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TRAINING INSTITUTION PROFILE REPORT
SPECIAL PARTICIPANTS AT
HARVARD UNIVERSITY

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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SECTION 1

NARRATIVE

You are about to meet "Aidre," a hypothetical A.I.D. Special participant who attended specialized programs at Harvard University and who took part in the DETRI exit interview. His opinions and evaluations on any given issue are those of most of the A.I.D. participants at Harvard on that particular issue.

When there are important points of difference 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 represents 72 A.I.D. participants at Harvard who completed their training programs between July 1967 and February 1972. He and his fellow participants came from various world regions, most coming from the Far East, some coming from Africa and the Near East-South Asia.

These participants attended various special programs at Harvard, including the Trade Union Program, the International Tax Program, a course in International Law and Economic Development for junior and senior executives, Management Development Programs, and International Marketing Institute programs arranged by the Graduate School of Business Administration. These programs drew

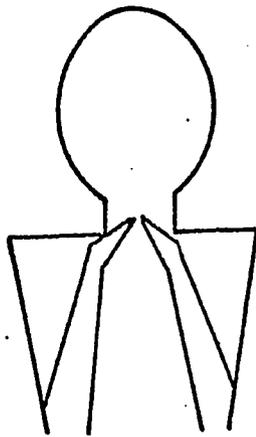


participants from a number of different fields of specialization. Aidre was selected to update his skills in public administration. Some of the other participants came to the United States for training in labor or industry.

Before Aidre left home, he discussed plans for his training with officials of USAID and his government. He knew at that time that he would attend Harvard and was in agreement with its selection as his training institution.

During the exit interview, Aidre considered a list of difficulties that other Special participants had sometimes reported

having with their classroom training. He reported that his main problem was with the amount of assigned reading. "For a grown man, the reading assignments were rather taxing," and "too concentrated," especially for those with language problems. "It would help to have more time to think." Several participants suggested that some of the reading materials or references should be sent to them sufficiently ahead of time to allow them to do some of the reading before they left home.



Aidre found the case study-role-playing-seminar method of instruction used at Harvard new to him. There was an initial period of confusion before he understood the procedure, but he subsequently found it an effective educational technique that he hopes to introduce in his country. A participant in the International Marketing Institute program remarked: "In business, experience counts, and this method teaches that way of solving problems--not through theory, but through the actual experience of attacking problems."

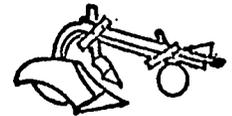
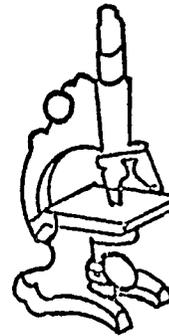
Aidre had no difficulty with his courses being too simple or too general. He and most of his fellow participants agreed that they had no problem with too little discussion in their

classes. Those participants who attended Management Development Programs particularly liked the division of the large classes into small discussion groups in which they could interact with fellow executives from many different countries, including the United States. There were also ample opportunities for discussion in the Trade Union Programs. "There were many American unions represented. That was the beauty of the program. We learned a lot about each other."

The nature of Aidre's training was such that the use of instruments and equipment was not required. A few of his fellow participants reported having training in which instruments and equipment were used; all of them reported the equipment to be similar to that in use in their countries.

Although Aidre did not have occasion to seek help from a Foreign Student Advisor during his stay at Harvard, many of his fellow participants did. A majority of the participants who received this help found the Advisor to be always available. On a scale on which "1" represents extremely useful and "7" indicates not at all useful, most of these participants gave either "1" or "2" ratings to the utility of their Advisors' help. The Coordinator for the International Tax Program was also mentioned as having done an excellent job of organization and of anticipating difficulties before they arose.

Participants attending the International Tax Program generally felt they had learned helpful procedures for improving the tax systems in their countries. One said, "I can resume my work at home with greater authority and can explain better the reasons why certain changes should be undertaken."



The Trade Union Program was viewed by one participant as "an excellent exposure to the American business field." Another remarked that "I got good knowledge. Not all of it can be applied, but I can use some." The courses were difficult, "but not at all boring."

