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TRAINING INSTITUTION PROFILE REPORT

SPECIAL PARTICIPANTS AT

BUREAU OF THE CENSUS

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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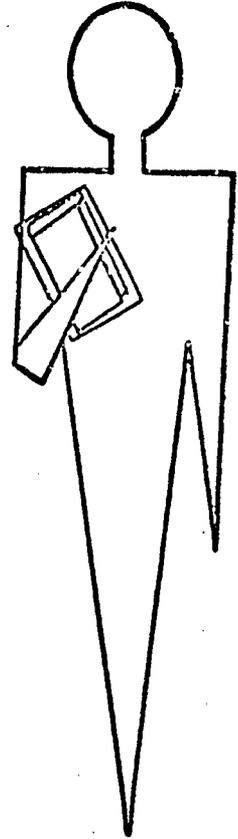
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SECTION 1

NARRATIVE

This report will describe the backgrounds and experiences of 86 A.I.D. Special Program participants whose training programs were conducted by the Bureau of the Census between July 1967 and February 1972, and who completed the DETRI questionnaire. The participants came from each of the four world regions that participate in A.I.D.'s International Training Programs, with the largest numbers from Africa and Near East-South Asia. Most of the participants were engaged in the collection, analysis, and presentation of census or other statistical information in their countries. The objectives of their training programs at the Census Bureau were to improve their present skills or prepare them for new responsibilities. They usually had had at least 13 years (40% had had 17 years or more) of formal education before they began their A.I.D. programs at the Census Bureau.

We would like you to meet "Aidre," our hypothetical A.I.D. Special Program participant whose training program was handled by the Census Bureau. His opinions and evaluations on any given item are those of many of the A.I.D. participants at the Census Bureau on that particular issue. When there are important differences on any item between Aidre, as the typical respondent, and his fellow participants, they will be mentioned. All quotes that appear in the following narrative are taken from the participants' own

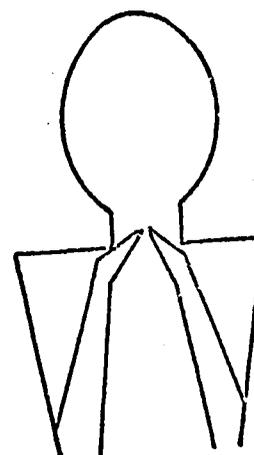


accounts of their experiences.

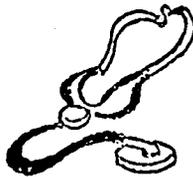
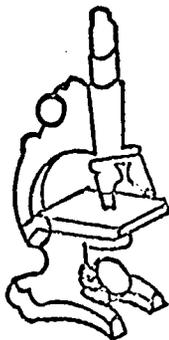
Aidre knew before his program began that it would be conducted by the Census Bureau. He thought this was quite appropriate in view of his training objectives, and the nature of his work in his country.

Aidre received help from a Trainee Advisor at the Census Bureau. He found that his Advisor was always available to help him, although many of Aidre's fellow participants did not find him so readily available. He felt that the help from his Advisor was very useful. On a scale which ranges from "1" (extremely useful) to "7" (not at all useful), Aidre rated the usefulness of the help at "1." He commented: "My relations with my Advisor were very good, and he took good care of me." Some of the participants gave lower ratings to the usefulness of their Advisor's help. They felt that the help they received had been given without consideration of their personal interests and needs. As one participant put it: "He helped me with my program, but did not seem interested in me personally."

Aidre considered a list of difficulties that Special Program participants have sometimes had with their classroom and related training (special courses, seminars, briefings and similar presentations). For the most part, he felt that the difficulties had not applied to him. He thought that: (1) the subject matter presented had been neither too general nor too detailed; (2) there had been a proper balance between lecturing and discussion; (3) there had been about the right number of different subjects presented during his program; and (4) there was little duplication in the subject matter presented. Although he did not consider it a difficulty for him, he



tended to agree with many of the other participants that some of the material presented had been too simple. The principal reason for this was that participants were given the same courses, regardless of their backgrounds in the subject. As one participant said: "Some participants had so much background, some not so much skill. Classes for the former were redundant; for the latter, too difficult." Another participant explained more specifically with reference to his training program: "There were 3 types of people in the same program--those who were new to computers and needed elementary training; those who had worked with computers, and knew much about them; and managers who needed to know what computers can do, but who did not need to know details of operation. All got the same program, so it was too elementary for some."



