welcome and acceptance ($\bar{X}$=2.09) than did those from Turkey, Thailand, Ghana, Liberia, Vietnam, and East Africa ($\bar{X}$=1.72).

A group of 730 participants said that they had: (1) not dealt with rude people, (2) not experienced discrimination, (3) had either no or only positive predominating experiences, (4) no difficulties with being lonely, and (5) taken part in

social activities with participants from their country or other non-U.S. countries. Among these participants, those from Morocco, Jordan, Tunisia, and Nigeria gave lower ratings of feelings of welcome and acceptance ($\bar{X}$=1.79) than did those from Afghanistan, Nepal, India, Pakistan, the Philippines, Indonesia, Brazil, Uganda, and the Latin American countries ($\bar{X}$=1.48).

CONCLUSIONS

The results of past and present analyses show that the best predictors of overall measures of satisfaction are other overall measures, followed by less-comprehensive satisfaction ratings (contributing factors). In turn, these contributing factors are best predicted by specific events that the participant reports as part of his U.S. sojourn. If one knows which participants have had a certain cluster of experiences in this country, it is possible to distinguish groups of these participants from certain countries who have similar overall reactions from those of other countries who have had the same experiences, but different overall reactions.

These analyses indicate that a simple relation between the participant's background characteristics (such as national origin) and his overall feelings about his AID experiences does not exist. However, a more complex relationship, which takes into account a variety of different experiences the participant may have had, will enable program planners and evaluators to isolate the manner in which cultural background interacts with U.S. experiences to determine a participant's feelings of satisfaction.

To discover these complicated relationships requires further Automatic Interaction Detector analyses of the information in the DETRI data bank, using different combinations of measures of satisfaction, participant experiences, and background characteristics. Results of these analyses would enable program planners and managers to see more clearly events as they are experienced and evaluated by a wide variety of participants who have taken part in AID training programs and DETRI exit interviews.

FIGURE 1

I. CRITERION OF OVERALL EXPERIENCE

CONTRIBUTING FACTORS ($F < .01$)

A. Academic and Non-academic Participants
   1. DTS and PO communication
   2. Satisfaction with DTS and PO
   3. Importance of American friendships
   4. Disagree with proposed plan content
   5. Disagree with final plan content
   6. Requested changes in training program not made
   7. Participant's participation in program planning
   8. Participant's supervisor's participation in program planning
   9. Discrimination in renting housing
   10. Discrimination in general
   11. Dealing with dishonest people
   12. Dealing with rude people
   13. Interviewer rating of discrimination

B. Academic Participants Only
   1. Disagree with proposed plan content
   2. Disagree with final plan content
   3. Requested changes in training program not made
   4. DTS and PO communication
   5. Satisfaction with DTS and PO communication
   6. Importance of American friendships
   7. Utility of faculty advisor's help

C. Non-academic Participants Only
   1. DTS and PO communication
   2. Satisfaction with DTS and PO
   3. Importance of American friendships

FIGURE 1 (CONTINUED)

4. Disagree with proposed plan content
5. Disagree with final plan content
6. Requested changes in training program not made
7. Participant's participation in program planning
8. Participant's supervisor's participation in program planning
9. AID rules on mail
10. AID rules on dependents
11. AID rules on automobiles

FIGURE 2

II. CRITERION OF WELCOME AND ACCEPTED CONTRIBUTING FACTORS ($F < .01$)

A. Academic Participants Only
   1. Importance of American friendships
   2. Discrimination in renting housing
   3. Discrimination in general
   4. Interviewer rating of discrimination
   5. DTS and PO communication
   6. Satisfaction with DTS and PO communication
   7. Utility of Foreign Student Advisor's help
   8. Weather too hot
   9. Weather too cold
   10. Number of visits to American homes
   11. Number of American homes visited

B. Non-academic Participants Only
   1. Importance of American friendships
   2. DTS and PO communication
   3. Satisfaction with DTS and PO communication
   4. Feeling homesick
   5. Feeling lonely
   6. Undesirable neighborhood
   7. Inadequate housing facilities
   8. Too much noise

FIGURE 3

III. CRITERION OF TECHNICAL TRAINING CONTRIBUTING FACTORS ($F < .01$)

A. Academic Participants Only

1. Utility of Faculty Advisor's help
2. Importance of American friendships
3. Disagree with proposed plan content
4. Disagree with final plan content
5. Requested changes in training program not made
6. DTS and PO communication
7. Satisfaction with DTS and PO communication
8. Courses too simple
9. Too many courses unrelated to major field
10. Too much subject matter duplication
11. Interviewer rating of feelings about degree
12. Degree(s) earned
13. Teachers' speech hard to understand
14. Hard to make self understood
15. Hard to write in English
16. Hard to read in English

B. Non-academic Participants Only

1. DTS and PO communication
2. Satisfaction with DTS and PO communication
3. Importance of American friendships
4. Disagree with proposed plan content
5. Disagree with final plan content
6. Requested changes in training program not made
7. Observation visits too similar
8. Too many insignificant activities observed
9. Too many visits in the time available
10. Observation groups too different in fields of training

FIGURE 4

BACKGROUND VARIABLES

1. English the native language
2. Age
3. Education
4. Sex
5. Marital status
6. Size of hometown
7. Previous travel outside home country
8. Previous travel to the United States
9. Length of sojourn
10. Field of training
11. World region

FIGURE 5

SELECTED CORRELATIONS FOR EACH ANALYTIC REPORT

I. CRITERION OF OVERALL EXPERIENCE

	Experiences	Background Characteristics
First Report	(Criterion not used)	
Second Report	.57	.16
Third Report	.51	.12