The participants varied in their ratings of the usefulness of their courses to their training program objectives. Equal numbers of participants gave "1" and "2" ratings on this scale. Aidre rated at "2" the suitability of his technical training to his home country conditions, and his satisfaction with his total technical training.

After completion of their courses at Harvard, many of the participants had observation visits or on-the-job training, most of which was arranged by the University. This practical experience was usually very much appreciated. As a participant in the International Tax Program put it, "My course work was useful, but it teaches you more to go through the activities." A participant attending the International Law seminar found his observation visits "very valuable. They supplemented what was discussed in the seminar and allowed me to see at first hand how international agencies work." A participant who had on-the-job experience following his attendance at a Management Development program felt that his entire training program was directly relevant to his work at home. The practical experience "will be of immediate value in my work" and the courses "gave me management tools that will help me assume more responsible administrative positions."

Several factors limited the social activities of many of the participants in the special programs at Harvard. One was the amount of work required for the "concentrated" courses. Another was being housed primarily with members of the seminar the participants were attending. Still another was the difference in money allowance received by the A.I.D. participants and by their classmates under other sponsorship. Those participants who had visited with Americans were more pleased with their social life. Several expressed their appreciation for the social activities arranged by their faculty members.

Although one participant found the Boston area "a little conservative," another remarked that "some people get tired of big cities and some people get bored with small towns. At Harvard you could take a subway and be in the middle of Boston in 5 minutes. You had the advantages of a small town and large city."

SECTION 2

STATISTICS

Table 1

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

REGION	PARTICIPANTS AT HARVARD UNIVERSITY % of 72	ALL SPECIAL PARTICIPANTS % of 4102
Near East- South Asia	22.2	34.6
Far East	44.4	33.7
Latin America	5.6	11.0
Africa	27.8	20.7

Table 2

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

FIELD OF TRAINING	PARTICIPANTS AT HARVARD UNIVERSITY % of 26	ALL SPECIAL PARTICIPANTS % of 2747
Agriculture	3.9	26.9
Industry & Mining	11.5	11.9
Transportation	3.8	12.4
Labor	15.4	2.6
Health & Sanitation	7.7	17.7
Education	7.7	6.3
Public Administration	50.0	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 HARVARD UNIVERSITY % of 70	ALL SPECIAL PARTICIPANTS % of 4075
7-11	2.9	6.2
12	4.3	8.8
13-15	25.7	24.9
16	15.7	21.0
17-18	28.6	23.3
19 and over	22.8	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 HARVARD UNIVERSITY % of 26	ALL SPECIAL PARTICIPANTS % of 2947
No	96.2	92.0
Yes	3.8	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 HARVARD UNIVERSITY % of 26	ALL SPECIAL PARTICIPANTS % of 2947
No	96.2	92.5
Yes	3.8	7.5

Table 6

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

DIFFICULTY	HARVARD UNIVERSITY 72 PARTICIPANTS			3207 SPECIAL PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	33.3	50.0	16.7	66.7	23.6	9.7
Subject matter too general	83.3	15.3	1.4	65.5	26.8	7.7
Subject matter too detailed	80.5	18.1	1.4	77.4	17.4	4.8
Too many different subjects presented	84.7	13.9	1.4	73.6	19.0	7.4
Too much duplication in subject matter presented	78.9	18.3	2.8	70.2	24.3	5.5
Too little discussion	94.4	5.6	0.0	75.5	18.6	5.9
Too little lecturing	75.0	19.4	5.6	79.9	14.6	5.5
Courses or presentations too simple	86.1	12.5	1.4	69.4	25.0	5.6
Courses or presentations too advanced	70.8	29.2	0.0	75.3	21.7	3.0

