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TRAINING INSTITUTION PROFILE REPORT
SPECIAL PARTICIPANTS AT
DEVELOPMENT ADMINISTRATORS
TRAINING PROGRAM
UNIVERSITY OF CONNECTICUT

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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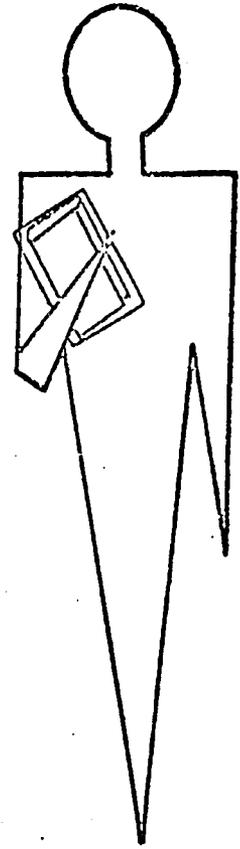
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SECTION 1

NARRATIVE

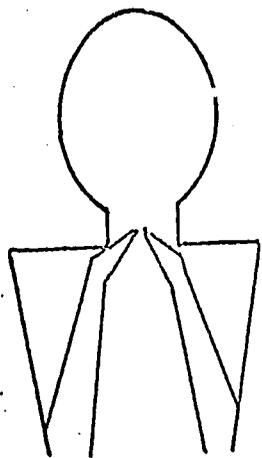
You are about to meet "Aidre," a hypothetical participant in the A.I.D. International Training Program. Through Aidre, you will become acquainted with the experiences of 136 A.I.D. participants who finished their training programs at the Development Administrators Training Program (DATP) of the University of Connecticut in Hartford, between July 1967 and February 1972, and who took part in the DETRI exit interview. All 136 were Special participants, i.e., they were enrolled in non-degree programs of relatively short duration in specialized fields. Special training programs characteristically entail classroom instruction, on-site observation, and/or on-the-job training. All of the above participants received the classroom portion of their training at DATP, and it is this part of their training with which we are primarily concerned in this report.

Aidre was from the Far East and many of his fellow participants were from the Near East-South Asia. At DATP they studied in a variety of programs, almost all of which fall under the A.I.D. category of public administration. Aidre's opinions and judgments on a given issue are those held by most of the DATP participants on that particular issue. All quotes that appear in the following narrative are taken from the participants' own accounts of their experiences. When there are important differences between Aidre, as the typical respondent, and some of his fellow participants, these differences will be noted.



DATP conducted several different training programs, usually consisting of 3 to 6 months classroom instruction, followed by on-site observation or on-the-job training relevant to the participants' needs. These programs covered a variety of management and administrative skills, such as program planning, budgeting, electronic data processing, and systems analysis.

When Aidre was informed that DATP had been selected as his training institution, he had no complaints. During his DATP program, Aidre received help from a Trainee Advisor, but found that this individual was not always available when needed. On a scale ranging from "1" (extremely useful) to "7" (not at all useful), Aidre and some of his fellow participants rated the usefulness of his help at 1 of the upper 2 scale positions. Many of his fellow participants did not receive help from this Advisor.



Aidre and his fellow participants were asked to indicate the extent to which classroom difficulties sometimes experienced by previous A.I.D. Special participants were true for them. Aidre stressed that the problems which the participants had depended on the particular program in which they were enrolled. Many participants felt there was too much assigned reading and that too many different subjects were presented in their programs. For example, 10 participants enrolled in a 16-week program on budgeting in the Fall of 1970 felt that, "it was

too short a program" and asked, "Why try to put everything into one program, 8 or 9 courses in 3 months of class, that's too much!?" They found that, "too much class" and "too many reading assignments" left "no time for recreation and social activities" and "very

little time to get to know Americans." It was difficult for many of the participants to absorb all of the subject matter. "You can't pour a bucket of water into a glass," said one.

Many of the participants would have preferred a less concentrated classroom program with more practical training. Nevertheless, some of the participants who believed that their program was too concentrated thought that it was qualitatively a good one.

