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40309

TRAINING INSTITUTION PROFILE REPORT
SPECIAL PARTICIPANTS AT
INTERNATIONAL COOPERATIVE
TRAINING CENTER
MADISON, WISCONSIN

June 1972

The American University
DEVELOPMENT EDUCATION AND TRAINING RESEARCH INSTITUTE
2139 Wisconsin Avenue, N.W.
Washington, D.C. 20007

PREFACE

The Development Education and Training Research Institute¹ (DETRI) Training Institution Profile Reports are designed to provide you with reliable information about training programs as they are viewed and evaluated by A.I.D. participants. The reports were prepared for those U.S. institutions attended by 30 or more A.I.D. Special Program participants who later received exit interviews at DETRI. The exit interview period was July 17, 1967, through February 29, 1972. These interviews cover participants whose programs ended between these dates and who departed through Washington, D.C.

Each report is divided into three sections: 1. Narrative, 2. Statistics, and 3. Noteworthy Comparisons. The first section presents the views of a typical participant at your institution and of other participants who hold different opinions. When applicable, quotes from participants will be used so that you can "listen" to the participants speak for themselves.

The second section contains tabular and graphic presentations of items from the DETRI exit interview questionnaire. The items were chosen by A.I.D.'s Office of International Training to represent important aspects of participants' training experiences. The participants' responses to these items are compared with the responses of A.I.D. Special program participants enrolled in all training institutions.

1. See Appendix II.

When responses given by the participants at your training institution differ significantly² from those of all other Special program participants, the differences will be described in Section 3, Noteworthy Comparisons. Differences which are not statistically significant will not be mentioned in this section.

The reader interested primarily in statistical information may want to go directly to the sections on statistics and noteworthy comparisons. As statistics alone have a tendency to make one lose awareness of the individual, the narrative section has been personalized, presenting a non-statistical description of the information given by the participants interviewed. The reader looking only at this section should keep in mind that the narrative is an oversimplification of the data in this report.

There are three appendices to the report. Appendix I contains information on the procedures used to collect the data for these Profile Reports and on the reliability, validity, and comprehensiveness of these data. Appendix II, The Glossary, defines Academic and Special program participants, explains the scaling technique, and provides some information about DETRI. Appendix III, References, is an annotated bibliography of relevant DETRI publications.

These reports were prepared by Paul R. Kimmel, William C. Ockey, Herman J. Sander, Robert McCarthy, and Ann Fenderson of The American University, DETRI, under contract AID/csd-2865. The authors were ably assisted by Dorothy Daun, Pamela Griffith, Pamela Nash, and Richard Seabrook.

2. "Significantly" means statistically significant. The test used was one of the "5 per cent level of confidence." This means that the differences between the data could have occurred by chance alone less than 5 in 100 times. It is unlikely that such obtained differences are a result of chance alone. It is probable (95 out of 100 times) that the differences obtained are attributable to causal factors--although the causes may not be known.

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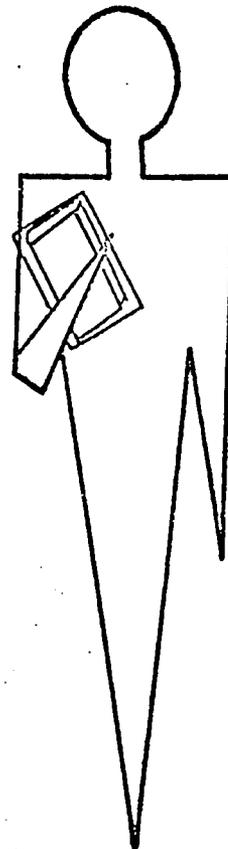
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SECTION 1

NARRATIVE

Between July 1967 and February 1972, 53 A.I.D. participants who had had Special training programs at the International Cooperative Training Center at the University of Wisconsin took part in DETRI's exit interview. These participants came from all four of the world regions that are involved in A.I.D.'s International Training Programs, foremost among them being the Near East-South Asia and Africa. The International Cooperative Training Center was staffed by a group of University of Wisconsin personnel with funding by A.I.D. during the time that these participants attended the programs. Their programs included seminars and field trips designed to acquaint the participants with the philosophy, organization, financial management, marketing, and operations of U.S. cooperatives.

Two seminars are conducted each year by the Center. These seminars consist of about 4 months of lectures and discussions on-site in Madison, Wisconsin, followed by 4 to 6 weeks of field trips arranged by the Center to cooperatives throughout the United States, and a reporting and debriefing session of about 2 weeks at the Center. Participants may attend the entire seminar or any part of it, depending upon their training needs and availability. In addition, the Center conducts special seminars of shorter duration throughout the year.