II. CRITERION OF WELCOME AND ACCEPTED

	Experiences	Background Characteristics
First Report	.60	.35
Second Report	.63	.19
Third Report	.61 (Academic) .52 (non-Academic)	.24

III. CRITERION OF TECHNICAL TRAINING

	Experiences (Academic)	Experiences (non-Academic)	Background Characteristics
First Report	.41	.44	.15
Second Report	.52	.59	.10
Third Report	.57	.59	(not analyzed)

FIGURE 6

PREDICTORS

1. Teachers' speech hard to understand
2. Hard to make self understood
3. Participant's participation in program planning
4. Disagree with final plan content
5. Satisfaction with U.S. planning of technical training program
6. DTS and PO communication
7. Satisfaction with DTS and PO communication
8. Nationality of roommates
9. Undesirable neighborhood
10. Discrimination in renting housing
11. Housing did not permit participant to eat as he wanted
12. Satisfaction with housing
13. Visits with American families
14. Nationality of social companions
15. Importance of American friendships
16. Discrimination in general
17. Weather too hot
18. Weather too cold
19. Food distatesful
20. Feeling homesick
21. Feeling lonely
22. Lack of recognition of participant's home country position
23. Dealing with dishonest people
24. Dealing with rude people
25. Adequacy of living allowance
26. Adequacy of travel per diem
27. Age
28. Sex
29. Marital status
30. Education

FIGURE 6 (CONTINUED)

31. Previous travel to United States
32. Home country
33. Length of sojourn
34. Utility of Foreign Student Advisor's help
35. Field of training
36. Pervasive/predominating experiences
37. Type of program (Academic or non-Academic)
38. Interviewer rating of feelings about U.S. society
39. Interviewer rating of feelings about American people
40. Interviewer rating of U.S. degree experience
41. Requested changes in training program not made
42. Suitability of technical training to home country conditions
43. U.S. degree earned (Academic participants only)
44. Utility of Faculty Advisor's help (Academic participants only)

CHAPTER 5

ASSESSING TITLE IX IMPACT OF PARTICIPANT TRAINING: REVIEW AND RECOMMENDATIONS

INTRODUCTION

The primary purpose of this chapter is to review and evaluate possible methods of assessing or measuring participants' understanding of, and attitudes toward, Title IX emphases upon "democratic processes and institutions" as they experience them during their technical training sojourns in the United States, and the degree of motivation and feeling of confidence they have in their ability to carry out these principles in their home countries. We shall suggest ways that such assessments can be made through interviews designed to evaluate participants' attitudes and beliefs about various aspects of their training programs before they leave the United States. We shall also touch on new assessment and training techniques that are much needed in this area.

Toward the accomplishment of this objective, the following topics have been considered and are discussed in the chapter: (1) meaning and intent of Title IX, (2) AID policy on implementing Title IX, (3) critical review of sociometric and psychometric research literature relevant for measuring Title IX achievements, and finally (4) summary and suggestions.

MEANING AND INTENT OF TITLE IX

U.S. development assistance programs are carried out under the Foreign Assistance Act of 1961, as amended. Title IX, entitled "Utilization of Democratic Institutions in Development" is a

section of this law first drafted in 1966, and is generally referred to as "Civic Participation." The intent of this section is stated as follows:

> . . . emphasis shall be placed on assuring maximum participation in the task of economic development on the part of the people of developing countries, through the encouragement of democratic private and local governmental institutions.
>
> . . . the development of indigenous institutions that meet their particular requirements for sustained economic and social progress; and . . . civic education and training in skills required for effective participation in governmental and political processes essential to self-government.

This section also calls for research which

> . . . is designed to examine the political, social, and related obstacles to development in countries receiving assistance;
>
> . . . is designed to increase understanding of the ways in which development assistance can support democratic social and political trends in recipient countries.

Interpretations of the meaning of Title IX and its requirements for implementation in AID's development assistance programs were made by lawmakers, study groups, and commissions. Congressmen involved in its enactment considered its chief goals to be the fostering of American values such as:

> appreciating the rights of individual citizens, but also recognizing the obligations of citizenship; their respect for law and tolerance for dissent; their willingness to grasp the opportunities of civic participation and voluntary association (Congressional Record, 1967).

In response to a request by AID, the Massachusetts Institute of Technology organized a special study group in the summer of 1968 to examine the implications of Title IX for AID policy and operations. This study group, composed of experts in the field of development and AID staff members, participated in a 6-week seminar on this subject. The study group singled out "popular

participation" as the concept central to Title IX, and emphasized that it should be promoted in a number of ways (MIT, 1969):

1. Increased participation by individual citizens of developing countries in the whole range of social decisions;

2. Participation in the benefits of growth--economic, cultural, civil and psychic;

3. Participation in the implementation of development; and

4. Participation in political activities and decision-making.

The MIT study group pointed out that individual participation "required the development of a variety of institutions at all social and political levels" in order to

a. help promote participation and the ability of citizens to articulate their demands effectively; and

b. improve governmental capabilities for responding to demands generated by participation.

It also pointed out that:

> Programs in agriculture, public health, education, industry, public works, etc., should devote more attention to the relationships between government and citizens rather than concentrating on efficiency and technical sophistication.

The Pearson Commission, invited to study international development by President McNamara of the World Bank, emphasized in its report of September 1969 that:

> Stable development would seem to require a more equitable distribution of wealth and a greater degree of participation in political and economic life than has so far been characteristic of many developing countries. Without popular commitment and participation, the sacrifices that will be necessary for development will not be easily borne [p. 54].