Aidre had some training where instruments and equipment were used. He reported that the instruments and equipment were similar to those now in use or soon to be available in his country.

Aidre felt that his classroom and related training had been useful in achieving his program objectives. He thought the usefulness should be given a rating of "2" on the 7-point scale. A fairly large number of participants, however, gave ratings lower on the scale. Individual participants who felt that their training had been very useful commented as follows: "I had a well-planned, creative, interesting program." "I learned about the theoretical aspects of survey development, and the application

of computers to this kind of work. This was very useful."

The following comments were made by individual participants who found their classroom and related training less useful than Aidre: "I received only broad, general instruction in data processing, and that was not specific enough." "I wanted to specialize in sampling, but had to take courses not in this field." "There was too much emphasis on the use of computers, and not enough on conventional methods."

Aidre and many of the other participants indicated that they were well satisfied with their total technical training program by giving ratings of "1" or "2" on the 7-point scale. Others, however, rated their satisfaction at "4" or below. One participant attributed his high satisfaction with his program to the "good combination of classroom instruction and field work. Having theory followed by practical on-the-job training allowed me to see the techniques in operation." Another said: "I am impressed with the flexibility of my program; I got just what I needed."

Some participants felt that their training programs would have been more satisfactory if they had been given more on-the-job training. One said: "If I could have worked with employees of the Census Bureau who work on agricultural census and computer programming it would have simplified the problems of putting theory into practice." Another commented: "The Census Bureau generally planned a useful program, but it would have been much better with more on-the-job training." One participant was more specific: "I was in computer systems programming. The Census Bureau did not give me the opportunity to use their IBM 360. I should have spent more time on computers."

The participants varied in their ratings of the suitability of their training programs to conditions in their countries. Generally, those who felt that their training programs were less suitable believed they had not had sufficient practical training to allow them to make application of it in their countries. As one participant put it: "My program was mostly lectures. I didn't get specialized on-the-job or field training. So I feel I have

learned nothing that would be useful when I return to my country." Aidre did not agree with this comment. He said: "My training was theoretical and practical. I had class instruction in theory. Then i was taken to the field to see how the theory works, and find the reason why particular methods are used."

SECTION 2

STATISTICS

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Table 1

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

REGION	PARTICIPANTS AT CENSUS BUREAU % of 86	ALL SPECIAL PARTICIPANTS % of 4102
Near East- South Asia	29.1	34.6
Far East	23.2	33.7
Latin America	12.8	11.0
Africa	34.9	20.7

Table 2

Q. In which fields did the participants receive their education and training?

FIELD OF TRAINING	PARTICIPANTS AT CENSUS BUREAU % of 80	ALL SPECIAL PARTICIPANTS % of 2677
Agriculture	5.0	27.6
Industry & Mining	0.0	12.2
Transportation	0.0	12.7
Health & Sanitation	36.3	18.2
Education	1.2	6.5
Public Administration	57.5	22.8

Table 3

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

YEARS OF EDUCATION	PARTICIPANTS AT CENSUS BUREAU % of 86	ALL SPECIAL PARTICIPANTS % of 4075
7-11	2.3	6.2
12	9.3	8.8
13-15	27.9	24.9
16	20.9	21.0
17-18	23.3	23.3
19 and over	16.3	15.8

Table 4

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 CENSUS BUREAU % of 84	ALL SPECIAL PARTICIPANTS % of 2947
No	92.9	92.0
Yes	7.1	8.0

Table 5

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 CENSUS BUREAU % of 84	ALL SPECIAL PARTICIPANTS % of 2947
No	92.9	92.5
Yes	7.1	7.5

Table 6

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

DIFFICULTY	CENSUS BUREAU 85 PARTICIPANTS			ALL SPECIAL PARTICIPANTS		
	None %*	Some %*	Much %*	None Percent* of 3207	Some	Much
Too much assigned reading	67.1	20.0	12.9	66.7	23.6	9.7
Subject matter too general	68.7	24.1	7.2	65.5	26.8	7.7
Subject matter too detailed	77.1	18.1	4.8	77.4	17.4	4.8
Too many different subjects presented	77.6	16.5	5.9	73.6	19.0	7.4
Too much duplication in subject matter presented	64.7	29.4	5.9	70.2	24.3	5.5
Too little discussion	74.1	20.0	5.9	75.5	18.6	5.9
Too little lecturing	84.7	10.6	4.7	79.9	14.6	5.5
Courses or presentations too simple	54.1	38.8	7.1	69.4	25.0	5.6
Courses or presentations too advanced	84.5	14.3	1.2	75.3	21.7	3.0