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

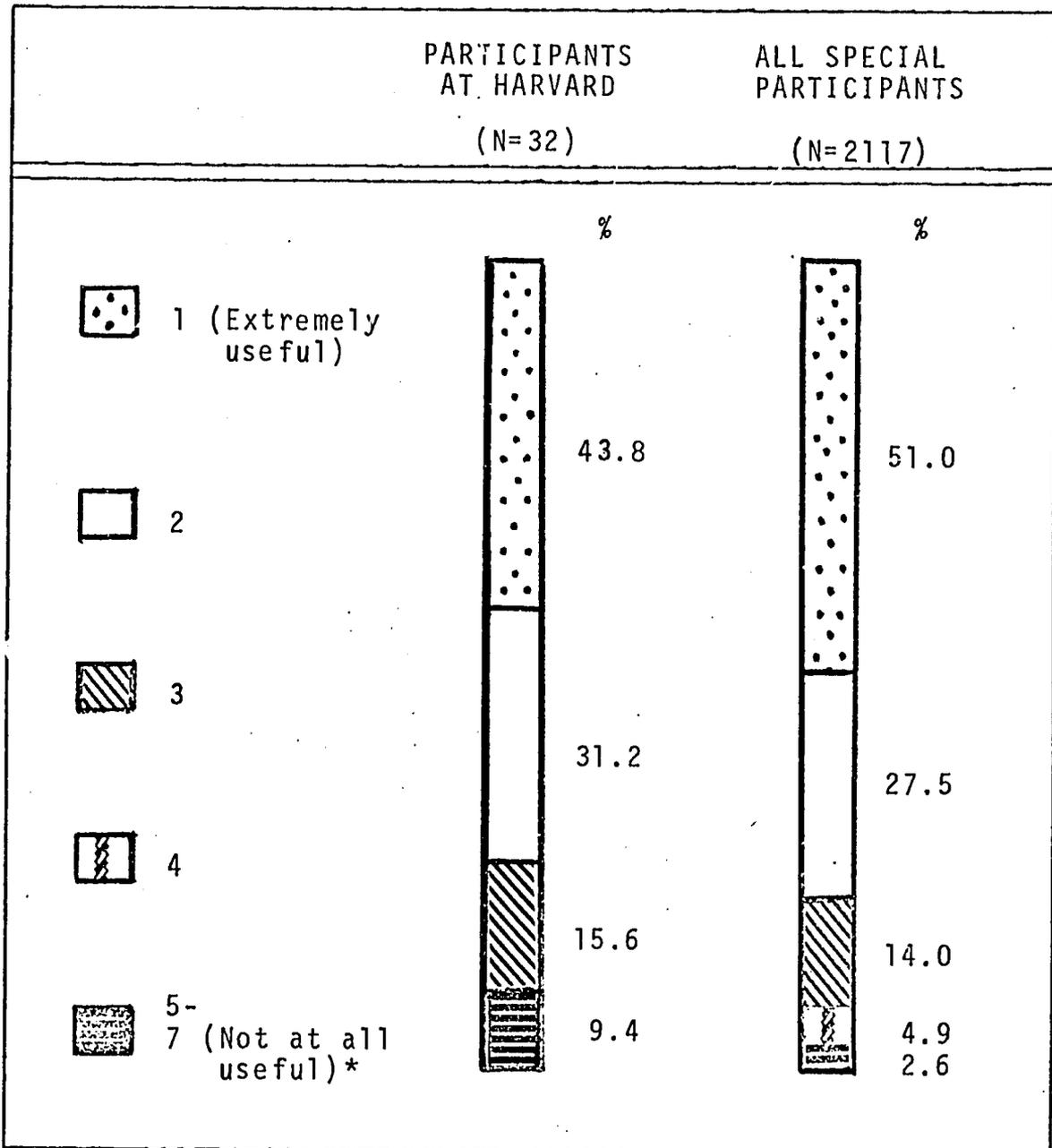
Table 7

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 HARVARD UNIVERSITY % of 72	ALL SPECIAL PARTICIPANTS % of 4086
No	55.6	47.4
Yes	44.4	52.6
IF YES:		
Q. How often was the above Advisor available? (Item 137)		
	<u>% of 32</u>	<u>% of 2144</u>
Always	59.4	59.7
Usually	34.4	27.0
Sometimes	6.2	13.3