The report, however, pointed out the difficulties confronting those who wish to introduce "popular participation" and its correlate--the demand for general modernization in developing

countries. The report lists several problems which those who plan technical development and participant training programs must consider:

1. The contradiction between the extended family with its built-in "social security" and the need for family and population control with a planned social security system;

2. The tension between traditional, classical academic training with its degrees and prestige for the elite, and the urgency for manpower with vocational, practical training in skills which can be transmitted to the local situation.

3. The obvious contradiction between the encouragement and introduction of labor saving technology (particularly in rural areas) with the need for agricultural employment opportunities through labor-using methods and capital saving ways of improving agricultural productivity.

AID POLICY ON IMPLEMENTING TITLE IX

Less than a year after passage of Title IX, AID/Washington reported to the Congress initial steps taken toward implementing its requirements. It was emphasized that the "development of meaningful criteria by which to judge . . . success" would be a most difficult task, and that such criteria must be devised within the following framework:

> (a) Criteria must be developed on a country-by-country basis. No general theory of modernization in the broad developmental terms of Title IX exists
>
> (b) Qualitative considerations must be foremost in the development of such criteria. . . . No less important than the number of people participating in a given program is the manner and form of their participation.
>
> (c) The development of criteria should reflect the fact that institutional, social and attitudinal changes require a longer time-perspective than we are often accustomed to use (AID, 1970, pp. 47-48).

It was recognized by AID that the participant training programs played an important role in implementing the Congressional mandate. Technical competence (or fulfillment of the PIO/P) came to be seen as only part of the objectives of participant training. In addition, participants were to be seen as citizens and leaders whose role might have significant effects on the development of their home countries. This new emphasis meant that AID participants also need to:

(a) "have an opportunity to observe first hand the creative and innovative techniques being used in community action programs, education, health and food projects . . . [and] the value of organizing a large cross-section of people in order to gain support for orderly change and development in urban as well as rural societies" (AID, 1970, p. 56).

(b) become more aware of their role as individuals and potential leaders in popular participation, by being involved in activities carried on by or with Americans in dealing with our social problems; and

(c) be stimulated and motivated, not only to introduce technical changes at home, but also to be willing to seek acceptance of the values and attitudes which will get people involved in social and political activities, at whatever level they may be working.

Dr. Arthur Mekeel of the AID Policy and Planning staff pointed out that a participant could not be expected to

> return home to transplant the American way of dealing with his country's problems. . . . The actual implementation of this ideal [popular participation] must be worked out with reference to the particular conditions in which the participant's society finds itself and in full appreciation of the obstacles to its achievement (Mekeel, 1972, p. 4).

MEASURES OF TITLE IX ACHIEVEMENTS

In April 1970, AID/Washington asked seven missions with major country programs to submit information on access to resources and opportunities in their countries that would assist in understanding:

> (1) The pattern of modernization and its effects, i.e., what sectors are being most affected (either positively or negatively) by the spread of modernization, and in what ways?
>
> (2) Which groups seem likely to be affected adversely by present trends, e.g., small farmers, wage earners, professional people? Over what length of time? What economic mobility is there for individuals within groups? Between groups?
>
> (c) What opportunities are open to these adversely affected groups to redress the balance, e.g., increased access to credit, effective unions, more jobs in the cities, labor-intensive rural public works programs, etc.? (AID, 1970, pp. 59-60).

While results of this assessment effort are not available, it indicates an expert opinion approach to measuring Title IX outcomes in terms of country conditions. No comparable effort has as yet been made to measure the effects of training programs on the participants' understanding of popular participation, their attitudes toward it, and their motivation and willingness to introduce it in their home countries.

We have reviewed the social science literature to determine what efforts have been made during the past decade to measure individuals' attitudes, understanding, and behavior in areas related to popular participation. We considered questions such as: What instruments have been used and found effective? Which ones could be adapted for AID use? What other techniques might be available? What are the limitations of each approach? The two major research efforts we located were the measurement of civic culture by political scientists and the measurement of modernity by sociologists and psychologists.

Measuring Civic Culture

In The Civic Culture, Almond and Verba (1963) have reported a major comparative study of the political cultures of five Western democracies to determine the level of public participation in, and attitudes toward, political processes. The survey items used were administered via interviews to national cross-section samples of about 1000 in each of the five countries: United States, Great Britain, Germany, Italy, and Mexico. Several measures were used which are related to Title IX objectives:

1. A scale which attempted to measure belief in the efficacy of one's own political action in local government. Some interview items which made up this scale were:

> Some people say that politics and government are so complicated that the average man cannot really understand what is going on. In general, do you agree or disagree with that? How well do you think you understand the important national and international issues facing your country?
>
> Suppose a regulation were being considered by [your local governmental unit--town, village, etc.] that you considered very unjust or harmful. What do you think you could do?
>
> If such a case arose, how likely is it that you would actually do something about it?
>
> If you made an effort to change this regulation, how likely is it that you would succeed?

2. Several attitudes are measured by single questions. One was designed to assess the respondent's "Sense of Civic Obligation":

> We know that the ordinary person has many problems that take his time. In view of this, what part do you think the ordinary person ought to play in the local affairs of his town or district? What specifically ought he to do?

Another attempted to gauge the respondent's attitude about political influence and strategy:

> Suppose several men were trying to influence a government decision. Here is a list of things they might do:
>
> Working through personal and family connections
>
> Writing to government officials

Getting people interested in forming a group

Working through a political party

Organizing a protest demonstration

Which one of these methods do you think would be most effective?