On the other hand, there were participants who believed that the subject matter presented in their programs was too general and their courses too simple. Perhaps the outstanding example of such a program was the one in electronic data processing conducted at DATP in the Spring 1970. The consensus of opinion among participants in that program was that the teachers "were not competent to teach or explain." They "were not pros at all but private individuals who dropped by after a long day's work to give a usually below standard lecture." The teachers in this program were "so exhausted that they could hardly talk." Since they worked elsewhere during the day, the teachers "were never around so that the participants could ask questions," though most participants did not mind their absence since "they didn't know anything anyway."

The instructors were not the only problem. Although this program was devoted to instruction in the use of computers, "there was not a computer in sight." "They gave us manuals--8 manuals," said one participant. "I can get that at home!" One of the participants saw a computer during his on-the-job training, but he "just saw it . . . never worked at all with a computer . . . never even touched a computer."

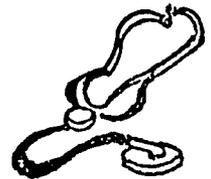
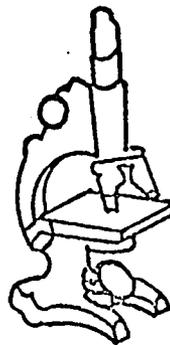
When asked to evaluate the usefulness of their classroom and related training, half the participants rated it a "2" or above and half rated it a "3" or below on the 7-point scale.

After their classroom instruction in Hartford, participants had on-the-job and/or observation training. Some participants felt that this practical training was "more important than listening to instructors" in class. But participants were most satisfied when their

on-the-job training/observation training related to their classroom training and both were relevant to their positions at home. Aidre felt he needed "actual experience in an operating agency" to be "qualified" and considered observation/on-the-job training successful if he "got actively involved in the work" and when there was a willingness to give him what he wanted. In such situations he could "talk with officials on the roles they were playing" and "work close to people" in his field. In contrast, he found field training less valuable if all he could do was "look around" and "visit" like a tourist. Among the observation/on-the-job training sites singled out by several participants for special praise were the Civil Service Commission, the Detroit Budget Division, and the Kentucky Budget Bureau in Frankfort.

When asked to evaluate the suitability of their technical training programs to conditions in their home countries, Aidre and most of his fellow participants gave ratings at 1 of the top 3 positions on the 7-point scale. Aidre had training in which instruments and equipment were used, and he believed them similar to instruments and equipment available in his own country.

Although Aidre thought that Hartford was rather "dull" and definitely not a "place for entertainment," he had a host family, and this made life more enjoyable. Aidre noticed that those participants who had good host families enjoyed their social life in Hartford more than they would have otherwise. One participant had a host family that was "just wonderful." "They had a boy who lived



in my country while he was in the service and we became good friends," he said. Host families often provided one of the few links between the participants and American life and institutions, since the DATP program was physically separate from the main university campus at Storrs and the participants had "no clubs, no activities, no cafeterias in common with American students." One participant described how his host family widened his experience: "They were tremendous people and the husband showed me all around, took me to political meetings and immersed me fully in an American town." As a result he was particularly impressed with local self government.

Being physically separated from American students was especially disappointing to those participants who were curious about Americans and "wanted to get to know how they live their daily lives." The isolation of the DATP program led one participant to inquire, "Are you teaching Americans different than us because we are underdeveloped?"

By far the biggest complaint of the participants at DATP was housing. At one time participants were required to live in apartments designated by DATP and were not permitted to rent another apartment on their own initiative. One participant reported being "shocked" that arrangements had been made without his participation and another was very upset that mature individuals were "treated like children."

Bad feelings increased when some of the participants made inquiries and came to the conclusion that the rent charged A.I.D. participants was higher than that of others in these apartments. Those participants who did seek other housing in the area were told by the landlords that they could not rent an apartment without the approval of the DATP director. "We could have gotten any number of equally nice apartments for much less money--same size, same facilities," said one participant. Many participants got a bad impression of the American people because of the housing," stated one participant. (It has been reported that the DATP housing policy has been

changed so that participants are only required to live in the designated housing for their first 2 weeks.)