Table 8

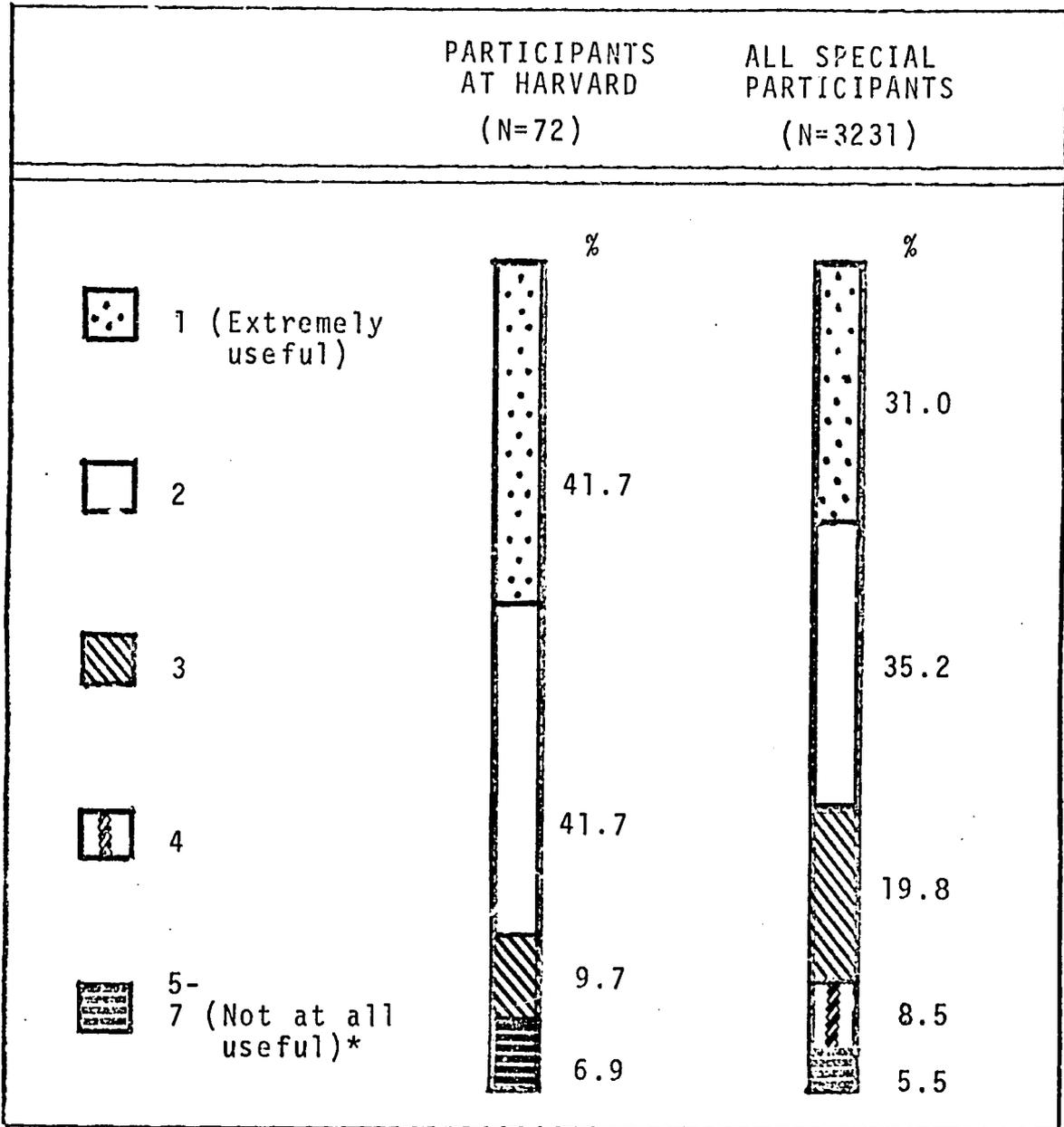
Q. How useful did the participants find the help they received from a Foreign Student Advisor or Job Trainee Advisor? (Item 138)