Which method would be least effective?

Limitations of Civic Culture Items in Relation to Title IX.

1. These measures relate almost entirely to attitudes about political participation and decison-making. They exclude more informal voluntary community action and individual initiative.

2. They were designed for Western democratic countries with varying levels of modern and traditional influences, and were not intended for AID participants from developing countries, who are sometimes heavily freighted with traditional and authoritarian beliefs.

3. The measures do not claim to have either universal or culture/nation validity.

The Measurement of Modernity

During the last 6 years there have been a number of studies of individual modernity. Efforts have been made to define the characteristics of a modern individual (and modern society) and then to develop questionnaires to measure individuals from any culture.

One of the earliest studies was that of David Smith and Alex Inkeles (1966), who administered a set of over 150 interview items to a sample of 5,500 respondents in Argentina, Chile, India, Pakistan, Israel, and Nigeria. They found that a pattern of values and attitudes--involving (a) openness to new experience, (b) independence from parental authority, (c) involvement in civic affairs, and (d) a concern with planning and keeping up with the news--was indeed present across cultures, occupations, and urban-rural variables.

A shorter form of the modernity interview was produced, consisting of 10 attitudinal items and four behavioral and informational items.

Inkeles felt, at the time, that it had

> potential for use not only in research, but could serve in developing countries as a practical personnel screening device to aid in the selection of individuals for training [p. 354].

In other words, those individuals who were more modern in terms of this interview would be better candidates for training, as they would be more likely to be change agents.

In 1968, Kahl administered 58 interview items in Brazil and Mexico. On the basis of survey results, Kahl reduced the 58 items to a 22-item scale which intercorrelated very well in both countries with seven value scales, which he considered the core of modernism. These were:

- Activism--as opposed to passive submission to circumstances
- Low integration with relatives
- Preference for urban life
- Individualism--as opposed to merging work career with relatives or friends
- Low community stratification--status in local community not adequate
- Mass-media participation--aware of outside world and the diversity of attitudes people hold
- Low stratification of life chances--status is achieved and not ascribed.

Other Uses of Modernity Scales Across Cultures

During the past 5 years other studies have been made in which multiple-item measures of modernity have been used across cultures. These included Dawson's study of traditional versus Western attitudes in Africa, Asia, and Australia (1967), and Doob's work on psychological modernization in Africa (1967).

Kimmel and Perlman (1970) did a study "relating psychological modernity to the initial cross-cultural accommodation of foreign visitors to the United States. Since the United States is a highly developed [modern] nation, it was hypothesized that

being psychologically modern would facilitate the visitors' accommodation [p. 1]."

Data on modernity were collected in conjunction with an orientation program received by AID participants shortly after their arrival in the United States. Modernity was measured by eight items adapted from the Inkeles-Smith scale and seven from Kahl's scale. The authors cautioned that the modernity questions are "evaluative items" and not "behavioral." That is, they may identify the individual who accepts modern values intellectually but might not be willing to practice them in his home country.

They found that, "All of the significant correlations between modernity and sojourn variables were in the direction suggested by the modernity syndrome." However, "The pattern of these correlations suggests emphasizing behavioral instead of evaluative items in refining the scale, as being modern facilitated visitors' initial accommodation, but related less consistently to their beliefs and knowledge about the U.S.A. [pp. 122-123]."

Limitations of Measures of Modernism in Relation to Title IX.

1. On the basis of a survey made on a community in Tennessee, in which he used his own modernism-traditionalism scale, Stephenson (1969) concludes that no modernity scale is universally valid, and that modernism does not consist of the same set of values and beliefs wherever it is found.

2. Armer and Schnaiberg (1972) retested a scale composed of selected items from their own work as well as that of Inkeles-Smith and Kahl on a sample of about 260 families of the Uptown area of Chicago. The results of their study showed:

a. While the claims for the earlier studies done in developing countries had implied that the construct or syndrome of "individual modernity" is a set of values that is "required of all the citizens of modern societies," "all . . . modernity scales in their present form fail to provide statistically valid measures of individual modernity among Uptown [Chicago] residents, and hence the universal value of the scales is questionable [pp. 314-315]."

b. "At best, the concept of individual modernity may be meaningful . . . but the measurement of modernity has apparently been unsuccessful [p. 315]."

Thus, the claims of those who have developed universal scales for measuring modernity have been questioned. Even if there were a suitable set of items for identifying the "modern man" across cultures, it could not be assumed that it could be adapted to adequately measure "popular participation."

SUMMARY

While our review of the literature on relevant methods and instruments for measuring the effectiveness of AID participant training in accomplishing the purposes of Title IX has not been exhaustive, results from available literature prompt the following conclusions:

1. No instrument is currently available for a pre-departure assessment of AID participants' understanding of "popular participation," their attitudes toward it, and their motivation and willingness to introduce its values and practices in their home countries.

2. An instrument composed of items selected from current scales (modernity, civic culture, subjective culture, etc.) could be developed, but it would measure attitudes and not necessarily behavior. A participant might indicate a favorable attitude toward "popular participation" as a concept as it applies to the United States, but feel it wouldn't work in his own country, or that he would not be capable or willing to oppose the status quo at the risk of loss of personal status.

3. A general set of items for all participants would probably not be feasible. Possibly, sets could be developed for each major geographic or cultural group: Africa, Southeast Asia, etc.; sub-sections could also be varied in emphasis for participants according to technical area. Behavioral items could be

developed through techniques similar to the facet analysis used by Guttman and Schlesinger (1967), Jordan (1970), and Foa (1968).