SECTION 2

STATISTICS

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Table 1

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

REGION	PARTICIPANTS AT UNIVERSITY OF CONNECTICUT	ALL SPECIAL PARTICIPANTS
	% of 136	% of 4102
Near East- South Asia	32.3	34.6
Far East	47.8	33.7
Latin America	5.2	11.0
Africa	14.7	20.7

Table 2

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

FIELD OF TRAINING	PARTICIPANTS AT UNIVERSITY OF CONNECTICUT	ALL SPECIAL PARTICIPANTS
	% of 100	% of 2747
Agriculture	2.0	26.9
Industry & Mining	6.0	11.9
Transportation	0.0	12.4
Labor	3.0	2.6
Health & Sanitation	0.0	17.7
Education	2.0	6.3
Public Administration	87.0	22.2

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 UNIVERSITY OF CONNECTICUT % of 135	ALL SPECIAL PARTICIPANTS % of 4075
7-11	3.7	6.2
12	5.9	8.8
13-15	22.2	24.9
16	23.7	21.0
17-18	27.4	23.3
19 and over	17.1	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 UNIVERSITY OF CONNECTICUT % of 102	ALL SPECIAL PARTICIPANTS % of 2947
No	92.2	92.0
Yes	7.8	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 UNIVERSITY OF CONNECTICUT % of 102	ALL SPECIAL PARTICIPANTS % of 2947
No	92.2	92.5
Yes	7.8	7.5

Table 6

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

DIFFICULTY	UNIVERSITY OF CONNECTICUT 135 PARTICIPANTS			3207 SPECIAL PARTICIPANTS		
	None	Some	Much	None	Some	Much
	%*	%*	%*	%*	%*	%*
Too much assigned reading	59.0	23.1	17.9	66.7	23.6	9.7
Subject matter too general	56.7	31.3	12.0	65.5	26.8	7.7
Subject matter too detailed	77.3	18.9	3.8	77.4	17.4	4.8
Too many different subjects presented	54.5	27.6	17.9	73.6	19.0	7.4
Too much duplication in subject matter presented	67.2	23.1	9.7	70.2	24.3	5.5
Too little discussion	65.4	24.8	9.8	75.5	18.6	5.9
Too little lecturing	73.1	18.7	8.2	79.9	14.6	5.5
Courses or presentations too simple	55.6	33.3	11.1	69.4	25.0	5.6
Courses or presentations too advanced	81.8	14.4	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.