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

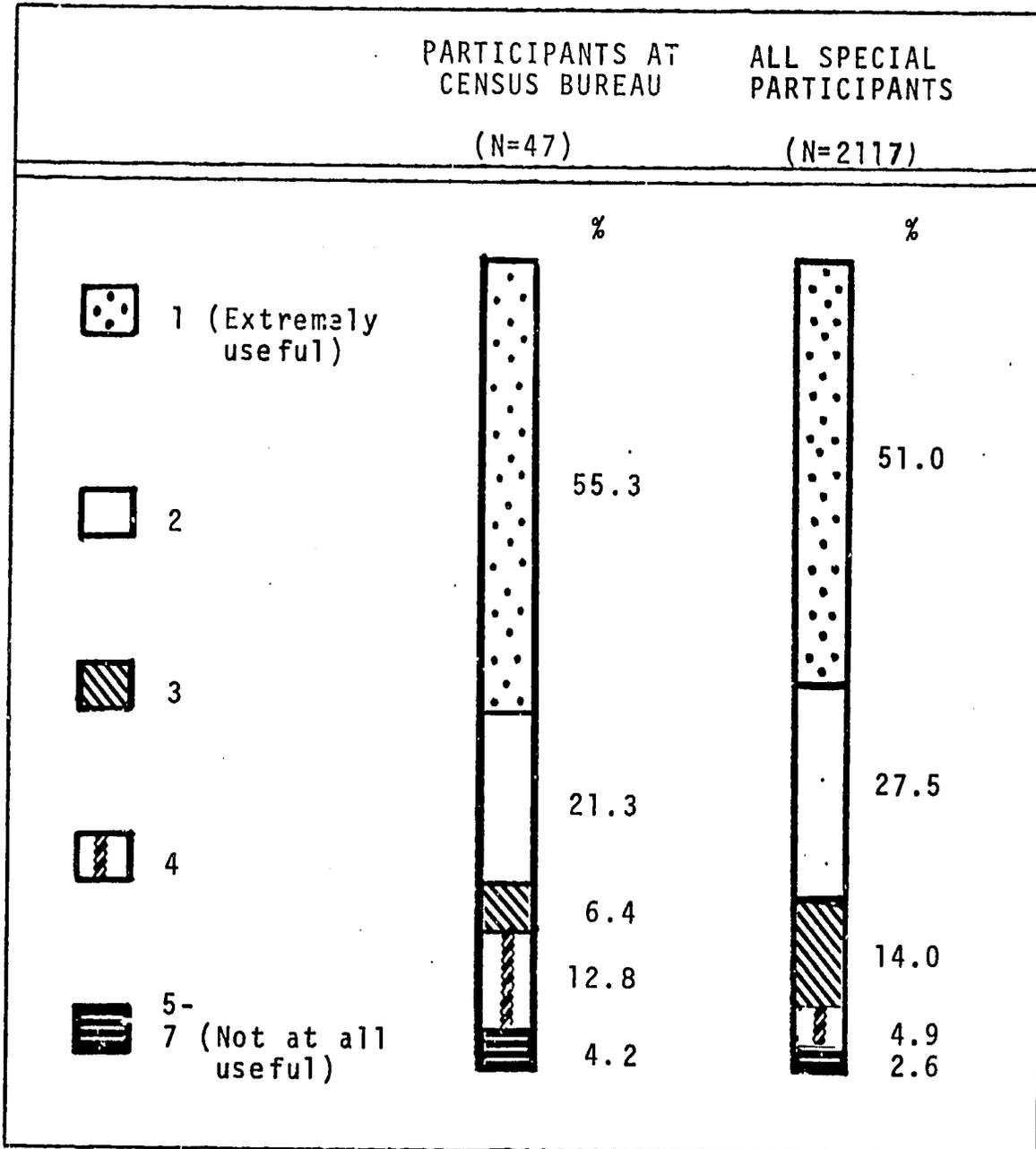
Table 7

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

HELPED BY JTA OR FSA	PARTICIPANTS AT CENSUS BUREAU % of 86	ALL SPECIAL PARTICIPANTS % of 4086
No	45.4	47.4
Yes	54.6	52.6
IF YES:		
Q. How often was the above Advisor available? (Item 137)		
	<u>% of 47</u>	<u>% of 2144</u>
Always	59.6	59.7
Usually	29.8	27.0
Sometimes	10.6	13.3