SUGGESTIONS

The assessment of the impact of Title IX programs on AID participants needs to be approached in several ways:

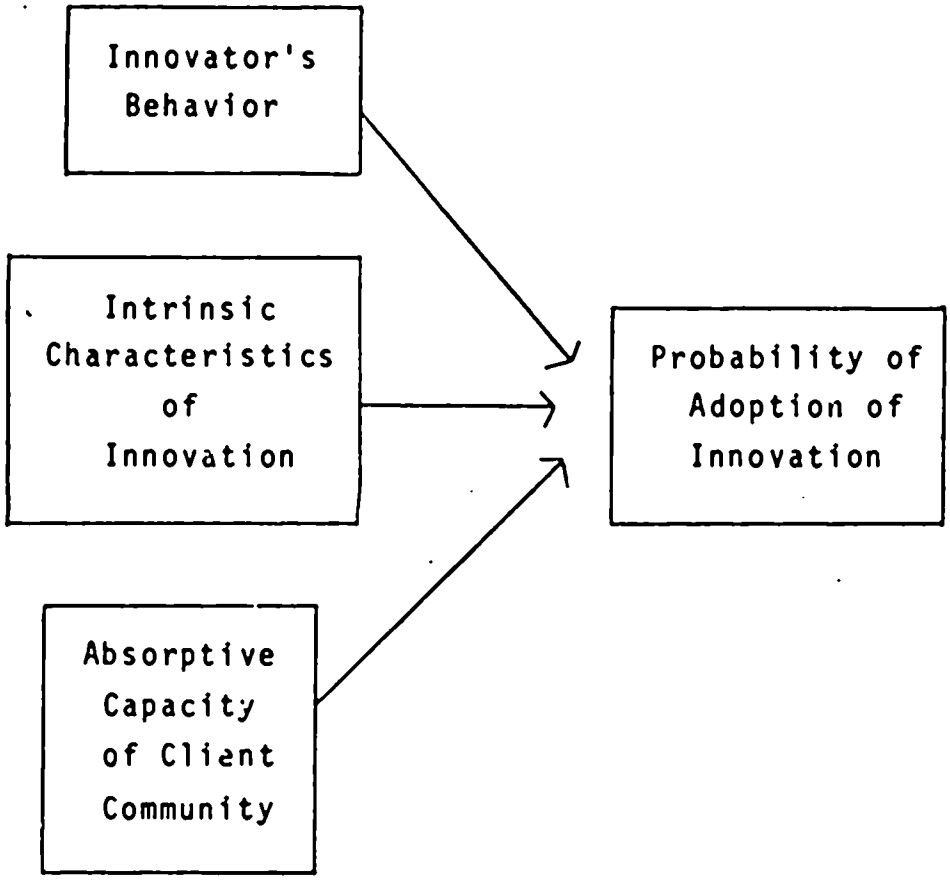
1. Does the participant understand popular participation as it is practiced here and embodied in processes at all levels of social and political action?

Some items in the revised DETRI Exit Interview Questionnaires on Special Programs (e.g, #10 and #11 in the Mid-Winter Community Seminars questionnaire, and #7 in the Communications Workshop questionnaire) (see Appendix A) provide examples of how this might be measured. Also, questions similar to those designed to evaluate the impact of the Washington International Center orientation on participants' understanding of and beliefs about American institutions (government, religion, education) might be used.

2. What are the participants' attitudes about, and acceptance of, the components of "popular participation" (such as political activity at the grassroots level; a sense of efficacy about what the individual can do in the decision-making process; community volunteer actions to accomplish local objectives; being open to new ideas and experiences; willingness to accept scientific evidence even though it may appear to conflict with traditional religious beliefs; the nuclear family and family planning; planning for the future; equal opportunities for all citizens, etc.)? The former DETRI oral interviews lent themselves to eliciting the attitudes of participants on such matters and provided procedures for coding information related to Title IX objectives (see Appendix C).

3. Even if the participant's knowledge about and attitudes toward popular participation can be accurately assessed, the actual participant performance in terms of the Title IX objectives can, in the final analysis, not really be measured until some time after the return of the participant to his home country. This measurement would require more than general estimates by AID advisors of the utilization of participant training. Objective assessments would have to be made of the degree to which participants have become change agents in their work and social activities and have transmitted this spirit to their fellow citizens. Dr. Philip Sperling of AID/OIT has illustrated ways in which this might be done in his evaluation of the Yaounde Seminar (1972).

An article by Paydarfar (1966) outlines other dimensions that evaluators should take account of in addition to the behavior of the change agent. These dimensions are presented schematically below (p. 32):



He recommends a comparative study of successful and unsuccessful socio-economic projects in a variety of local communities to measure their absorptive capacity. By classifying these communities in terms of their degree of modernization (health, education, government, economy, communication, transportation) before these projects were implemented, and also the different types of projects, a research program could ascertain what type of project in what type of community succeeded.

NEW TECHNIQUES

A participant's success as a change agent will vary with his ability to adapt his training to conditions and people in his home country. Measurement of this ability in international situations has never been attempted, but analogous measures of management potential have been developed in the United States. These measures are used both as assessment and training or development techniques. They involve the use of individual and group exercises which give the assessees the opportunity to demonstrate their problem-solving abilities, leadership, and communication skills, capacities to cope with uncertainty and ambiguities, etc. The exercises require several days of the assessee's time. They are observed as unobtrusively as possible by experts in training and evaluation, who provide feedback to the candidates on their performance (Bray and Grant, 1966).