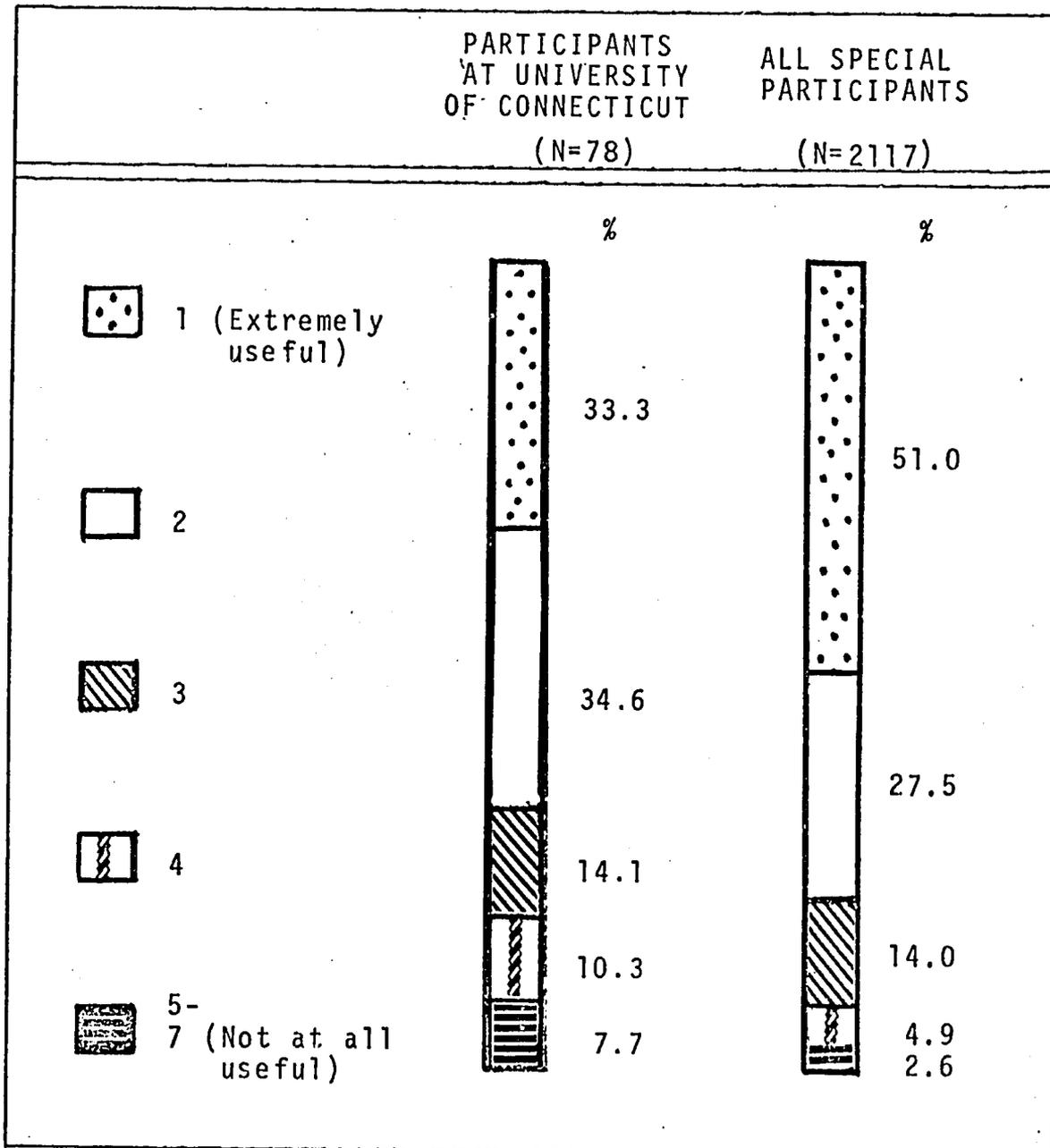
Table 7

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 UNIVERSITY OF CONNECTICUT % of 135	ALL SPECIAL PARTICIPANTS % of 4086
No	43.0	47.4
Yes	57.0	52.6
IF YES:		
Q. How often was the above Advisor available? (Item 137)		
	<u>% of 78</u>	<u>% of 2144</u>
Always	44.9	59.7
Usually	33.3	27.0
Sometimes	21.8	13.3

