

PNAA 5-894

40312

TRAINING INSTITUTION PROFILE REPORT

SPECIAL PARTICIPANTS AT
UNIVERSITY OF WISCONSIN

June 1972

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

PREFACE

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

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

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

1. See Appendix II.

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

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

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

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

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

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SECTION 1

NARRATIVE



We would like to introduce you to "Aidre," a hypothetical A.I.D. Special participant whose classroom training took place at the University of Wisconsin. Aidre represents 68 non-academic participants who completed their training programs at the University of Wisconsin between July 1967 and February 1972 and who took part in the DETRI exit interview. His opinions and evaluations on any given item are those of most of the Special participants at the University of Wisconsin on that particular issue. When there are important differences on any item between Aidre, as the typical respondent, and some of his fellow participants they will be mentioned. All quotes are taken from the participants' own accounts of their experiences.

Aidre came from Africa and took part in a special program planned and administered by the U.S. Department of Agriculture. Aidre had discussed the plans for his training program with local officials and the USAID Training Officer in his own country. He had also gone over his program with officials at the U.S. Department of Agriculture in Washington, D.C. He knew that the classroom portion of his training would take place primarily at the

University of Wisconsin in Madison. He was pleased that the University had been agreed upon as the institution where he would study, because it was "one of the best universities in the United States in agricultural extension work."

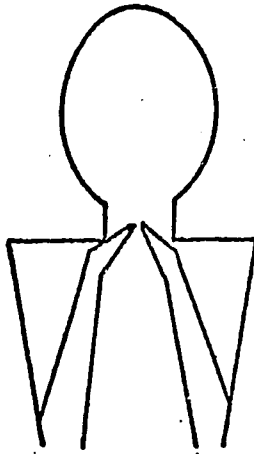
Aidre's program in the United States was about 9 months in duration. It included a 26-week seminar which combined classroom and observation training at the University of Wisconsin. The classroom training included both lectures and discussions. The observation training provided Aidre an opportunity to visit with county agents in and around Madison. At the conclusion of the program in Wisconsin, Aidre traveled to Louisiana with a group of participants who were in the same training program to observe Farmers Home Administration and Soil Conservation Service activities. The remainder of his training consisted of field visits to several states in the Mid-West relating to his own special interests, 1 week at the Communications Workshop in East Lansing, Michigan, and a program at the U.S. Department of Agriculture in Washington, D.C.

Aidre had had more than 15 years of formal education and a great deal of experience in extension work in his home country before beginning his training program. Some of the other participants in his training group had not had as much education and experience. The variety in their backgrounds and interests made it difficult to provide a program which was equally interesting and relevant to each participant. Several complained that the program suffered from the "lack of a personal touch." Providing the same program for all made it too elementary at points for some and too advanced for others. However, Aidre felt that the specialized portion of his field visits and the classroom discussions made the program sufficiently relevant to his own interests.

Aidre received personal assistance from the Foreign Student Advisor at the University of Wisconsin and a Technical Leader responsible for his program. He found these Advisors always available when needed and rated the help they provided as extremely useful on a 7-point scale which ranges from "1" (extremely useful) to "7" (not at all useful). He also praised his Program Officer

at the Department of Agriculture who changed part of his observation training to make it more relevant.

Aldre considered a list of classroom difficulties that A.I.D. Special participants have sometimes had with their training programs.



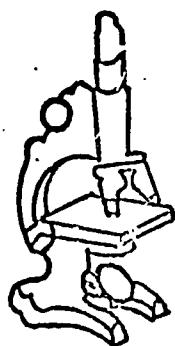
He felt that none of these difficulties applied to his own experience with classroom training at the University of Wisconsin. A few of his fellow participants felt that their subject matter was too general and repetitious. As they said, "We just got an introduction to extension work in the United States. Discussions got off the subject because the group's interests were too varied. Some classes were boring and repetitive." A few other participants felt that their subject matter had been too detailed and that there was too much assigned reading. One commented, "The training was too technical and exact for my country. It was very academic. We

read too many books." Aldre did not agree with these participants. He felt that there had been a good balance between discussion and lecturing, and that his courses were neither too simple nor too advanced. As he said, "The course work was very beneficial. I learned many new things. The lecturers were experts in their field." Aldre and many of his fellow participants rated the usefulness of their classroom training to their training objectives at 1 of the top 2 positions on the 7-point scale.