We will not mention specific examples of these management exercises, as their content is seldom relevant to AID training programs. However, their intent is to measure skills which are relevant to AID training programs and especially to Title IX objectives. It is possible that these exercises could be adapted to measure AID participants' skills as change agents. Situational exercises focusing on real life problems in different fields of AID training (e.g., agriculture, education, public administration) could be developed for use just after the participants'

arrival in the United States and again at the conclusion of their training programs. Participants would be observed in both individual and group exercises calling for innovative decision-making and problem-solving. Results from these observations could be used to help plan participants' training programs in the United States (before measurement) and in facilitating re-entry into their home country positions. Feedback to the participants from expert observers of these exercises would be an important part of their training under Title IX. Comparisons of performance in these exercises before and after training programs would provide a measure of the impact of U.S. experiences on the participants' capabilities as change agents.

These new techniques are promising. The review of other measurement techniques suggests that they are much needed. Their elaboration, development, and use requires a greater commitment on the part of the United States Government to the objectives spelled out in Title IX. To gain objective information about participants' capabilities, training, and performance as change agents is a complex task, but one which is essential to the evaluation and improvement of "popular participation" programs.

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CHAPTER 6

HISTORY OF WASHINGTON INTERNATIONAL CENTER STUDY

Between 1 July 1967 and 31 December 1970, four members of the DETRI staff conducted a survey of the orientation of AID trainees at the Washington International Center (WIC). The primary objectives of this survey were: (1) to determine the extent to which WIC's orientation programs for individual AID participants and Observation Training Teams were achieving desired objectives, both during these programs and during the participants' sojourns in the United States; and (2) to suggest modifications or adjustments in the orientation programs which were likely to enhance fulfillment of the desired objectives. This survey took place under contract AID/csd-1809 and its extensions. The study was conducted both at the Washington International Center at 1630 Crescent Place, N.W., Washington, D.C., and at the Development Education and Training Research Institute (DETRI) of The American University. Two major reports, an Interim Report (July 1969) and a Final Report (December 1970), came out of this study along with a progress report (December 1967) and one report in the DETRI Profile Series (February 1972).

HISTORY

Throughout the study there was close cooperation and coordination between the DETRI staff members working on the survey and those working on the exit interview research program conducted under contracts AID/csd-1839 and AID/csd-2865. From July to December 1967, time was devoted to staffing the project, reviewing the literature on orientation programs for foreign visitors, and meeting with the WIC staff and contract monitors in AID's

Office of International Training (OIT) (see the progress report).

Research instruments were developed and pretested between January and June of 1968. These instruments relied heavily on the exit interview experience of the research staff plus observations made while sitting in on 3 weeks of orientation programs at WIC. The bulk of the data gathering took place between 17 June and 4 October 1968. During this time, 522 AID participants were observed and interviewed while taking part in the WIC orientation programs. As part of the research design, 165 lectures given by 99 different WIC speakers were attended and coded by members of the DETRI research staff. The coding, programming, analysis, and writing up of the data from this phase of the study took place between November 1968 and June 1969. The results appeared as the Interim Report (July 1969). Recommendations from that report appear as Figure 1.

It was decided that post-sojourn information on the 522 participants would be gathered during the exit interviews at DETRI to ascertain the impact of the WIC orientation program on their experiences in the United States. Between 26 September 1968 and 4 August 1970, 304 of these participants received exit interviews at DETRI. In addition to the normal questionnaires and individual interviews given to all participants, these participants filled out a shortened version of the questionnaire they had completed at the conclusion of their WIC orientation programs. During this same time period, 257 participants who had not attended the WIC orientation program filled out this additional questionnaire during their exit interviews at DETRI. These latter participants were used as a comparison group to contrast with those participants who had attended the WIC program during the survey.

There were three other groups studied in the survey. Between 1 September and 31 December 1968, mailed questionnaires were returned by 317 volunteers who took part in the WIC programs. Between 6 October 1969 and 4 February 1970, 40 of the most frequent lecturers in the WIC's programs were interviewed. And

between 15 October 1969 and 1 July 1970, 15 Observation Training Teams of AID participants were observed and interviewed at WIC by DETRI staff members. The results from the exit interviews, WIC volunteers, WIC lecturers, and Observation Training Teams were coded, programmed, analyzed, and written up between 1 August 1970 and 31 December 1970, as the Final Report (December 1970). Recommendations from that report appear in Figure 2. The chronology of research phases for the Interim and Final Reports appear as Figure 3.

FOLLOW-UP EVALUATION

In February 1971, WIC's weekly orientation program was reformulated to take account of some of the recommendations in the Interim and Final Reports. It was decided to make a special analysis of the exit interview data from participants attending this reformulated program, to compare its impact with that of the previous WIC orientations. It was also decided to follow up as many as possible of the 218 participants surveyed at WIC in 1968, who had not passed through the exit interview in time to be included in DETRI's Final Report.

Between May 1971 and March 1972, only 9 of these 218 participants were scheduled for exit interviews. During the same time period, about 400 Special participants who attended WIC's orientations in their reformulated form received exit interviews at DETRI. However, only 45 of these participants made comments about their experiences at WIC during the individual interviews. These small numbers make it impossible to provide a statistical comparison of these groups of participants with previous AID trainees.

A hand tabulation of the data from the 9 participants suggests that their experiences in the United States and changes in their information and attitudes from the orientation programs to the exit interviews were very similar to those of the AID

participants included in the Final Report (December 1970). Most of these nine participants were in Academic training programs, which were of 2 or more years' duration.

