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TRAINING INSTITUTION PROFILE REPORT
SPECIAL PARTICIPANTS AT
UNIVERSITY OF CHICAGO
SUMMER WORKSHOP ON FAMILY PLANNING

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 received training at the University of Chicago and who took part in the DETRI exit interview. His opinions and evaluations on any given issue are those of most of the University of Chicago's participants 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 59 A.I.D. participants who completed special training programs at the University of Chicago between July 1967 and February 1972. He and his fellow participants came from all of the regions that participate in A.I.D.'s International Training Programs. The largest number were from the Far East, with smaller numbers from the Near East-South Asia and Latin America. Prior to his A.I.D. training program, Aidre had had more than 16 years of education. Most of the other participants had had at least 13 years of formal schooling.

Aidre came to the United States for specialized training in the field of health. He attended a Family Planning Summer Workshop, conducted by Dr. Donald Bogue, at the University of Chicago, and subsequently had observation visits to family planning

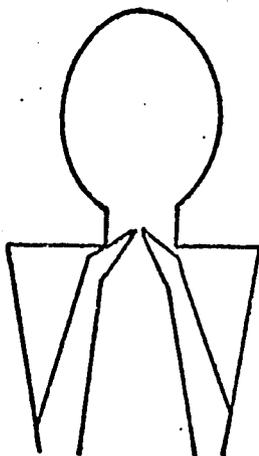


offices and clinics in various parts of the United States. Plans for his training were discussed with him before he left his country and again when he first arrived in the United States. At these meetings he learned about and agreed with the selection of the University of Chicago as his initial training institution.

The participants who attended the University of Chicago Workshops were drawn from a number of different educational and occupational backgrounds. Medical doctors, public health nurses, administrators, information officers, and social workers, who had professional and occupational interest in family planning, took part in the Workshops. Their assessments of their experiences at the Workshop were colored by their backgrounds and expectations and the extent to which they felt their specific needs were met.

During the exit interview, participants were given a list of difficulties that A.I.D. participants have sometimes had in special classroom training, and asked to indicate what their experience was at the University of Chicago. Aidre reported that

his major difficulty had been too much assigned reading. A number of his fellow participants thought the courses were too simple, that there was too much duplication in the subject matter presented, too little discussion, and that the subject matter was too general.



Nearly all of the participants agreed that there had not been too little lecturing. In fact, many participants commented that they had expected a seminar program at the University, and were disappointed to find that the "workshop" consisted almost entirely of lectures, with very little opportunity for participation. One participant said that, although "the speakers are rich in experiences and have much

to tell us, it is sometimes boring to have just lectures. Participation by the participants is necessary." Many participants who were members of large groups at the Workshop made similar comments, and suggested dividing the participants into smaller interest groups, where they would have opportunities for discussion and could focus on their individual concerns. When the groups were large, with heterogeneous backgrounds, participants often found the subject matter of the lectures too general and too basic. The few participants who did have training with smaller, more homogeneous interest groups found this "very effective." One participant who had this experience was enthusiastic about a teaching technique used at the Workshop, whereby each national group represented was asked to present its country's family planning program as it has been and as it should be. She evaluated the Workshop as "well-planned and organized," and described Dr. Bogue as "a very energetic man. He expects you to participate in discussions, and you have to read a great deal to be ready."

Aidre reported that he did not receive help from a Foreign Student Advisor. Those of his fellow participants who did reported that the Foreign Student Advisor was usually available to assist them with their problems. Ratings of the usefulness of this help varied, with similar numbers of participants giving ratings of "1," "2," and "3" on a scale that ranges from "1" (extremely useful) to "7" (not at all useful).

Ratings of the usefulness of the participants' classroom training to the objectives of their training programs and of the suitability of their training to their home country conditions were diverse. The participants who gave higher ratings often commented on the value of the part of the program that concentrated on communications design and dissemination. For some this was a new aspect of work in family planning. Others "got a broader viewpoint on how to manage the problem" of changing attitudes through effective communications. One participant left the Workshop "bursting with ideas," but added "I must go a little bit slowly in trying to put them into effect. After all, people can

accept just so much change at one time." A Visual Aids Officer reported that he not only attended lectures, but actually simulated various types of publicity in laboratory sessions. "This was very good practice for me. It was not merely lecturing, but we actually did the kinds of work we will be expected to do when we return." And the manager of an information project in family planning, who must communicate with people in rural areas, felt the discussion of "media which require only simple materials that are inexpensive" was especially important for his work.