Table 8

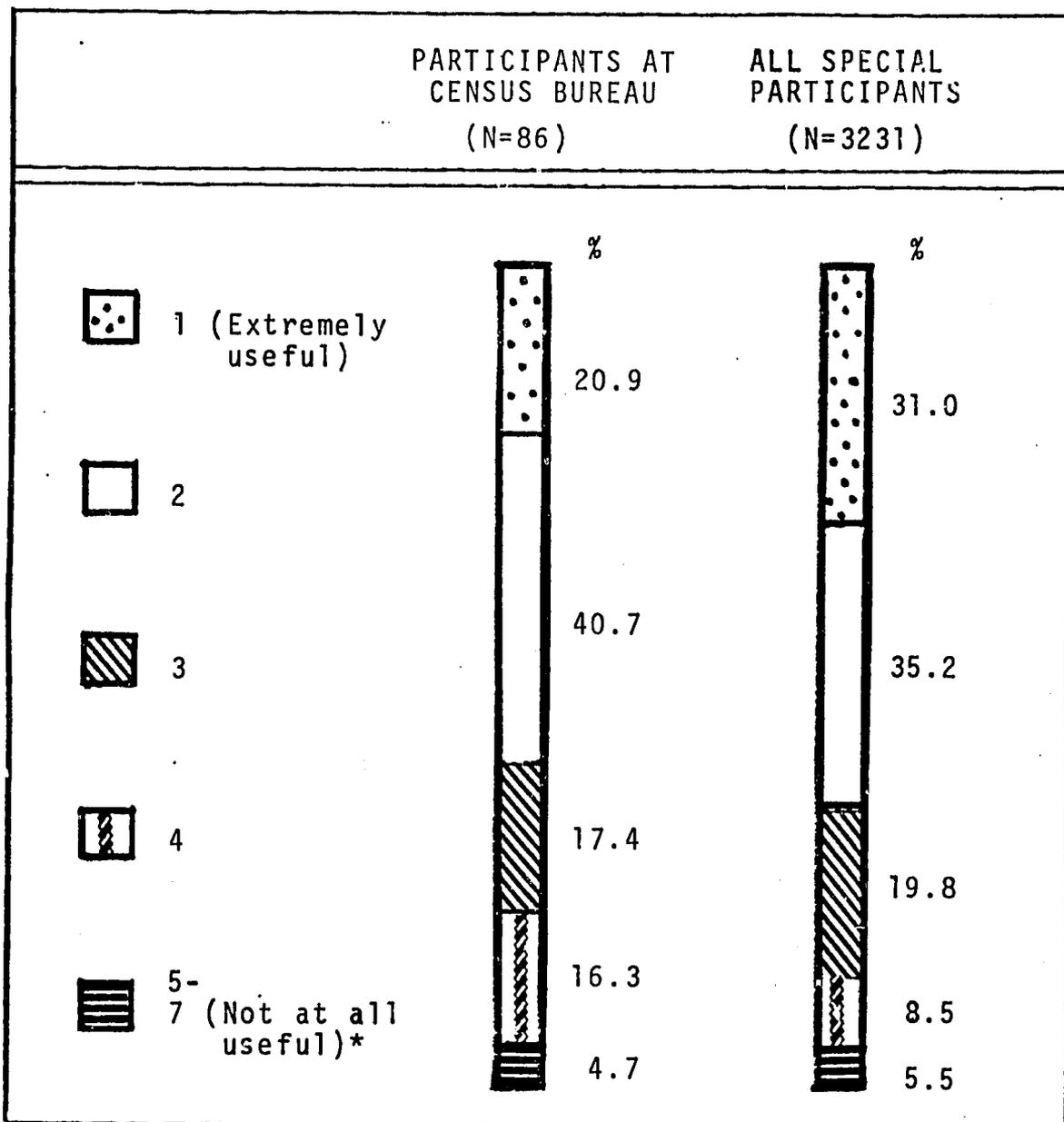
Q. How useful did the participants find the help they received from a Foreign Student Advisor or Job Trainee Advisor? (Item 138)



* 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 9

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."