Table 8

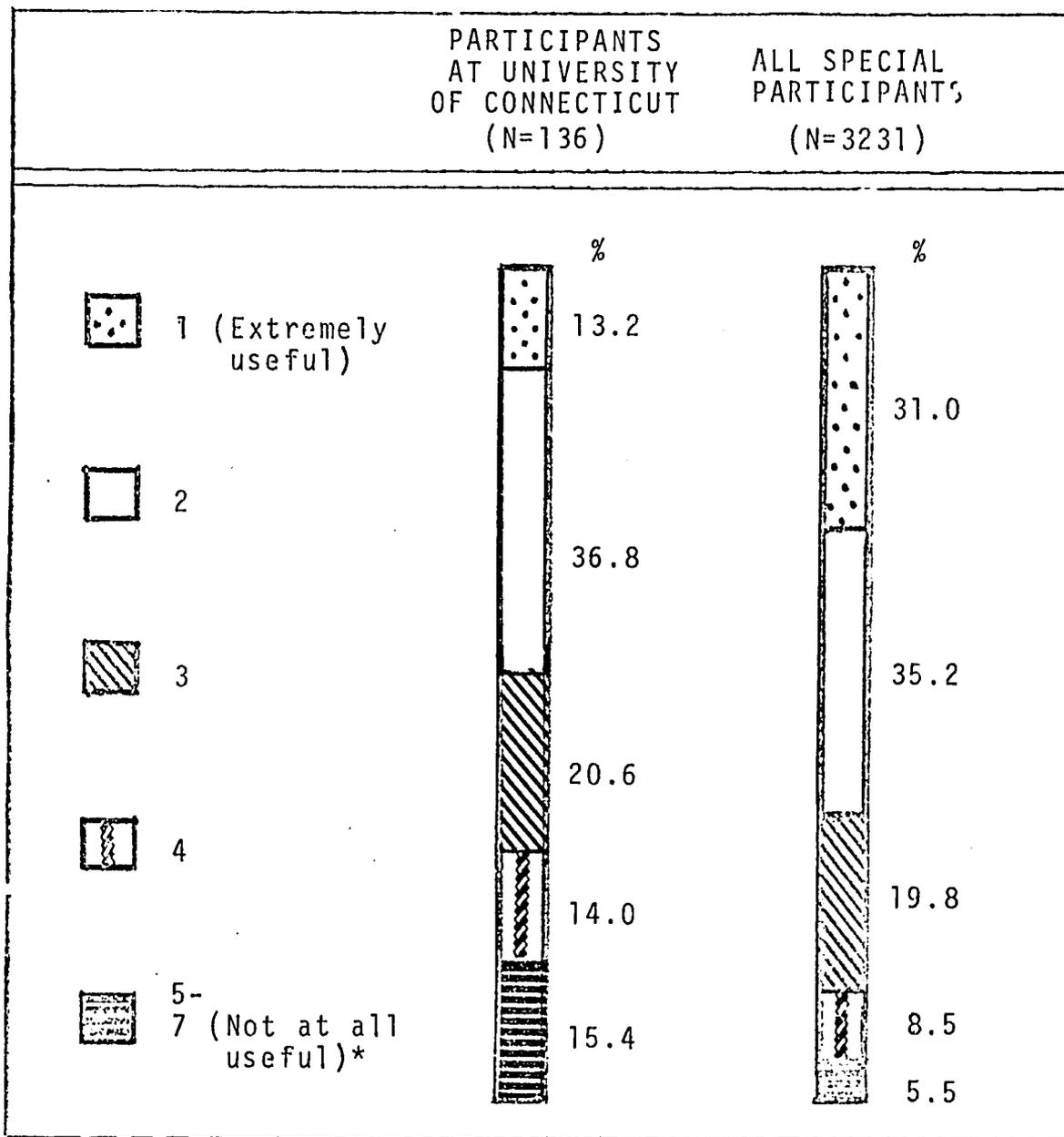
Q. How useful did the participants find the help they received from a Foreign Student Advisor or Job Trainee Advisor? (Item 138)