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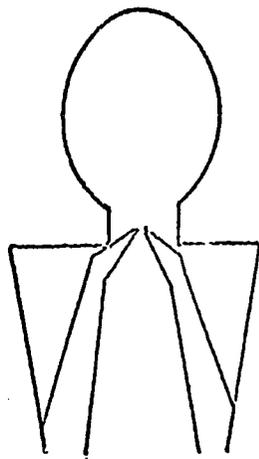
The 53 participants described in this report took part in at least five different seminars at the International Cooperative Training Center. Their programs there ranged from 3 to 20 weeks. Their field visits took place in 22 different states across the country and lasted between 2 and 18 weeks. Several had additional lectures and discussions with the U.S. Department of Agriculture in Washington, D.C., either at the beginning or the end of their training programs. This report will focus primarily on the training that took place in Madison, Wisconsin.

We would like to introduce you to "Aidre," a hypothetical A.I.D. Special participant whose training program took place for the most part at the International Cooperative Training Center in Madison, Wisconsin. His opinions and evaluations on any given issue are those of most of the A.I.D. Special participants at the International Cooperative Training Center on that particular issue. When important differences occur on any item between Aidre, as the typical respondent, and some of his fellow participants, these will be mentioned. All quotes are taken from the participants' own accounts of their experiences.

Aidre knew in advance of departure from his home country that he would be attending the International Cooperative Training Center. He had had an opportunity to specify his training interests at the USAID Mission in his capital city. His program was also discussed with him at the U.S. Department of Agriculture in Washington, D.C., after his arrival in the United States. He did not disagree with the choice of the training institution, but suggested that his training program would have been more useful to him if he had followed a more specialized program. His program was similar to that of a group of participants from his home country who were all working in the field of cooperatives, but who had different job interests.

At the International Cooperative Training Center Aidre received help from a Trainee Advisor, whom he found to be always available when he needed him. On a scale which ranges from "1" (extremely useful) to "7" (not at all useful), Aidre rated his

Advisor's help as extremely useful. As he said, "The personal attention at the International Cooperative Training Center was very good. There were helping hands throughout." He was also happy with his Program Officer at the U.S. Department of Agriculture who helped coordinate the program. Some of his fellow participants, however, felt that their field trips were somewhat loosely organized and needed better coordination.



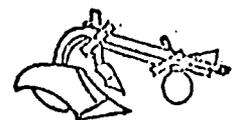
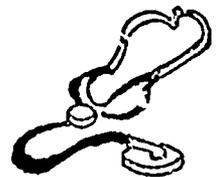
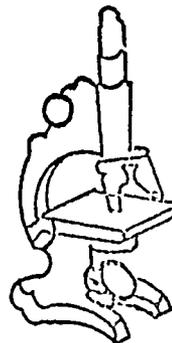
Aidre considered a list of classroom difficulties that some A.I.D. Special participants have had with their training programs. He felt that the courses and presentations at the International Cooperative Training Center had often been too simple. The principal reason for this was that all participants attending the Center with him were given the same course, regardless of their background and experience. As he commented, "We all got the same program. The training was too complicated for those in the group with no experience and too simple for those with more experience."

Some of Aidre's fellow participants believed that the subject matter was too general and that the courses contained too much duplication. As one said, "The first half of the program which dealt with basics was a waste for me. This was a repetition of my past training. I learned very little that was new." Other participants felt that too many different subjects were covered and that the courses were too advanced. Most of these participants had problems in understanding English. One commented, "My English is not good and sometimes in the classroom I could not follow everything. The training program should progress much more slowly and provide more historical background. We also need deeper coverage, not 18 subjects in 13 weeks." Most of the participants who had difficulties agreed that the classroom program would be better if it took account of the backgrounds and experiences of those attending.

The participants varied widely in their ratings of the usefulness of their classroom training to their training objectives. Those who rated their training as extremely useful felt that their courses were well-organized and managed. As one said, "My professors took a special interest in me and were very nice. I even enjoyed the courses." Others felt that most of their classes were useful and served at least as refresher courses. However, they would have been more pleased if their classroom training had been more consistent with their training plans. Those who gave the lowest ratings were very unhappy with their courses. To quote one, "Half of the topics were not related to my job. I felt I was losing 40 percent of my time. I didn't like the training and the reason is it is not what I came for."

The participants generally gave higher ratings to their satisfaction with their total technical training program than they did to the usefulness of their classroom training. These higher ratings suggest that the participants were more satisfied with their field trips than they were with the classroom portion of their training programs. As one participant said, "Observation is good for everyone." Several of the participants indicated they would have liked to spend more time in field experience in their training programs.

None of the training Aidre had through the International Cooperative Training Center involved the use of instruments and equipment. Those participants who did use instruments and equipment in their training felt that these were similar to those now available in their home countries. However, one participant said, "The tools, machinery and everything in the U.S. are 30 years ahead of what I have at home."



Aidre and many of his fellow participants rated the suitability of their technical training to their home country conditions at 1 of the top 2 positions on the 7-point scale. Their feeling was that they had learned a great deal that would help them in their home countries. However, some of the participants thought otherwise. As one commented, "I was so busy all the time, studying and reading, that I could not get time to try and relate my technical training to my job." Another commented, "Communication is not so developed in my country as in the United States. The United States has highly developed practices. They can't be transplanted." Aidre's feeling was that the program was relevant to the needs of his home country. "I saw everything that had been taught in the classroom in actual practice. I got many ideas for long- and short-range cooperative planning. I can see where we are now, and how far we have to go."