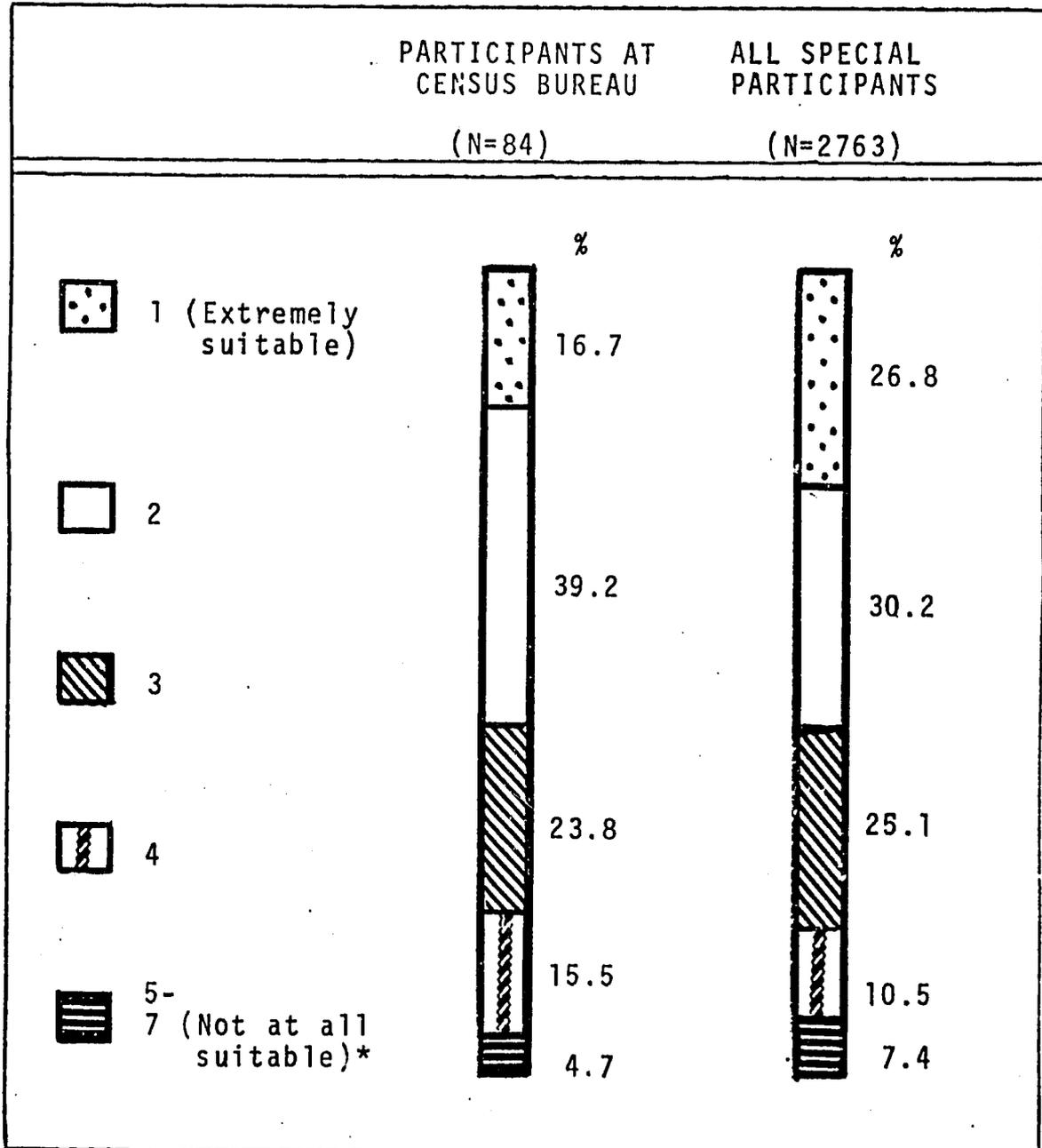
Table 10

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

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT CENSUS BUREAU % of 85	ALL SPECIAL PARTICIPANTS % of 3869
No	38.8	40.4
Yes	61.2	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 52</u>	<u>% of 2320</u>
No	17.3	17.5
Yes	82.7	82.5