There was more variation in the participants' ratings of the suitability of their technical training programs to their home country conditions. Approximately equal numbers of participants gave ratings at each of the first 4 positions on this 7-point scale. Those who rated their programs as extremely suitable made comments like the following: "My training was interesting and appropriate to my job situation." "I can use what I have learned.

in an immediate way and to pave the way for the future." Participants who gave somewhat lower ratings commented, "Some of it can be used directly, other of it is bad for our situations," or the training program was "worth coming for from an administrative point of view, but not in my own field." Those who gave the lowest ratings said things like, "The courses were designed to train American teachers. The principle which works here won't be good in my country," or "Some lecturers lacked experience and did not know my home country."

Most of the participants agreed that the observation and on-the-job training they received was the most useful aspect of the training program. As one said, "I liked the practical side of my training. I did not need theory. The more I practice it myself, the more I can communicate it." Several of the participants recommended that more time be devoted to field trips in their training programs. They especially liked visits in which they had the opportunity to see how agricultural extension agents and other agricultural officials handle office matters and work with farmers.



Aldre had several courses at the University of Wisconsin in which instruments and equipment were used. He believed that most of these instruments and equipment were available in his home country. A few participants recommended that more time be spent in teaching them how to operate and repair audiovisual equipment, such as overhead and slide projectors and tape recorders. They felt that it was important to know how to repair this equipment if it should break down in their home country.

Most of the participants gave ratings of "2" or "3" to their satisfaction with their total technical training. However, a clear majority gave "2" ratings to their satisfaction with their total experience as A.I.D. participants. The higher ratings given to their total experience can be attributed to their generally good non-technical experiences in the United States. As Aidre said, "I believe the informal part of my stay was as important as the technical part."

Most of the participants found the Americans they met to be friendly, hospitable, and "very nice." Several commented that they understood the United States better through home visits with farm families and county agents in the rural areas of the United States. They were especially impressed with the responsibility shown by the farmer and his family and their hard work throughout the day. As one commented, "Each one in the American family has something they are to do, and they do it."

In addition, many participants appreciated the opportunity to "explain things" to Americans about their own countries. Several were disturbed that Americans did not know more about their countries and welcomed the chance to help international understanding by giving talks and answering questions.

Aidre found that he was seldom bored or lonely during his training program. "I kept busy." He appreciated the fact that none of his time was wasted and that many social and recreational activities were arranged for him by his Technical Leader. He missed his wife and family, but was not especially homesick because of his active schedule.

Some of Aidre's fellow participants experienced instances of discrimination in Wisconsin, Washington, D.C., and Louisiana. Because of their desire to avoid such incidents, others associated primarily with their fellow countrymen throughout their U.S. sojourns. Aidre did not do this, as he wanted to become more familiar with Americans. He made many friends in the United States, both in his training program and through his visits with American farmers. Aidre especially appreciated the fact that he was

allowed to use buses and private automobiles for much of his travel. This gave him an opportunity to meet people and see the country that he would not have otherwise had.

Aidre lived in the Visitors' Short-Course Dorm at the University of Wisconsin. He did this because it was convenient and housing in Madison was very expensive. He found the dorm somewhat noisy, and missed living with American students, but was generally pleased with his housing arrangements.

Aidre felt that he was going back to his home country with a high level of knowledge, but that he would have to adapt the ideas he had learned. He expected that the gap between the United States and his country in mechanization, literacy, and available capital would cause him some difficulty in applying his U.S. training. In his country it is customary to do things for people, rather than with people, as he had learned to do in the United States. However, he was optimistic that he could adapt much of his training. He said, "It is most important to understand the values and attitudes of the people to be a change agent. I previously had no experience in this field, but I now feel more confident. What I learned was useful because the problems of communication are the same at home."