* 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

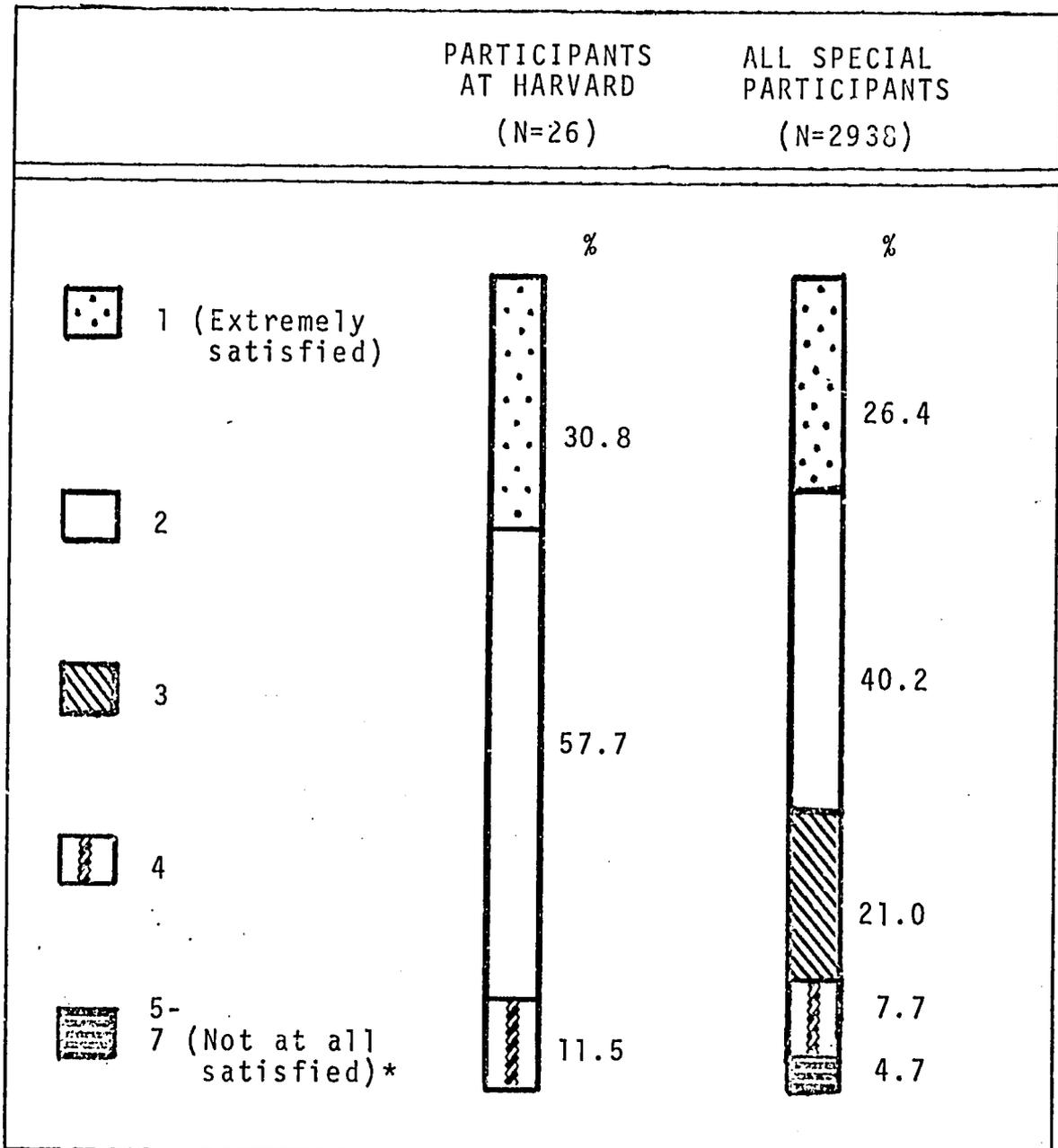
Q. How useful did the participants find their classroom and related training? (Item 62)



* 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."