Table 11

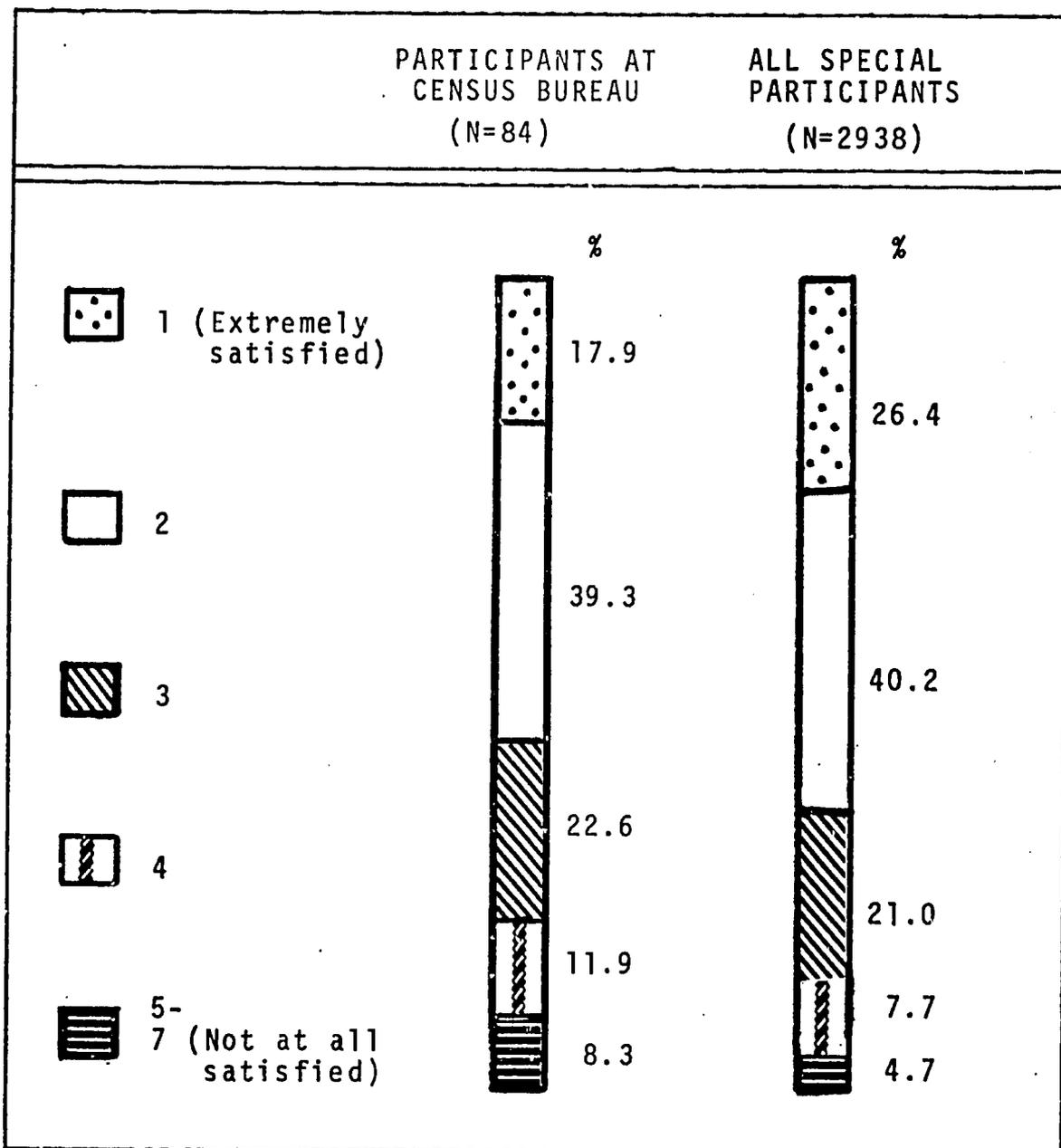
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 80b)