In summing up his experiences, Aidre said, "I have really enjoyed coming to the United States. I have learned much about the United States and the American people. I received excellent training everywhere and I really appreciate the efforts of all who made my training possible."

SECTION 2

STATISTICS

Table 1

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

REGION	PARTICIPANTS AT UNIVERSITY OF WISCONSIN % of 68	ALL SPECIAL PARTICIPANTS % of 4102
Near East- South Asia	17.7	34.6
Far East	17.7	33.7
Latin America	2.9	11.0
Africa	61.7	20.7

Table 2

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

FIELD OF TRAINING	PARTICIPANTS AT UNIVERSITY OF WISCONSIN % of 36	ALL SPECIAL PARTICIPANTS % of 2747
Agriculture	88.9	26.9
Industry & Mining	0.0	11.9
Transportation	0.0	12.4
Labor	2.8	2.6
Health & Sanitation	0.0	17.7
Education	8.3	6.3
Public Administration	0.0	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 WISCONSIN % of 68	ALL SPECIAL PARTICIPANTS % of 4075
7-11	14.7	6.2
12	7.3	8.8
13-15	16.2	24.9
16	19.1	21.0
17-18	22.1	23.3
19 and over	20.6	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 WISCONSIN % of 30	ALL SPECIAL PARTICIPANTS % of 2947
No	96.7	92.0
Yes	3.3	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 WISCONSIN % of 30	ALL SPECIAL PARTICIPANTS % of 2947
No	93.3	92.5
Yes	6.7	7.5

Table 6

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

DIFFICULTY	UNIVERSITY OF WISCONSIN 67 PARTICIPANTS			ALL SPECIAL PARTICIPANTS		
	None %*	Some %*	Much %*	None Percent* of 3207	Some	Much
Too much assigned reading	70.1	20.9	9.0	66.7	23.6	9.7
Subject matter too general	64.2	25.4	10.4	65.5	26.8	7.7
Subject matter too detailed	67.1	28.4	4.5	77.4	17.4	4.8
Too many different subjects presented	77.3	13.6	9.1	73.6	19.0	7.4
Too much duplication in subject matter presented	71.6	25.4	3.0	70.2	24.3	5.5
Too little discussion	80.6	14.9	4.5	75.5	18.6	5.9
Too little lecturing	77.6	16.4	6.0	79.9	14.6	5.5
Courses or presentations too simple	79.1	16.4	4.5	69.4	25.0	5.6
Courses or presentations too advanced	89.4	9.1	1.5	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