* 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

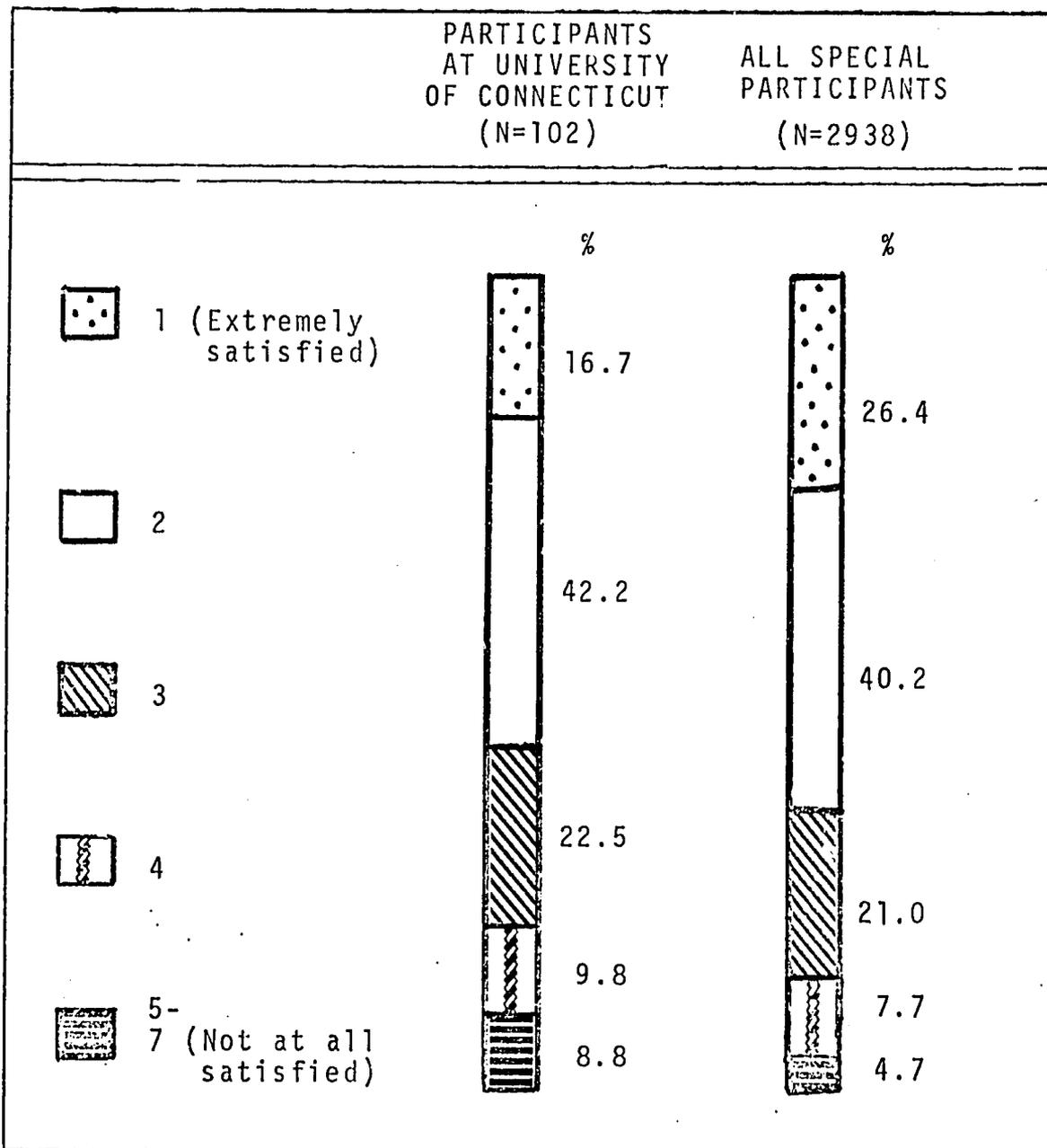
Q. How useful did the participants find their classroom and related training? (Item 62)



* 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. 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."