Aidre was very impressed with the host family visits and experiences he had had with Americans in rural communities. He commented, "I have the real picture of America from visiting small towns." He found Americans informal and hospitable. They were interested in him and his home country. He especially enjoyed giving talks about his home country at schools, clubs, and churches. The families he visited made him feel very welcome and at ease. He said on some occasions he felt like "part of the family." He now has several close personal friends that he made during his field visits in the Mid-West.

Aidre was not quite as pleased with his living arrangements in Madison. He was required to live in a privately-owned dormitory with other participants in the program and some American students. He found the dorm noisy and somewhat crowded for the purposes of study. He wished that he could have had a single room rather than being put in the same room with a fellow countryman. He also wished that cooking facilities had been available so that he could have had some of his native dishes rather than relying on the eating facilities in the dormitory. He realized, however, that housing was scarce and that this was probably the best arrangement under the circumstances.

In looking back over his total training experience, Aidre was generally satisfied. He felt that he had not wasted his time in the United States and that his program was very interesting. He believed that he had had ample opportunity to see and learn. However, he thought the program would have been even better if the participants had had the opportunity to select the topics and level of their classroom courses. He was impressed with the high degree of cooperation between government, cooperative, and university officials. He was hopeful that this cooperation could be extended to the planning of future participant training programs.

SECTION 2

STATISTICS

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Table 1

Q. What regions of the world were the participants from?

REGION	PARTICIPANTS AT ICTC % of 53	ALL SPECIAL PARTICIPANTS % of 4102
Near East- South Asia	34.0	34.6
Far East	20.8	33.7
Latin America	13.2	11.0
Africa	32.0	20.7

Table 2

Q. How much education did the participants have prior to beginning their A.I.D. training program? (Item 169)

YEARS OF EDUCATION	PARTICIPANTS AT ICTC % of 52	ALL SPECIAL PARTICIPANTS % of 4075
7-11	0.0	6.2
12	19.2	8.8
13-15	38.5	24.9
16	19.2	21.0
17-18	15.4	23.3
19 and over	7.7	15.8

Table 3

Q. Were the participants in disagreement with or unclear about the training institution selected for them in the proposed plan for their training program? (Item 27d)

DISAGREED WITH OR UNCLEAR ABOUT PROPOSED TRAINING INSTITUTION	PARTICIPANTS AT ICTC % of 26	ALL SPECIAL PARTICIPANTS % of 2947
No	92.3	92.0
Yes	7.7	8.0

Table 4

Q. Were the participants in disagreement with or unclear about the training institution selected for them in the final plan for their training program? (Item 38b)

DISAGREED WITH OR UNCLEAR ABOUT FINAL TRAINING INSTITUTION	PARTICIPANTS AT ICTC % of 26	ALL SPECIAL PARTICIPANTS % of 2947
No	96.2	92.5
Yes	3.8	7.5

Table 5

Q. What difficulties did the participants have with their classroom and related training? (Item 61)

DIFFICULTY	ICTC: 52 PARTICIPANTS			ALL SPECIAL PARTICIPANTS		
	None %*	Some %*	Much %*	None Percent* of 3207	Some	Much
Too much assigned reading	78.8	15.4	5.8	66.7	23.6	9.7
Subject matter too general	53.9	34.6	11.5	65.5	26.8	7.7
Subject matter too detailed	73.1	19.2	7.7	77.4	17.4	4.8
Too many different subjects presented	59.6	23.1	17.3	73.6	19.0	7.4
Too much duplication in subject matter presented	55.8	26.9	17.3	70.2	24.3	5.5
Too little discussion	76.9	15.4	7.7	75.5	18.6	5.9
Too little lecturing	86.5	7.7	5.8	79.9	14.6	5.5
Courses or presentations too simple	50.0	30.8	19.2	69.4	25.0	5.6
Courses or presentations too advanced	78.9	17.3	3.8	75.3	21.7	3.0

* Percentages add to 100% by rows in this table because each participant had to respond to each alternative.