Some of the participants who gave lower ratings thought much of the material used in the Workshop was designed more for use in the United States than in their countries. Some felt there was too much emphasis on communication, having wanted training in the administration of family planning programs. Some participants from Latin America commented that their countries are not yet ready for mass communications. These participants found the observation training they had in Louisiana more relevant. Here they saw the use of person-to-person communications techniques, which are more "efficient and effective" for their countries. In addition, "the conservative society, prevalence of the Catholic Church, and a community as poor as ours, are so close to the problems I know in my country. I can now go straight ahead with my work at home."

Many of the participants were satisfied with the Workshop, but wanted more practical experience--"knowing and doing are two different things." Those who had visits to clinics, hospitals, or neighborhood associations found this part of their training "very beneficial--a good experience," but felt more time spent in this "would have been very much valuable."

Aidre and most of his fellow participants stayed at the International House while they were attending the University of Chicago Workshop. Aidre found it hard to adjust to living like a student again. He commented that it was noisy, the rooms were small, and it was uncomfortably hot without air conditioning. However, meeting people from other countries who were also living there was a "compensation." Having been warned about the

neighborhood where the campus is located, Aidre was reluctant to go out after dark. Thus, his social activities consisted primarily of get-togethers with others at the International House and participation in the activities arranged by the International House. A number of participants, however, felt that the long hours they put in at the Workshop and the amount of homework required left little time for recreation.

On the whole, Aidre was pleased with his experience at Chicago. "It was good to meet the staff of the Workshop," as well as "people who shared the same problems as us." For him, "the real meaning" of the Workshop lay in the idea of communications and of family planning as an integral part of a country's development and planning.

SECTION 2

STATISTICS

Table 1

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

REGION	PARTICIPANTS AT UNIVERSITY OF CHICAGO % of 59	ALL SPECIAL PARTICIPANTS % of 4102
Near East- South Asia	23.7	34.6
Far East	40.7	33.7
Latin America	23.7	11.0
Africa	11.9	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 UNIVERSITY OF CHICAGO % of 59	ALL SPECIAL PARTICIPANTS % of 4075
7-11	11.8	6.2
12	0.0	8.8
13-15	17.0	24.9
16	17.0	21.0
17-18	18.6	23.3
19 and over	35.6	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 UNIVERSITY OF CHICAGO % of 56	ALL SPECIAL PARTICIPANTS % of 2947
No	91.1	92.0
Yes	8.9	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 UNIVERSITY OF CHICAGO % of 56	ALL SPECIAL PARTICIPANTS % of 2947
No	98.2	92.5
Yes	1.8	7.5

Table 5

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

DIFFICULTY	UNIVERSITY OF CHICAGO 58 PARTICIPANTS			3207 SPECIAL PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	46.6	44.8	8.6	66.7	23.6	9.7
Subject matter too general	61.4	31.6	7.0	65.5	26.8	7.7
Subject matter too detailed	78.2	21.8	0.0	77.4	17.4	4.8
Too many different subjects presented	71.9	24.6	3.5	73.6	19.0	7.4
Too much duplication in subject matter presented	57.9	40.3	1.8	70.2	24.3	5.5
Too little discussion	60.4	24.1	15.5	75.5	18.6	5.9
Too little lecturing	93.1	6.9	0.0	79.9	14.6	5.5
Courses or presentations too simple	56.1	43.9	0.0	69.4	25.0	5.6
Courses or presentations too advanced	72.4	25.9	1.7	75.3	21.7	3.0