All of the 45 participants who spontaneously mentioned the WIC orientation in their individual interviews at DETRI were in Special training programs, since Academic training programs require longer U.S. sojourns than were possible between the time the orientations were reformulated by WIC (February 1971) and the conclusion of the exit interview process (March 1972). Of these 45 participants, 17 made comments that were not relevant to any of the program changes recommended by DETRI or undertaken by WIC in its reformulation. Twenty-one participants made comments about the lectures that they remembered from their orientations. Sixteen of these twenty-one made positive comments, while five indicated that they did not like or agree with the lectures they recalled. Only four of the 45 participants made comments that directly reflected on the reformulated portion of the WIC orientation. In every case these comments were positive. (The remaining three participants made suggestions for increasing contact among the participants, between the participants and Americans, and for separating the trainees into those who had been in the United States before and those who had not.)

Generally, the reaction of these participants to the WIC orientation was positive. However, the reader should remember that participants in Special training programs generally were positive about the WIC orientation programs before they were reformulated (see First and Second Annual Reports).

PROFILE REPORT

In addition to the two major reports produced under contract AID/csd-1809, DETRI provided the Office of International Training with a special Profile Report on a selected sample of Academic and Special participants who had taken part in WIC orientation programs between January 1966 and August 1971. These participants were divided into three groups on the basis of when they attended WIC to indicate any changes in reactions to the orientation over time. (The groupings were 1966-1968, 1969, and 1970 through August 1971.)

Only one statistically significant change occurred over time for all participants. It was found that participants reported fewer difficulties with "too many lectures" over the time period 1966 to 1971. This finding suggests that the program planners at WIC may be following the recommendation in the Interim Report (July 1969) to encourage discussions and seminars as opposed to straight lectures in the orientation programs. The other significant differences in the Profile Report were between participants in Academic training programs and those in Special training programs. The Academic participants were consistently more critical of the or entation programs than were the Special participants, and did not show any lessening of their criticisms over time.

The 304 survey participants' ratings of the utility of the Washington International Center's program for helping them to adjust to their U.S. experiences were higher than the utility ratings given to other complementary programs (e.g., Pre-Academic Workshops, Leadership Training Programs, Communication Workshops, and English Language Training) (see Figure 4). The participants who attended WIC were usually most appreciative of the congeniality and helpfulness of the Center's staff and volunteers, the information that they received about daily living in the United States, the educational tours provided by the program, and the relaxed atmosphere at the Meridian House. The

principal problems reported were the location of the Center in a distant and undesirable neighborhood; the structured format of the lecture segment of the program; the lack of audio-visual and printed material; and, in some instances, a feeling that the Center's home hospitality program was either insufficient or over-structured.

IMPLEMENTATION OF DETRI RECOMMENDATIONS

In the Washington International Center's annual report of August 31, 1970, mention was made of the DETRI study. It was noted that the DETRI reports were favorable in most respects, but "offer the opportunity substantially to alter the old format." As a result of the DETRI reports, an ad hoc advisory committee was formed by WIC to study possible changes in the orientation program. This committee met four times and developed the outline that was used in reformulating the WIC program in February 1971. Quoting again from the annual report, "The basic philosophy behind the new format is to place even more emphasis on the visitors' adjustment to our society and less on factual information, per se." This change is based on the finding in the Final Report (December 1970) that the orientation program has much more impact on the trainees' accommodation to the United States than it does on either their beliefs or information about this country.

Since the sample of participants who had gone through the new program by the time the exit interview process was terminated was too small and unrepresentative for analysis, judgments about the implementation of the DETRI recommendations are based on material we have received from and observations we have made at WIC since February 1971. The new weekly program includes more educational tours and suggests more scheduled social activities with the International Center's escort service volunteers. This suggestion for more involvement in the community and less learning through lectures is one that was made in both the Interim and Final Reports. The evening social program at WIC was discontinued

in 1970. This was partially a result of the retirement of one of the WIC staff members, but was also in response to the low ratings given by the participants to this program in the Interim Report (July 1969). In the new weekly program format, time has been allowed for a review and integration of the week's lectures on Friday afternoon. This is directly responsive to one of the Interim Report's recommendations.

The Washington International Center held meetings last year with all of the speakers on their roster to review and discuss the changes in the format for the weekly program. Those speakers who would not (or could not) modify their material to fit the new format were dropped from the roster, and other speakers were added. Without observing the new programs, it is impossible to judge whether current speakers are using a discussion approach. It appears that a wide range of topics are still covered by the speakers, but the development of a basic facts booklet ("Introduction to the United States") by six of the regular program speakers has lessened the need for information transmission and increased the possibility of the discussion-seminars recommended in the Interim Report.

Efforts have been made by WIC to have the participants' home hospitality visits earlier in the program so that these may become topics for discussion. Scheduling conflicts have hampered these efforts to some extent, however.

There does not seem to be any increase in the number of audio-visual aids available to the discussion leaders. It was suggested that more visual aids be used so that the participants could discuss and see activities in this country that are more real to them.

Another untried suggestion is that of continuing systematic evaluation of the program. Personnel at WIC are unable to undertake such an evaluation program under the current participant load and funding provided by AID.

It has not been possible for the writer to evaluate any changes that may have taken place regarding other recommendations,

such as changes in the way Observation Training Teams are handled, or new emphases in volunteer activities.