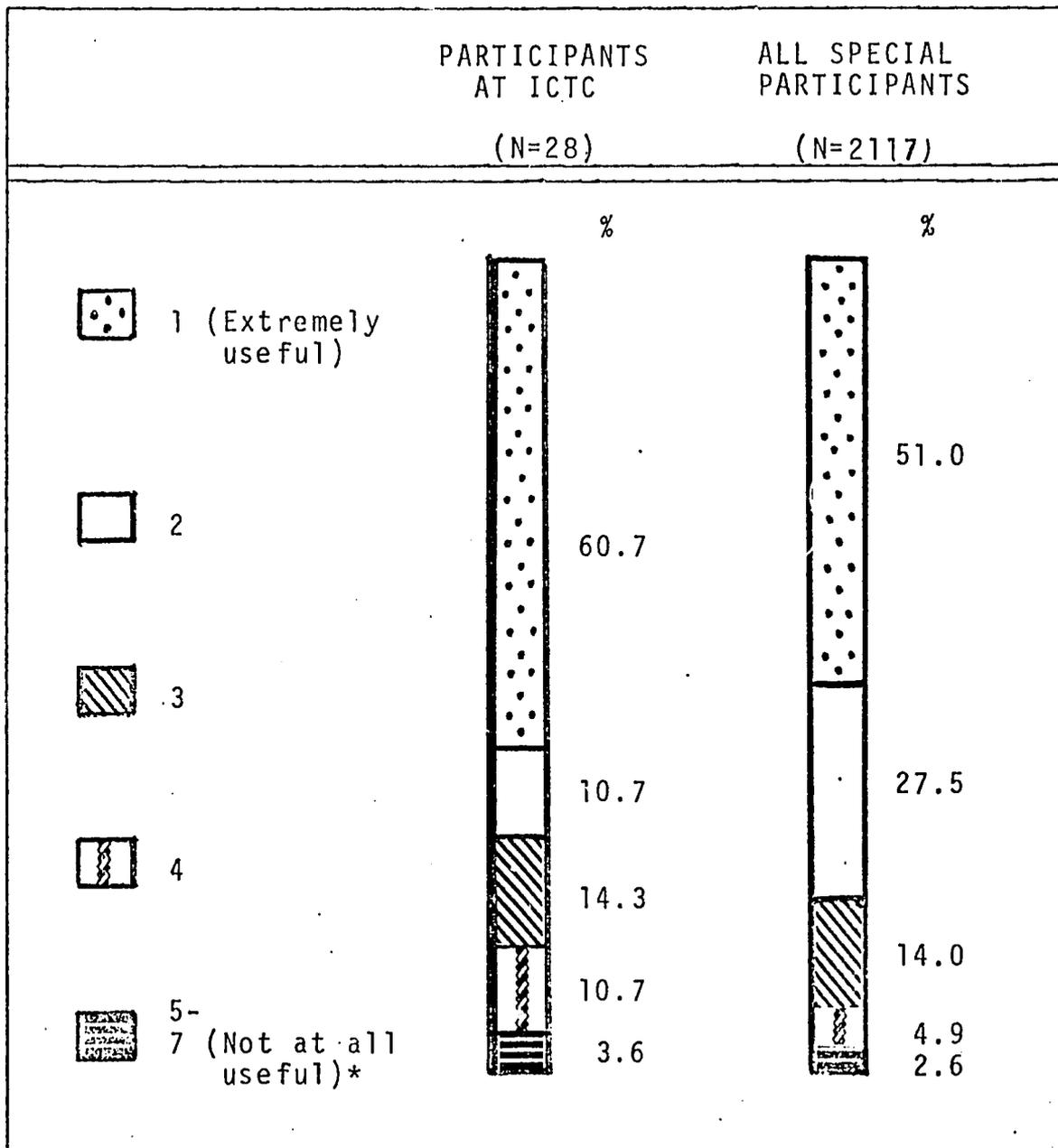
Table 6

Q. Did the participants receive help from a Foreign Student Advisor or Job Trainee Advisor at their training institution? (Item 136)

HELPED BY FSA OR JTA	PARTICIPANTS AT ICTC % of 51	ALL SPECIAL PARTICIPANTS % of 4086
No	47.1	47.4
Yes	52.9	52.6
IF YES:		
Q. How often was the above Advisor available? (Item 137)		
	<u>% of 27</u>	<u>% of 2144</u>
Always	70.4	59.7
Usually	18.5	27.0
Sometimes	11.1	13.3