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

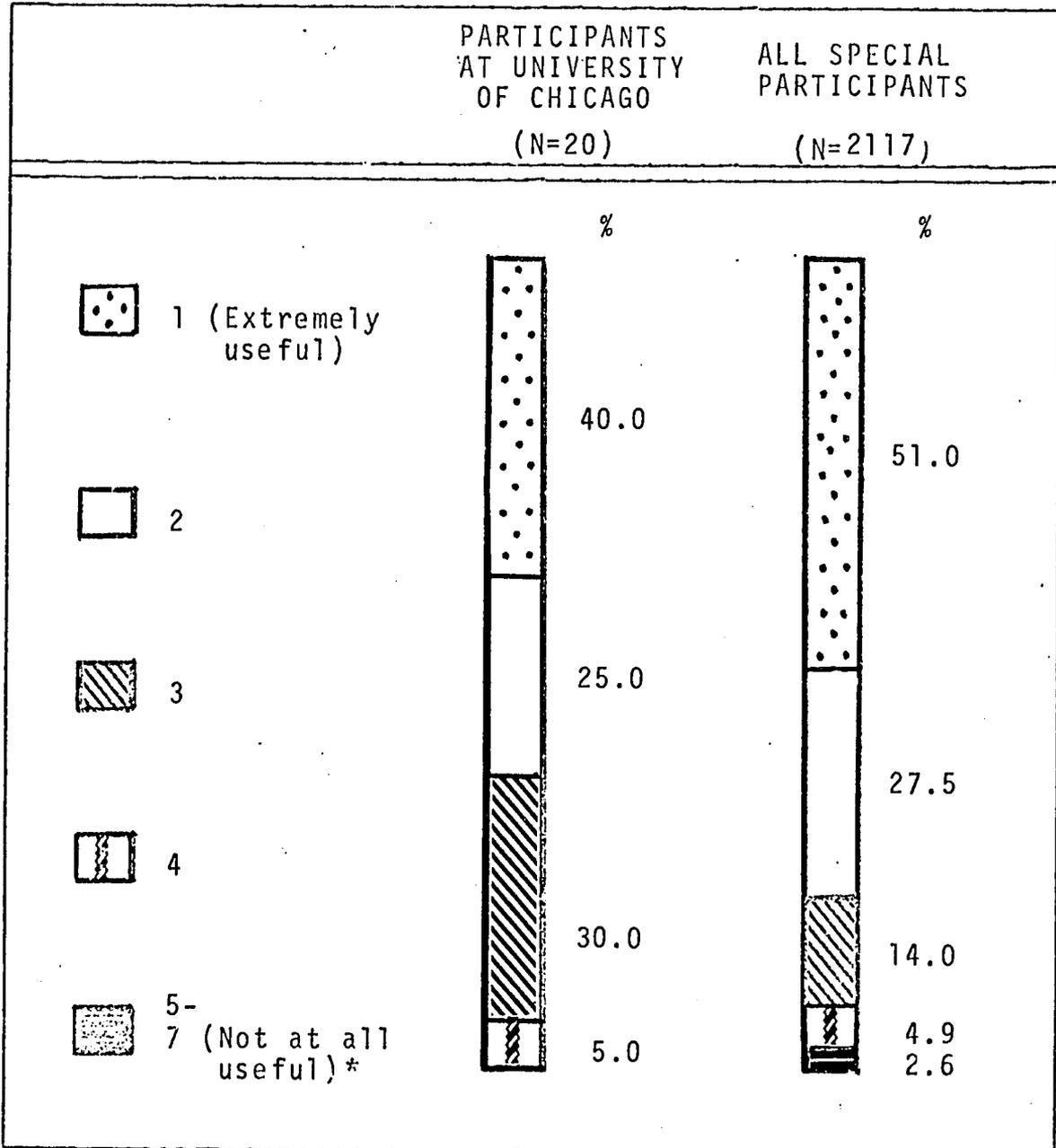
Table 6

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 UNIVERSITY OF CHICAGO % of 59	ALL SPECIAL PARTICIPANTS % of 4086
No	66.1	47.4
Yes	33.9	52.6
IF YES:		
Q. How often was the above Advisor available? (Item 137)		
	<u>% of 20</u>	<u>% of 2144</u>
Always	40.0	59.7
Usually	45.0	27.0
Sometimes	15.0	13.3