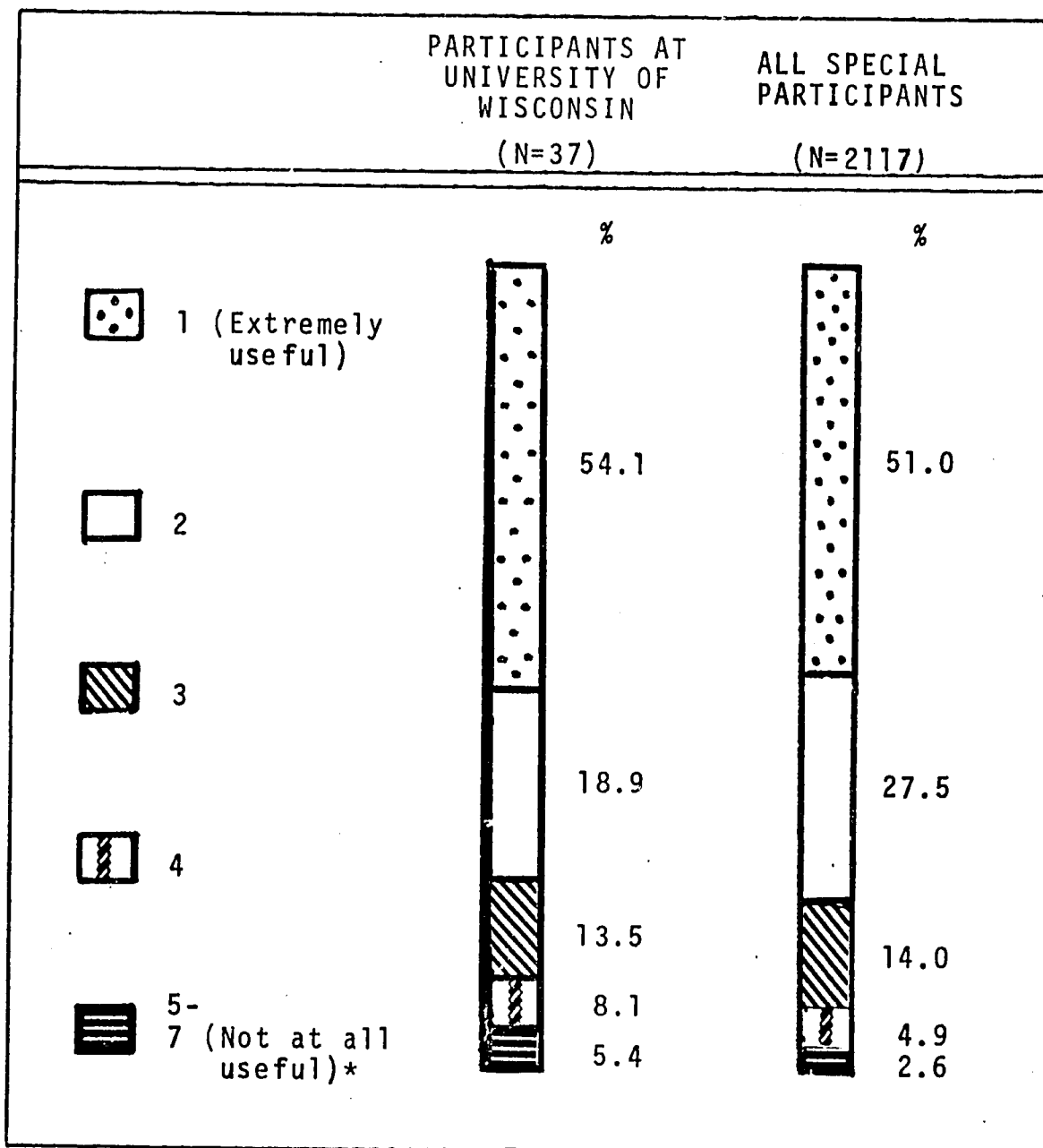
Q. Did the participants receive help from a Foreign Student Advisor or Job Trainee Advisor at their training institution? (Item 136)

HELPED BY FSA OR JTA	PARTICIPANTS AT UNIVERSITY OF WISCONSIN % of 67	ALL SPECIAL PARTICIPANTS % of 4086
No	43.3	47.4
Yes	56.7	52.6

IF YES:		
Q. How often was the above Advisor available? (Item 137)		
	<u>% of 38</u>	<u>% of 2144</u>
Always	55.3	59.7
Usually	26.3	27.0
Sometimes	18.4	13.3