Table 7

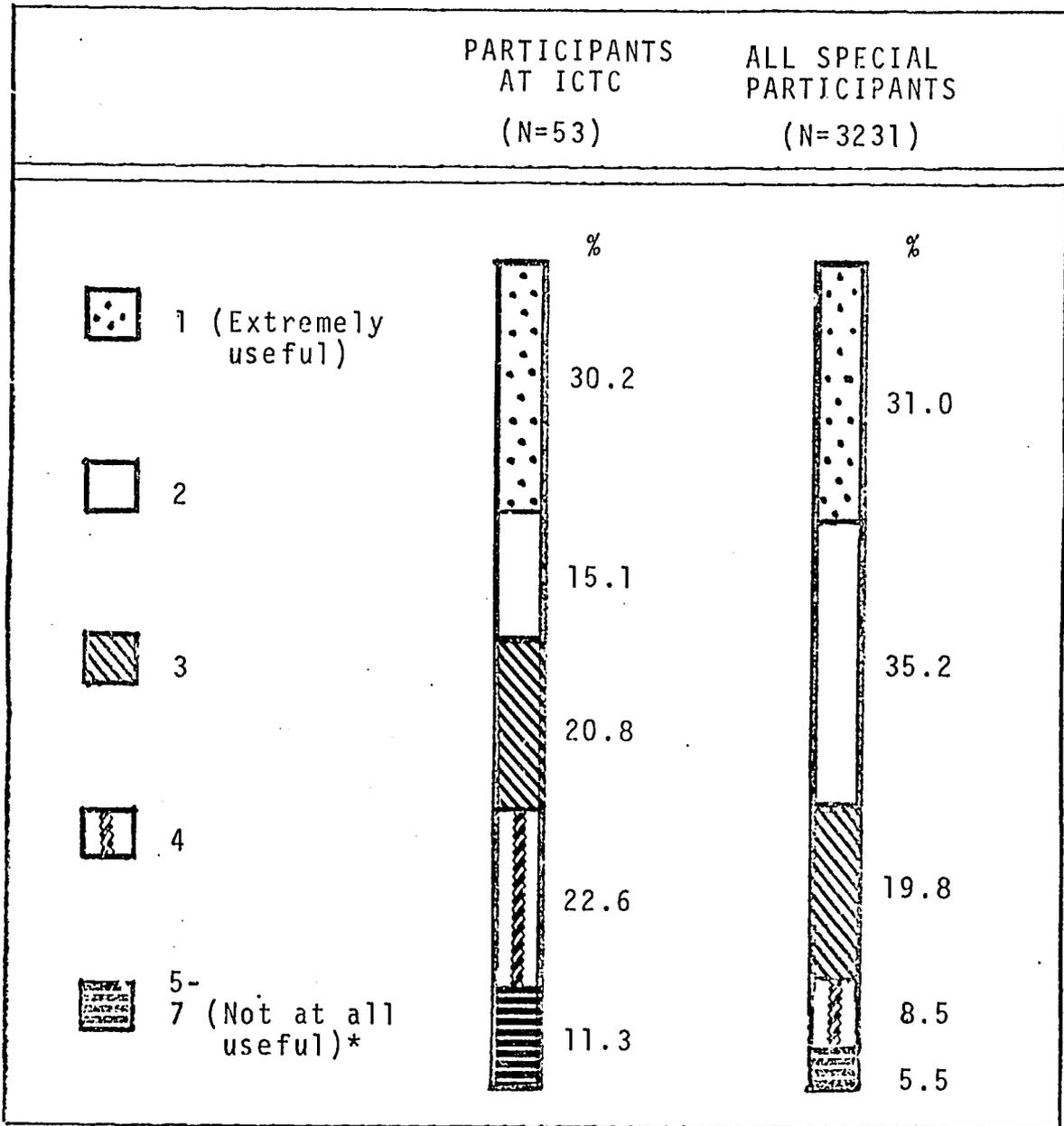
Q. How useful did the participants find the help they received from a Foreign Student Advisor or Job Trainee Advisor? (Item 138)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

Table 8

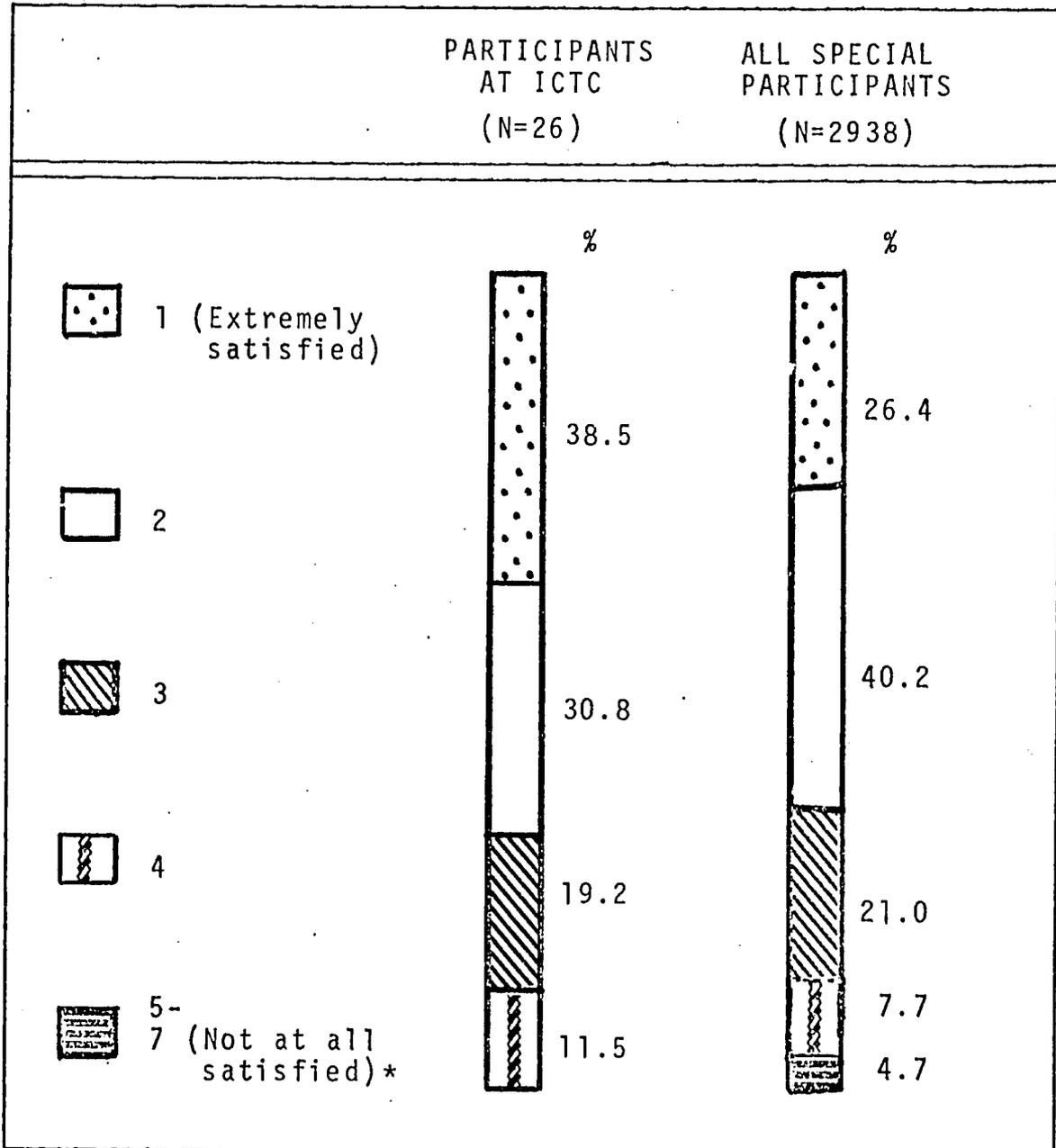
Q. How useful did the participants find their classroom and related training? (Item 62)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