Table 7

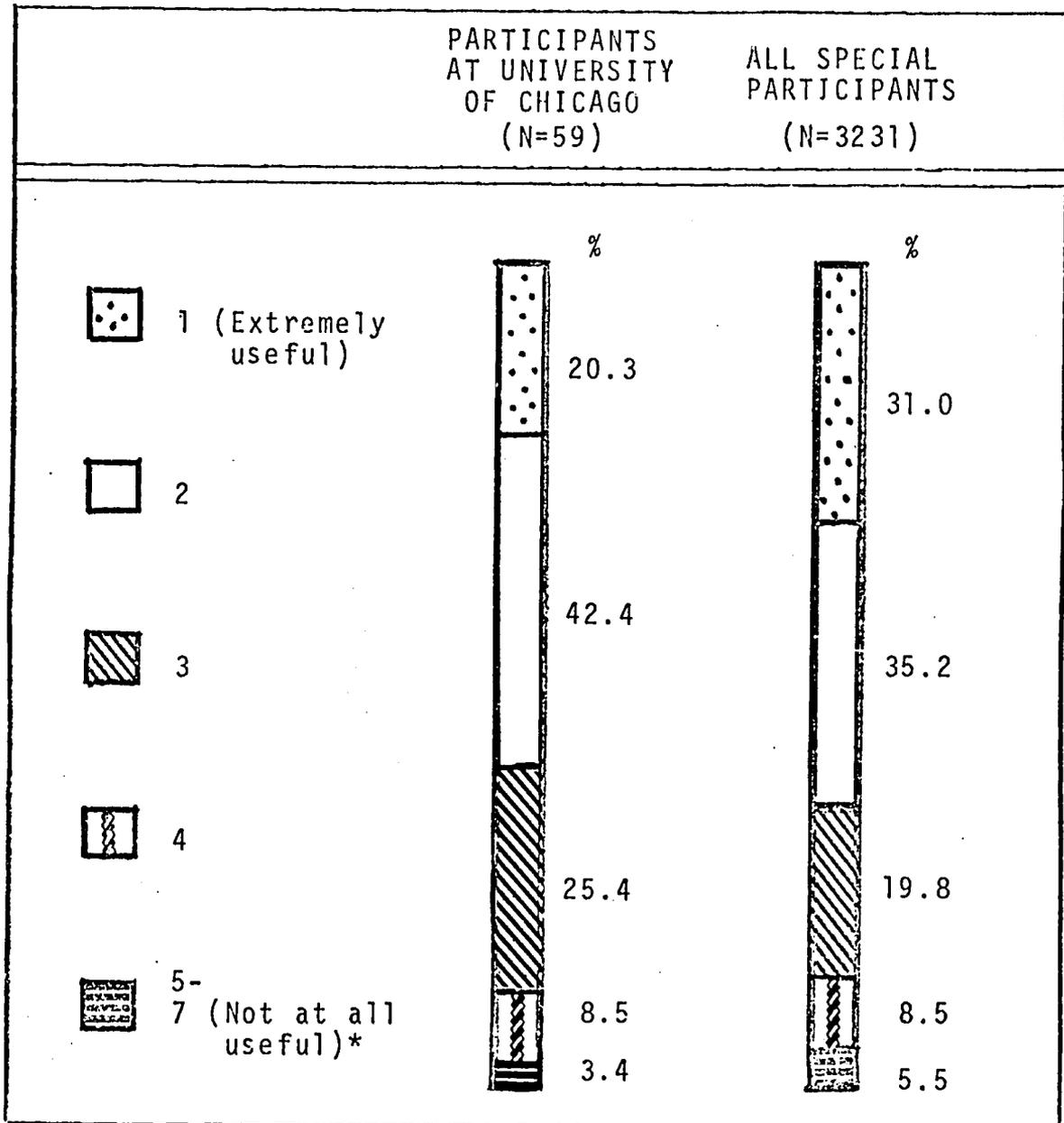
Q. How useful did the participants find the help they received from a Foreign Student Advisor or Job Trainee Advisor? (Item 1.38)