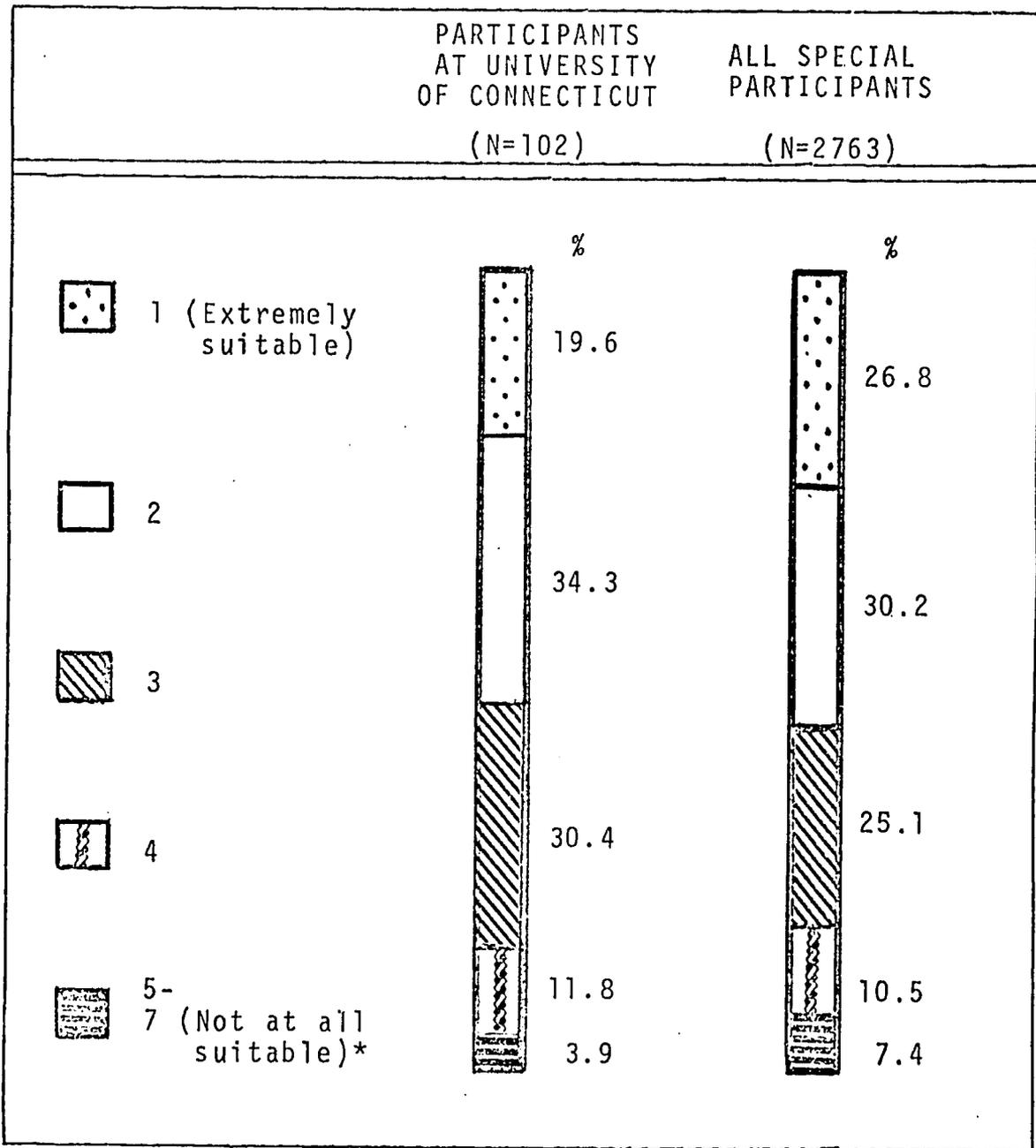
Table 11

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

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT UNIVERSITY OF CONNECTICUT % of 135	ALL SPECIAL PARTICIPANTS % of 3869
No	49.6	40.4
Yes	50.4	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 66</u>	<u>% of 2320</u>
No	19.7	17.5
Yes	80.3	82.5