Table 9

Q. How satisfied were the participants with their total technical training? (Item 81)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all satisfied."

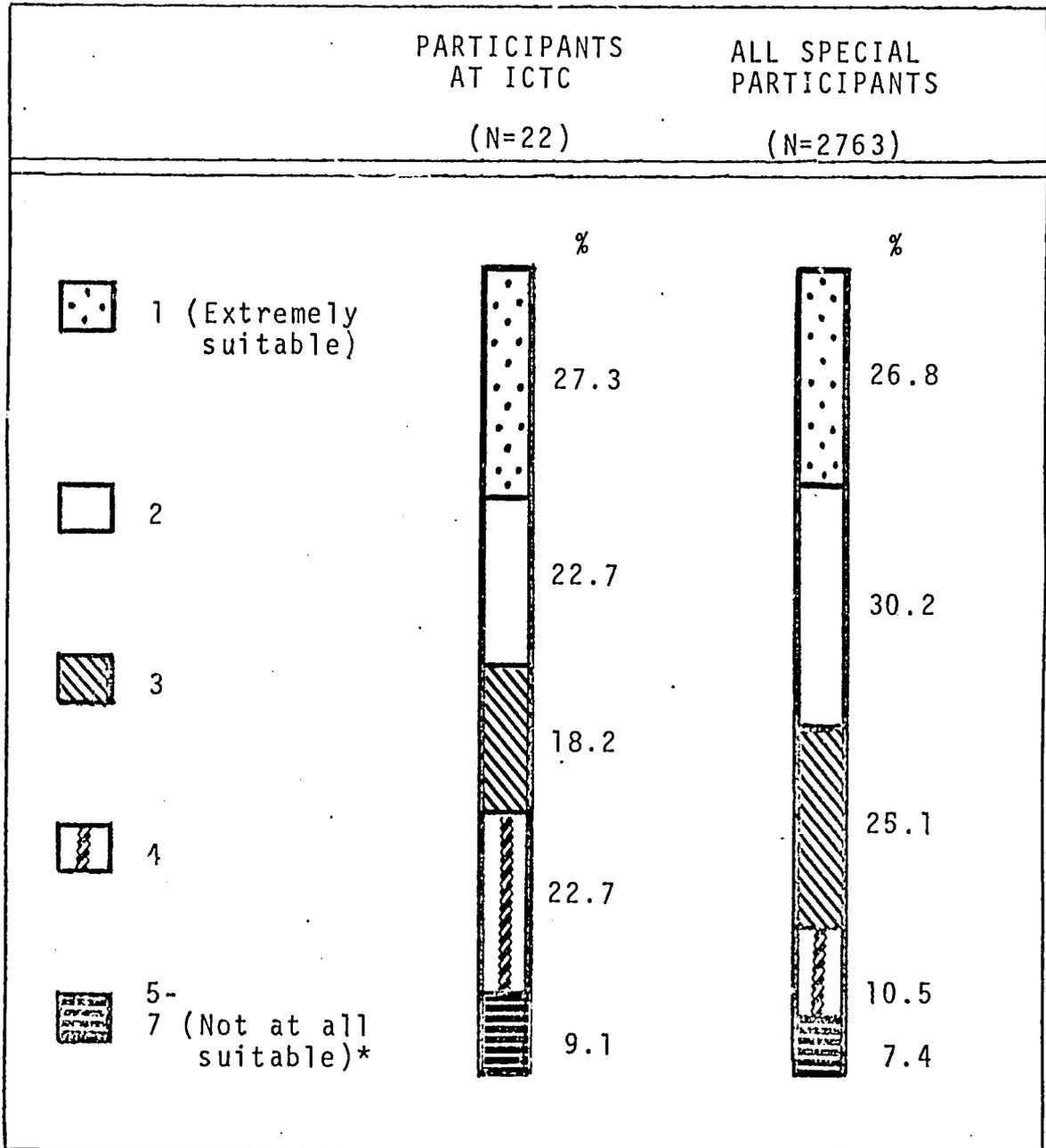
Table 10

Q. Did the participants have training in which instruments and equipment were used? (Item 77)

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT ICTC % of 49	ALL SPECIAL PARTICIPANTS % of 3869
No	55.1	40.4