* 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

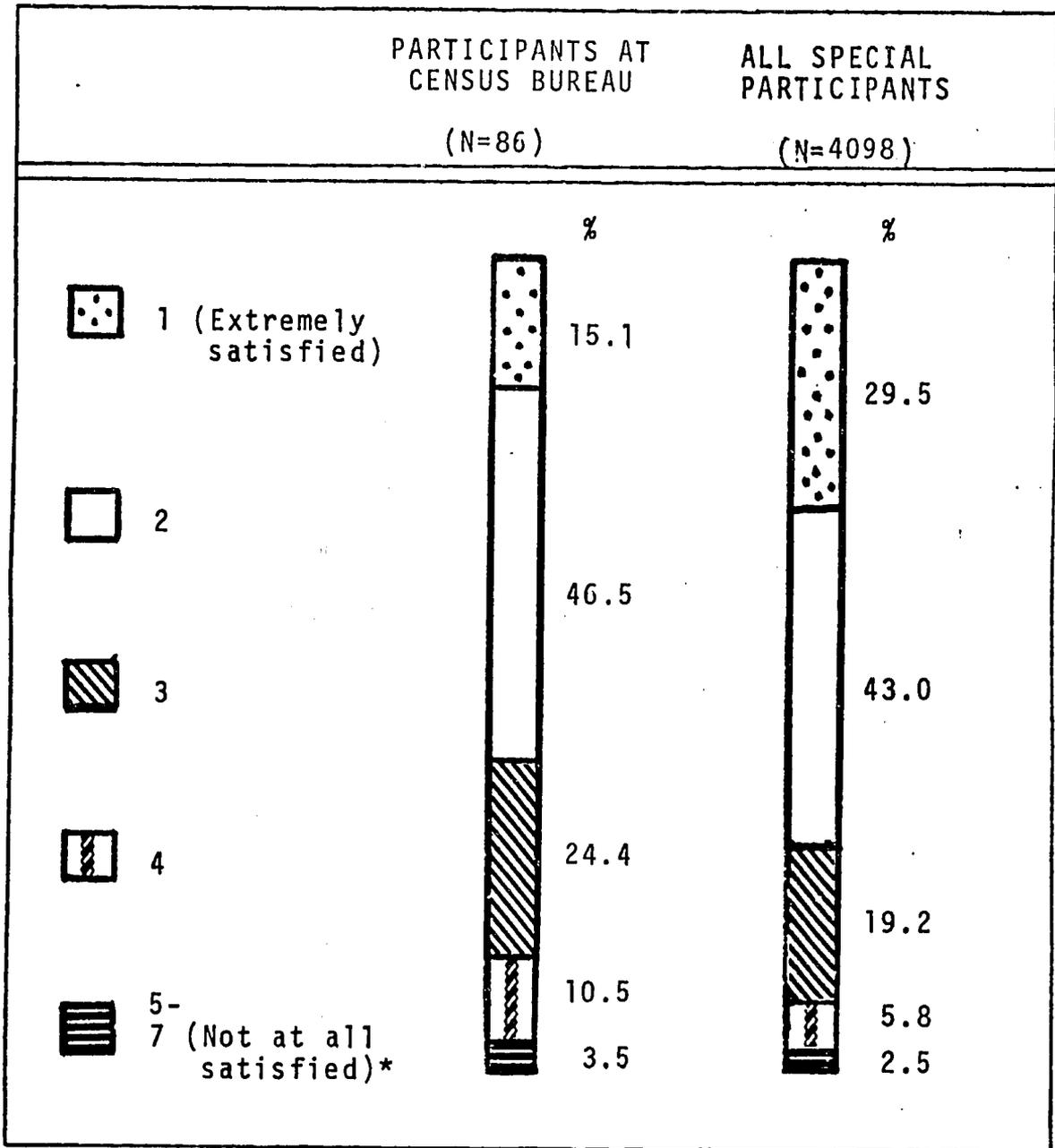
Q. How satisfied were the participants with their total technical training? (Item 81)



* 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 13

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 Census Bureau, and the experiences of Special Program participants at all 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 Census Bureau 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.

Participants at the Census Bureau more often found their courses or presentations too simple than did all Special Program participants (Table 6).

Census Bureau participants gave lower ratings of satisfaction with their overall experience as A.I.D. participants than did all Special Program participants (Table 13). (It should be noted that ratings of overall satisfaction do not reflect the participants' reaction to their training institution alone, since they include both training and non-training experiences.)

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 ingratiating 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)