Table 8

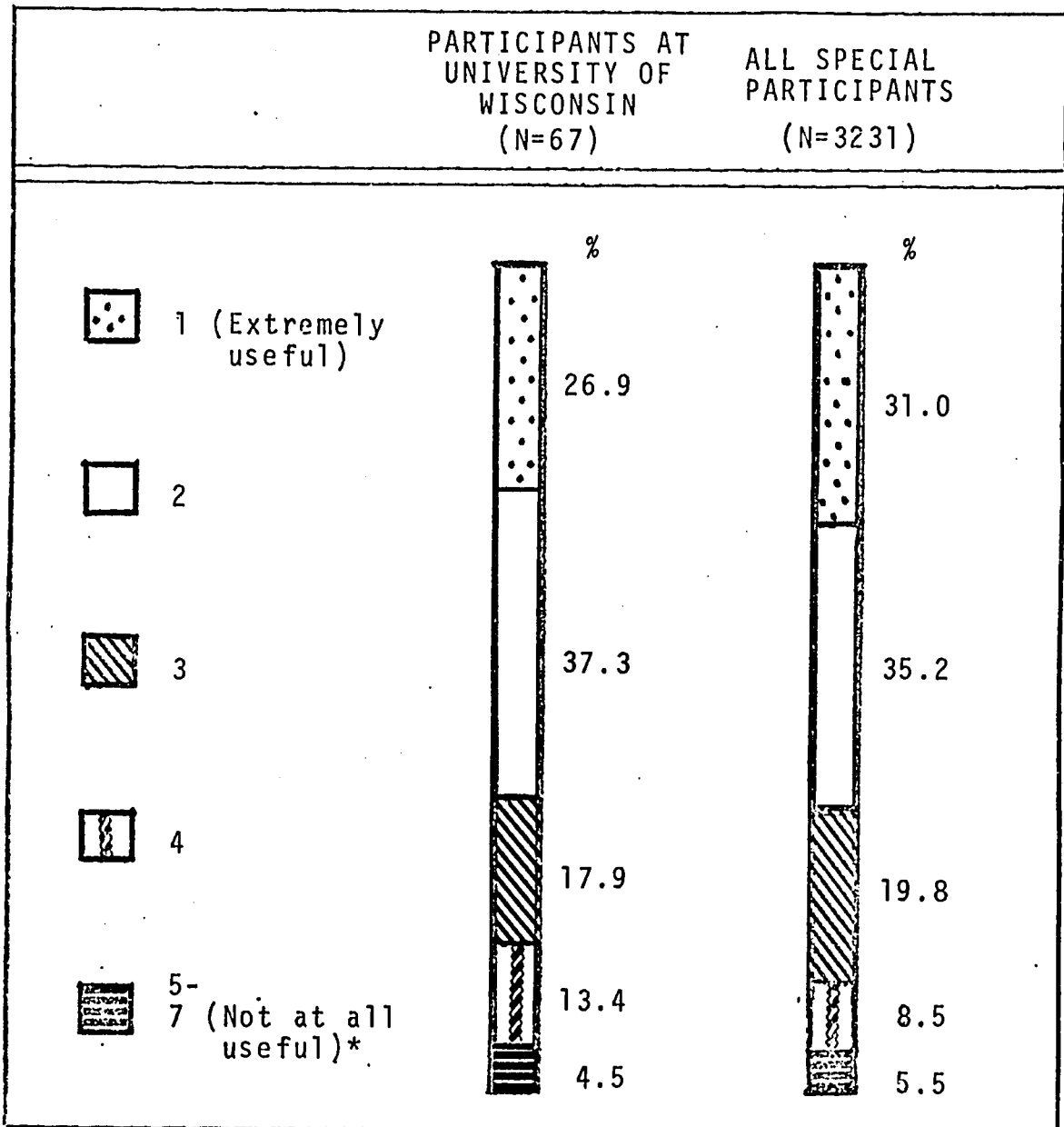
Q. How useful did the participants find the help they received from a Foreign Student Advisor or Job Trainee Advisor? (Item 138)