It is hoped that the evaluation efforts undertaken by DETRI and others to assist WIC in improving its orientation programs for participants will not be allowed to gather dust on AID/OIT shelves. Much of the information in these reports is invaluable as baseline data for comparing the old and new programs at WIC. Continuing assessment is a vital and relatively inexpensive item, given the work that has already been done.

Figure 1

SUMMARY OF RECOMMENDATIONS
FOR WASHINGTON INTERNATIONAL CENTER PROGRAM*

1. Make more use of trainees' information and experiences:

   a. The conceptions the trainees have of different aspects of the United States and their interests in our society should be ascertained and discussed in the lectures;

   b. Trainees' experiences on their tours and visits to Capitol Hill, American homes, American high schools or the Washington community should be discussed during the program;

   c. The total lecture program should be given more coherence by having a staff member monitor all of the presentations and conduct a final discussion to assimilate the information received and experiences they have had during the week;

   d. A discussion-seminar presentation style should be used by lecturers with special emphasis on making all of the participants feel included in the process;

   e. Ideas, information and instructions that are well-known by most trainees should not be repeated more than once during the program.

2. Place a new emphasis on the trainee's social accommodation:

   The Center should continue to provide an atmosphere of congeniality at the Center and to assist trainees in meeting people from the United States and countries other than their own.

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*From Orientation of A.I.D. Trainees at the Washington International Center, A Survey by Development Education and Training Research Institute of The American University, Interim Report, July 1969.

Figure 1 (continued)

3. Augment the clarity of the lecture presentations:

   a. A simple, graphic, basic-facts booklet on the lecture topics should be prepared and presented to each trainee at the beginning of the orientation program;

   b. More use should be made of visual aids such as films, graphs, charts, diagrams, pictures and slides;

   c. Lecturers should make simple presentations, speaking slowly and distinctly, and using familiar words and concrete examples, without being condescending;

   d. Lecturers should outline their general points first and then interpret and elaborate them as much as possible through historical examples and logical reasoning.

Figure 2

CONCLUSIONS FROM FINAL REPORT

I. Take account of participant suggestions.

   A. Increase home hospitality visits.

   B. Increase tours (and other community activities).

   C. Relate topics to participant interests.

II. Redesign program for observation training teams.

   A. Provide WIC with more information about team members.

   B. Relate program to members' backgrounds and training programs.

   C. Provide social activities for teams.

III. Make more use of speakers, program chairman and volunteers.

   A. Use speakers as resource persons for basic-facts booklet, audio-visual aids, and program reformulation.

   B. Use program chairman to integrate discussions from day-to-day and to lead final summary discussion.

   C. Call on selected host family volunteers more and increase two-way communication with all volunteers.

IV. Continue to evaluate.

   A. Follow-up the 200 WIC participants yet to receive exit interviews.

   B. Provide an annual profile report to WIC from exit interview data bank.

   C. Build periodic, standardized evaluation into any program reformulation at WIC.

Figure 3

INTERIM REPORT CHRONOLOGY

1 Sep - 31 Dec 1967

Staff assembled
Literature review
Meetings with WIC and OIT

1 Jan - 16 Jun 1968

Development and pre-test of research instruments for short-range evaluation

17 Jun - 4 Oct 1968

Observation and interviewing of 522 AID participants at 165 lectures at WIC

1 Sep - 31 Dec 1968

Questionnaires to 317 WIC volunteers

1 Nov 1968 - 31 Mar 1969

Coding, programming, and analysis of participant data from WIC

1 Apr - 31 Jun 1969

Writing of WIC Interim Report (Editing consultants' reports)

Figure 3 (continued)

FINAL REPORT CHRONOLOGY

26 Sep 1968 - 4 Aug 1970

Follow-up interviews on 304 of the 522 WIC participants and exit interviews of 257 non-WIC participants at DETRI

1 Jul - 30 Sep 1969

Development and pre-test of research instruments for long-range evaluation

6 Oct 1969 - 4 Feb 1970

Interviewing of 40 WIC lecturers

15 Oct 1969 - 1 Jul 1970

Observation and interviewing of 15 Observation Training Teams at WIC

1 Aug - 31 Oct 1970

Coding, programming, and analysis of follow-up, Observation Training Team, volunteer, and lecturer data

1 Nov - 31 Dec 1970

Writing of WIC Final Report

Figure 4

Participants' Ratings of Utility of Complementary Programs

UTILITY RATING	WIC ORIEN-TATION		COMMUNI-CATION WORKSHOP		MID-WINTER SEMINAR**		PRE-ACADEMIC WORKSHOP		U.S. LANGUAGE TRAINING	
	%	N	%	N	%	N	%	N	%	N
1 (Extremely useful)	19.6	58	22.9	681	18.0	246	15.8	103	23.2	56
2	35.2	105	27.1	808	31.5	430	25.4	165	21.1	51
3	25.6	76	23.3	698	27.3	373	24.1	157	19.5	47
4	12.3	37	13.4	402	13.8	183	15.6	102	18.3	44
5	5.7	17	5.8	174	5.3	73	8.7	57	12.5	30
6	1.3	4	4.8	145	2.5	36	5.5	36	2.5	6
7 (Not at all useful)	1.3	4	2.7	82	1.6	23	4.9	32	2.9	7
TOTALS	100.0	301*	100.0	2882	100.0	979	100.0	652	100.0	241
AVERAGE (MEAN) RATING	2.6		2.8		2.7		3.1		2.95	

*Participants who took part in the DETRI survey of the Washington International Center orientation program.

**Rating of satisfaction with program rather than utility.

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