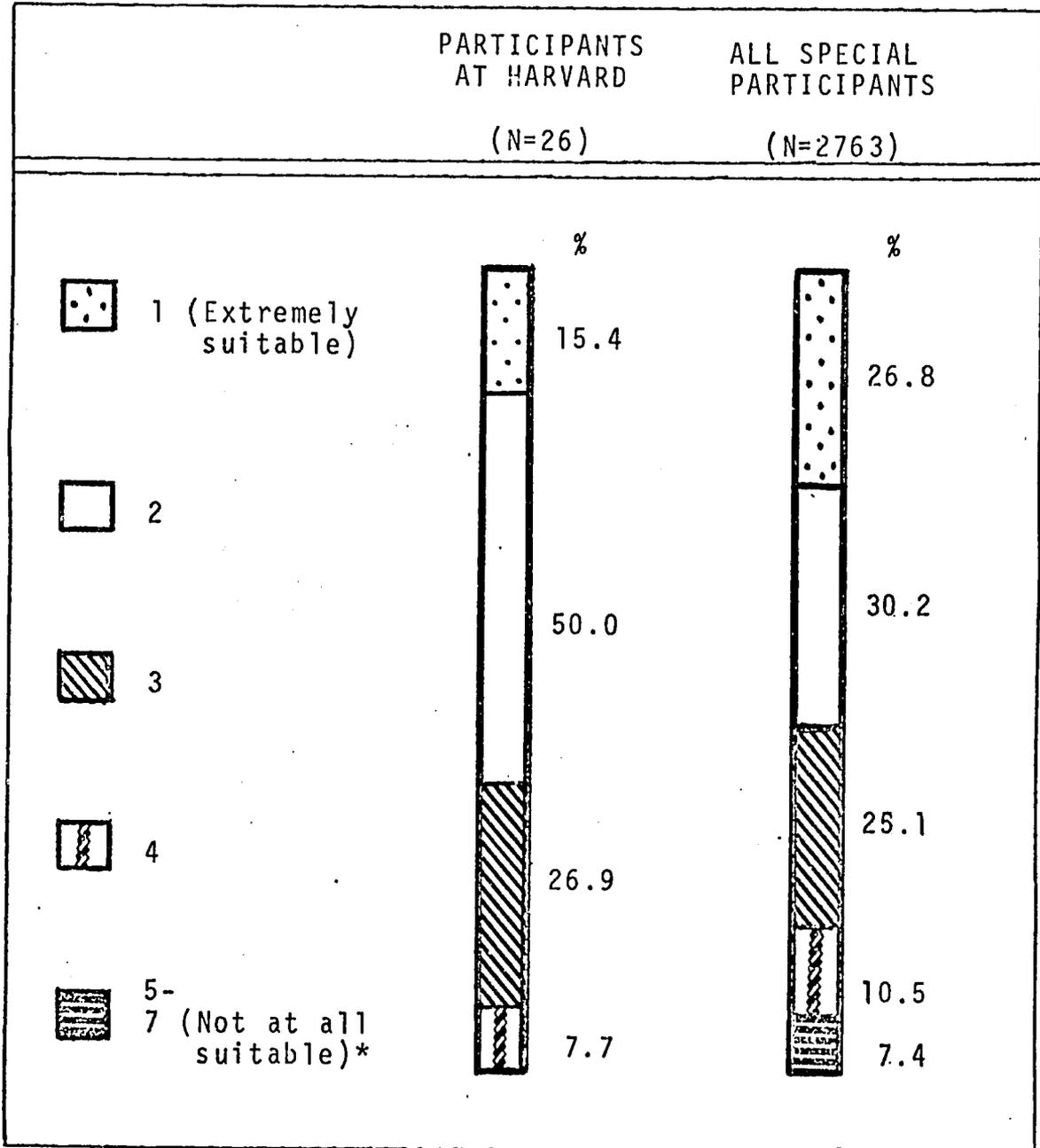
Table 11

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

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT HARVARD UNIVERSITY % of 67	ALL SPECIAL PARTICIPANTS % of 3869
No	83.6	40.4
Yes	16.4	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 10</u>	<u>% of 2320</u>
No	0.0	17.5
Yes	100.0	82.5