* 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

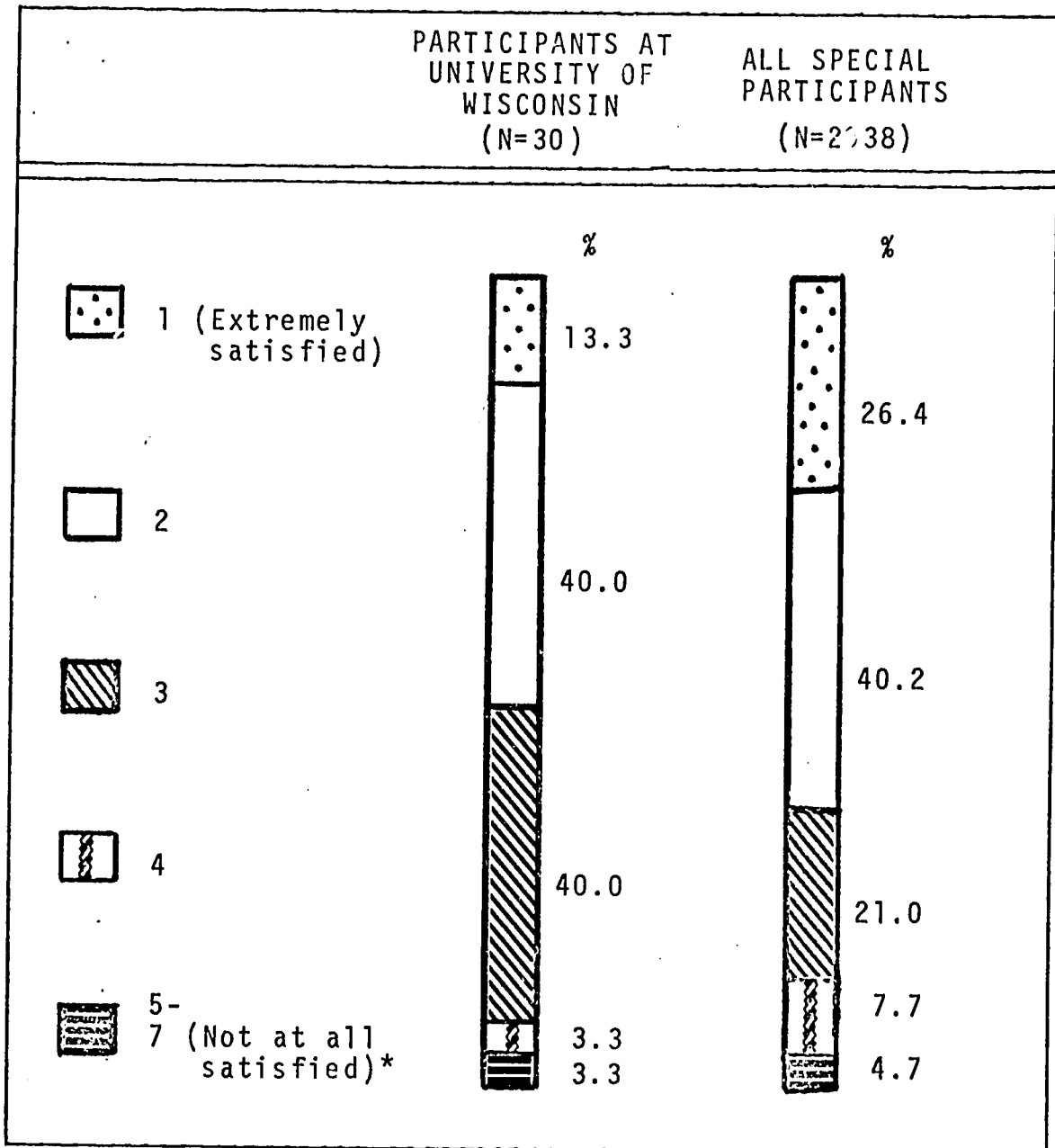
Q. How useful did the participants find their classroom and related training? (Item 62)