* 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

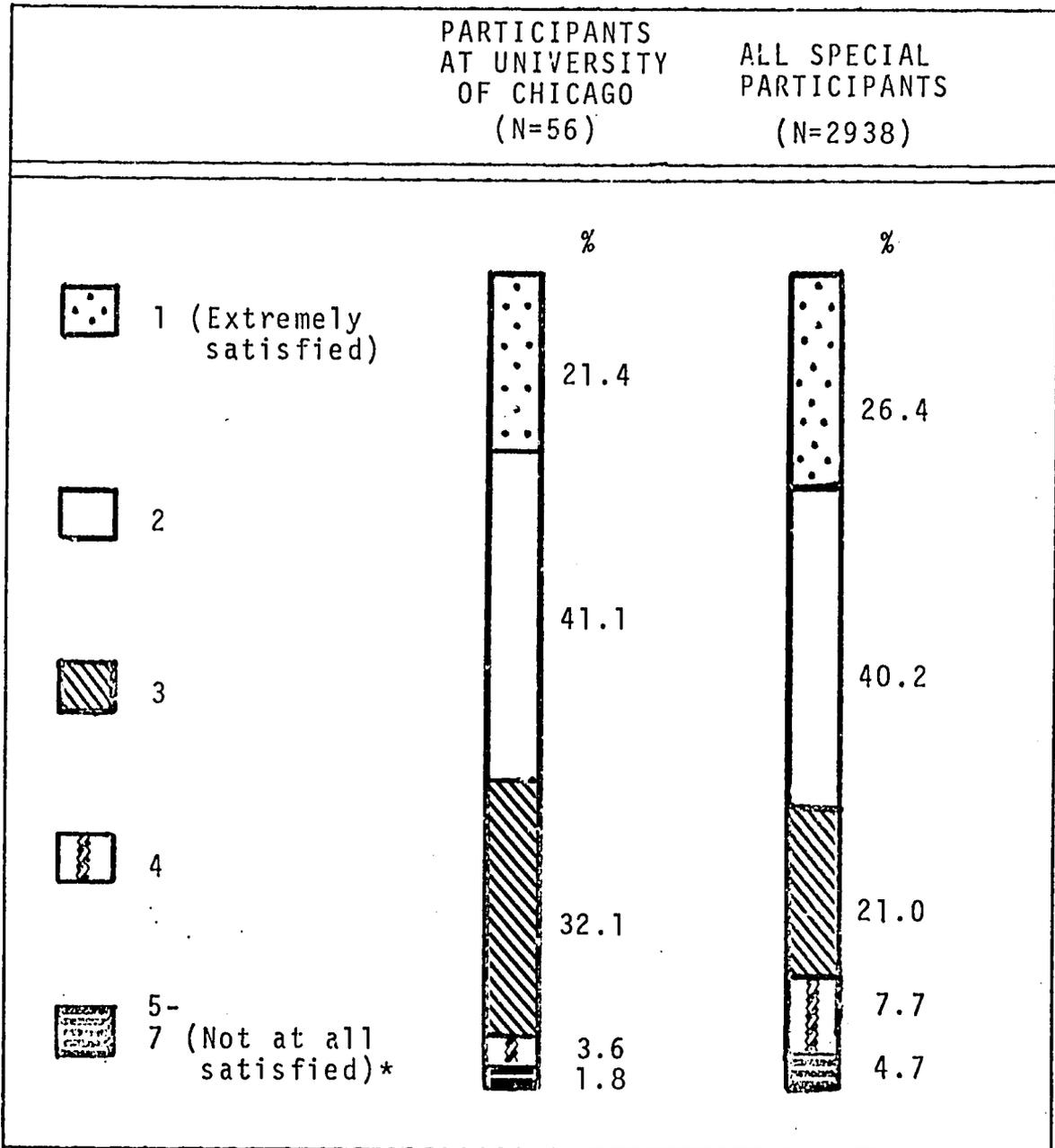
Q. How useful did the participants find their classroom and related training? (Item 62)



* 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 31)



* 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."