Table 12

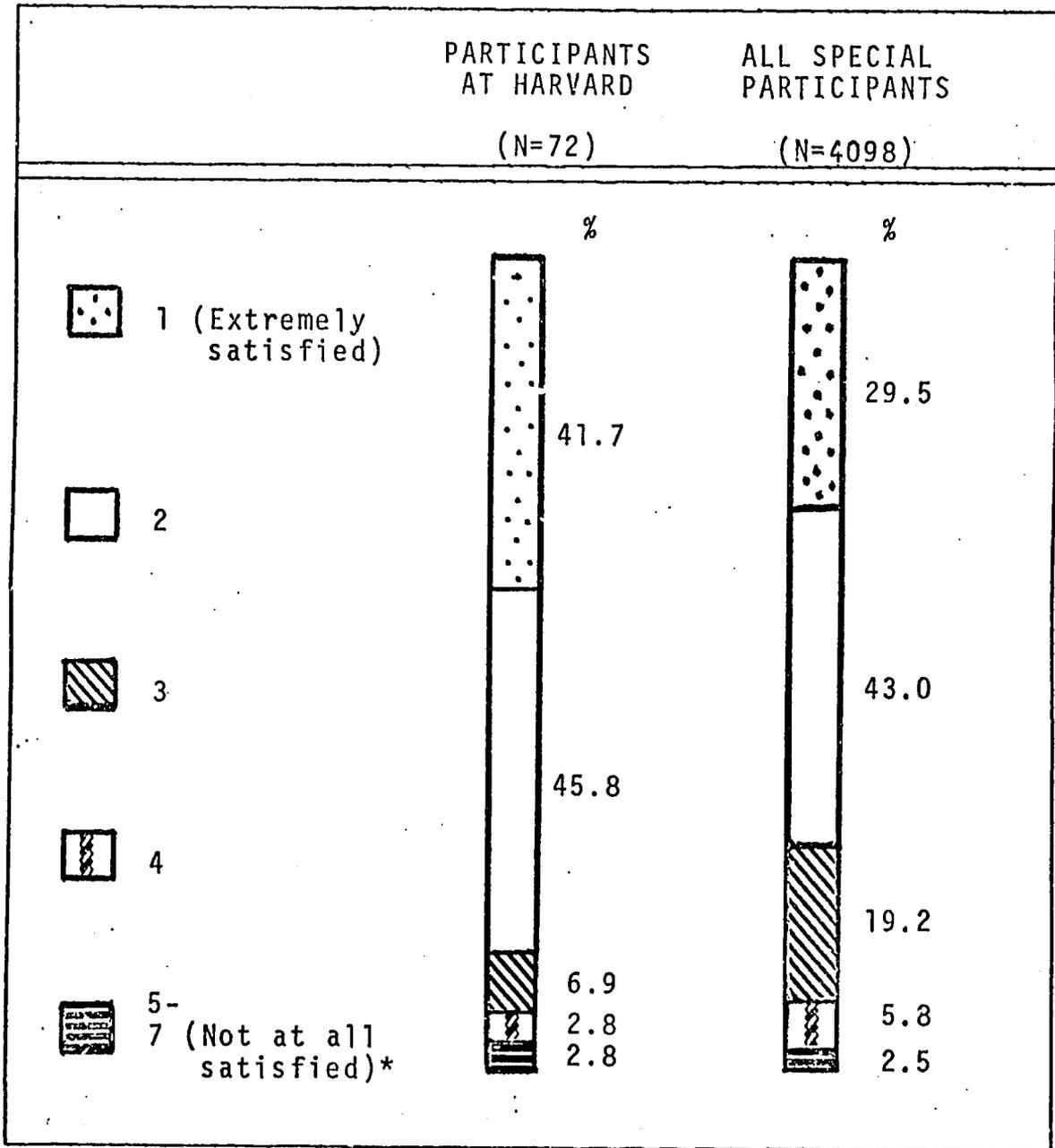
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 80b)



* 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 A.I.D. participants' experiences at Harvard University and those of participants who attended other special institutions 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 Harvard's participants differ significantly, either positively or negatively, from all other Special participants. It is not possible to give statistical explanations for these differences, as the size and composition of the groups of participants vary greatly among training institutions.

A smaller percentage of the participants at Harvard than of those at other special training institutions reported having difficulties with their courses' being too simple, too general, or providing too little opportunity for discussion (Table 6). Proportionally more of the participants at Harvard said they had too much assigned reading than did all other Special participants (Table 6).

Harvard's participants more often gave high ratings to the usefulness of their classroom training to their training objectives than did all other Special participants (Table 9). In rating their satisfaction with their total experience as A.I.D. participants, participants at Harvard more often gave ratings of "1" and less often gave ratings of "3" than did all other Special participants (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 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)