Yes	44.9	59.6
IF YES:		
Q. Were such instruments and equipment similar to those now or soon to be available in the participants' home countries? (Item 78)		
	<u>% of 22</u>	<u>% of 2320</u>
No	9.1	17.5
Yes	90.9	82.5

Table 11

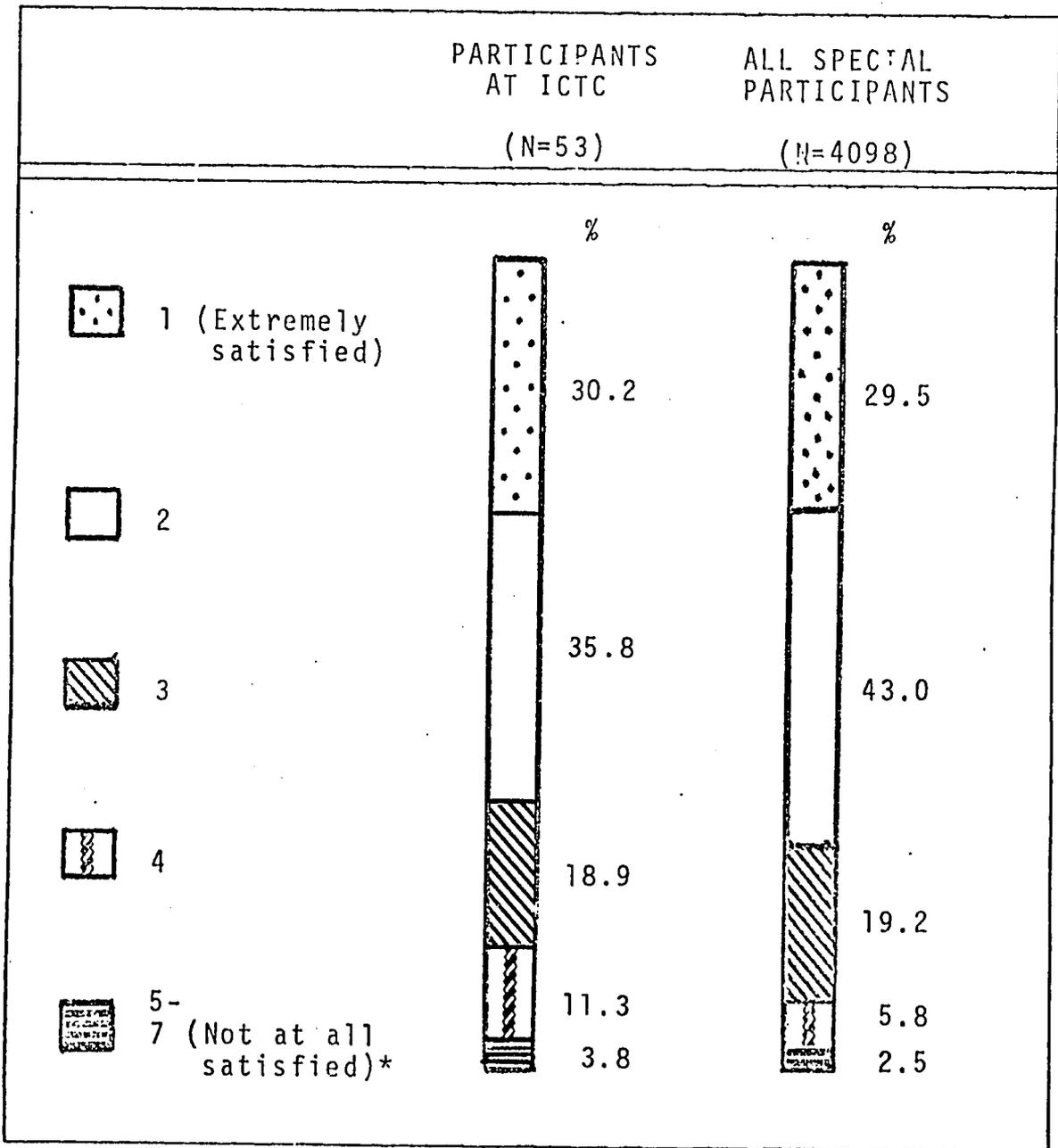
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 80b)



* Data for ratings of 5, 6, 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all suitable."