Table 12

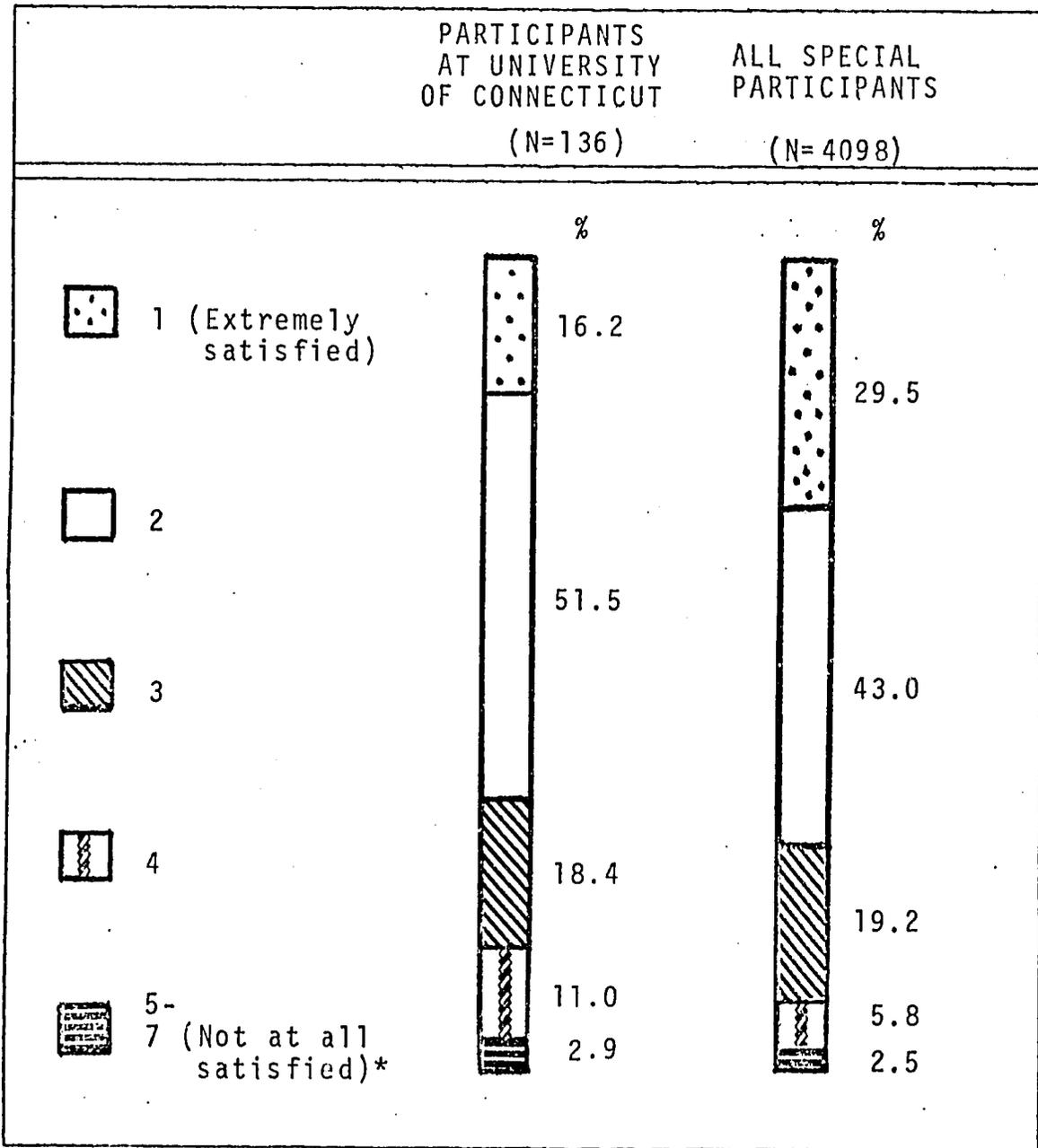
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 80b)



* 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 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 Special participants at the University of Connecticut in Hartford and those of participants who were enrolled in Special programs in other institutions for which we have data. Tables and graphs illustrating percentage comparisons of these experiences are available in the previous section. It is not possible to give a statistical explanation for these differences as the size and composition of the groups of participants vary greatly among these training institutions.

Compared to participants at other institutions, proportionately fewer DATP participants reported that their Trainee Advisor was always available, while proportionately more DATP participants reported that he was only available sometimes than did all other Special participants (Table 7). A higher percentage of the DATP participants gave low ratings to the help provided by this Advisor than did participants at other Special training institutions (Table 8).

Compared to participants at all other institutions, DATP participants more frequently reported difficulty with: (1) too much assigned reading, (2) subject matter that was too general, (3) courses that were too simple, (4) too many different subjects being presented, and (5) too little discussion in their classroom training (Table 6).

When rating the usefulness of their classroom training to their training objectives, DATP participants more often gave low ratings than did Special participants at all other institutions (Table 9). In comparison with Special participants elsewhere, proportionately fewer DATP participants were extremely satisfied with their total experience as A.I.D. participants ("1" ratings) (Table 13).

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 Inter-
national 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. (Cut of print)

Participant Assessment of Factors Related to Selected PASAs:
Profile Report Series. Washington, D.C., Office of Inter-
national 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)