* 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

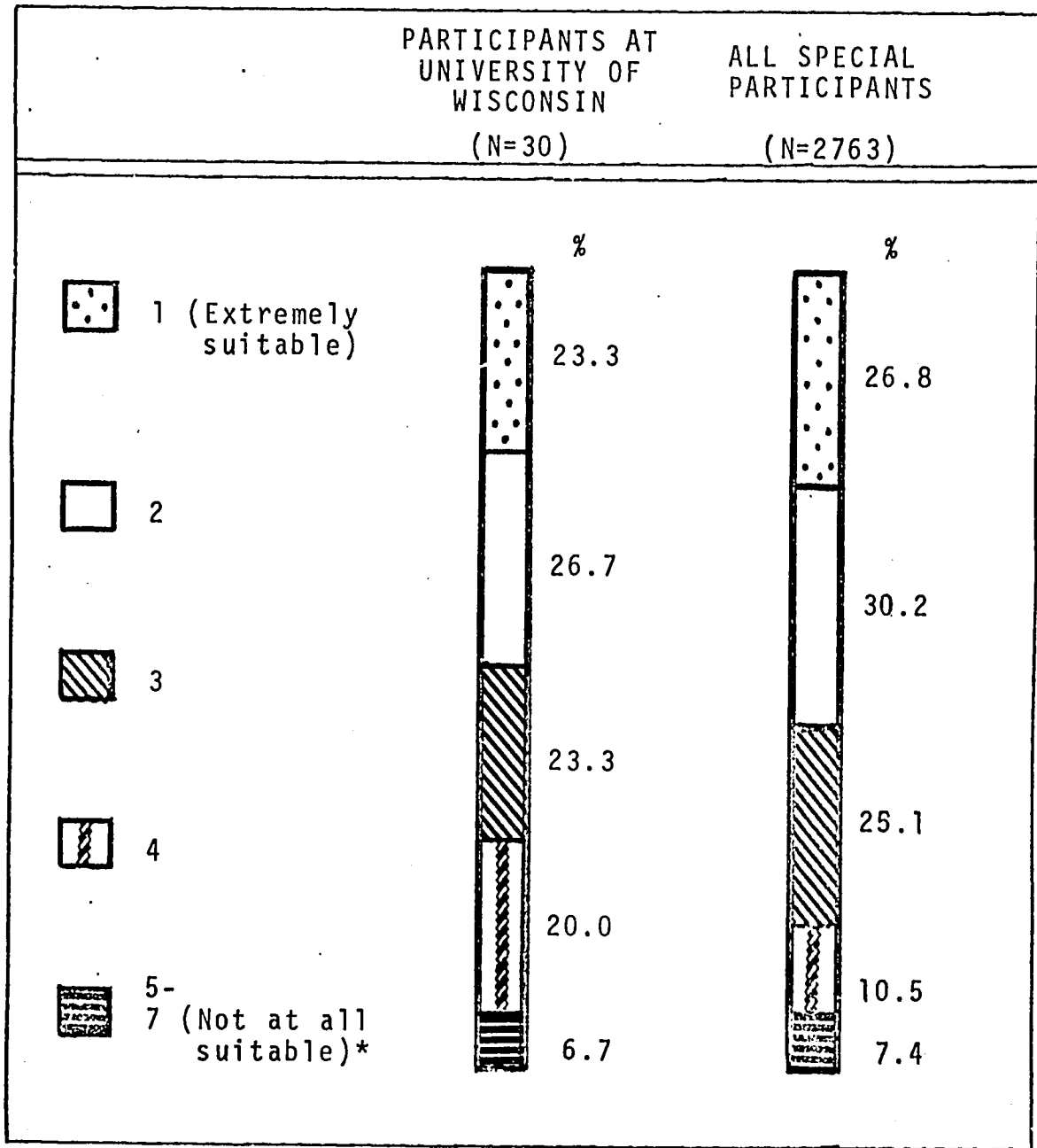
Q. Did the participants have training in which instruments and equipment were used? (Item 77)

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT UNIVERSITY OF WISCONSIN % of 64	ALL SPECIAL PARTICIPANTS % of 3869
No	40.6	40.4
Yes	59.4	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 41</u>	<u>% of 2320</u>
No	12.2	17.5
Yes	87.8	82.5