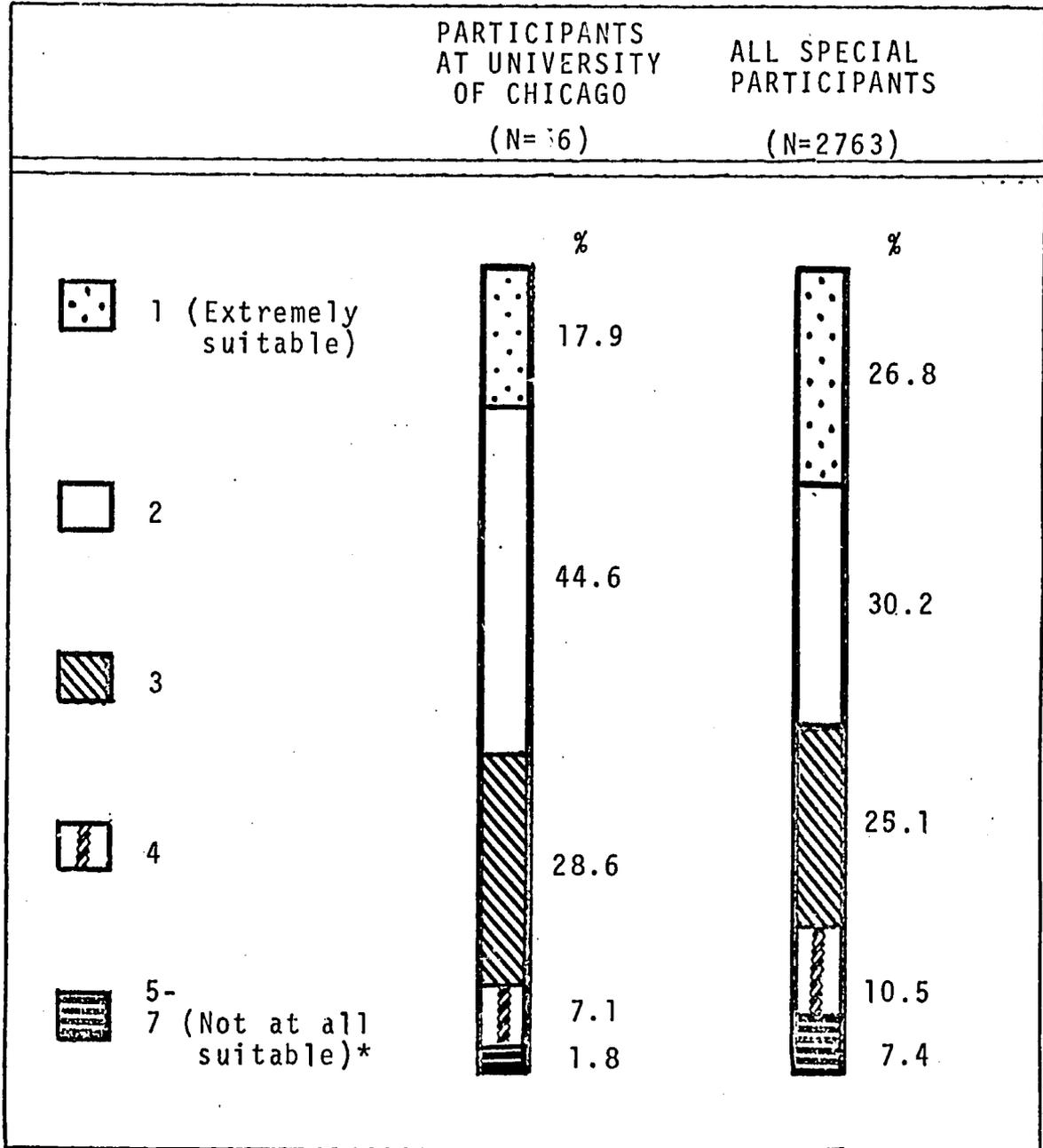
Table 10

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

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT UNIVERSITY OF CHICAGO % of 59	ALL SPECIAL PARTICIPANTS % of 3869
No	50.8	40.4
Yes	49.2	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 28</u>	<u>% of 2320</u>
No	3.6	17.5
Yes	96.4	82.5