Table 12

Q. How satisfied were the participants with their total experience as A.I.D. participants? (Item 162)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all satisfied."

SECTION 3

NOTEWORTHY COMPARISONS

The purpose of this section of the report is to present important differences between the experiences of A.I.D. participants at the International Cooperative Training Center and those of Special Program participants at other training sites for which we have data. Percentage comparisons of these experiences are shown in the tables and graphs in the preceding section. Here we will note only those items on which the International Cooperative Training Center participants differ significantly, either positively or negatively, from all other Special Program participants. It is not possible to give statistical explanations for these differences as the size and composition of the groups vary greatly among the training sites.

When considering difficulties that Special Program participants have sometimes had with their classroom and related training, participants at ICTC more often found: (1) the courses too simple; (2) too much duplication in subject matter; and (3) too many different subjects presented, than did all other Special Program participants (Table 5). The International Cooperative Training Center participants less often had training in which instruments and equipment were used than did Special participants at all other training institutions (Table 10).

The Special participants who attended ICTC seminars more often gave lower ratings to the usefulness of their classroom training to their training objectives than did all other Special Program participants (Table 8).

APPENDIX I

DETRI PROCEDURES AND RELIABILITY OF DATA

The data in these profile reports were collected in the same manner as the data presented in the Annual Reports from DETRI to A.I.D. (May 1969 and July 1970). Participants fill out a printed standardized, structured questionnaire under the supervision of a person trained in its administration. They also receive an oral, unstructured interview conducted by a cultural communication specialist on a private, anonymous basis. More detailed information on the instruments and procedures used to collect the exit interview data are included in the Final Report on A.I.D. Participant Training Exit-Interview Development Study, December 1967, and the Guide for Users of the DETRI Exit Interview, November 1970.

There is ample evidence that these data are both reliable and valid for the participants interviewed. Tests of (1) the internal consistency of participant responses to the questionnaire, (2) interviewers' estimates of the validity of participants' responses, and (3) comparisons with results of other studies show the data to be technically acceptable. (For more detailed information see the First Annual Report, May 1969, pp iv-v.)

It is vital that the reader remember that the data presented in these reports come only from those participants who passed through Washington, D.C., on their return to their home countries, and who appeared at the DETRI exit interview. Therefore, the information in these reports does not represent all the A.I.D. participant trainees who departed from the United States. The data available in all DETRI reports does, however, represent the most systematically gathered and most dependable data on the largest group of foreign trainees ever studied.

APPENDIX II

GLOSSARY

Academic program participant: a participant who had a training program for one or more academic terms in regular curriculum courses in an accredited institution which grants an academic degree, whether or not a degree is an objective and whether or not courses are audited or taken for credit.

Special program participant: a participant whose training included one or more of the following types of training: (1) courses, seminars, or other organized programs in a specialized field which may result in the award of a certificate or diploma; (2) intensive briefings and instruction on a specific job or group of related jobs with an opportunity for close observation of the work activities, actual work experience, or both; (3) brief visits to offices, businesses, factories, government agencies, or other organizations to observe work processes and activities.

One to Seven Scale Graphs: these graphs are based on a scale where one (the top category) is designated as "Extremely useful (or satisfied), could not have been better," and seven (the bottom category) is designated as "Not at all useful (or satisfied), could not have been worse." Only the two extremes are given written alternatives. Numbers two through six have no written alternatives, which allows the participant to make up his own definition for these scale points. (This type of scaling is a modification of Cantril and Free's Self Anchoring Scale.)

This form of evaluation scale is being used for two reasons: (1) it reduces the amount and the ambiguity or arbitrariness of the written alternatives that appear on most rating scales, and (2) it helps to alleviate the ingratiation factor of giving very favorable responses to evaluative items. Since the end categories are so extreme, they are less often used and the participant is freer to utilize the remainder of the scale, which he defines.

Development Education and Training Research Institute (DETRI):

established by The American University on 1 July 1966. Its purpose--applied social science research--helps to fulfill the University's commitment to community life through public service contributions which complement and are compatible with the University's major instructional function--graduate and undergraduate. Within the University, DETRI is attached to the Office of the Dean for Graduate Studies and Research. It is located off-campus.

APPENDIX III

REFERENCES

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) (Out of print)

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 training programs.

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

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

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. 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.

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.

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. (Out of print)

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.

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 PASA. 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. (Out of print)

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.

Descriptive findings from Exit Interviews conducted with Academic participants who took part in Pre-Academic Workshops or Mid-Winter Community Seminars, and with Academic and Special participants who had English language training, orientations at the Washington International Center, or Communications Workshop Program. Comparisons among perceptions and opinions of participants at different training sites in the Pre-Academic Workshop

and Communications Workshop reports. Comparisons between the reactions of participants at each of the 15 cities reported on (minimum of 30 participants) and of those participants at all other cities in the Mid-Winter Community Seminar 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. (Out of print)