Table 12

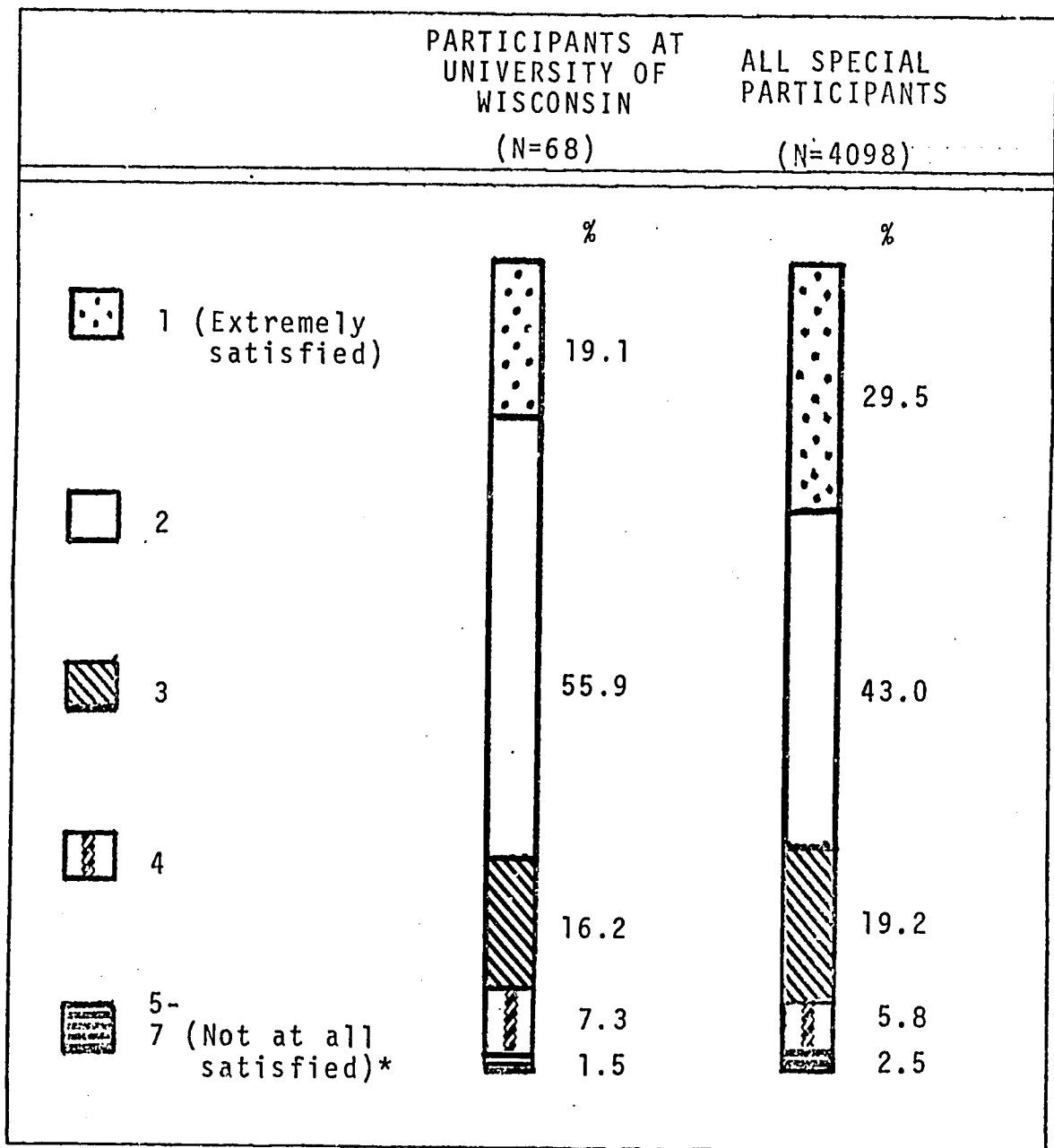
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 80b)



* 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

There was one statistically significant difference between the experiences of Special participants at the University of Wisconsin and those of participants at other special institutions for which we have data. Participants at the University of Wisconsin less often said that the courses or presentations they received were too advanced for them than did participants at all other special training institutions (Table 6). It is not possible to statistically explain this difference, as the size and composition of the groups of participants at these institutions vary considerably.

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)