Table 11

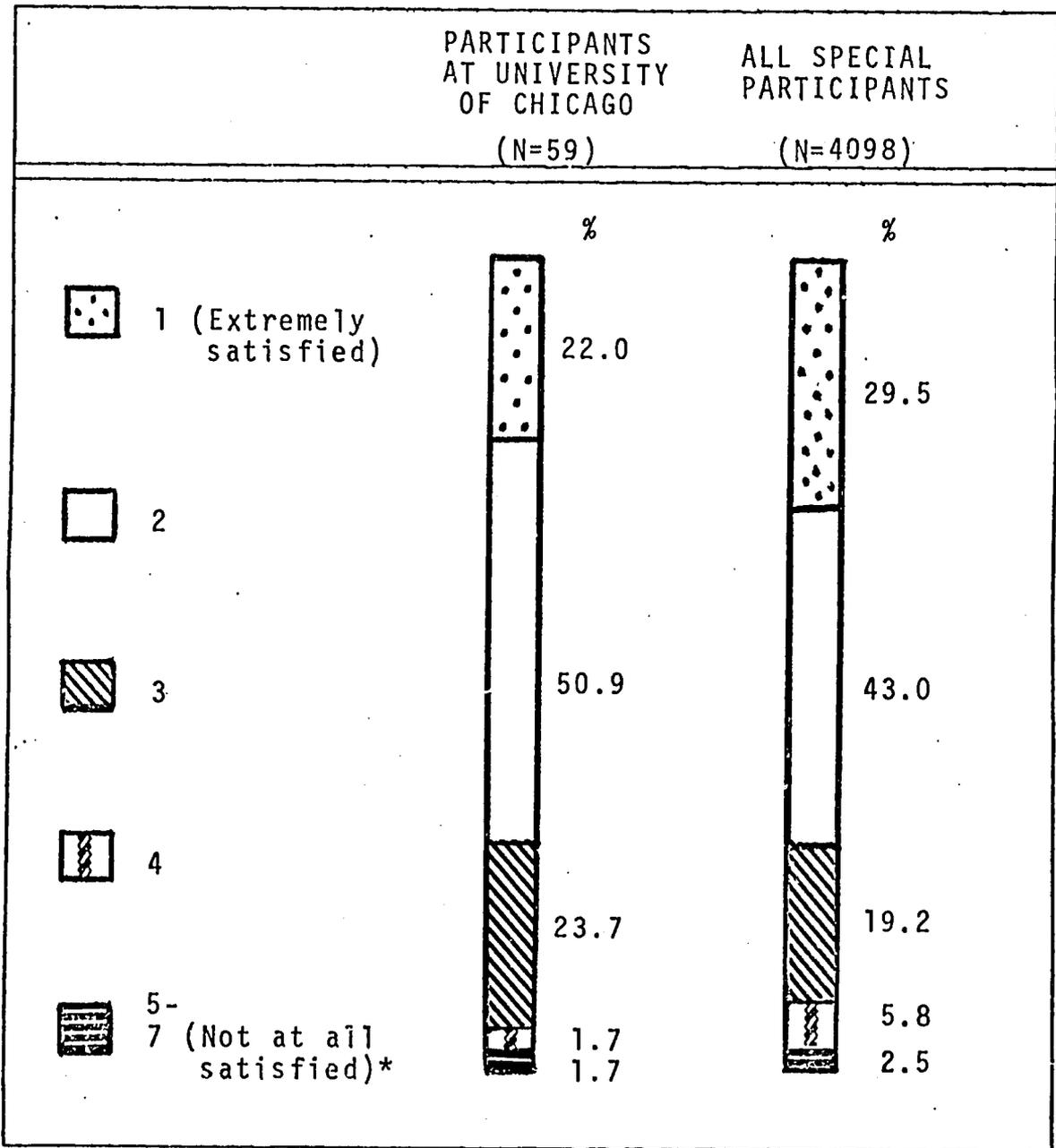
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 80b)



* 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 A.I.D. Special participants' experiences at the University of Chicago and those of Special participants who attended other 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 the University of Chicago's participants differ significantly, either positively or negatively, from all others. 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.

Proportionally more of the participants at the University of Chicago than of those at other special institutions reported they had had too much assigned reading, courses that were too simple, too little discussion, and too much duplication in the subject matter presented. Proportionally fewer of the University of Chicago participants said they had too little lecturing (Table 5).

A smaller percentage of the participants at the University of Chicago said they received help from a Foreign Student Advisor than did all other special participants (Table 6).

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)